

LCAP Year  2017–18  2018–19  2019–20

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

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

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

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

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

LEA Name	Yosemite-Wawona Elementary Charter School		
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## 2017-20 Plan Summary

### THE STORY

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

Yosemite-Wawona Elementary Charter School (YWECS) is a TK-8th grade charter school that opened in August 2014 and is located in Wawona, the southern district of Yosemite National Park. There has been a school in existence in this rural mountain community as a multiage school from the mid-1890's. Since that time, the school has enrolled children from the communities of Wawona, Fish Camp and Yosemite West, primarily serving NPS and concessionaire employees. The new charter school follows in the traditions that have been established through the years and is currently expanding to increase the communities served. In 2015 and 2016, YWECS expanded to include students from the Oakhurst/Coarsegold area and YLP. In 2017-18 we will expand our enrollment to include students from the nearby mountain communities of Ahwahnee, North Fork, Bass Lake and beyond.

The foundation of the charter school's academic program includes a multi-age classroom where students learn in an integrated, project-based learning environment that emphasizes California Common Core academics and includes art, drama, outdoor adventure activities, cooking, and community enrichment programs. In 2015-16, we created an interactive field studies curriculum to connect YWECS students with real-life, hands-on learning experience throughout Yosemite National Park. In 2016-17, we continued the field studies program with an emphasis on STEM and ELA. We continue to assess our academic program with the expectation that our students are not only meeting, but exceeding state and national expectations.

Following is the charter school's Mission Statement:

To produce self-motivated, competent, life-long learners in a local community school who have a sound academic foundation, create quality work, are group workers and problem solvers, show respect and consideration for others and choose the academic path to an enjoyable career as an adult.

## LCAP HIGHLIGHTS

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

Yosemite-Wawona Elementary Charter School's Mission Statement:

To produce self-motivated, competent, life-long learners in a local community school who have a sound academic foundation, create quality work, are group workers and problem solvers, show respect and consideration for others and choose the academic path to an enjoyable career as an adult.

With this mission statement as the guiding theme, the Yosemite-Wawona Elementary Charter School is currently developing its fourth Local Control Accountability Plan (LCAP). This plan describes the charter school's efforts to improve student achievement and serve as a blueprint for reform that encompasses curriculum, professional development, instruction, assessment and student and parent engagement.

Yosemite-Wawona Elementary Charter School's goals include the following:

All students will participate in high quality instruction and learning opportunities that will prepare them for success in high school, college and the workplace.

All students will receive instruction from highly qualified professionals in a clean, caring and secure environment.

All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges for all.

All stakeholders will be engaged in the learning process by promoting opportunities that strengthen the skills, competencies and abilities of students, parents, staff and community.

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

We had a great 2016-17 school year! Our little charter school doubled in enrollment bringing in new students and families from both our local and surrounding areas. The additional students were embraced by all and the new families provided much needed support during this time of growth. Our school is continuing to grow and expand in enrollment for the upcoming 2017-18 school year, bring our new total up to 28 students. We were able to increase our educating staff hours and pay, as well as bring in some great outside educators to help with math enrichment, art and a new Spanish foreign language program. This additional support was greatly appreciated by the families and they expressed how much they loved the learning environment that was created for such a diverse population of students. Also, new this year, was the state granted non-classroom based funding determination allowing us to implement our "Friday Flex" program. This program was created to help our families have more flexibility and involvement in their child's education and allowed for weekly contracts to be created so that a student could work at home one day, or more if needed, per week. This program was well received and parents are looking forward to having the same flexibility again next year. Building upon our success from the 2015-2016 school year, we were able to continue and expand our Field Studies program throughout the year, allowing us to further build upon the students connections between life and learning. We hosted our first "YoSTEMite Day" in August 2016, which was attended by over 300 students and parents from the local surrounding mountain areas. It was a huge success and the kids had a fabulous day of hands on learning activities with local Yosemite personnel. With the addition of a third leased vehicle, we were able to continue with our local and extended field trips. Our kids participated in various outdoor adventures within Yosemite National Park, Oakhurst and the Fresno area, and traveled as far as San Diego and San Francisco this year. All of our students showed growth and improvement in both academic and social settings. All stakeholders reported that they loved the programs, curriculum, learning environment, and teachers at our school and are looking forward to the next school year.

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

## **GREATEST NEEDS**

Due to our small student population, YWECS must rely upon local performance indicators and stakeholder input to determine areas of needed improvement. As our enrollment increases, the needs of our students and families increases the demands on the administration, staff and the facility. These demands reflect the areas of our greatest need for improvement. It has been stressed by all stakeholders- students, families, staff, community members, and the YWECS Board that it is essential that the Charter maintains the small, family-like feel of the school while enrollment is increasing. Students have expressed concern with the possible crowding of the school and the physical layout of the various learning areas- "Where are we going to put all of the desks? Where are we going to put all of our stuff? To ease these burdens, we have purchased and installed two new storage sheds to reduce the classroom clutter and plan to redesign the classrooms and student storage area to accommodate the additional students. The families have stressed the need of maintaining the high quality education that they are accustomed to at our school. Also, they want to make sure that any students with special needs, whether they be high or low, are supported and that the whole school benefits from these differences. YWECS will have two credentialed teachers and two support educators in the classroom next year to address the increased student and staffing demands . The school is also working with the authorizing district to make sure that all student services are being provided and any additional student needs will be identified and proper support provided. The staff has identified the need for more professional development and planning time to support the demands and realities of teaching in a multi-aged environment. YWECS has proposed more budgeted funds for professional development and more teaching prep/planning time for each educator's contract for the 2017-18 school year. From a Board and Administrative perspective, competitive wages and benefits for all staff poses a need for improvement for the charter. Even though the staff was offered pay increases in 2016-17 and a new salary schedule was adopted for the upcoming years, the YWECS Board still strives to fill this gap to be able to retain and hire highly qualified educators. Transportation was an area of concern for both parents and staff, each wanting to have access to our school and freedom to continue our field related programs. The Board acknowledged and supported this issue by approving the purchase of a school bus and funding a full time position that will add even more support staff at the school throughout the week. Lastly, our facility is over 20 years old and the overall condition of the school facility is ranked Good/Fair. With the increase of wear and tear on the building and grounds, it is the Board's intention to make any recommended services and/or repairs to not only keep up with the maintenance needs of the facility, but to improve the school's ranking to Excellent this coming school year.

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

## PERFORMANCE GAPS

Due to our small (less than 30 students) student population, the LCFF Evaluation Rubrics are not applicable to our student group performance levels. The Charter acknowledges how important it is to record, track and highlight individual student performance; however, this need proves to be a creative challenge while maintaining student confidentiality. For 2016-17, individual student performance scores were reviewed by teaching staff and discussed with the students and parents but there was a lack of developing a formal learning plan for each child this past school year. For the 2017-18 school year, it was discussed and agreed that we need to establish a student portfolio to track year to year progress that accurately reflects each student’s individual progress made over the years of their enrollment. This portfolio will include student goals, areas of strength and weaknesses, as well as any Smarter Balanced State Testing scores and objectives to best meet the needs of each student.

If our student population ever grows to meet the state reporting standards, the LCFF Evaluation Rubrics will be incorporated into this document.

## 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.

Moving forward into the 2017-18 school year, the Charter is committed to continue to meet the needs of all of our students. We are going to fund a bus and hire a driver to provide transportation to and from school Monday through Thursdays. This will not only allow more families to attend our school but it will also allow us to continue to offer our field-based programs that are unique to our program and curriculum. We will continue to be able to offer our "Friday Flex" program to further allow for scheduling flexibility and more individualized instruction. We are hiring an additional educator to work three days per week and this will add much needed support for the teaching staff and students. We will continue with our art and Spanish programs, outdoor adventure experiences, as well as continue to support our community based teaching programs, all of which provide enrichment experiences for all of our students.

## BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$366,592 (estimated)
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$365,900.00

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

\$223,638

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

All students will participate in high quality instruction and learning opportunities that will prepare them for success in high school, college and the workplace.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Fund professional development opportunities for teaching staff.

Individualize instruction with the purchase and use of Let's Go Learn assessment and instructional software for language arts and math. Invest in new computer programs/software to support increasing use of technology in the classroom. Execute beginning, middle, and end-of-year assessments, teacher-daily and weekly assessments, and students' self-assessments to drive instruction.

Participate in at least 4 field trips in and around the local area, as well as throughout California, emphasizing Science, Technology, Engineering and Math (STEM) concepts.

Participate in at least 3 field trips in and around the local area, as well as throughout California, emphasizing local, state, and national government and history.

Participate in various community-led programs- poetry, cooking, and NPS Ranger and Project Pluton programs.

Provide a weekly activity day that includes art, drama, music, outdoor adventure activities, cooking, and/or community enrichment programs for all students.

#### ACTUAL

Funded professional development opportunities for teaching staff.

Provided individualize instruction with the purchase and use of Let's Go Learn assessment and instructional software for language arts and math. Invested in new computer programs/software to support increasing use of technology in the classroom. Executed beginning, middle, and end-of-year assessments, teacher-daily and weekly assessments, and students' self-assessments to drive instruction.

Participated in various field trips in and around the local area, as well as throughout California, emphasizing Science, Technology, Engineering and Math (STEM) concepts.

Participated in various field trips in and around the local area, as well as throughout California, emphasizing local, state, and national government and history.

Participated in various community-led programs- NPS Ranger and Project Pluton programs.

Provided weekly activity days that included art, outdoor adventure activities, and/or community enrichment programs for all students.

Purchased additional common core-aligned materials in various grade levels and subjects.

Purchase additional common core-aligned materials in various grade levels and subjects.

Engage in multi-age, hands-on activities that support the new Next Generation Science Standards and invest in materials to support these projects. Schedule additional time for more physical education programs.

Analyze various forms of data to determine areas of strength and weakness to determine academic benchmarks for future years.

Engaged in multi-age, hands-on activities that supported the new Next Generation Science Standards and invested in materials to support these projects.

Scheduled additional physical education programs through out the 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.

