

Introduction:

LEA: Urban Charter Schools Collective - Yav Pem Suab Academy Charter School

LCAP Year: 2017-2018

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Academy Council, made up of five members of the community or parents who have children attending Yav Pem Suab Academy (YPSA) and five members of staff, meet on the first Tuesday of every month to discuss and make decisions about the school’s operation, including curriculum and instruction. The Academy Council meets to continue its discussions and directions on the implementation of the educational plans adopted by the school. These plans include the Local Educational Agency Plan, the Local Control Accountability Plan, the Technology Plan, and the curricula plans implemented at YPSA. The Academy Council has also been delegated the responsibility of the School Site Council and the English Learners Advisory Committee. These meetings are open to members of the community at large and they are as scheduled:</p>	<p>The stakeholders continue to meet and discuss the alignment of the goals and actions indicated in this LCAP. The LCAP is aligned to the school’s philosophy, mission, and vision. The goals and actions adopted, therefore, are aligned to the school’s vision and mission.</p> <p>Decisions made at the Academy Council meetings directly relate to the operation of the school, the goals, and the achievement data.</p>

<p>August 2, 2016 September 6, 2016 October 4, 2016 November 1, 2016 December 6, 2016 January 10, 2017 February 7, 2017 March 14, 2017 April 18, 2017 May 2, 2017 June 6, 2017</p>	
<p>Annual Update for 2016 - 2017</p> <p>The Urban Charter Schools Collective is the governing board that oversees and operates Yav Pem Suab Academy. As such, public meetings have been held throughout the year to give members of the community multiple opportunities to share their thoughts and ideas on improving education through the LCFF and/or LCAP. These meetings are held on the second Mondays of the month and are opened to the community. Meetings have been scheduled as follow:</p> <p>August 8, 2016 September 12, 2016 October 10, 2016 November 14, 2016 December 12, 2016 January 9, 2017 February 6, 2017 March 13, 2017 April 17, 2017 May 8, 2017 June 12, 2017</p>	<p>Annual Update:</p> <p>Updates and budgeting to support the LCAP were discussed at the Academy Council Meetings and have been recommended to the UCSC Board for approval.</p>

<p>Annual Update for 2016-2017</p> <p>Public meetings continued throughout the school year to gather community input into the development of the LCAP. The following dates were scheduled for parent/community input:</p> <p>2/1/17 – Public Input Session 1 2/6/17 – Update presented to Academy Council 2/15/17 – Public Input Session 2 3/13/17 - Update presented to Academy Council 3/22/17 – Public Input Session 3 4/18/17 - LCAP presented to Academy Council 6/12/17 – LCAP forwarded to the UCSC Board for Approval</p>	<p>Annual Update:</p> <p>The Academy Council met on its regular meeting on 2/6/17, 3/13/17, and 4/18/17 to review and make additions or changes to the LCAP plans for the 2017-2018 school year. Public input sessions were scheduled.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:
(Based on the 2017-2018 State-wide CAASPP Testing and the 2017-2018 CELDT)

2017 – 2018 CAASPP (ELA & Math)

<u>Subgroups</u>	<u>Proficient/Advanced Targets</u>
Schoolwide	60%
Asian	60%
Black or African American	60%
Hispanic or Latino	60%
Socio-economically Disadvantaged	40%
English Learners	60%
Scholars with Disabilities	30%

CELDT

<u>Subgroup:</u>	<u>Proficient/Advanced Target:</u>
English Learners	55%

LCAP Year 3: 2017 - 2018

2017 – 2018 NWEA MAP (ELA & Math)

<u>Subgroup:</u>	<u>Proficient/Advanced Target:</u>
School-wide	70%
Asian	70%
Black or African American	70%
Hispanic or Latino	70%
Socio-economically Disadvantaged	40%
English Learners	70%
Scholars with Disabilities	30%

Expected Annual Measurable Outcomes:
(Based on the 2017-2018 School-wide NWEA MAP Spring Assessment)

2017 – 2018 TEACHER CREATED ASSESSMENTS

<u>Subject Matter:</u>	<u>Proficient/Advanced Target:</u>
English Language Arts	60%
Mathematics	80%
Science	80%
Social Studies	80%
Physical Activities	80%
Visual and Performing Arts	80%
Hmong Language Development	80%
Social Skills (LIFESKILLS MASTERY)	80%

Expected Annual Measurable Outcomes:
(Based on the 2017-2018 third Trimester Teacher Created Assessments)

Category A: Conditions of Learning

Priority 1: Basic - Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.

GOAL:	Priority 1: Basic Goal 1: All scholars will have access to a safe, nurturing, and learning environment with the facility well-maintained and in good repair.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify _____
Identified Need :	There is a need for scholars to come to school and learn in a safe, well-maintained, and clean environment.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups: All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	By Object(s): 2000's- \$76,225 3000's- \$21,004 LCFF Base
Allocate budget to purchase cleaning supplies and replacement items as needed.	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	By Object(s): 4000's- \$11,040 LCFF Base

GOAL:	Priority 1: Basic Goal 2: All scholars are taught by highly qualified teachers who hold appropriate credentials.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify _____
Identified Need :	There is a need for all scholars to be taught by highly qualified teachers who are appropriately credentialed and assigned to classrooms that match their credential designation.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	Applicable Pupil Subgroups: All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ 21 full-time California State Credentialed Teachers.	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 1000's- \$1,189,133 3000's- \$336,935 LCFF Base, EPA

GOAL:	Priority 1: Basic Goal 3: All scholars will have access to State Adopted standards-aligned instructional materials.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to provide all scholars with access to state adopted instructional materials t to meet the common core state standards.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	Applicable Pupil Subgroups: All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase of Math Adopted Program to support with teaching and learning of mathematics.	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 4000's- \$23,500 LCFF Base

GOAL:	Priority 1: Basic Goal 4: All scholars will have access to supplemental materials and additional instructional materials identified in the grade levels' California Common Core State Standards (CCSS) backward's standards map.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Identified Need :	There is a need to provide all scholars with access to supplemental instructional materials to meet the common core state standards.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase science, social studies, and math as adopted by the State, and other supplemental instructional materials as identified in the grade level's CCSS backwards standards maps to support core instruction.	School-wide	<u> </u> X_ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 4000's- \$30,000 LCFF Base, Lottery (R)

