

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

**Introduction:**

**LEA: Yav Pem Suab Academy Charter School –Urban Charter Schools Collective**

**LCAP Year: 2015-2016**

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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*

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

*(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)*

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

**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,

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

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</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</p>

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

<p>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>August 5, 2014 September 2, 2014 October 7, 2014 November 4, 2014 December 2, 2014 January 6, 2015 February 3, 2015 March 3, 2015 April 7, 2015 May 5, 2015 June 2, 2015</p> <p>The Urban Charter Schools Collective (UCSC) Board of Directors, meet on the second Monday's of every month and is responsible for the overall success of the Yav Pem Suab Academy Charter School. In carrying out this responsibility, the UCSC Board is responsible for adopting policies and regulations, hiring and releasing of employees, monitoring of progress towards academic and non-academic goals and delegating of responsibilities of implementing the academic and social programs to the YPSA Academy Council.</p>	<p>achievement data.</p> <p>At its regular board meeting on June 8, 2015 the UCSC Board reviewed the recommended LCAP as proposed by the Academy Council to ensure it alignment to the charter's mission and goals.</p> <p>At its regular board meeting on June 29, 2015 the UCSC Board approved the 2015-18 LCAP for Yav Pem Suab Academy Charter School.</p>
<p><b>Annual Update:</b></p>	<p><b>Annual Update:</b></p>

**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

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

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.

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

**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.”

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

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?



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

- 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?

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

GOAL:	<ol style="list-style-type: none"> <li>1. To enable all scholars to make good choices.</li> <li>2. To enable all scholars to be competent, self-motivated, lifelong learners.</li> <li>3. To be ranked among the top 10 high performing schools in the district.</li> <li>4. To increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation.</li> </ol>	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	<ol style="list-style-type: none"> <li>1. There is a need to support all teachers in their capacity development of how the brain works and understand the different levels/stages of the Highly Effective Teaching (HET) Model. Understanding how the brain works allows for all teachers and staff members to understand the principles and elements of HET. Metric: Survey of all teachers.</li> <li>2. There is a need to continue and strategically implement the existing LIFESKILLS program at YPSA with consistency. The consistency in language and use with the LIFESKILLS will lead to practice and growth in all children, enabling them to make good decisions and become competent in their actions. Opportunities must be given to scholars to demonstrate understanding and mastery of each LIFESKILL. Metric: Survey of parents, scholars, and teachers.</li> <li>3. There is a need to continue the support and implementation of Academic Efficacy in every classroom to empower and inspire the growth within each scholar. There is a need to incorporate the concepts of “The Leader in Me” into the school’s daily practice. This is a process that will be incorporated with the Academic Efficacy Approach. Metric: Survey of parents, scholars, and teachers.</li> <li>4. There is a need to maintain class size at 20:1 in every classroom to provide optimal classroom learning time and environment. Metric: NWEA, CAASPP and survey of parents, teachers, and scholars.</li> <li>5. There is a need to transfer the love and responsibility of learning and teaching to scholars. There is a need to create opportunities for scholars to practice leadership skills in giving speeches, debates, and organizing and leading mini-functions through “Scholar Council” and scholar-lead activities. Metric: Surveys of Teachers, Parents, and Scholars.</li> <li>6. There is a need to increase parent engagement through home-visits and parent workshops. Working with parents will empower scholars to learn and enable them to make good decisions and become problem-solvers through the use of LIFESKILLS. Metric: Survey of parents and scholars.</li> <li>7. There is a need to continue “Special Skills Classes” and to include Dance, Music, Taekwondo, Physical activities, and Art. Providing scholars with specialized classes that are skills-based compliments the body-brain approach and taps into the multiple intelligences. These classes build routine, self-esteem, and confidence in children. Metric: Report</li> </ol>	

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

Card, Surveys of Parents, teachers, and scholars.