<p>Action <b>1</b></p>	<p><b>PLANNED</b> 1a. Students will have frequent opportunities to read and effectively interpret a variety of written materials including literature, poetry, reference materials, periodicals, newspapers, primary and secondary source documents.</p>	<p><b>ACTUAL</b> All students were provided daily opportunities to read and effectively interpret a variety of written materials through various workbooks, book reports and/or projects, the Let's Go Learn Edge 2.0 program, magazine subscriptions, our extensive school library, and various cross-curricular activities.</p>
<p>Actions/Services</p>	<p><b>BUDGETED</b> 1a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$7650 1a. Material costs 4000-4999: Books And Supplies LCFF \$1000 1a. Internet 5900: Communications LCFF \$600  1a. Assessment software/program 4000-4999: Books And Supplies LCFF \$1500 1a. Professional development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b> 1a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415 1a. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$4288 1a. Core materials, classroom supplies, additional tech 4000-4999: Books And Supplies LCFF \$3955 1a. Internet 5900: Communications LCFF \$660  1a. Professional Services 5000-5999: Services And Other Operating Expenditures LCFF \$488</p>
<p>Expenditures</p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b> Students developed written and oral communication skills through various age-appropriate and cross-curricular</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b> Students developed written and oral communication skills through various age-appropriate and cross-curricular</p>
<p>Actions/Services</p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b> Students developed written and oral communication skills through various age-appropriate and cross-curricular</p>

<p>Expenditures</p>	<p>1b. Each student will develop written and oral communication skills that effectively convey facts, opinions, ideas and emotions.</p> <p><b>BUDGETED</b></p> <p>1b. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5100</p> <p>1b. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2550</p> <p>1b. Core materials 4000-4999: Books And Supplies LCFF \$500</p> <p>1b. Internet 5900: Communications LCFF \$600</p> <p>1b. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p>activities throughout the year, daily journaling, and the field studies program.</p> <p><b>ESTIMATED ACTUAL</b></p> <p>1b. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415</p> <p>1b. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$4288</p> <p>1b. Core materials, classroom supplies, additional tech 4000-4999: Books And Supplies LCFF \$3015</p> <p>1b. Internet 5900: Communications LCFF \$660</p> <p>1b. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$188</p>
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Action **3**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>1c. Students will be able to apply mathematical skills, reason logically, think critically and use mathematical techniques to solve problems.</p>	<p><b>ACTUAL</b></p> <p>All students were provided with daily opportunities to practice the skills needed to apply mathematical skills, reasoning, and critical thinking to demonstrate mathematical techniques to solve problems. Students worked with Everyday Math workbooks, the Let's Go Learn Math Edge 2.0 program, logic problems, computer programs, and various multi-age, hands-on projects emphasizing mathematical reasoning.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>1c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5100</p> <p>1c. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2550</p> <p>1c. Core materials 4000-4999: Books And Supplies LCFF \$800</p> <p>1c. Internet 5900: Communications LCFF \$600</p> <p>1c. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415</p> <p>1c. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$4288</p> <p>1c. Core materials 4000-4999: Books And Supplies LCFF \$4195</p> <p>1c. Internet 5900: Communications LCFF \$660</p> <p>1c. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$638</p>

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>1d. Students will be able to demonstrate knowledge of relationships and connections that exist in real life through the study of world history, geography and social science.</p>	<p><b>ACTUAL</b></p> <p>All students participated in various in-class projects, community service work days, and field trip opportunities that emphasized local history, geography and social science, including our living history program at the end of the year.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>1d. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2550</p> <p>1d. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1275</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1d. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415</p> <p>1d. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$4288</p>



1d. Core materials 4000-4999: Books And Supplies Other \$575  
 1d. Internet 5900: Communications LCFF \$600  
 1d. Professional Services 5000-5999: Services And Other Operating Expenditures Other \$1000

1d. Core materials, supplies, food, vehicle supplies 4000-4999: Books And Supplies Other \$6415  
 1d. Internet 5900: Communications LCFF \$660  
 1d. Professional Services- field trips, vehicle lease, enrichment 5000-5999: Services And Other Operating Expenditures Other \$17915

Action **5**

Actions/Services

**PLANNED**  
 1e. Students will demonstrate and acknowledge science as a part of everyday life through a variety of tasks, including hands-on projects, in the physical, earth and life sciences.

**ACTUAL**  
 All students were able to develop and practice scientific skills and knowledge through various in-class, hands-on activities and demonstrations, participation in the NPS Ranger program and Project Pluton program, and field trips around the Wawona community and Yosemite National Park as well as participating in weekly Field Studies activities.

Expenditures

**BUDGETED**  
 1e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2550  
 1e. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1275  
 1e. Core materials 4000-4999: Books And Supplies Other \$1075  
  
 1e. Internet 5900: Communications LCFF \$600  
 1e. Field trips 5800: Professional/Consulting Services And Operating Expenditures Other \$1000

**ESTIMATED ACTUAL**  
 1e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415  
 1e. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$4288  
 1e. Core materials, supplies, food, vehicle supplies 4000-4999: Books And Supplies Other \$9115  
 1e. Internet 5900: Communications LCFF \$660  
 1e. Professional Services- field trips, vehicle lease, field studies 5000-5999: Services And Other Operating Expenditures Other \$21200

Action **6**

Actions/Services

**PLANNED**  
 1f. All students will be able to use technology effectively to access and communicate information.

**ACTUAL**  
 Instruction in Computer Science was provided for all students through the use of new i-Pads, purchase and/or use of various computer programs-including Let's Go Learn, Khan Academy, Sumdog, Enchanted Learning, and BrainPop, as well as various word processing and power-point projects, and cross-curricular activities using technology.

Expenditures

**BUDGETED**  
 1f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1275  
 1f. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$765  
 1f. Core materials 4000-4999: Books And Supplies Other \$760  
  
 1f. Internet 5900: Communications \$600  
 1f. Professional development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600

**ESTIMATED ACTUAL**  
 1f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1472  
 1f. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1373  
 1f. Core materials, supplies, additional tech 4000-4999: Books And Supplies Other \$1755  
 1f. Internet 5900: Communications LCFF \$660  
 1f. Professional development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$188

Action **7**

Actions/Services	<p><b>PLANNED</b> 1g. Every child will participate in a well-rounded education in the arts.</p>	<p><b>ACTUAL</b> A well-rounded education in the arts for every child was provided by the hiring of an art teacher who provided weekly art lessons and activities throughout the school year.</p>
Expenditures	<p><b>BUDGETED</b> 1g. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2275 1g. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1275 1g. Core materials 4000-4999: Books And Supplies Other \$1000  1g. Professional Services 5000-5999: Services And Other Operating Expenditures Other \$4600</p>	<p><b>ESTIMATED ACTUAL</b> 1g. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1472 1g. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$858 1g. Core materials, supplies, food, vehicle supplies 4000-4999: Books And Supplies Other \$1600  1g. Professional Services- field trips, vehicle lease, art instructor 5000-5999: Services And Other Operating Expenditures Other \$18440</p>

Action **8**

Actions/Services	<p><b>PLANNED</b> 1h. Students will have frequent opportunities to participate in various physical fitness activities that include group and individual skills.</p>	<p><b>ACTUAL</b> Students participated in weekly physical fitness activities that emphasized group, team and individual skills, including participation in local outdoor adventure opportunities, and the winter ski program.</p>
Expenditures	<p><b>BUDGETED</b> 1h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1275 1h. Classified Staff 1000-1999: Certificated Personnel Salaries LCFF \$625 1h. Materials 4000-4999: Books And Supplies LCFF \$500 1h. Professional Services 5000-5999: Services And Other Operating Expenditures \$600</p>	<p><b>ESTIMATED ACTUAL</b> 1h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2943 1h. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2573 1h. Materials 4000-4999: Books And Supplies Other \$2150 1h. Professional Services- outdoor adventures, ski program, vehicle lease 5000-5999: Services And Other Operating Expenditures Other \$17725</p>

Action **9**

Actions/Services	<p><b>PLANNED</b> 1i. Students will develop skills in self-assessment.</p>	<p><b>ACTUAL</b> Students' skills in self-assessment were strengthened by using rubrics, self-grading work, and participating in various assessments throughout the year.</p>
Expenditures	<p><b>BUDGETED</b> 1i. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2475 1i. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$625 1i. Core materials and supplies 4000-4999: Books And Supplies LCFF \$300  1i. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b> 1i. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1472 1i. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1716 1i. Core materials and supplies, Let's Go Learn 4000-4999: Books And Supplies Other \$2145  Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$188</p>

Action **10**

<p>Actions/Services</p>	<p><b>PLANNED</b> 1j. Students will participate in activities designed to develop the necessary skills and academic paths allowing them to explore fulfilling and enjoyable professions.</p>	<p><b>ACTUAL</b> The daily interactions with the teaching staff, parents, volunteers, community members, NPS program leaders, monthly programs and field trips, as well as teacher development, helped students to develop the necessary skills and academic paths so that they can choose fulfilling and enjoyable professions.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1j. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$33500 1j. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$11500 1j. Core materials and supplies 4000-4999: Books And Supplies LCFF \$1000 1j. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1000</p>	<p><b>ESTIMATED ACTUAL</b> 1j. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$52500 1j. Classified Staff 2000-2999: Classified Personnel Salaries Other \$54432 1j. Core materials and supplies 4000-4999: Books And Supplies Other \$3465 1j. Professional Services- field studies, field trips, vehicle lease 5000-5999: Services And Other Operating Expenditures Other \$21388</p>

Action **11**

<p>Actions/Services</p>	<p><b>PLANNED</b> 1k. Students will participate in diverse experiences outside of our rural, homogeneous community through field trips.</p>	<p><b>ACTUAL</b> Students participated in field trips in and around the Wawona community, throughout Yosemite National Park, to surrounding mountain counties, and to San Diego and various Bay Area locations.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1k. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2550 1k. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1275 1k. Materials and supplies, food 4000-4999: Books And Supplies Other \$3000 1k. Professional Services-field trips 5000-5999: Services And Other Operating Expenditures Other \$10675</p>	<p><b>ESTIMATED ACTUAL</b> 1k. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2943 1k. Classified Staff 2000-2999: Classified Personnel Salaries Other \$13715 1k. Materials and supplies, food, vehicle supplies 5000-5999: Services And Other Operating Expenditures Other \$4950 1k. Professional Services-field trips 5000-5999: Services And Other Operating Expenditures Other \$17700</p>

Action **12**

<p>Actions/Services</p>	<p><b>PLANNED</b> 1l. The children will have opportunities throughout the day to work cooperatively in whole class, small, and multi-age groups that develop leadership capabilities and the ability to understand the responsibilities of citizenship and the importance of working as a team member.</p>	<p><b>ACTUAL</b> Everyday interactions, including multi-age partner projects, individual presentations, as well as class meetings provided opportunities for students to work together and develop leadership skills.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1l. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1875</p>	<p><b>ESTIMATED ACTUAL</b> 1l. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2943</p>

1l. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$625  
 1l. Materials and supplies 4000-4999: Books And Supplies LCFF \$200  
 1l. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$300

1l. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$3430  
 1l. Materials and supplies 4000-4999: Books And Supplies LCFF \$265  
 1l. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$188

Action **13**

**PLANNED**  
 1m. Create and maintain a site plan that will demonstrate a clear line of key strategies that are aligned with the eight priority areas of the LCAP.

**BUDGETED**  
 1m. Cert. Teacher/ Administration 1000-1999: Certificated Personnel Salaries LCFF \$1,000

**ACTUAL**  
 The combination of the charter petition and LCAP create a site plan that demonstrates the key strategies that are aligned with the eight priority areas of the LCAP.

**ESTIMATED ACTUAL**  
 1m. Cert. Teacher/ Administration 1000-1999: Certificated Personnel Salaries LCFF \$2943

Action **14**

**PLANNED**  
 1n. Align the curriculum and teaching methods with the most current state and/or national curriculum standards.

**BUDGETED**  
 1n. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2550  
 1n. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1275  
 1n. Materials and supplies 2000-2999: Classified Personnel Salaries LCFF \$1000  
 1n. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$175

**ACTUAL**  
 Teacher development time was given to align the curriculum and teaching methods with the most current state and/or national curriculum standards.