GOAL:	Goal 5: All teachers will have access to needed classroom instructional supplies to support with teaching and learning.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
	Identified Need :	There is a need to support all teachers with instructional materials and supplies to support with teaching and learning.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fully stock the open-supply closet with commonly used classroom supplies.	School-wide	<u> </u> X_ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 4000's- \$42,000 LCFF Base

GOAL:	Priority 1: Basic Goal 6: Scholars will be provided with learning opportunities that build language proficiency, confidence, character, and schema through Hmong language development, dance, Tae Kwon Do, and Physical Education.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify _____
Identified Need :	There is a need for scholars to be proficient in the Hmong Language and have an awareness in the Hmong culture as well as the arts in Dance, Tae Kwon Do, and Physical Education.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups: All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ 3 HLD, 1 Dance, 1 Tae Kwon Do, and 1 PE instructor/teacher.	School-wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 2000's- \$268,868 3000's- \$79,302 LCFF Base

GOAL:	Goal 6a: All Hmong Language teachers will be provided with the needed instructional supplies to support with teaching and learning of the Hmong language.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to support Hmong Language Development teachers with instructional materials and supplies.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups: All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase instructional supplies, as identified in their Backwards Standards Maps, for teachers to support with teaching and learning.	School-wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 4000's- \$5,000 LCFF Base

GOAL:	Priority 1: Basic Goal 6b: All Movement teachers will be provided with the needed instructional supplies to support Movement Teachers with teaching and learning.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
Identified Need :	There is a need to support Dance, Tae Kwon Do, and PE teachers with instructional materials and supplies.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase instructional supplies, as identified in their Backwards Standards Maps, for teachers to support with teaching and learning.	Schoolwide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	By Object(s): 4000's- \$5,000 LCFF Base

GOAL:	Priority 1: Basic Goal 7: All scholars will have the necessary knowledge and skills to perform at or above grade level.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
Identified Need :	(1) There is a need to improve basic reading skills to scholars who are not performing at grade level. (2)There is a need to provide individualize academic support (basic foundational literacy and numeracy skills) to scholars who are not performing at grade level.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Friday or Before/After School intervention to teach and improve scholars' basic literacy skills. <i>This item was planned for but not implemented during the 2016-2017 school year in light of not having a plan in place. This item will be placed into the 2017-2018 school year with a plan to start one month after the start of the school year.</i>	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	By Object(s): 1000's- \$38,400 3000's- \$65,498 LCFF Base, Supplemental & Concentration

Provide Monday-Thursday push-in tutoring to improve scholars' basic literacy and numeracy skills. Continue the employment of 6 instructional aides.	School-wide	<input checked="" type="checkbox"/> ALL	By Object(s): 2000's- \$122,322 3000's- \$21,956 LCFF Base, Supplemental & Concentration, Title III
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	Priority 1: Basic Goal 8: All teachers will have the necessary tools to support with teaching and learning.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Identified Need :	There is a need to provide classrooms with a discretionary budget to support with unforeseen needs to support teaching and learning.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Replace any broken furniture, or purchase additional items that are unplanned.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$8,000 LCFF Base

Category A: Conditions of Learning

Priority 2: Implementation of State Standards - Implementation of academic content and performance standards adopted by the state board for all pupils.

GOAL:	Priority 2: Implementation of State Standards Goal 1: All teachers will become highly effective teachers in HET Model.		Related State and/or Local Priorities: 1 2X 3X 4X 5X 6X 7X 8X Local : Specify
Identified Need :	There is a need to build teacher capacity on conceptual curriculum, planning, and instruction in the Highly Effective Teaching (HET) Model.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Observe and provide feedback to teachers from principal regarding specific and consistent use of HET as part of daily instruction.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost, included in Principal's salary.

GOAL:	Priority 2: Implementation of State Standards Goal 2: All teachers will be able to use the multiple intelligences in their planning and teaching.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
Identified Need :	There is a need to support all teachers with knowledge and strategies on multiple intelligences and body-brain compatible education to support their curriculum development and delivery.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School Applicable Pupil Subgroups: All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and training for teachers through the Institute for Learning with Dr. Thomas Armstrong on overview of multiple intelligences, lesson planning that incorporates the multiple intelligences, and applying the multiple intelligences in daily instruction.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$5,000 LCFF Base & Title III

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and training for teachers through Highly Effective Model Teaching with Patty Harrington to support with implementation of HET.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$5,000 LCFF Base & Title III

2017 – 2018 Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GOAL:	Priority 2: Implementation of State Standards Goal 4: All teachers will know and be able to implement culturally responsive strategies that support the diverse scholar population at YPSA.			Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify _____
Identified Need :	There is a need to continue to support all staff members with cultural competency training and culturally responsive strategies.			
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School		
	Applicable Pupil Subgroups:	All		

2017 – 2018 Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide trainings to staff on cultural competency and responsive teaching.		Schoolwide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	By Object(s): 5000's- \$2,500 LCFF Base

GOAL:	Priority 2: Implementation of State Standards Goal 5: All staff members and administrations will exhibit behaviors and practice habits that resembles those of highly effective schools			Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to build a culture of high academic achievement and high level of teaching and accountability for school staff and administrators.			
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School		
	Applicable Pupil Subgroups:	All		

2017 – 2018 Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff members and administrators will visit high performing schools (that use 8-step lesson planning, the collaborative inquiry model to teach subject matter competencies) to learn and be able to implement best practices.		Schoolwide	<u> X </u> ALL OR: __Low Income pupils __English Learners	By Object(s): 5000's- \$3,920 LCFF Base

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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GOAL:	Priority 2: Implementation of State Standards		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> Local : Specify
	Goal 6: All staff members to understand and be able to use academic efficacy throughout the day.		
Identified Need :	There is a need to maintain the use of Academic Efficacy in every classroom and around the campus to empower and inspire self-efficacy and confidence in all scholars.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide constructive feedback to staff by principal on specific and consistent use of Academic Efficacy strategies (Strong Side, Weak Side, Keep Your Power, Give Up Your Power, Call/Responses, 8 step lesson plan format, collaborative inquiry model, classroom management, subject matter implementation). Provide Training to new staff members by Principal.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost, included in Principal's salary.