8. There is a need to narrow the focus on “*Being There*” experiences and connect these trips to the teachers’ common core maps. The “*Being There*” experiences provide a more sensory rich experience, enabling the brain to learn more and retain more. This need includes the need to build background knowledge, background vocabulary, and experiences for scholars to succeed in both the social and academic setting. Metric: “*Being There*” experiences request forms, backwards common core maps, collaboration with teachers, surveys of parents and scholars.
9. There is a need to continue cultural competency and cultural sensitivity training for all staff members. Having this knowledge and the strategies to work with scholars and families from different cultures will create an environment inclusive of all cultures.
10. There is a need to continue the support of a fulltime school nurse to create an environment conducive to supporting all scholars’ safety, health, and education.
11. There is a need to continue the support of a part-time school counselor to provide social-emotional services to scholars who come to school with difficult temperaments and lacking such skills.
12. There is a need to develop a scholar attendance incentive to ensure that scholars come to school on time so learning can start and they don’t have to miss out on any instructional time.
13. There is a need for ongoing professional development in best practices to support increased scholar learning. Metric: NWEA Assessments and CAASPP will be the new metric going forward.
14. There is a need to fully support all teachers with Project GLAD (Guided Language Acquisition Design). GLAD will enable all teachers with 30-40 instructional strategies to connect with English Learners as well as the diverse learners that YPSA houses. Metric: Survey of parents, scholars, and teachers.
15. There is a need for all teachers to be trained in body-brain compatible education and apply the philosophies of HET in their everyday lessons: (1) Intelligence is a function of intelligence – this will be developed through the “*Being There*” experiences and by providing scholars with sensory-rich learning. (2) Learning is an Inseparable Partnership Between the Brain and the Body, (3) There are Multiple Intelligences of Solving Problems and/or Producing Products, (4) Learning is a Two-Step Process: Pattern Seeking and Program Forming, (5) Temperate and Personality Influences/Impacts Learning.
16. There is a need to thoughtfully and thoroughly plan out instruction for scholars based on the Common Core Standards

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

and as identified in the school's Backwards Common Core Maps. The common core maps will be aligned with units, content, "*Being There*" experiences, and resources/materials to support scholar learning. Metric: Teacher Lesson Plans, Common Core Maps, NWEA, and CAASPP.

17. There is a need to continue and improve the existing Hmong Language Development (HLD) program being offered. YPSA has a Hmong language and culture component. The HLD program reinforces the concepts learned in the general education classroom for speakers of the Hmong language. For non-Hmong speakers, the HLD program exposes them to another language so that they can gain proficiency in listening, speaking, writing, and reading Hmong. There is a greater appreciation for cultures and languages when scholars are learning about two or more languages.
18. There is a need to organize the days and hours of instruction to create protected time for teacher planning, collaboration, and professional development (3 hours per day as described in our charter). Metric: Teacher survey.
19. There is a need to provide each general education teacher with an individual professional growth plan. This plan is to be developed collaboratively with the principal. Support and coaching will be built into the plan.
20. There is a need to provide support through the Beginning Teacher Support Association (BTSA) program for teachers to professionally clear their credentials, and at the same time, be supported by a mentor.
21. There is a need for Common Core aligned material, Common Core aligned hands-on experiences, and Common Core aligned study trips. Metric: Survey of parents, scholars, and teachers.
22. There is a need for a process to examine scholar work and create strategies that lead to mastery by each scholar. Metric: NWEA, CAASPP.
23. There is a need to incorporate and use technology to teach higher levels of thinking, processing, and deeper level skills required of the common core standards. The incorporation and use of technology will be aligned to the school technology plan. Metric: Technology Plan, Lesson Plans
24. There is a need to continue the Achievement through Technology (ATT) program to support learning of common core state standards and provide additional practice through the use of technology.
25. There is a need to purchase 21 scholar laptops and 1 teacher laptop to support the new 6<sup>th</sup> grade classroom in 2015-2016.

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

	<p>26. There is a need to increase the percentage of scholars who have mastered basic skills in ELA, math, science by 10% annually. <u>Metric</u> NWEA, CAASPP, Teacher created assessments.</p> <p>27. There is a need to increase the percentage of scholars with an orientation to college and career. <u>Metric:</u> Survey of scholars and parents.</p> <p>28. There is a need to increase the percentage of scholars who understand knowledge and use knowledge in a positive social action manner. <u>Metric:</u> Impact of social action projects on self and on community.</p>		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

The expected annual measurable outcomes listed below derived from the last California Standards Test (CST) in 2013. With a gap year in between the switch over to the Smarter Balanced Assessment or the California Assessment of Student Progress and Performance (CAASPP), the targets identified below will serve as a baseline and will be adjusted and more aligned once assessment results become available for the CAASPP.