**ESTIMATED ACTUAL**  
 1n. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2943  
 1n. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$3430  
 1n. Materials and supplies 4000-4999: Books And Supplies Other \$7550  
 1n. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$188

Action **15**

**PLANNED**  
 1o. Purchase and/or develop CCSS-aligned materials for use in the classrooms.

**BUDGETED**  
 1o. Core materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3,000

**ACTUAL**  
 Purchased and used Let's Go Learn assessment program and instructional programs for language and math, Pearson Digits for math, Wordly Wise for language arts, McGraw Hill ConnectEd for science and McGraw Hill Connect for science, Apps.

**ESTIMATED ACTUAL**  
 1o. Core materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10500  
 1o. Core materials and supplies 4000-4999: Books And Supplies Other 4085

Action **16**

<p>Actions/Services</p>	<p><b>PLANNED</b> 1p. Continuously evaluate the programs at the YWECS and make necessary changes for improvement.</p>	<p><b>ACTUAL</b> Through daily and weekly staff interactions with students and families, assessments of students' work, community meetings, and YWECS Board meetings, the programs at the YWECS were continuously evaluated and necessary changes for improvement were made throughout the year.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1p. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5,000</p>	<p><b>ESTIMATED ACTUAL</b> 1p. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415 1p. Classified Staff 2000-2999: Classified Personnel Salaries Other \$5146</p>

**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.

**GOAL:** All students will participate in high quality instruction and learning opportunities that will prepare them for success in high school, college and the workplace.  
Our actions and services for this goal were generally implemented as planned. The school utilized the Let's Go Learn assessment and practice programs to drive individualized instruction. The staffing hours were increased to meet the increased demands of the increased enrollment. Additional Common Core aligned curriculum was purchased and used across all subjects and grade levels. Our Field Studies program was funded by a local grant and we were able to expand upon the previous year's program. We were able to take the students on several field trips both locally as well as throughout the state allowing the children opportunities to travel beyond our local mountain areas.

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

Given that this was our third year operating as a charter school, we are pleased with the growth and accomplishments of this year. In 2016-17 our enrollment doubled, so it was a year of positive growth in all areas. By utilizing the Let's Go Learn assessment and practice programs, all of our students had access to computer-based games based on individualized needs. With the award of a local grant, YWECS was able to continue and expand on our Field Studies program which emphasized STEM and its contentedness to our local area, Yosemite National Park. We hosted our first "YoSTEMite Day" which brought over 300 students and parents to our school and allowed our students and staff the opportunity to learn and play with other local schools. By leasing a third vehicle, we were able to provide transportation for all students to various local and statewide field trips. Our students participated in various outdoor adventures like rock climbing, hiking, skiing and snow boarding, and kayaking and paddle boarding. During the fall and spring, we continued with our weekly art program and added a Spanish program. During the winter, our school participated in the local ski program allowing our students to learn, practice, and master skiing and/or snow boarding skills. The NPS education department provided monthly programs to our students, and as weather permitted, our 4-6th graders were able to participate in the monthly Project Pluton days provided

by Nature Bridge. We ended the year with a local living history potluck and John Muir presentation that was attended by all students and parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\*Overall 2016-17 LCAP Budgeted vs. Estimated Actual Expenditures: Duplicate expenditures were included throughout all goals and supporting action items; HOWEVER, there was no reference to this discrepancy during the annual summary. This oversight causes a major discrepancy between Total Budgeted vs. Total Estimated Actuals for 2016-17 but has been/ will be addressed for the Budgeted Expenditures for 2017-18 LCAP year.

Individual Action Items: Material differences between budgeted expenditures and estimated actual expenditures were due to negotiated staff salary increases, the award of a local grant and Federal R.E.A.P. funds received that were not in the adopted budget for 2016-17. With these additional funds, YWECS increased services to all students by greatly expanding the Field Studies program, purchasing additional materials and supplies, and hiring contractors to add supplemental instruction to math, art, and to add a foreign language program. YWECS also funded the leasing of a third vehicle and the associated operating expenses, so that we could continue to implement our field-based programs.

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.

After reviewing the actions and services, the Charter is going to hire additional educators to meet the needs of our increased enrollment. Also, the Charter will fund additional hours for all staff to develop curriculum emphasizing STEM and ELA, allow more time for classroom planning, and fund professional development for all educators. The charter is going to continue to purchase and implement common core-aligned materials that emphasize individualized instruction, as well as invest in materials for the new science standards. With feedback from the parent survey, the charter will put further and/or continued emphasis on the school's transportation needs, hands-on science projects, physical education programs, the art program, a foreign language program, and more extended field trips, so that all of the children can experience a well-rounded education. The Charter will use the Smarter Balanced Student Test scores to help set learning goals and objectives for individual students, and work with the district to provide additional services for any student performing near or below grade level expectations. The Charter will continue to work with stakeholders to determine measurable outcomes and to collect data to make action items more quantifiable.

# 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

All students will receive instruction from highly qualified professionals in a clean, caring and secure environment.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Provide a clean, safe and healthy school.

Update School Safety Plan and implement trainings to the staff, students, and parents so that safety procedures are understood.

Perform regular safety inspections and practice emergency safety drills at school site.

Report attendance rates to the YWECS Board on a monthly basis.

Establish a "continuous improvement -PDSA system" to encourage good attendance.

Develop and implement a student survey, so that the data can be used to guide the development of programs that provide support to students and increase their connectedness to school.

Budget and fund more work hours for school staff to provided additional classroom and office support. Increase funds for professional development for teaching staff.

Continue to invest in technology equipment and support for school staff to utilize technology in instruction.

#### ACTUAL

Provided a clean, safe and healthy school.

Adopted school safety plan, and provided staff, student, and parent trainings.

Performed various safety inspections throughout the year.

Practiced emergency safety drills and fire trainings at school site.

Reported attendance rates to the YWECS Board on a quarterly basis.

Hired two full time educator positions to provided additional classroom and office support.

Funded professional development for teaching staff to work towards state credential.

Continued to invest in technology equipment and support for school and teachers to utilize technology in instruction, including additional iPads, three student laptop computers, as well as various computer programs and apps.

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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> 2a. Provide a clean, safe and healthy school.</p>	<p><b>ACTUAL</b> Employed teaching and custodial staff to provide and maintain a clean, safe school. Purchased supplies and materials necessary for building maintenance and made building repairs when needed.</p>
Expenditures	<p><b>BUDGETED</b> 2a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5600 2a. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$6400 2a. Materials 4000-4999: Books And Supplies LCFF \$500 2a. Professional services 5000-5999: Services And Other Operating Expenditures LCFF \$6500</p>	<p><b>ESTIMATED ACTUAL</b> 2a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415 2a. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$6646 2a. Materials 4000-4999: Books And Supplies LCFF \$3617 2a. Professional services 5000-5999: Services And Other Operating Expenditures LCFF \$8370</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> 2b. Provide a warm, supportive, safe, and loving atmosphere for students.</p>	<p><b>ACTUAL</b> Teaching staff, parents, volunteers, program leaders, YWECs Board, and community members worked together to provide a warm, supportive, safe, and loving atmosphere for students.</p>
Expenditures	<p><b>BUDGETED</b> 2b.Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$46500 2b.Classified Staff 2000-2999: Classified Personnel Salaries Other \$14500 2b. Professional services 5000-5999: Services And Other Operating Expenditures Other \$4000</p>	<p><b>ESTIMATED ACTUAL</b> 2b.Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$52500 2b.Classified Staff 2000-2999: Classified Personnel Salaries Other \$59583 2b.Professional services 5000-5999: Services And Other Operating Expenditures Other \$5910</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> 2c. Students will learn healthy and constructive ways to develop problem-solving skills to realize that mistakes are wonderful opportunities to learn.</p>	<p><b>ACTUAL</b> 2c. Daily work and activities, weekly projects, and monthly programs provided the students with opportunities to develop necessary problem-solving skills.</p>
Expenditures	<p><b>BUDGETED</b> 2c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$30000</p>	<p><b>ESTIMATED ACTUAL</b> 2c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$41000</p>



2c. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$4000  
 2c. Materials 4000-4999: Books And Supplies LCFF \$1000

2c. Classified Staff 2000-2999: Classified Personnel Salaries Other \$54432  
 2c. Materials 4000-4999: Books And Supplies Other \$10500

Action **4**

Actions/Services

**PLANNED**  
 2d. Students will be able to demonstrate safety procedures that show that they understand the necessity of a safe environment.

**ACTUAL**  
 Students participated in site safety drills and fire drills lead by local Park Service emergency responders.

Expenditures

**BUDGETED**  
 2d. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1275  
 2d. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$725

**ESTIMATED ACTUAL**  
 2d. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1472  
 2d. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1716

Action **5**

Actions/Services

**PLANNED**  
 2e. Update the School Safety Plan annually.

**ACTUAL**  
 School Safety Plan was updated by a Board member, who is a local law enforcement supervisor, and teacher and parent training's were provided.

Expenditures

**BUDGETED**  
 2e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$500

**ESTIMATED ACTUAL**  
 2e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$594

Action **6**

Actions/Services

**PLANNED**  
 2f. Perform regular safety inspections.

**ACTUAL**  
 Safety inspections were performed by staff, custodian and YWECS Board members. Playground improvements were made in accordance with inspector recommendations. Emergency response training was conducted for staff, students, and parents and materials and resources made available.

Expenditures

**BUDGETED**  
 2f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$400  
 2f. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$100

**ESTIMATED ACTUAL**  
 2f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$589  
 2f. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$300

Action **7**

Actions/Services

**PLANNED**  
 2g. Regularly practice emergency safety drills at school sites.

**ACTUAL**  
 The whole school participated in site safety drills and fire drills lead by local Park Service emergency responders.

Expenditures

**BUDGETED**  
 2g. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$370

**ESTIMATED ACTUAL**  
 2g. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$294

2g. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$230

2g. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$344

Action **8**

**PLANNED**  
 Actions/Services 2h. Monitor student attendance rates and report attendance information to the Board of Directors on a monthly basis.

**BUDGETED**  
 Expenditures 2h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$3,000

**ACTUAL**  
 Student attendance rates were monitored monthly but only reported to the Board of Directors on a quarterly basis.

**ESTIMATED ACTUAL**  
 2h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$3532

Action **9**

**PLANNED**  
 Actions/Services 2i. Develop a “continuous improvement -PDSA system” to encourage good attendance.

**BUDGETED**  
 Expenditures 2i. Cert. Teacher 1000-1999: Certificated Personnel Salaries Other \$3,000

**ACTUAL**  
 A “continuous improvement -PDSA system” ” to encourage good attendance was not developed.

**ESTIMATED ACTUAL**  
 2i. No funds were spent \$0

Action **10**

**PLANNED**  
 Actions/Services 2j. Staff and students will develop and implement a student survey to gauge student connectedness to the school. Data from the survey will be used to guide the development of programs that provide support to students and increase their connectedness to school.

**BUDGETED**  
 Expenditures 2j. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$200

**ACTUAL**  
 There was no formal development or implementation of a student survey to gauge student connectedness to school; however, students participated in informal discussions and class meetings with peers and staff on their personal connectedness to school and activities throughout the year.

**ESTIMATED ACTUAL**  
 2j. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$343

Action **11**

**PLANNED**  
 Actions/Services 2k. Staff will participate in professional development and implementation support designed to deliver CCSS and create 21st Century classrooms.