GOAL:	Priority 2: Implementation of State Standards		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Goal 7: Teachers will be able to create and maintain effective programs to bridge the gap between current state of YPSA and being ranked among the top 10 schools.		
Identified Need :	There is a need for teachers to have a deeper understanding of Charter Schools.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunity for teachers (Preferably 1 teacher per grade level) to register and attend the 25th Annual California Charter Schools Conference. (in San Diego for the 2017-2018 school year)	Schoolwide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$10,060 LCFF Base

GOAL:	Priority 2: Implementation of State Standards		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Goal 8: All scholars will continue and expand their learning pace beyond their grade level.		
Identified Need :	There is a need to enrich all scholars who are meeting or exceeding grade level standards with an enrichment program to steady their learning growth.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Friday extended learning opportunities through the STEM program. Hire 1 teacher and purchase kits through stemfinity.com <i>This item was planned for but not implemented during the 2016-2017 school year in light of not having a plan in place.</i>	Schoolwide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	By Object(s): 1000's- \$3,200 3000's- \$508 LCFF Base, Supplemental & Concentration

GOAL:	Priority 2: Implementation of State Standards	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Goal 9: All English Learners will increase their English language proficiency levels by one level per year.	
Identified Need :	There is a need to fully implement a designated ELD instructional block.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School
	Applicable Pupil Subgroups:	All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ELD training on Quality Teaching for English Learners (QTEL) or other ELD training that provide teachers with high quality ELD instruction. <i>This item was planned for but not implemented during the 2016-2017 school year in light of not having enough budget to support the action.</i> <i>Provide ELD strategies training through Project GLAD.</i>	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's - \$5,000 Title III

GOAL:	Priority 2: Implementation of State Standards Goal 10: All Scholars will have functional devices and access to the internet.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Identified Need :	There is a need to maintain one-one scholar to technology device in every classroom.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase or replace all devices, software, and web-based programs as needed.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$5,000 LCFF Base

GOAL:	Priority 2: Implementation of State Standards Goal 12: Scholars will be provided with one being there experience that is aligned to each unit of study to help make learning meaningful and easier to understand.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Identified Need :	There is a need to provide scholars being-there expeirences that build prior knowledge to support their learning.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide one being-there studytrip per unit of study. Secure the necessary partnerships to support successful travels to and back.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$72,350 LCFF Base & Title I

GOAL:	Priority 2: Implementation of State Standards		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
	Goal 13: All new teachers will become highly effective teachers (Teacher of the Year Quality).		
Identified Need :	There is a need to support all new teachers to grow in their teaching knowledge and skills.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide support to all new teachers with BTSA providers.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$18,000 LCFF Base

Category B: Pupil Outcomes

Priority 4: Pupil Achievement - Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English Learners that become English Proficient, English Learner reclassification rate, share of pupils that pas the Advanced Placement exams with 3 or higher, and share of pupil determined prepared for college by the Early Assessment Program

GOAL:	<p>Priority 4: Pupil Achievement Goal 1: Every staff member will be able to articulate the vision, mission, and goals of the school/organization.</p>	<p>Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X</p> <p>Local : Specify</p>
Identified Need :	There is a need for all staff members to know the vision, mission, and goals of the school/organization.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School
	Applicable Pupil Subgroups:	All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide workshop on vision, mission, and goals to all staff.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost.
Post vision, mission, and goals of the school in common areas of the school.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$2,500 LCFF Base
Revisit the vision, mission, and goals of the school during monthly staff meetings.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost.

Review scholar achievement data and compare these data to the goals of the school.		<input checked="" type="checkbox"/> ALL	No additional cost.
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Category B: Pupil Outcomes

Priority 8: Other Pupil Outcomes - Pupil outcomes in the subject areas. (e.g. English, Math, Social Science, Visual & Performing Arts, Physical Education, and Other.)

GOAL:	Priority 8: Other Pupil Outcomes Goal 1: All teachers will use the measurable outcomes listed at the beginning of this document as goals to drive instruction.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Identified Need :	There is a need for all staff members to know all scholars' daily, weekly, and monthly expected outcomes so they can use it to drive instruction.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train all teaching staff members to learn how to analyze data and to use data to strategically plan their lessons using the 8-step lesson plan that is a part of the process in the "Collaborative Inquiry Model-Assess, Plan, Act, & Reflect".	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost.

Category C: Engagement

Priority 3: Parental Involvement - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups.

GOAL:	<p>Priority 3: Parental Involvement Goal 1: Increase the number of parents participating in parent meetings by 10 parents.</p>	<p>Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X</p> <p>Local : Specify</p>
Identified Need :	There is a need to increase the number of parents participating in school functions and programs related to supporting scholars' academic achievement.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School Applicable Pupil Subgroups: All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit parents through multiple venues such as using the marquee, school's webpage, fliers sent home via backpack, voice messages through Messenger Automated Phone System, meet and greet before and after school, reminders during school functions, and having classroom competition. Provide childcare to parents in need of childcare. Provide snacks and drinks to support parent meetings.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 2000's- \$960 3000's- \$74 4000's - \$250 LCFF Base
Hold parent meetings and provide opportunities for them to give input to help improve the quality of educational programs.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost.

Category C: Engagement

Priority 5: Pupil Engagement - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.

GOAL:	Priority 5: Pupil Engagement Goal 1: 98% of all scholars will have regular daily attendance	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
Identified Need :	There is a need to increase classroom learning time schoolwide.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School
	Applicable Pupil Subgroups:	All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor scholar daily attendance. Hold monthly and trimester perfect attendance assemblies to recognize scholars who meet or exceed the 98% target along with the regular monthly awards such as Scholars of the Month, Scholars' Choice, and Principal's Honor Roll.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 4000's- \$3,000 LCFF Base
Provide attendance incentives to promote regular daily attendance.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost.