The CELDT projected targets and the NWEA MAP targets are more aligned to YPSA’s current data and portrays a 10% increase for the 2015-2016 school year.

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:  
 (Based on the 2015-2016 State-wide CAASPP Testing and the 2015-2016 CELDT)

**2015 – 2016 CAASPP (ELA & Math)**

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
School-wide	50%
Asian	50%
Black or African American	50%
Hispanic or Latino	50%
Socio-economically Disadvantaged	30%
English Learners	50%
Scholars with Disabilities	20%

**CELDT**

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
English Learners	40%

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

**LCAP Year 1: 2015 - 2016**

**2015 – 2016 NWEA MAP (ELA & Math)**

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
School-wide	60%
Asian	60%
Black or African American	60%
Hispanic or Latino	60%
Socio-economically Disadvantaged	30%
English Learners	60%
Scholars with Disabilities	20%

**2015 – 2016 TEACHER CREATED ASSESSMENTS**

<b><u>Subject Matter:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
English Language Arts	50%
Mathematics	70%
Science	70%
Social Studies	70%
Physical Activities	70%
Visual and Performing Arts	70%
Hmong Language Development	70%
Social Skills (LIFESKILLS MASTERY)	70%

Expected Annual Measurable Outcomes:  
 (Based on the 2015-2016 School-wide NWEA MAP Spring Assessment)

Expected Annual Measurable Outcomes:  
 (Based on the 2015-2016 third Trimester Teacher Created Assessments)

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sustain/hire employment of 21 general education 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)_____	\$1,281,439 Objects: 1000' – 3,000's LCFF Base, Supplemental & Concentration
Provide substitutes to release teachers for professional development, coaching, collaboration with coaches and Principal	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)_____	\$19,200 1000's, 3000's, 5000's LCFF Base
Revise grade-level Common Core Maps that align with other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies, Being-there Experiences, Social Action Projects, and instructional materials and resources needed.	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)_____	\$3,887 1000's, 3000's, 5000's LCFF Base, Supplemental & Concentration
Scheduling collaboration/academic conferences to disaggregate data and formulate school-wide and grade-level action plans to address student deficiencies.	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)_____	\$4,711 1000's, 3000's LCFF Base, Supplemental & Concentration
Provide professional development through the Home Visit Project to 100% of the teachers. Allocate budget to support teachers going on home visits for parent engagement and provide budget to support with home-visit toolkits. (All non-proficient scholars will be visited by his/her teacher to include HLD and Movement during the first trimester.)	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)_____	\$11,218 Objects: 1000's, 3,000's LCFF Base