**BUDGETED**  
 Expenditures 2k. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1,500  
 2k. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1000

**ACTUAL**  
 Professional development funds were provided for educating staff to work on credentialing program. Staff was funded extra days to collaborate and plan for new curriculum.

**ESTIMATED ACTUAL**  
 2k. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1500  
 2k. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1218

Action **12**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2l. Staff will participate in professional development and implementation support designed to help integrate technology in instruction.</p>	<p><b>ACTUAL</b> New office technology and three student laptops, as well as programs were purchased to support increasing use of technology in the classroom/instruction.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 2l. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1560 2l. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$440 2l. Materials 4000-4999: Books And Supplies LCFF \$500</p>	<p><b>ESTIMATED ACTUAL</b> 2l. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$883 2l. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1030 2l. Materials 4000-4999: Books And Supplies LCFF \$2870</p>

Action **13**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2m. Staff will function as leaders in the planning and implementation of professional development activities.</p>	<p><b>ACTUAL</b> Teaching staff collaborated, planned, and implemented in-house professional development activities.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 2m. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$264 2m. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$236</p>	<p><b>ESTIMATED ACTUAL</b> 2m. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$294 2m. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$344</p>

Action **14**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2n. Staff will participate in the design and implementation of professional development in using data and assessment to improve instruction, student engagement activities, differentiated instruction and working with students with different learning styles.</p>	<p><b>ACTUAL</b> Staff did not participate in any formal professional development towards this action but worked collaboratively to improve instruction and student engagement throughout the year.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 2n. Cert. Teacher 1000-1999: Certificated Personnel Salaries Locally Defined \$1560 2n .Classified Staff 1000-1999: Certificated Personnel Salaries LCFF \$740 2n. Materials 1000-1999: Certificated Personnel Salaries LCFF \$200</p>	<p><b>ESTIMATED ACTUAL</b> 2n. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2943  2n .Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1372 2n. Materials 4000-4999: Books And Supplies LCFF \$500</p>

Action **15**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2o. Staff will participate in collaborative activities with teachers from other districts to enhance the collective capacity of the charter school teaching staff.</p>	<p><b>ACTUAL</b> Staff participated in collaborative activities with other teachers from other districts through various Field Studies program activities and our local community programs.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 2o. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1,000 2o. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$400</p>	<p><b>ESTIMATED ACTUAL</b> 2o. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1177 2o. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1372</p>

2o. Professional services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$200

2o. Professional services 5800: Professional/Consulting Services And Operating Expenditures Other \$3500

**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.

GOAL: All students will receive instruction from highly qualified professionals in a clean, caring and secure environment.  
 Providing a supportive and safe learning environment is at the center of the Yosemite-Wawona Elementary Charter School. The Charter completed its work on the School Safety Plan with local law enforcement and fire personnel and will provide yearly updates. Safety procedures and training were developed. All school staff, students and parents participated in various safety training activities throughout the year. The Board is dedicated to staff development and has funded a few professional development opportunities for teaching staff and increased staff salaries to reflect a more competitive wage. Staff hours and funding increased for both the classroom aide and office positions providing much needed additional help.

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

Both students and parents responded that they feel safe and secure while at school and that they love the supportive and caring teaching staff. The attendance rate goal was 95% with an actual attendance rate of 96.5 % for the year. There were no chronic absentees, no suspensions and no public complaints. Encouraging indicators included a positive learning environment, student and staff safety, good student behavior and a positive relationship between school and community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\*Overall 2016-17 LCAP Budgeted vs. Estimated Actual Expenditures: Duplicate expenditures were included throughout all goals and supporting action items; HOWEVER, there was no reference to this discrepancy during the annual summary. This oversight causes a major discrepancy between Total Budgeted vs. Total Estimated Actuals for 2016-17 but has been/ will be addressed for the Budgeted Expenditures for 2017-18 LCAP year.

Individual Action Items: Material differences between budgeted expenditures and estimated actual expenditures were primarily due to negotiated staff salary increases and various operating expenses that increased as our enrollment increased this year. Also, the lack of time to participate in professional development outside of the school created a discrepancy between the budget and actual expenditures.

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.

With the school growing and student enrollment increasing, it is vital that our teachers feel they have support and the necessary professional development opportunities to help them meet the increasing needs of all of our students. YWECS has proposed to increase the funding for professional development and teacher trainings to focus on CCSS and the new science standards with the emphasis on project based learning. The Board has committed to hiring more staff to meet the growing needs within the classroom, so we will have two credentialed teachers and two additional educators working with the students. There is

also the need for more support in the office with the increasing administrative duties so the Board has offered more hours and pay to staff to cover these extra responsibilities. In regards to school safety, the charter will continue to improve and implement the school safety plan and make sure that all stakeholders are familiarized with the various trainings and safety protocols. And lastly, the charter wants to focus on improving our facility rating from Good/Fair to Excellent.

# 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

All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges and responsibilities.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Help each student develop an accurate and challenging Individual Learning Plan that will document progress throughout the year.

Implement trimester teacher-student- parent conferences to develop goals and learning plans.

Execute beginning, middle, and end-of-year assessments, teacher-daily and weekly assessments, and students' self-assessments, and use results to drive instruction.

Purchase and use Let's Go Learn assessment and instructional software for language arts and math.

Provide enrichment activities for students who are performing above grade level standards in the core subjects.

Fund staff opportunities to attend professional development conferences.

Purchase additional common core-aligned materials in various grade levels and subjects.

#### ACTUAL

Used student weekly assignments and independent study "Flex" contracts, teacher-daily and weekly assessments, and students' self-assessments, and Let's Go Learn assessment results to drive instruction.

Purchased and used Let's Go Learn assessment and instructional software for language arts and math, Pearson Digits for math, Wordly Wise for language arts, McGraw Hill ConnectEd for science and McGraw Hill Connect for science.

Provided advanced math program for students who were above grade level standards.

Provided funding for additional online classes for 8th grade students performing above grade level in English and U.S. History.

Purchased additional common core-aligned materials in various grade levels and subjects.

Increased staff hours and contracted additional professionals to provide additional instructional support in Math, Art and Spanish instruction.

Continued and expanded our Field Studies program emphasizing STEM, ELA and the connection between learning and our local community of Yosemite National Park which provided enrichment activities for all students.

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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> 3a. Each student will develop an accurate and challenging Individual Learning Plan to be carried out in a non-competitive, non-judgmental environment.</p>	<p><b>ACTUAL</b> Students and teaching staff worked together to create a non-competitive and non-judgmental learning environment emphasizing individualize instruction based on student needs and assessments.</p>
Expenditures	<p><b>BUDGETED</b> 3a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$7420 3a. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1280</p>	<p><b>ESTIMATED ACTUAL</b> 3a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4415 3a. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$5146</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> 3b. Children who have special needs will receive appropriate support to help them achieve the goals of their learning plan.</p>	<p><b>ACTUAL</b> YWECS worked with district staff to provide support for students with individualized learning plans. Students had access to a variety of materials and activities that allowed for varying degrees of instruction and accommodations, as well as one-on-one instructional times were available to students whenever necessary.</p>
Expenditures	<p><b>BUDGETED</b> 3b. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5700 3b. Classified Staff 2000-2999: Classified Personnel Salaries Other \$5100 3b.Core Materials 4000-4999: Books And Supplies Other \$4600 3b.Internet 5900: Communications LCFF \$600 3b.Professional services 5800: Professional/Consulting Services And Operating Expenditures Other \$2000</p>	<p><b>ESTIMATED ACTUAL</b> 3b. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$7363 3b. Classified Staff 2000-2999: Classified Personnel Salaries Other \$8576 3b.Core Materials 4000-4999: Books And Supplies Other \$25590 3b.Internet 5900: Communications LCFF \$660 3b.Professional services 5800: Professional/Consulting Services And Operating Expenditures Other \$7250</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> 3c. Support teachers' efforts to respect the different learning styles/multiple intelligences for every child and teach accordingly.</p>	<p><b>ACTUAL</b> The staff's collaborative teaching efforts provided instruction emphasizing strategies for student engagement, differentiated instruction and working with students with differing learning styles. The purchase and use Let's Go Learn assessment and instructional software for language</p>

<p>Expenditures</p>	<p><b>BUDGETED</b>                  3c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2250                  3c. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1250                  3c.Core Materials 4000-4999: Books And Supplies Other \$3900                  3c.Internet 5900: Communications LCFF \$600</p>	<p>arts and math provided a variety of activities that allowed for varying degrees of instruction.   <b>ESTIMATED ACTUAL</b>                  3c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$ 1473                  3c. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1716                  3c.Core Materials 4000-4999: Books And Supplies Other \$7145                  3c.Internet 5900: Communications LCFF \$660</p>
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Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  3d. Provide research-based quality interventions for students not performing at grade level standard in ELA and math.</p>	<p><b>ACTUAL</b>                  The purchase and use Let's Go Learn assessment and instructional software for language arts and math provided a variety of activities that allowed for varying degrees of instruction especially for students not performing at grade level standards.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  3d.Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2250                  3d.Classified Staff 2000-2999: Classified Personnel Salaries Other \$1250                  3d.Core Materials 4000-4999: Books And Supplies Other \$3900                  3d.Internet 5900: Communications LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b>                  3d.Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1473                  3d.Classified Staff 2000-2999: Classified Personnel Salaries Other \$1716                  3d.Core Materials 4000-4999: Books And Supplies Other \$7145                  3d.Internet 5900: Communications LCFF \$660</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  3e. Students who are performing above grade level standards in the core subjects will participate in enrichment activities that advance their skills.</p>	<p><b>ACTUAL</b>                  Students performing above grade level were provided with additional core curriculum to meet their individual learning levels. An advanced math program was provided for students who were above grade level standards. Additional funding was provided for additional online classes in both English and U.S. History for 8th grade students performing above grade level.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  3e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2250                  3e. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1250                  3e. Core Materials 4000-4999: Books And Supplies Other \$3900                  3e. Internet 5900: Communications LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b>                  3e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1473                  3e. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1716                  3e. Core Materials 4000-4999: Books And Supplies Other \$8135                  3e. Internet 5900: Communications LCFF \$660                  3e. Professional services 5800: Professional/Consulting Services And Operating Expenditures Other \$515</p>



Action **6**

<p>Actions/Services</p>	<p><b>PLANNED</b> 3f. Implement software programs that assess student strengths and weaknesses and then allow students to proceed through a curriculum at their own academic pace.</p>	<p><b>ACTUAL</b> The purchase and use Let's Go Learn assessment and instructional software for language arts and math provided a variety of activities that allowed for varying degrees of instruction.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 3f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1275 3f. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1250 3f. Core Materials 4000-4999: Books And Supplies Other \$3375 3f. Internet 5900: Communications LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b> 3f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1473 3f. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1716 3f. Core Materials 4000-4999: Books And Supplies Other \$8135 3f. Internet 5900: Communications LCFF \$660 3f. Professional services 5800: Professional/Consulting Services And Operating Expenditures Other \$515</p>

Action **7**

<p>Actions/Services</p>	<p><b>PLANNED</b> 3g. In order to improve the performance levels of targeted populations, provide professional development and implementation support for teacher(s) to use practices that allow all students to be successful.</p>	<p><b>ACTUAL</b> The funding and increase in staff hours and the hiring of additional contractors provided the necessary support for teachers to implement successful practices for all students throughout the year.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 3h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4150 3h. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1250 3h. Internet 5900: Communications LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b> 3h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2945 3h. Classified Staff 2000-2999: Classified Personnel Salaries Other \$3430 3h. Internet 5900: Communications LCFF \$660</p>

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.