Category C: Engagement

Priority 6: School Climate - Pupil suspensions rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (e.g. CHKS, PBIS, Locally developed student surveys, Parent Surveys, Teacher Culture Survey)

GOAL:	<p>Priority 6: School Climate Goal 1a: Principal, teachers, scholars, and support staff will receive additional support so teaching and learning can be more efficient.</p>	<p>Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X</p> <p>Local : Specify</p>
Identified Need :	There is a need to support the principal and teachers with an assistant principal, a school counselor, or a teacher on special assignment to oversee scholar affairs, SSTs, 504s, events and activities, school reports, and other programs as needed.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ a full-time assistant principal to support the principal with administrative work, support staff with systems and programs, and scholars with social-emotional and behavioral needs. Train staff to use the disciplined life process. OR	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 1000's- TBD 3000's- TBD LCFF Base Est. \$80,000
Employ a teacher on special assignment to support, mentor, and coach teachers OR	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 1000's- TBD 3000's- TBD LCFF Base Est. \$60,000

Employ a full time school counselor	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$60,000 LCFF Base
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GOAL:	Priority 6: School Climate Goal 2: There will be less than three incidents related to cultural sensitivity conflicts per year.		Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X Local : Specify
	Identified Need :	There is a need for school constituents to respect each other.	
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide trainings to staff, scholars, and parents on cultural competency and responsive teaching.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$2,500 LCFF Base

GOAL:	Priority 6: School Climate		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify _
	Goal 3: YPSA will have a health plan in place to ensure that every scholar and staff coming through the nurse's office will receive the adequate care and a safety plan in place to provide guidance to staff in case of emergencies.		
Identified Need :	There is a need to provide health and safety services to scholars and staff.		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with K12 Health School Nurse Services to support the school nurse. Provide health and safety training to staff.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 5000's- \$10,000 LCFF Base
Employ a full-time licensed vocational nurse	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$47,365 3000's- \$8,623.41 LCFF Base, Title I and Supplemental

GOAL:	Priority 6: School Climate Goal 5: The number of school-wide suspensions will be reduced by 50%.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify
Identified Need :	There is a need to reduce the number of school-wide suspensions.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups: All	

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide LIFESKILLS professional develop to staff. Train staff on scholar discipline/referral process. Ensure that all staff knows and follows the scholar discipline/referral process with fidelity. Provide behavioral/suspension data and a review of the referral process at the end of each trimester. Revise discipline process and procedures as needed based on input by scholars, staff, and parents. Recognize scholars with good behavior with an ice-cream social event.	Schoolwide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost.

Category D: Local Priority

Priority 9: School Operation - Staffing needed to operate the organization and the school.

GOAL:	Priority 9: School Operation Goal 1: Fully staff the school/organization to support successful implementation of the charter.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X Local : Specify Priority #9
Identified Need :	There is a need to implement the charter effectively.	
Goal Applies to:	Schools: Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups: All	

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the employment of one full-time superintendent.	School-wide	<u> X </u> ALL OR:	By Object(s)

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000's- \$151,500 3000's- \$29,709 LCFF Base
Continue the employment of one full-time principal to ensure implementation of the charter and that all required mandates are met.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 1000's- \$108,083 3000's- \$22,463 LCFF Base
Continue the employment of one full-time business office manager to support with school finance and budget so all school operations are financially secured.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$94,536 3000's- \$23,554 LCFF Base
Continue the employment of one full-time Business Office Administrative Assistant currently Administrative Secretary to assist and support the Business Office and Superintendent's Office.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$37,757 3000's- \$11,098 LCFF Base
Continue the employment of two full-time front office clerks to provide front line customer service to scholars, families, businesses, community members, and staff members. The clerks will provide immediate support to the principal to carry out the mission of the school.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$68,831 3000's- \$22,148 LCFF Base
Employ a part-time school counselor to support with socio-emotional development. Provide staff training on social-emotional learning.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat C. Priority 6
Continue the employment of a full-time nurse to support with health, safety, and well-being of the school.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat C. Priority 6

Continue the employment two full-time custodians keep the school clean, maintained, and up to building codes for safety, liability, and wellness.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat. A, Priority 1
Continue the employment of three full-time Hmong Language Instructors to teach Hmong as part of the charter.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat. A, Priority 1
Continue the employment of three full-time Movement Instructors (Tae Kwon Do, Dance, and PE) to teach the different movement-based disciplines/subjects	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat. A, Priority 1
Continue the employment of one 4-hour part-time ATT Program manager to support the principal with oversight of the ATT program.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$12,509 3000's- \$984.48 LCFF Base
Hire/Continue the employment of 18 technology supervisors (ATT staff) to support the Achievement through Technology program.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$90,743 3000's- \$16,942 LCFF Base
Continue the employment of four part-time yard supervisors to supervise scholars during transitions and lunch and keep the school safe.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 2000's- \$34,141 3000's- \$2,612 LCFF Base

Provide Friday intervention to teach and improve scholars' basic literacy skills. Continue the employment of teachers to provide Friday intervention services.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat. A, Priority 1
Provide Monday-Thursday push-in tutoring to improve scholars' basic literacy and numeracy skills. Continue the employment of 6 instructional aides.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget in Cat. A, Priority 1
Employ a full-time assistant principal to support the principal with administrative work, support staff with systems and programs, and scholars with social-emotional and behavioral needs. Train staff to use the disciplined life process.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 1000's- TBD 3000's- TBD LCFF Base Est. \$80,000
Employ a teacher on special assignment or a counselor to support, mentor, and coach teachers	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s): 1000's- TBD 3000's- TBD LCFF Base Est. \$60,000

Additional actions and services not listed above:

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Renew keyboarding application or program to support building keyboarding skills for all scholars 3 rd – 6 th .	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 5000's- \$3,000 LCFF Base
Renew/Purchase Moby Max, BrainPop, and other web-based programs or applications to support curriculum, instruction, and learning	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 5000's- \$5,000 LCFF Base
Repair or replace any technology devices and make them available to all scholars. K-2 scholars each have their own i-Pads; 3 rd – 6 th scholars each have their own laptops. These devices allow for a ratio of 1:1 use school-wide at any time during the instructional day.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	By Object(s) 5000's- \$14,460 LCFF Base

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

Annual Update

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

Guiding Questions:

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

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

LCAP Year: 2016-2017

Goal Applies to:	School:	Yav Pem Suab Academy
	Applicable Pupil Subgroups:	ALL

CAASPP Expected Annual Measurable Outcomes:	Subgroup	ELA	Math	CAASPP Actual Annual Measurable Outcomes:	Subgroup	ELA	Math
	School-wide	60%	60%		School-wide	29%	18%
	Asian	60%	60%		Asian	29%	19%
	Black or African American	60%	60%		Black or African American	14%	0%
	Hispanic or Latino	60%	60%		Hispanic or Latino	27%	9%
	Socio-economically Disadvantaged	40%	40%		Socio-economically Disadvantaged	29%	17%
	English Learners	60%	60%		English Learners	20%	12%
	Scholars with Disabilities	30%	30%		Scholars with Disabilities	13%	9%

GOAL:	Priority 1: Basic Goal 1: All scholars will have access to a safe, nurturing, and learning environment with the facility well-maintained and in good repair.	Related State and/or Local Priorities:
		1X 2X 3X 4X 5X 6X 7X 8X
		Local : Specify

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	\$94,303	Continued the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	\$94,771
Allocate budget to purchase cleaning supplies and replacement items as needed.	\$11,520	Allocated budget to purchase cleaning supplies and replacement items as needed.	\$11,520
Purchase and install classroom blinds to ensure greater safety of scholars and staff.	\$1,660	Purchased and installed classroom blinds to ensure greater safety of scholars and staff.	\$2,548

GOAL:	Priority 1: Basic Goal 2: All scholars are taught by highly qualified teachers who hold appropriate credentials.	Related State and/or Local Priorities:		
		1X 2X 3X 4X 5X 6X 7X 8X		
		Local : Specify		
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Employ 21 full-time California State Credentialed Teachers.		\$1,509,576	Employed 21 full-time California State Credentialed Teachers.	\$1,300,401
GOAL:	Priority 1: Basic Goal 3: All scholars will have access to State Adopted standards-aligned instructional materials.	Related State and/or Local Priorities:		
		1X 2X 3X 4X 5X 6X 7X 8X		
		Local : Specify		
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Purchase Math materials - McGraw Hill Every Day Math.		\$79,200	Purchased ELA reading materials - McGraw Hill Reading Wonders.	\$20,752
GOAL:	Priority 1: Basic Goal 4: All scholars will have access to supplemental materials and additional instructional materials identified in the grade levels' California Common Core State Standards (CCSS) backward's standards map.	Related State and/or Local Priorities:		
		1X 2X 3X 4X 5X 6X 7X 8X		
		Local : Specify		
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Purchase science, social studies, and math as adopted by the State, and other supplemental instructional materials as identified in the grade level's CCSS backwards standards maps to support core instruction.		\$60,000	Purchased science, social studies, and math as adopted by the State, and other supplemental instructional materials as identified in the grade level's CCSS backwards standards maps to support core instruction.	\$3,957
GOAL:	Priority 1: Basic Goal 5: All teachers will have access to needed classroom instructional supplies to support with teaching and learning.	Related State and/or Local Priorities:		
		1X 2X 3X 4X 5X 6X 7X 8X		
		Local : Specify		
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures

Continue to fully stock the open-supply closet with commonly used classroom supplies.		\$40,000		\$53,113
GOAL:	Priority 1: Basic Goal 6: Scholars will be provided with learning opportunities that build language proficiency, confidence, character, and schema through Hmong language development, dance, Tae Kwon Do, and Physical Education.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Employ 3 HLD, 1 Dance, 1 Tae Kwon Do, and 1 PE instructor/teacher.		\$330,117	Employed 3 HLD, 1 Dance, 1 Tae Kwon Do, and 1 PE instructor/teacher.	\$315,287
Purchase instructional supplies, as identified in their Backwards Standards Maps, for HLD teachers to support with teaching and learning.		\$5,000	Purchased instructional supplies, as identified in their Backwards Standards Maps, for teachers to support with teaching and learning.	\$3,957
Purchase instructional supplies, as identified in their Backwards Standards Maps, for Movement teachers to support with teaching and learning.		\$5,000	Purchase instructional supplies, as identified in their Backwards Standards Maps, for teachers to support with teaching and learning.	%5,709
GOAL:	Priority 1: Basic Goal 7: All scholars will have the necessary knowledge and skills to perform at or above grade level.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide Friday intervention to teach and improve scholars' basic literacy skills. Continue the employment of teachers to provide Friday intervention services.		49,503	Deferred to the 2017-2018 school year for implementation.	Deferred to 2017-18
Provide Monday-Thursday push-in tutoring to improve scholars' basic literacy and numeracy skills. Continue the employment of 6 instructional aides.		\$155,202	Provided Monday-Thursday push-in tutoring to improve scholars' basic literacy and numeracy skills. Continue the employment of 6 instructional aides.	\$133,459
GOAL:	Priority 1: Basic Goal 8: All teachers will have the necessary tools to support with teaching and learning.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Replace any broken furniture, or purchase additional items that are unplanned.		\$8741.18	Replaced broken furniture, and purchased additional items to support curriculum, instruction, and staff.	\$8,741.18
GOAL:	Priority 2: Implementation of State Standards Goal 1: All teachers will become highly effective teachers in HET Model.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Observe and provide feedback to teachers from principal regarding specific and consistent use of HET as part of daily instruction.		No Cost	Observed and provided feedback to teachers from principal regarding specific and consistent use of HET as part of daily instruction.	Provided by Principal. No additional cost already included in Principal's salary.
Purchase of Surface Pro Tablet for Principal to write up and provide electronic notes, feedback, and follow-up		\$3,000	Purchased a Surface Pro Tablet for Principal to write up and provide electronic notes, feedback, and follow-up	\$1,075
GOAL:	Priority 2: Implementation of State Standards Goal 2: All teachers will be able to use the multiple intelligences in their planning and teaching.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide professional development and training for teachers through the Institute for Learning with Dr. Thomas Armstrong on overview of multiple intelligences, lesson planning that incorporates the multiple intelligences, and applying the multiple intelligences in daily instruction.		\$8,000	Provided professional development and training for teachers through the Institute for Learning with Dr. Thomas Armstrong on overview of multiple intelligences, lesson planning that incorporates the multiple intelligences, and applying the multiple intelligences in daily instruction.	\$8,000
GOAL:	Priority 2: Implementation of State Standards Goal 3: All teachers will understand and be able to use the McGraw Hill Reading Wonders materials to teach the CCSS ELA to scholars.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted	Actual Actions/Services	Actual Annual