**GOAL:** All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges and responsibilities. The Charter increased staff hours and hired additional educators to supplement and expand learning programs. All students had access to various programs, such "Let's Go Learn" which is an assessment for language and math with on line assessments, on a regular basis. This program has been funded by the community association. The weekly field studies program included many outdoor activities that allowed some students to excel in their physical strengths. The Charter collaborated with the District to provide services for any students with special needs and all students had access to intervention programs that were supplemented with in class projects and constant communication with parents for at home

development. All students had access to enrichment activities through extra curriculum programs, online classes and extra workbooks for all students.

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

All students had access to and eagerly participated in the intervention programs. All students had access to and participated in the enrichment activities. All students in third through eighth grades tested and ALL grade levels showed improvement. All 8th graders completed their additional programs. 7th grade enrichment math program was provided and continues through the summer break. Parents reported favorably to survey regarding quality and overall programs offered at the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\*Overall 2016-17 LCAP Budgeted vs. Estimated Actual Expenditures: Duplicate expenditures were included throughout all goals and supporting action items; HOWEVER, there was no reference to this discrepancy during the annual summary. This oversight causes a major discrepancy between Total Budgeted vs. Total Estimated Actuals for 2016-17 but has been/ will be addressed for the Budgeted Expenditures for 2017-18 LCAP year.

Individual Action Items: Material differences between budgeted expenditures and estimated actual expenditures were due to negotiated staff salary increases, the award of a local grant and Federal R.E.A.P. funds received that were not in the adopted budget for 2016-17. With these additional funds, YWECS increased services to all students by greatly expanding the Field Studies program, purchasing additional materials and supplies, and hiring contractors to add supplemental instruction to math, art, and to add a foreign language program. YWECS also funded the leasing of a third vehicle and the associated operating expenses, so that we could continue to implement our field-based programs.

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.

YWECS will continue to provide funding for teacher professional development, emphasizing Common Core and the new science standards. The charter will purchase Let's Go Learn assessment and instructional software to help individualize learning. The charter will use the Smarter Balanced Student Test scores to help set learning goals and objectives for those students. The charter is going to fund additional hours for all staff to develop curriculum emphasizing STEM and ELA, and allow more time for classroom planning and instruction.

# 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 4

All stakeholders will be engaged in the learning process by promoting opportunities that strengthen skills, competencies and abilities of students, parents, staff and communities.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Implement trimester teacher-student- parent conferences to develop goals and learning plans.

Execute beginning, middle, and end-of-year assessments, teacher-daily and weekly assessments, and students' self-assessments used to drive instruction.

Purchase new technology equipment to provide for increased demand for technology in the classroom.

Distribute an annual parent survey and encourage 90% parent-survey participation.

Communicate with parents via various forms of communication.

Strive for at least 90% of parent volunteers and participation in the classroom activities and projects.

Provide continuous opportunities for parents and community members to participate in supporting the school and the development of programs and/or the LCAP goals throughout the year.

#### ACTUAL

Designed and implemented a weekly "Flex Friday" independent study option for families wanting and needing an at-home day of learning for their students. This program allowed for parent participation, instructional flexibility and individualized instruction for these students, and was well received by all participants.

Executed beginning, middle, and end-of-year Let's Go Learn assessments, teacher-daily and weekly assessments, and students' self-assessments that were then used to drive instruction.

Purchased new technology equipment to provide for increased demand for technology in the classroom.

Distributed annual parent surveys which provided approximately 90% parent-survey participation.

The staff communicated weekly with parents via various forms of communication.

Parents volunteered and participated in the classroom activities and projects throughout the year.

Parent and community members participated in various meeting throughout the year to support the school and the development of programs and/or the LCAP goals.

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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> 4a. Work to develop an environment that fosters students taking responsibility for their own learning.</p>	<p><b>ACTUAL</b> Students participated in the development of class goals and learning plans. Beginning, middle, and end-of-year Let's Go Learn assessments, teacher-daily and weekly assessments, and students' self-assessments were also used to drive instruction. New i-pads and three student laptop computers were purchased for students to use technology to further own learning.</p>
Expenditures	<p><b>BUDGETED</b> 4a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$3150 4a. Classified Staff 2000-2999: Classified Personnel Salaries Other \$2000 4a. Materials and supplies 4000-4999: Books And Supplies Other \$4650 4a. Internet 5900: Communications LCFF \$600 4a. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b> 4a. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5891 4a. Classified Staff 2000-2999: Classified Personnel Salaries Other \$6862 4a. Materials and supplies 4000-4999: Books And Supplies Other \$3370 4a. Internet 5900: Communications LCFF \$660 4a. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$188</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> 4b. Teach self-discipline and responsibility - students are responsible for their own actions.</p>	<p><b>ACTUAL</b> Students participated in weekly classroom meetings to discuss and work out issues and/or problems. Students also were responsible for grading daily and weekly assignments, allowing them to see first-hand their academic progress.</p>
Expenditures	<p><b>BUDGETED</b> 4b. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1750 4b. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1200 4b. Materials and supplies 4000-4999: Books And Supplies LCFF \$450 4b. Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p><b>ESTIMATED ACTUAL</b> 4b. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2060 4b. Classified Staff 2000-2999: Classified Personnel Salaries Other \$2402 4b. Materials and supplies 4000-4999: Books And Supplies LCFF \$500</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>

4c. Enable students to become self-motivated and competent learners, and help them realize that learning is a life-long process that not only comes from school, but the community and constantly changing world around us.

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**BUDGETED**  
 4c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$1350  
 4c. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$1200  
 4c. Materials and supplies 4000-4999: Books And Supplies LCFF \$450

All students used the Let's Go Learn software for assessments and instructional practice for both language arts and math, and had access to a variety of materials and activities that allowed for varying degrees of instruction. They also participated in additional community-led programs integrated into our Field Studies program, including cooking, poetry, and outdoor adventures, participated in community service work days, and went on field trips throughout the year.

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**ESTIMATED ACTUAL**  
 4c. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2060  
 4c. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2402  
 4c. Materials and supplies 4000-4999: Books And Supplies LCFF \$3700  
 4c. Professional Services 5000-5999: Services And Other Operating Expenditures Other \$17700

Expenditures

Action **4**

Actions/Services

**PLANNED**  
 4d. Distribute an annual parent survey that will give the opportunity for parents to give input on the effectiveness of the school's services.

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**BUDGETED**  
 4d.Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$950  
 4d.Materials and supplies 1000-1999: Certificated Personnel Salaries LCFF \$50

**ACTUAL**  
 Distributed two parent surveys that gave the parents the opportunity to give input on the effectiveness of the school/district's services. Had approximately 90% parent-survey participation.

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**ESTIMATED ACTUAL**  
 4d.Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$294  
 4d. Classified Staff 2000-2999: Classified Personnel Salaries Other \$1030  
 4d.Materials and supplies 4000-4999: Books And Supplies LCFF \$50

Expenditures

Action **5**

Actions/Services

**PLANNED**  
 4e. The charter school will be committed to a partnership with all parents and students in providing a quality education and will have an open-door philosophy to encourage family input in planning, teaching and organizing the school program.

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**BUDGETED**  
 4e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5600  
 4e. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$3400

**ACTUAL**  
 Parents participated in various activities throughout the year. They provided input for the development of the LCAP, attended various classroom activities, participated in the art program, chaperoned field trips, supported fundraising events, worked community service days, and attended community and YWECS Board meetings.

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**ESTIMATED ACTUAL**  
 4e. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2060  
 4e. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2402

Expenditures

4e. Materials and supplies 4000-4999: Books And Supplies Other \$3700  
 4e. Professional Services- art teacher, field trips, vehicle lease 5000-5999: Services And Other Operating Expenditures Other \$20940

Action **6**

Actions/Services

**PLANNED**  
 4f. Parents will be encouraged to volunteer in various capacities for a minimum of 40 hours a year, as needed, in a variety of areas, such as: classroom volunteer, teach a special project to a group, school librarian, chaperone a field trip or activity, help with fund- raising events and/or office work, etc.

**ACTUAL**  
 All parents who volunteered did so for a minimum of 40 hours a year, in some capacity to support the school. They participated in various classroom activities, the art program, the cooking program, field trips, fundraising events, community service days, helped with yard work, provided basic office support when needed, attended community meetings, and served on the YWECS Board.

Expenditures

**BUDGETED**  
 4f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$4850  
 4f. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$3400  
 4f. Materials and supplies 4000-4999: Books And Supplies LCFF \$250

**ESTIMATED ACTUAL**  
 4f. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2060  
 4f. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2402  
 4f. Materials and supplies 4000-4999: Books And Supplies Other \$3700  
 4f. Professional Services- field trips, vehicle lease 5000-5999: Services And Other Operating Expenditures Other \$17700

Action **7**

Actions/Services

**PLANNED**  
 4g. Parents and community members will be invited and encouraged to attend meetings, participate in school committees, and attend parent/community education nights throughout the school year.

**ACTUAL**  
 Parents and community members were invited and encouraged to attend various parent meetings and YWECS Board meetings to discuss the plans for throughout the year.

Expenditures

**BUDGETED**  
 4g. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$600  
 4g. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$650  
 4g. Materials and supplies 4000-4999: Books And Supplies LCFF \$50

**ESTIMATED ACTUAL**  
 4g. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$589  
 4g. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$686  
 4g. Materials and supplies 4000-4999: Books And Supplies LCFF \$50

Action **8**

Actions/Services

**PLANNED**  
 4h. The charter school will communicate via discussions, newsletters, emails and meetings to inform parents of upcoming events and promote participation.

**ACTUAL**  
 The charter funded additional staff hours to increase staff support in the classroom and office. The staff communicated daily with parents via discussions (both informal and formal), emails and texts, newsletters, and/or informational flyers sent home throughout the school year.

Expenditures	<b>BUDGETED</b> 4h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2700 4h. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2250 4h. Materials and supplies 4000-4999: Books And Supplies LCFF \$50	<b>ESTIMATED ACTUAL</b> 4h. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2943 4h. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$8576 4h. Materials and supplies 4000-4999: Books And Supplies LCFF \$50
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Action **9**

Actions/Services	<b>PLANNED</b> 4i. Parents and children will participate in conferences three times a year that will include the child when discussing his/her goals and individual learning plan.	<b>ACTUAL</b> Parent-teacher conferences were not held three times throughout the year; however, weekly "Flex Plans" allowed for weekly parent communication and participation of student work and learning. Additional meeting times were also available for parents to meet and discuss work for their child as requested.
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Expenditures	<b>BUDGETED</b> 4i. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$5500 4i. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2500	<b>ESTIMATED ACTUAL</b> 4i. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$10301 4i. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$3430 4i. Materials and supplies 4000-4999: Books And Supplies LCFF \$50
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Action **10**

Actions/Services	<b>PLANNED</b> 4j. The charter school will facilitate the child's learning at home by encouraging families to make time for school work and projects, reading with and to the child, and involving the family in extra- curricular enrichment activities such as, visiting museums, cultural exhibitions, the library, etc.	<b>ACTUAL</b> Implemented weekly "Flex Friday" independent study option. Weekly interactions and communications with parents provided support for learning outside of the classroom.
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Expenditures	<b>BUDGETED</b> 4j. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$2000 4j. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$2000	<b>ESTIMATED ACTUAL</b> 4j. Cert. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$10301 4j. Classified Staff 2000-2999: Classified Personnel Salaries LCFF \$3430 4j. Materials and supplies 4000-4999: Books And Supplies LCFF \$50
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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.