		Expenditures		Expenditures
Provide 4 days of professional development on implementation of the Reading Wonders program.		\$30,000	Instead of providing 4 full day trainings, professional developments were provided at the end of each month to equal the same amount of hours.	\$3,332
GOAL:	<u>Priority 2: Implementation of State Standards</u> Goal 4: All teachers will know and be able to implement culturally responsive strategies that support the diverse scholar population at YPSA.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services		Actual Annual Expenditures
Provide trainings to staff on cultural competency and responsive teaching.	\$10,000	Provided trainings to staff on cultural competency and responsive teaching.		\$7,750
GOAL:	<u>Priority 2: Implementation of State Standards</u> Goal 5: All staff members and administrations will exhibit behaviors and practice habits that resembles those of highly effective schools			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services		Actual Annual Expenditures
Staff members and administrators will visit high performing schools to learn and be able to implement best practices. Note to Discuss: Visit Schools with Best Academic Gains – Rocklin Academy (Rocklin), Cobblestone Elementary (Rocklin), Bullis Charter (Los Altos), Manchester Gate (Fresno), Oak Avenue Elementary (Los Altos)	\$20,000	Deferred to the 2017-2018 school year for implementation.		Deferred to 2017-18
GOAL:	<u>Priority 2: Implementation of State Standards</u> Goal 6: All staff members to understand and be able to use academic efficacy throughout the day.			Related State and/or Local Priorities:
				1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services		Actual Annual Expenditures
Provide constructive feedback to staff by principal on specific and consistent use of Academic Efficacy strategies (Strong Side, Weak Side, Keep Your Power, Give Up Your Power, Call/Responses). Provide Training to new staff	Provided by Principal	Provided constructive feedback to staff by principal on specific and consistent use of Academic Efficacy strategies (Strong Side, Weak Side, Keep Your Power, Give Up Your Power, Call/Responses). Provided Training to new staff		Provided by Principal. No additional cost already included

members by Principal.			members by Principal.	in Principal's salary.
GOAL:	Priority 2: Implementation of State Standards			Related State and/or Local Priorities:
	Goal 7: Teachers will be able to create and maintain effective programs to bridge the gap between current state of YPSA and being ranked among the top 10 schools.			1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide opportunity for 7 teachers (One teacher per grade level) to register and attend the 24th Annual California Charter Schools Conference.		\$5,060	Provided opportunity for 7 teachers (One teacher per grade level) to register and attend the 24th Annual California Charter Schools Conference.	\$2,625
GOAL:	Priority 2: Implementation of State Standards			Related State and/or Local Priorities:
	Goal 9: All scholars will continue and expand their learning pace beyond their grade level.			1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide Friday extended learning opportunities through the STEM program. Hire 1 teacher and purchase kits through stemfinity.com		\$10,550.84	Deferred to the 2017-2018 school year for implementation.	Deferred to 2017-18
GOAL:	Priority 2: Implementation of State Standards			Related State and/or Local Priorities:
	Goal 10: All English Learners will increase their English language proficiency levels by one level per year.			1X 2X 3X 4X 5X 6X 7X 8X
				Local : Specify
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Purchase of Reading Wonders with ELA/ELD component to support with integrated ELD.		Included in ELA Purchase	Included as part of the Reading/ELA adoption.	Included in ELA Purchase
Provide ELD training on Quality Teaching for English Learners (QTEL)		\$25,000	Deferred to the 2017-2018 school year for implementation.	Deferred to 2017-18
GOAL:	Priority 2: Implementation of State Standards			Related State and/or Local Priorities:
	Goal 11: All Scholars will have functional devices and access to the internet.			1X 2X 3X 4X 5X 6X 7X 8X

		Local : Specify	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Purchase or replace all devices, software, and web-based programs as needed.	\$22,500	Purchased Moby Max, web-based applications, and NWEA.	\$10,791
GOAL:	Priority 2: Implementation of State Standards Goal 12: All classrooms will be equipped with a working laptop, ceiling mounted LCD projector, projector screen, adequate sound system, and document reader.		Related State and/or Local Priorities:
			1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Purchase all necessary items and contract with vendor to install LCD mountings in all classrooms and rooms used for instruction. Train staff members how to use equipment.	\$19,200	Purchased all necessary items and contract with vendor to install LCD mountings in all classrooms and rooms used for instruction. Train staff members how to use equipment.	\$18,450
GOAL:	Priority 2: Implementation of State Standards Goal 13: Scholars will be provided with one being there experience that is aligned to each unit of study to help make learning meaningful and easier to understand.		Related State and/or Local Priorities:
			1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide one being-there studytrip per unit of study. Secure the necessary partnerships to support successful travels to and back.	\$61,961	Provided one being-there studytrip per unit of study. Secured the necessary partnerships to support successful travels to and back.	\$64,616
GOAL:	Priority 2: Implementation of State Standards Goal 14: All new teachers will become highly effective teachers (Teacher of the Year Quality).		Related State and/or Local Priorities:
			1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide support to all new teachers with BTSA providers.	\$32,400	Provided support to four new teachers with BTSA providers.	\$28,800
GOAL:	Priority 3: Parental Involvement		Related State and/or Local Priorities:

	Goal 1: Increase the number of parents participating in parent meetings by 10 parents.	1X 2X 3X 4X 5X 6X 7X 8X	
		Local : Specify	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Recruit parents through multiple venues such as using the marquee, school's webpage, fliers sent home via backpack, voice messages through Messenger Automated Phone System, meet and greet before and after school, reminders during school functions, and having classroom competition. Provide childcare to parents in need of childcare. Provide snacks and drinks to support parent meetings.	\$1,993	Recruited parents through multiple venues such as using the marquee, school's webpage, fliers sent home via backpack, voice messages through Messenger Automated Phone System, meet and greet before and after school, reminders during school functions, and having classroom competition. Provided childcare to parents in need of childcare. Provided snacks and drinks to support parent meetings.	\$614.38
Hold parent meetings and provide opportunities for them to give input to help improve the quality of educational programs.	No Cost	Held parent meetings and provide opportunities for them to give input to help improve the quality of educational programs.	No Cost
GOAL:	Priority 4: Pupil Achievement Goal 1: Every staff member will be able to articulate the vision, mission, and goals of the school/organization.	Related State and/or Local Priorities:	
		1X 2X 3X 4X 5X 6X 7X 8X	
		Local : Specify	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide workshop on vision, mission, and goals to all staff.	No Cost	Provided workshop on vision, mission, and goals to all staff.	Provided by Principal. No additional cost already included in Principal's salary.
Post vision, mission, and goals of the school in common areas of the school.	\$500	Posted vision, mission, and goals of the school in common areas of the school.	\$1,161
Revisit the vision, mission, and goals of the school during monthly staff meetings.	No Cost	Revisited the vision, mission, and goals of the school during monthly staff meetings.	Provided by Principal. No additional cost already included in Principal's salary.

Review scholar achievement data and compare these data to the goals of the school.	No Cost	Reviewed scholar achievement data and compare these data to the goals of the school.	Provided by Principal. No additional cost already included in Principal's salary.
GOAL:	Category C: Engagement Priority 5: Pupil Engagement - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.	Related State and/or Local Priorities:	
		1X 2X 3X 4X 5X 6X 7X 8X	
		Local : Specify	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Monitor scholar daily attendance. Hold monthly and trimester perfect attendance assemblies to recognize scholars who meet or exceed the 98% target along with the regular monthly awards such as Scholars of the Month, Scholars' Choice, and Principal's Honor Roll.	\$3,000	Monitored scholar daily attendance. Hold monthly and trimester perfect attendance assemblies to recognize scholars who meet or exceed the 98% target along with the regular monthly awards such as Scholars of the Month, Scholars' Choice, and Principal's Honor Roll.	\$3,000
Provide attendance incentives to promote regular daily attendance.	No Cost	Provided attendance incentives to promote regular daily attendance.	Same as Above
GOAL:	Priority 6: School Climate Goal 1: Scholars will receive social-emotional services as referred by staff or parents.	Related State and/or Local Priorities:	
		1X 2X 3X 4X 5X 6X 7X 8X	
		Local : Specify	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Employ a part-time school counselor to support scholars with social-emotional needs. Train staff to use the counseling referral process.	\$30,000	Deferred to the 2017-2018 for Board discussion.	Deferred to 2017-18
GOAL:	Priority 6: School Climate Goal 2: There will be less than three incidents related to cultural sensitivity conflicts per year.	Related State and/or Local Priorities:	
		1X 2X 3X 4X 5X 6X 7X 8X	
		Local : Specify	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures

Provide trainings to staff, scholars, and parents on cultural competency and responsive teaching	\$10,000	Provided trainings to staff, scholars, and parents on cultural competency and responsive teaching	\$7,750
GOAL:	Priority 6: School Climate Goal 3: YPSA will have a health plan in place to ensure that every scholar and staff coming through the nurse's office will receive the adequate care and a safety plan in place to provide guidance to staff in case of emergencies.		Related State and/or Local Priorities:
			1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Contract with K12 Health School Nurse Services to support the school nurse. Provide health and safety training to staff.	\$12,000	Contracted with K12 Health School Nurse Services to support the school nurse. Provide health and safety training to staff.	\$10,000
Employ a full-time licensed vocational nurse.	\$56,158	Employed a full-time licensed vocational nurse.	\$35,733
GOAL:	Priority 6: School Climate Goal 4: Key members of staff will be CPR and first-aid trained.		Related State and/or Local Priorities:
			1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Secure CPR and First Aid training for members of staff (Yard, Office, Nurse, Principal, and 1 teacher/grade level)	\$2,000	Principal, Office Staff, Nurse, Yard Staff, and 1 teacher per grade level participated in CPR/First Aid Training.	\$975
GOAL:	Priority 6: School Climate Goal 5: The number of school-wide suspensions will be reduced by 50%.		Related State and/or Local Priorities:
			1X 2X 3X 4X 5X 6X 7X 8X
			Local : Specify
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Provide LIFESKILLS professional develop to staff. Train staff on scholar discipline/referral process. Ensure that all staff knows and follows the scholar discipline/referral process with fidelity. Provide behavioral/suspension data and a review of the referral process at the end of each trimester. Revise discipline process and procedures as needed based on input by scholars, staff, and parents. Recognize scholars with good behavior with an ice-cream	No Cost	Provided LIFESKILLS professional develop to staff. Train staff on scholar discipline/referral process. Ensure that all staff knows and follows the scholar discipline/referral process with fidelity. Provide behavioral/suspension data and a review of the referral process at the end of each trimester. Revise discipline process and procedures as needed based on input by scholars, staff, and parents. Recognize scholars with good behavior with an ice-cream	Provided by Principal. No additional cost already included in Principal's salary.