GOAL: All stakeholders will be engaged in the learning process by promoting opportunities that strengthen skills, competencies and abilities of students, parents, staff and communities.  
All students took a hands on approach to their learning environment by participating in the development of class goals and learning plans. Students were responsible for grading daily and weekly assignments, allowing them to see first-hand their academic progress. Beginning, middle, and end-of-year Let's Go Learn assessments, teacher-daily and weekly assessments, and students' self-assessments were used to drive instruction. New i-pads and three student laptop computers were purchased for students to use technology to further own learning. Students participated in weekly classroom meetings to discuss and work out issues and/or problems. Staff worked hard to involve parents in educating their children. Parents and community members were invited and encouraged to attend various parent meetings and YWECS Board meetings to discuss the plans for throughout the year. All parents who volunteered did so for a minimum of 40 hours a year, in some capacity to support the school. They participated in various classroom activities, the art program, the cooking program, field trips, fundraising events, community service days, helped with yard work, provided basic office support when needed, attended community meetings, and served on the YWECS Board. New this school year was the design and implementation of a weekly "Flex Friday" independent study option for families wanting and needing an at-home day of learning for their students. This program allowed for parent participation, instructional flexibility and individualized instruction for these students, and was well received by all participants. Also, the school supported the child's learning at home by encouraging parents to make time for school work and projects at home, reading with and to the child, and involving the family in extra-curricular enrichment activities such as, visiting museums, cultural exhibitions, the library, etc.

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

The Charter funded additional staff hours to increase staff support in the classroom and office. The staff communicated daily with parents via discussions (both informal and formal), emails and texts, newsletters, and/or informational flyers sent home throughout the school year. Parent participation in events, trainings, field trips, work days, fundraising, and Board meeting- were welcomed and appreciated. The Flex program worked well because parent-teacher conferences were not held three times throughout the year; but, weekly "Flex Plans" allowed for weekly parent communication and participation of student work and learning. Let's Go Learn was used for beginning, mid-year, and end of year assessments and will be used to start next year off. Parent survey and student feedback was positive with approximately 90% response. Community support was greatly appreciated and expressed by stakeholders in the following ways: attendance at Board meetings, updates at WAPOA meetings, fundraising support, financial contributions, and the donation of laptops to graduating 8th graders.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\*Overall 2016-17 LCAP Budgeted vs. Estimated Actual Expenditures: Duplicate expenditures were included throughout all goals and supporting action items; HOWEVER, there was no reference to this discrepancy during the annual summary. This oversight causes a major discrepancy between Total Budgeted vs. Total Estimated Actuals for 2016-17 but has been/ will be addressed for the Budgeted Expenditures for 2017-18 LCAP year.

Individual Action Items: Material differences between budgeted expenditures and estimated actual expenditures were due to negotiated staff salary increases, the award of a local grant and Federal R.E.A.P. funds received that were not in the adopted budget for 2016-17. With these additional funds, YWECS increased services to all students by greatly expanding the Field Studies program, purchasing additional materials and supplies, and hiring contractors to add supplemental instruction to math, art, and to add a foreign language program. YWECS also funded the leasing of a third vehicle and the associated operating expenses, so that we could continue to implement our field-based programs.

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.

At various times throughout the year, stakeholders expressed their appreciation and support of the unique learning activities offered at the school, and would like the school to continue supporting those activities. The charter will continue to offer community-based learning opportunities and extend an offer to any stakeholders wanting to participate in these activities. Student, parent, and staff feedback will be collected and used to drive instructional activities, field trips, and project-based activities. Even though discussions with parents happened weekly throughout the 2016-17 school year, some parents have expressed the need for more formal parent-teacher conferences to better communicate their student's progress for the upcoming year. The school will provide conferences with parents as needed any time throughout the upcoming year to better meet the requests of the parents. The school will also encourage parent participation in the creation of their child's individualized learning plan at the beginning of the school year.

# 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?

June 4, 2016- Wawona Area Property Owners Association Meeting  
 June 4, 2016- YWECS Board Meeting & LCAP Hearing- meeting open to the public to discuss and provide comment on the LCAP  
 June 24, 2016- YWECS Board Meeting & LCAP adoption approved  
 July 28-29, 2016- YWECS school audit days  
 August 9, 2016-YWECS Board Meeting  
 August 24, 2016- Parent Back-to-School potluck  
 September 13, 2016-YWECS Board Meeting  
 September 17, 2016- School fundraiser  
 September 19, 2016- Project Pluton day  
 September 21, 2016- Yosemite Facelift community service day  
 September 28, 2016- YoSTEMite Day  
 October 3-7, 2016- San Diego field trip  
 October 24-25, 2016- YWECS school audit days  
 November 8, 2016- YWECS Board Meeting  
 November 15, 2016- Budget Committee meeting  
 December 12, 2016- Engaging Youth Grant Awarded  
 December 13, 2016- YWECS Board Meeting  
 December 19-20, 2016- San Francisco field trip  
 January 10, 2017-Parent meeting and YWECS Board Meeting  
 February 7, 2017-YWECS Board Meeting  
 February 21-March 13, 2017- Hwy 41 closed- \*Forced Independent Study school plan while access to school was restricted  
 February 27, 2017- Project Pluton day  
 March 13, 2017-YWECS Board Meeting  
 March 30, 2017- Madera County Office of Education meeting  
 March 31, 2017- NPS Cub release program  
 April 4, 2017- YWECS Board Meeting  
 April 5, 2017- Meeting in Yosemite Valley for Engaging Youth Grant  
 April 8, 2017- Wawona Area Property Owners Association Meeting  
 April 12, 2017- Budget and LCAP meeting  
 May 3, 2017- NPS fire training & R.E.A.P training  
 May 5, 2017- Coarsegold Gold Rush Days field trip  
 May 8, 2017- Discovery Center field trip and LCAP training meeting at MCOE  
 May 9, 2017- Mariposa Health Department and First 5 dental program  
 May 11, 2017- YMSPRR field trip  
 May12, 2017- NPS Wildland fire program  
 May 23, 2017- YWECS Board Meeting  
 May 24, 2017- Spring Auction parent work day  
 May 26, 2017- Memorial Day Cemetery Clean up & School Clean-up work day  
 May 30, 2017- Living history day and potluck dinner & John Muir presentation  
 May 31, 2017- Meeting with Glenn Reid

June 2, 2017- Spring Auction family work day  
 June 3, 2017- WAPOA community meeting & School Fundraiser  
 June 4-6 2017- 8th grade graduation field trip  
 June 7, 2017- Family Fun Pond Day & YWECS Board Meeting  
 June 20, 2017- YWECS Board Meeting & LCAP Hearing- meeting open to the public to discuss and provide comment on the LCAP  
 June 22, 2017- YWECS Board Meeting & LCAP adoption meeting (to be confirmed by Board approval)

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The Yosemite-Wawona Elementary Charter School Local Control Accountability Plan is used to guide decisions and practices related to the needs of each student at the charter school. The variety of involvement activities that occurred added to the stakeholder engagement process of gathering information and input on the priorities of the charter school, students, parents and community. This information was integral to the development of this year's Local Control Accountability Plan. Upon analyzing data collected from assessments, parent survey feedback, as well as input gathered from meetings held throughout the year, the four major goals from the 2015-16 LCAP were reaffirmed and then supported with a variety of activities designed to help the charter make progress towards the achievement of these goals. The voices of the parents, students, employees and community are reflected throughout the goals, services and actions embedded in this LCAP. This reflects the charter school's keen desire to give all stakeholders the opportunity to have their voices heard on behalf of all students.

The following actions taken by the Charter during the 2016-17 school year supported strategies designed to meet LCAP goal

#1:

- Purchased and used Let's Go Learn software- assessment programs for math and language arts, and instructional Edge 2.0 programs to implement individualized instruction.
- Purchased and used new iPads and various computer programs to support increasing use of technology in the classroom.
- Participated in various field trips in and around the Wawona, Yosemite NP, San Diego, and various Bay Area locations.
- Participation in various community-led programs including NPS Ranger and Project Pluton programs.
- Weekly participation in art program for all students.
- Purchased additional common core-aligned materials in various grade levels and subjects.
- Designed and implemented an independent study "Flex Friday" program that allowed for more parental involvement and family flexibility.

The following actions taken by the Charter during the 2016-17 school year supported strategies designed to meet LCAP goal

#2:

- Funded and provided more staff hours to increase classroom support and office management.
- Parent and community members participated in various meeting throughout the year to support school and the development of programs and/or the LCAP goals.
- Updated a school safety plan, and provided staff and parent training.
- Funded teacher training time and provided for teacher collaboration and /or professional development.
- Purchased new technology equipment to provide for increased demand for technology in the classroom.

The following actions taken by the Charter during the 2016-17 school year supported strategies designed to meet LCAP goal

#3:

- Executed beginning, middle, and end-of-year Let's Go Learn assessments, teacher-daily and weekly assessments, and students' self- assessments, and used results to drive instruction.
- Purchased and used Let's Go Learn software- assessment programs for math and language arts, and instructional Edge 2.0 programs to implement individualized instruction.
- Purchased additional common core-aligned materials in various grade levels and subjects.

The following actions taken by the Charter during the 2016-17 school year supported strategies designed to meet LCAP goal

#4:

Designed and implemented a weekly "Flex Friday" independent study option for families wanting and needing an at-home day of learning for their students. This program allowed for parent participation, instructional flexibility and individualized instruction for these students, and was well received by all participants.

Purchased new technology equipment to provide for increased demand for technology in the classroom.

Distributed annual parent surveys and had approximately 90% parent-survey participation.

The staff communicated daily with parents via various forms of communication.

Parents volunteered and participated in the classroom activities and projects throughout the year.

Parent and community members participated in various meeting throughout the year to support school and the development of programs and/or the LCAP goals.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

All students will participate in high quality instruction and learning opportunities that will prepare them for success in high school, college and the workplace.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

With the increasing demands of CCSS and the use of technology in the classroom, there is an identified need for the school to continue to purchase and implement common core-aligned materials that emphasize individualized instruction, as well as invest in materials for the new science standards. Also, with the feedback from the parent survey, the charter will put further and/or continued emphasis on transportation needs, hands-on science projects, physical education programs, the art program, a foreign language program, and more extended field trips, so that all of the children can experience a well- rounded education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School staff will participate in professional development opportunities.	30%	100%	100%	100%
Students will improve by an average of 7 points in the ELA portion of the CAASPP.	75%	80%	85%	90%
Students will improve by an average of 5 points in the Math portion of the CAASPP.	75%	80%	85%	90%
80% of students will participate in strategies for using technology to improve academic achievement.	80%	90%	95%	100%

**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:**

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1a. Provide professional development for staff to deliver CCSS and create 21st century classrooms-

- Focus on the continuous improvement of the teaching staff through administrative coaching and support, peer review and building of a shared understanding of exemplary practices
- Provide opportunities for collaboration with teachers from other districts to enhance the collective capacity of the charter school teaching staff

**2018-19**

New  Modified  Unchanged

1a. Provide professional development for staff to deliver CCSS and create 21st century classrooms-

- Focus on the continuous improvement of the teaching staff through administrative coaching and support, peer review and building of a shared understanding of exemplary practices
- Provide opportunities for collaboration with teachers from other districts to enhance the collective capacity of the charter school teaching staff
- Provide opportunities for professional development in utilizing technology
- Professional development for project-based learning and different learning styles

**2019-20**

New  Modified  Unchanged

1a. Provide professional development for staff to deliver CCSS and create 21st century classrooms-

- Focus on the continuous improvement of the teaching staff through administrative coaching and support, peer review and building of a shared understanding of exemplary practices
- Provide opportunities for collaboration with teachers from other districts to enhance the collective capacity of the charter school teaching staff
- Provide opportunities for professional development in utilizing technology
- Professional development for project-based learning and different learning styles

- Provide opportunities for professional development in utilizing technology
- Professional development for project-based learning and different learning styles
- Implementation support for adopted math programs
- Implementation support for adopted ELA programs

- Implementation support for adopted math programs
- Implementation support for adopted ELA programs

- Implementation support for adopted math programs
- Implementation support for adopted ELA programs

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$11,800
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a. Professional Development

**2018-19**

Amount	\$12,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a. Professional Development

**2019-20**

Amount	\$12,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a. Professional Development

Action **2**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1b. Provide an engaging, project-based curriculum that is aligned with the most current state and/or national curriculum standards promoting educational excellence.

- Continue to purchase new CCSS materials to support program
- Continue to fund and implement the Field Studies Program emphasizing activities designed to explore fulfilling and enjoyable professions
- Field trip opportunities to provide diverse experiences outside of our rural, homogeneous community
- Frequent physical activities emphasizing local outdoor adventures related to Yosemite National Park
- All students will be able to use technology effectively to access and communicate information
- Every child will participate in a well-rounded education in the arts

**2018-19**

New  Modified  Unchanged

1b. Provide an engaging, project-based curriculum that is aligned with the most current state and/or national curriculum standards promoting educational excellence.

- Continue to purchase new CCSS materials to support program
- Continue to fund and implement the Field Studies Program emphasizing activities designed to explore fulfilling and enjoyable professions
- Field trip opportunities to provide diverse experiences outside of our rural, homogeneous community
- Frequent physical activities emphasizing local outdoor adventures related to Yosemite National Park
- All students will be able to use technology effectively to access and communicate information
- Every child will participate in a well-rounded education in the arts

**2019-20**

New  Modified  Unchanged

1b. Provide an engaging, project-based curriculum that is aligned with the most current state and/or national curriculum standards promoting educational excellence.

- Continue to purchase new CCSS materials to support program
- Continue to fund and implement the Field Studies Program emphasizing activities designed to explore fulfilling and enjoyable professions
- Field trip opportunities to provide diverse experiences outside of our rural, homogeneous community
- Frequent physical activities emphasizing local outdoor adventures related to Yosemite National Park
- All students will be able to use technology effectively to access and communicate information
- Every child will participate in a well-rounded education in the arts

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$28,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 1b. Core Materials and supplies
Amount	\$10,000

**2018-19**

Amount	\$30,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 1b. Core Materials and supplies
Amount	\$10,000

**2019-20**

Amount	\$32,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 1b. Core Materials and supplies
Amount	\$10,000



Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1b. Professional services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1b. Professional services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1b. Professional services
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1b. Core Materials and supplies	Budget Reference	4000-4999: Books And Supplies 1b. Core Materials and supplies	Budget Reference	4000-4999: Books And Supplies 1b. Core Materials and supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

All students will receive instruction from highly qualified professionals in a clean, caring and secure environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Student learning is maximized when teachers are highly qualified, sufficient instructional materials are available, the learning environment is comfortable and well-maintained, and when students feel safe and secure at school. Providing a supportive and safe learning environment is at the center of the Yosemite-Wawona Elementary Charter School, and the charter will continue to work with all stakeholders to ensure such an environment.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers Appropriately Assigned	100%	100%	100%	100%
Actual Attendance Rate	96.53%	96.5%	96.5%	97%
Maintain low suspension rates	0 suspensions	0 suspensions	0 suspensions	0 suspensions
FIT- Good to Exemplary ranking	87.5% Fair	90% Good	95% Good	100% Exemplary
90% favorable results in parent and student surveys	90%	95%	97%	97%
80% of students will perform in the Healthy Fitness Zone on at least four out of six standards on the Physical Fitness Test.	100%	100%	100%	100%

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All Schools  Specific Schools: Yosemite-Wawona Elementary Charter School  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

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2a. Hire and retain highly qualified staff that will provide a warm, supportive, safe, and loving atmosphere for students-

- Funding two credentialed teacher positions
- Two part-time classroom support positions
- A new bus/building and maintenance/yard supervisor position
- Increased staffing hours to manage and assist with administrative duties

**2018-19**

New  Modified  Unchanged

2a. Hire and retain highly qualified staff that will provide a warm, supportive, safe, and loving atmosphere for students-

- Funding two credentialed teacher positions
- Two part-time classroom support positions
- Bus/building and maintenance/yard supervisor position
- Increased staffing hours to manage and assist with administrative duties

**2019-20**

New  Modified  Unchanged

2a. Hire and retain highly qualified staff that will provide a warm, supportive, safe, and loving atmosphere for students-

- Funding two credentialed teacher positions
- Two part-time classroom support positions
- Bus/building and maintenance/yard supervisor position
- Increased staffing hours to manage and assist with administrative duties

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$79,000	Amount	\$81,000	Amount	\$83,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 2a. Teacher Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries 2a. Teacher Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries 2a. Teacher Salaries
Amount	\$42,000	Amount	\$48,000	Amount	\$52,500
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries	Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries	Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	Federal Funds	Source	Federal Funds	Source	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries	Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries	Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries
Amount	\$23,500	Amount	\$25,500	Amount	\$27,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries	Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries	Budget Reference	2000-2999: Classified Personnel Salaries 2a. Support Staff Salaries
Amount	\$32,800	Amount	\$38,000	Amount	\$41,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits 2a. Employee Benefits	Budget Reference	3000-3999: Employee Benefits 2a. Employee Benefits	Budget Reference	3000-3999: Employee Benefits 2a. Employee Benefits

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: Yosemite-Wawona Elementary Charter School  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

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

- 2b. Basic Student Needs-
- Support healthy living practices by providing a well rounded physical education program and cooking classes to promote healthy eating habits
  - Weekly student led meetings focusing on character development and problem-solving strategies
  - Perform regular safety and maintenance inspections at site
  - Continue to provide a clean, safe and healthy school campus
  - Update the School Safety Plan and practice disaster preparedness drills
  - Continue student transportation services

**2018-19**

New  Modified  Unchanged

- 2b. Basic Student Needs-
- Support healthy living practices by providing a well rounded physical education program and cooking classes to promote healthy eating habits
  - Weekly student led meetings focusing on character development and problem-solving strategies
  - Perform regular safety and maintenance inspections at site
  - Continue to provide a clean, safe and healthy school campus
  - Update the School Safety Plan and practice disaster preparedness drills
  - Continue student transportation services

**2019-20**

New  Modified  Unchanged

- 2b. Basic Student Needs-
- Support healthy living practices by providing a well rounded physical education program and cooking classes to promote healthy eating habits
  - Weekly student led meetings focusing on character development and problem-solving strategies
  - Perform regular safety and maintenance inspections at site
  - Continue to provide a clean, safe and healthy school campus
  - Update the School Safety Plan and practice disaster preparedness drills
  - Continue student transportation services

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$31,000	Amount	\$32,000	Amount	\$33,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 2b. Operating and professional services	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b. Operating and professional services	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b. Operating and professional services
Amount	\$51,000	Amount	\$31,000	Amount	\$31,000
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	6000-6999: Capital Outlay 2b. Bus	Budget Reference	6000-6999: Capital Outlay 2b. Bus	Budget Reference	6000-6999: Capital Outlay 2b. Bus

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(s)  All Schools  Specific Schools: Yosemite-Wawona Elementary Charter School  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

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

2c. All staff will work to establish a Positive School Climate-

- Maintain positive reward programs for good attendance and academic achievement
- Administer student and staff surveys on school climate and connectedness

2c. All staff will work to establish a Positive School Climate-

- Maintain positive reward programs for good attendance and academic achievement
- Administer student and staff surveys on school climate and connectedness

2c. All staff will work to establish a Positive School Climate-

- Maintain positive reward programs for good attendance and academic achievement
- Administer student and staff surveys on school climate and connectedness

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$1000  
 Source LCFF  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
 2c. Professional services

**2018-19**

Amount \$1000  
 Source LCFF  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
 2c. Professional services

**2019-20**

Amount \$1000  
 Source LCFF  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
 2c. Professional services

Action **4**

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: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2d. Student Attendance will be maximized-

- Monitor and report monthly attendance and chronic absence rates.
- Make contact with parents to confirm and/or notify them of a student's absence

**2018-19**

New  Modified  Unchanged

2d. Student Attendance will be maximized-

- Monitor and report monthly attendance and chronic absence rates.
- Make contact with parents to confirm and/or notify them of a student's absence

**2019-20**

New  Modified  Unchanged

2d. Student Attendance will be maximized-

- Monitor and report monthly attendance and chronic absence rates.
- Make contact with parents to confirm and/or notify them of a student's absence

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 2d. Administrative time

**2018-19**

Amount	\$1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 2d. Administrative time

**2019-20**

Amount	\$1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 2d. Administrative time



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges and responsibilities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Individualized instruction, assessing student strengths and weaknesses and then allowing students to proceed through a curriculum at their own academic pace is fundamental to our charter. For students who are not currently performing at or above grade level, it is important to provide extra instruction, time, and learning tools, that will allow for these students to progress and show annual improvement. For the students that are performing at or above grade level, it is important to provide extra, challenging instruction and opportunities to keep these students engaged and continuing to progress at a more rigorous level. The charter and stakeholders are committed to supporting individualized instruction and implementing resources that help all students receive the best possible education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will have access to quality intervention programs.	100%	100%	100%	100%
All students will have access to enrichment activities.	100%	100%	100%	100%
All students will have an individualized learning plan and student work portfolio.	N/A	100%	100%	100%
100% of students will use the Let's Go Learn assessment and practice programs for Language Arts.	100%	100%	100%	100%
100% of students will use the Let's Go Learn assessment and practice programs for Math.	100%	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

Location(s)  All Schools  Specific Schools: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

- 3a. Individual Learning Plans-
- Each student will work with staff and parents to develop an accurate and challenging Individual Learning Plan to be carried out in a non-competitive, non-judgmental environment.
  - Student portfolios will be used to evaluate student learning progress and year-to-year achievement.