social event.		social event.		
GOAL:	Priority 8: Other Pupil Outcomes Goal 1: All teachers will use the measurable outcomes listed at the beginning of this document as goals to drive instruction.		Related State and/or Local Priorities:	
			1X 2X 3X 4X 5X 6X 7X 8X	
			Local : Specify	
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Train all staff members on analyzing data and using data to plan their lessons, using a model such as Plan, Do, Act.		No Cost	Trained all staff members on analyzing data and using data to plan their lessons, using a model such as Plan, Do, Act.	Provided by Principal/Superintendent. No additional cost already included salaries.
Continue the NWEA Web-Based MAP interim assessment contract. Provide stipend for administration of the CELDT and coordination the CAASPP.		\$5,478 -5000's \$3,011-1000'	Continued the NWEA Web-Based MAP interim assessment contract. Provide stipend for administration of the CELDT and coordination the CAASPP.	\$5,478 \$3,211
GOAL:	Priority 9: School Operation Goal 1: Fully staff the school/organization to support successful implementation of the charter.		Related State and/or Local Priorities:	
			1X 2X 3X 4X 5X 6X 7X 8X	
			Local : Specify	
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Actual Annual Expenditures
Continue the employment of one full-time superintendent.		\$178,545	Continued the employment of one full-time superintendent.	\$180,135
Continue the employment of one full-time principal to ensure implementation of the charter and that all required mandates are met.		\$129,527	Continued the employment of one full-time principal to ensure implementation of the charter and that all required mandates are met.	\$122,027
Continue the employment of one full-time business office manager to support with school finance and budget so all school operations are financially secured.		\$108,260	Continued the employment of one full-time business office manager to support with school finance and budget so all school operations are financially secured.	\$116,290
Hire one full-time Business Office Administrative Assistant to assist and support the Business Office and Superintendent's Office.		\$46,260	Continued to the employment of one full-time Business Office Administrative Assistant to assist and support the Business Office and Superintendent's Office.	\$41,893
Continue the employment of two full-time front office clerks to provide front line customer service to scholars, families,		\$85,694	Continued the employment of two full-time front office clerks to provide front line customer service to scholars, families,	\$70,461

businesses, community members, and staff members. The clerks will provide immediate support to the principal to carry out the mission of the school.		businesses, community members, and staff members. The clerks will provide immediate support to the principal to carry out the mission of the school.	
Employ a part-time school counselor to support with socio-emotional development. Provide staff training on social-emotional learning.	Budget in Cat C. Priority 6	Deferred to the 2017-2018 school year for Board discussion.	Deferred to 2017-18
Continue the employment of a full-time nurse to support with health, safety, and well-being of the school.	Budget in Cat C. Priority 6	Continued the employment of a full-time nurse to support with health, safety, and well-being of the school.	\$35,733
Continue the employment two full-time custodians keep the school clean, maintained, and up to building codes for safety, liability, and wellness.	Budget in Cat. A, Priority 1	Continued the employment two full-time custodians keep the school clean, maintained, and up to building codes for safety, liability, and wellness.	\$94,771
Continue the employment of three full-time Hmong Language Instructors to teach Hmong as part of the charter.	Budget in Cat. A, Priority 1	Continued the employment of three full-time Hmong Language Instructors to teach Hmong as part of the charter.	\$35,733
Continue the employment of three full-time Movement Instructors (Tae Kwon Do, Dance, and PE) to teach the different movement-based disciplines/subjects	Budget in Cat. A, Priority 1	Continued the employment of three full-time Movement Instructors (Tae Kwon Do, Dance, and PE) to teach the different movement-based disciplines/subjects	\$155,159
Continue the employment of one 4-hour part-time ATT Program manager to support the principal with oversight of the ATT program.	\$13,187	Continued the employment of one 4-hour part-time ATT Program manager to support the principal with oversight of the ATT program.	\$14,347
Hire/Continue the employment of 19 technology supervisors (ATT staff) to support the Achievement through Technology program.	\$119,580	Hired/Continued the employment of 19 technology supervisors (ATT staff) to support the Achievement through Technology program.	\$87,870
Continue the employment of four part-time yard supervisors to supervise scholars during transitions and lunch and keep the school safe.	\$36,305	Continued the employment of four part-time yard supervisors to supervise scholars during transitions and lunch and keep the school safe.	\$35,288
Provide Friday intervention to teach and improve scholars' basic literacy skills. Continue the employment of teachers to provide Friday intervention services.	Budget in Cat. A, Priority 1	Deferred to the 2017-2018 school year for implementation.	Deferred to 2017-18
Provide Monday-Thursday push-in tutoring to improve scholars' basic literacy and numeracy skills. Continue the employment of 6 instructional aides.	Budget in Cat. A, Priority 1	Provided Monday-Thursday push-in tutoring to improve scholars' basic literacy and numeracy skills. Continued the employment of 6 instructional aides.	\$133,459

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Priority 1, Goal Number 3 will be moved to next school year for beginning of piloting a new math program and purchasing of the program by the end of the 2017-2018 school year.</p> <p>Priority 1, Goal Number 7 was not accomplish as a result of lack of time and planning. Since this is much needed item, a plan will be put in place to ensure the start of a program by the end of the first month of school in the 2017-2018 school year.</p> <p>Priority 2, Goal Number 8 was not accomplished this year. As a result of not have surveyed constituents and with the focus more on scholar achievement, this item will be put on hold.</p> <p>Priority 2, Goal Number 9 supports teaching and learning. It will be placed in the 2017-2018 school year for implementation. Project GLAD consultants will be contacted to provide GLAD training to teachers for effective instructional strategies to support teachers and scholars. At the same time, we will be researching quality professional developments to support teaching of English Learners.</p> <p>Priority 6, Goal Number 1a will be implements to support operation of the school by either hiring a full time assistant principal, a counselor, or a teacher/staff on special assignment to support with scholar activities, committee work, parent engagement, and other tasks as assigned.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>770,042</u>

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

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

17.54	%
We have met 82.46 % of our LCAP services during the 2016-17, and have deferred 17.54% which is due in part to having needed to defer 5 of those services and/or actions listed for the 2016-2017 school year to the 2017-18 school year. These services were either under budgeted or there was limited candidacy to fill such services. As such the school will be revisiting and strategizing its approach in recruitment of service providers and//or identifying comparable training to bring to its staff to fulfill these goals. As such budgets will be also be revisited to ensure those services and actions can be carried out.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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