**2018-19**

New  Modified  Unchanged

- 3a. Individual Learning Plans-
- Each student will work with staff and parents to develop an accurate and challenging Individual Learning Plan to be carried out in a non-competitive, non-judgmental environment.
  - Student portfolios will be used to evaluate student learning progress and year-to-year achievement.

**2019-20**

New  Modified  Unchanged

- 3a. Individual Learning Plans-
- Each student will work with staff and parents to develop an accurate and challenging Individual Learning Plan to be carried out in a non-competitive, non-judgmental environment.
  - Student portfolios will be used to evaluate student learning progress and year-to-year achievement.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$11,000

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries  
3a. Admin. Teacher

**2018-19**

Amount \$11,000

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries  
3a. Admin. Teacher

**2019-20**

Amount \$11,000

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries  
3a. Admin. Teacher

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: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

3b. Provide research based interventions for students not performing at grade level including students with disabilities-

- Response to intervention (Rtl) in Reading

**2018-19**

New  Modified  Unchanged

3b. Provide research based interventions for students not performing at grade level including students with disabilities-

- Response to intervention (Rtl) in Reading
- Appropriate student accommodations and modifications

**2019-20**

New  Modified  Unchanged

3b. Provide research based interventions for students not performing at grade level including students with disabilities-

- Response to intervention (Rtl) in Reading
- Appropriate student accommodations and modifications

- Appropriate student accommodations and modifications
- 504/IEP Process

- 504/IEP Process

- 504/IEP Process

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$5,000

Source LCFF

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
3b. Professional Services

**2018-19**

Amount \$6,000

Source LCFF

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
3b. Professional Services

**2019-20**

Amount \$7,000

Source LCFF

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
3b. Professional Services

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(s)  All Schools  Specific Schools: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

3c. Provide a broad range of enrichment curriculum options to challenge individual student development and mastery of skills.

3c. Provide a broad range of enrichment curriculum options to challenge individual student development and mastery of skills.

3c. Provide a broad range of enrichment curriculum options to challenge individual student development and mastery of skills.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$5,500

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
3c. Professional services

**2018-19**

Amount \$5,500

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
3c. Professional services

**2019-20**

Amount \$5,500

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
3c. Professional services

Action **4**

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: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

3d. Implement software programs that challenge students at their individual level and allow them to progress at their own pace-

- Let's Go Learn- online reading assessment, math assessment, and supplemental instruction

3d. Implement software programs that challenge students at their individual level and allow them to progress at their own pace-

- Let's Go Learn- online reading assessment, math assessment, and supplemental instruction

3d. Implement software programs that challenge students at their individual level and allow them to progress at their own pace-

- Let's Go Learn- online reading assessment, math assessment, and supplemental instruction

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$4,300
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3d.Professional services

**2018-19**

Amount	\$5,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3d.Professional services

**2019-20**

Amount	\$5,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3d.Professional services

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

All stakeholders will be engaged in the learning process by promoting opportunities that strengthen skills, competencies and abilities of students, parents, staff and communities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Stakeholder engagement is critical to the success of all of our students. We know that students learn best when they assume responsibility for their own learning, their teachers are well trained, and their parents and our communities are involved in the learning process.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
90% annual parent-survey participation	64%	90%	90%	95%
Parent/Staff Survey- Parents as partners (Agree/Strongly Agree)	100%	100%	100%	100%
Parent/Staff Survey- Caring Staff (Agree/Strongly Agree)	100%	100%	100%	100%
Parent/Staff Survey- Parents feel children are safe at school (Agree/Strongly Agree)	100%	100%	100%	100%
90% of parent participation in various school activities, work day projects, and/or fundraising events.	90%	95%	96%	97%

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All Schools  Specific Schools: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

4a. School-to-Parent communication will be strengthened-

- Survey parents annually on conditions for learning, school climate, school safety and student supports provided by school
- Emphasize home-school communication in a variety of formats and delivery models, including promoting the participation of parents of unduplicated pupils
- Maintain school website and Facebook page
- Communicate road conditions to parents during inclement weather

**2018-19**

New  Modified  Unchanged

4a. School-to-Parent communication will be strengthened-

- Survey parents annually on conditions for learning, school climate, school safety and student supports provided by school
- Emphasize home-school communication in a variety of formats and delivery models, including promoting the participation of parents of unduplicated pupils
- Maintain school website and Facebook page
- Communicate road conditions to parents during inclement weather
- Schedule conferences, as needed, to better communicate student progress

**2019-20**

New  Modified  Unchanged

4a. School-to-Parent communication will be strengthened-

- Survey parents annually on conditions for learning, school climate, school safety and student supports provided by school
- Emphasize home-school communication in a variety of formats and delivery models, including promoting the participation of parents of unduplicated pupils
- Maintain school website and Facebook page
- Communicate road conditions to parents during inclement weather
- Schedule conferences, as needed, to better communicate student progress



- Schedule conferences, as needed, to better communicate student progress

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$2,000  
 Source: LCFF  
 Budget Reference: 1000-1999: Certificated Personnel Salaries  
 4a. Administrative Costs

**2018-19**

Amount: \$2,000  
 Source: LCFF  
 Budget Reference: 1000-1999: Certificated Personnel Salaries  
 4a. Administrative Costs

**2019-20**

Amount: \$2,000  
 Source: LCFF  
 Budget Reference: 1000-1999: Certificated Personnel Salaries  
 4a. Administrative Costs

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: Yosemite-Wawona Elementary Charter School  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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

4b. Parent and Community Involvement-

- Parents will be encouraged to volunteer in various capacities for a minimum of 40 hours a year
- Continue to promote school’s open-door philosophy to encourage family input in planning, teaching and the organization of the school program
- Continue to promote attendance at meetings and school functions and participation in committees and fundraising events

4b. Parent and Community Involvement-

- Parents will be encouraged to volunteer in various capacities for a minimum of 40 hours a year
- Continue to promote school’s open-door philosophy to encourage family input in planning, teaching and the organization of the school program
- Continue to promote attendance at meetings and school functions and participation in committees and fundraising events

4b. Parent and Community Involvement-

- Parents will be encouraged to volunteer in various capacities for a minimum of 40 hours a year
- Continue to promote school’s open-door philosophy to encourage family input in planning, teaching and the organization of the school program
- Continue to promote attendance at meetings and school functions and participation in committees and fundraising events

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 4b. Administrative Costs

**2018-19**

Amount	\$2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 4b. Administrative Costs

**2019-20**

Amount	\$2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 4b. Administrative Costs

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$10,139

Percentage to Increase or Improve Services: 6.61%

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

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

The Charter's proposed use of supplemental and concentration grant funds is principally directed towards meeting the needs of our high need, unduplicated students. The school currently spends in excess of what is allocated for supplemental and concentration grant funding. Over half of our students are qualified for Free and Reduced price meals making our unduplicated count at 56.76%. The services and activities listed in the LCAP were developed with input from students, parents, community members, staff and administration. Needs were identified through surveys and an analysis of the metrics required by the LCAP development process. All goals are designed to close the achievement gap for these high needs students and, given the significant number of these students, the remaining students also benefit from improved learning opportunities. The school's guiding philosophy, it's Mission Statement and the goals listed in the LCAP demonstrate the strong belief that investing in our teachers, supports student achievement. With that in mind, the main emphasis of the activities described in this plan are on increasing the skill levels of all of our staff, both certificated and classified, and creating a collaborative culture among educators. Our staff development and collaborative activities, while benefiting all students, are principally directed towards supporting those unduplicated students who, research has demonstrated, learn best when they are engaged in activities that challenge their thinking and expand their world view. For our students, creating a positive school culture and climate where students can learn effectively in a safe environment is emphasized in our listed actions and activities, as well as providing academic and social interventions when warranted. Effectively utilizing technology as a tool to increase student engagement is also a focus of our plan. Unduplicated students are far less likely to be exposed to technology in the home, so the school is endeavoring to make sure that these students have a wide variety of experiences with this medium while at school. The Charter also remains focused on creating partnerships with all stakeholders - especially the parents of unduplicated students - through improved communication and support as we implement our LCAP.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**



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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

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

### Budgeted Expenditures

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

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

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

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

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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



## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	400,900.00	924,558.00	365,900.00	366,000.00	382,000.00	1,113,900.00
	1,200.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
LCFF	308,080.00	386,822.00	238,100.00	251,500.00	263,000.00	752,600.00
Locally Defined	1,560.00	0.00	97,300.00	84,000.00	88,500.00	269,800.00
Other	87,060.00	527,236.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	3,000.00	10,500.00	10,500.00	10,500.00	10,500.00	31,500.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	400,900.00	924,558.00	365,900.00	366,000.00	382,000.00	1,113,900.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	228,814.00	268,831.00	95,000.00	97,000.00	99,000.00	291,000.00
2000-2999: Classified Personnel Salaries	85,251.00	294,108.00	85,500.00	93,500.00	100,000.00	279,000.00
3000-3999: Employee Benefits	0.00	0.00	32,800.00	38,000.00	41,000.00	111,800.00
4000-4999: Books And Supplies	42,785.00	149,067.00	33,000.00	35,000.00	37,500.00	105,500.00
5000-5999: Services And Other Operating Expenditures	27,375.00	190,426.00	42,800.00	44,000.00	45,000.00	131,800.00
5800: Professional/Consulting Services And Operating Expenditures	8,875.00	13,546.00	25,800.00	27,500.00	28,500.00	81,800.00
5900: Communications	7,800.00	8,580.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	0.00	51,000.00	31,000.00	31,000.00	113,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	400,900.00	924,558.00	365,900.00	366,000.00	382,000.00	1,113,900.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	224,254.00	268,831.00	95,000.00	97,000.00	99,000.00	291,000.00
1000-1999: Certificated Personnel Salaries	Locally Defined	1,560.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	3,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
2000-2999: Classified Personnel Salaries	LCFF	55,201.00	75,920.00	23,500.00	25,500.00	27,500.00	76,500.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	42,000.00	48,000.00	52,500.00	142,500.00
2000-2999: Classified Personnel Salaries	Other	30,050.00	218,188.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	32,800.00	38,000.00	41,000.00	111,800.00
4000-4999: Books And Supplies	LCFF	9,050.00	22,867.00	28,000.00	30,000.00	32,500.00	90,500.00
4000-4999: Books And Supplies	Other	30,735.00	115,700.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,000.00	10,500.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures		600.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,500.00	8,858.00	42,800.00	44,000.00	45,000.00	131,800.00
5000-5999: Services And Other Operating Expenditures	Other	20,275.00	181,568.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,875.00	1,766.00	16,000.00	17,000.00	18,000.00	51,000.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	4,300.00	5,000.00	5,000.00	14,300.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00	11,780.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	5,500.00	5,500.00	5,500.00	16,500.00
5900: Communications		600.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF	7,200.00	8,580.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Locally Defined	0.00	0.00	51,000.00	31,000.00	31,000.00	113,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	54,800.00	57,000.00	59,500.00	171,300.00
<b>Goal 2</b>	281,300.00	277,500.00	290,000.00	848,800.00
<b>Goal 3</b>	25,800.00	27,500.00	28,500.00	81,800.00
<b>Goal 4</b>	4,000.00	4,000.00	4,000.00	12,000.00

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