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Providing intervention to struggling students through careful individualized learning plans and one-on-one interventions.	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)_____	\$12,620 Objects: 1000's -3,000's, LCFF Base, Supplemental & Concentration
Continue the employment of one full-time principal to oversee the operation 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)_____	\$122,780 Objects: 1000's, 3000's LCFF Base
Continue the employment of one full-time superintendent to support the principal and to carry out the UCSC's board adopted priorities.	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)_____	\$149,127 Objects: 1000's, 3000's LCFF Base
Hire one full-time coordinator of support services to manage/coordinate CELDT, NWEA, CAASPP assessment and assist with scholar affairs, parent engagement, and reports and data. This will allow for the principal to focus more on curriculum, instruction, and scholar achievement.	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)_____	\$80,417 Objects: 1000's, 3000's LCFF Base
Continue the employment of one part-time school counselor to support scholars with social-emotional needs.	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)_____	\$30,435 Objects: 1000's, 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the employment of three full-time Hmong Language teachers to teach and reinforce the concepts and skills learned in the general education classroom through Hmong language 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)_____	\$149,737 Objects: 2000's - 3000's LCFF Base
Continue the employment of three full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and/or Art. The performing arts and physical activities of these disciplines support our model of body-brain compatible education.	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)_____	\$148,900 Objects: 2000's - 3000's LCFF Base
Continue the employment of one full-time business office manager to support with budget, finance, payroll, and transactions to keep the school operating	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)_____	\$83,221 Objects: 2000's - 3000's LCFF Base
Continue the employment of a full-time school nurse to oversee health, safety, and coordination of scholar study teams (SSTs).	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)_____	\$48,407 Objects: 2000's - 3000's Title I
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.	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)_____	\$75,514 Objects: 2000's - 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire one full-time Business Office Administrative Assistant 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)_____	\$37,470 Objects: 2000’s - 3000’s LCFF Base
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	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)_____	\$85,338 Objects: 2000’s - 3000’s LCFF Base
Hire/Continue the employment of 19 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)_____	\$171,809 Objects: 2000’s - 3000’s LCFF Base
Continue the employment of four part-time yard staff/campus monitors 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)_____	\$33,458 Objects: 2000’s - 3000’s LCFF Base
Continuing intervention for Kindergarten – 1 <sup>st</sup> Grade students from 1:00 – 2:00 daily.	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)_____	\$6,997 Objects: 2000’s - 3000’s LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase grade level appropriate materials and resources to support instruction. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps.	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)_____	\$65,000 Object: 4000's LCFF Base & Lottery Unrestricted
Cap class sizes at 20:1 to ensure optimal classroom one-one time and learning environment.	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 Cost
Inventory and stock commonly used classroom supplies and make them readily accessible to all teachers. School-wide open supply closet.	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)_____	\$40,000 Object: 4000's LCFF Base
Purchasing McGraw-Hill California Mathematics K-6 consumables / California Mathematics.	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)_____	\$13,000 Object: 4000's Lottery Unrestricted
Provide curriculum and instructional support to the HLD 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)_____	\$5,000 Object: 4000's LCFF Base
Allocate budget to support specialized subjects (Dance, Tae Kwon Do, Music, PE) with curriculum and instruction. Budget is determined by the subject.	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)_____	\$5,000 Object: 4000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Allocate budget to support the front office, back office, and administration with ink, paper, and office supplies to conduct business	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)_____	\$10,000 Object: 4000's LCFF Base
Allocate budget to support the nurse with health and medical supplies	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)_____	\$1,290 Object: 4000's LCFF Base
Allocate budget to support the custodial staff with cleaning solutions, toiletries, towels and tools to keep the school clean.	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)_____	\$9,000 Object: 4000's LCFF Base
Purchase a new set of laptops, document reader and LCD projector for the new 6 <sup>th</sup> grade classroom to be added in 2015-2016.	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)_____	\$15,000 Object: 4000's LCFF Base, Supplemental & Concentration
Allocate budget to support newly credentialed teachers through the BTSA 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)_____	\$21,524 Objects: 1000', 3,000's, 5000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	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)_____	\$19,100 Object: 5000's Title I & II
Provide HET training to all staff. 90% of all teachers will fully understand, be able to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and “ <i>Being There</i> ” Experience.	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)_____	\$51,484 Objects: 5000's LCFF Base
Align all “ <i>Being There</i> ” experiences to the grade levels’ common core maps and build in the budget to support the “ <i>Being There</i> ” experiences. Being-there experiences are a part of the HET model and supports all scholars with meaningful experiences to build knowledge, comprehension, and skills that are directly related to the common core standards. Provide release time for grade level teams to work on common core standards maps. Schedule in all being-there experience studytrips.	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)_____	\$100,358 Object: 5000's LCFF Base & Title I
Provide Common Core Professional Development for all core general education teachers in <b>English Language Arts / Math</b> and provide follow-up professional developments to support 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)_____	\$31,441 Object: 5000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	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)_____	\$17,990 Object: 5000's LCFF Base & Title III
Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band. Provide training as needed to instructional 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)_____	No Cost
Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.	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 Cost
Contract with cultural competency/sensitivity trainers to provide training to staff. Staff members will use this knowledge to work with scholars and families from different cultures.	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)_____	\$10,000 Object: 5000's Title I
Provide opportunities for HLD teachers to visit other Hmong language programs in Minnesota and Wisconsin for networking, support, and sharing of resources.	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)_____	\$6,000 Object: 5000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue working with authorizing agency, Sacramento City Unified School District, and its special education staff to provide additional training to staff on how to address interventions.	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 Cost
Provide training to support staff with the focus on LIFESKILLS and Academic Efficacy. These character-based models will provide a systemic school-wide culture with consistent use of language, affirmations, and practice.	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 Cost
Integrate body-brain teaching and learning throughout the instructional day to engage all scholars and all subgroups. All support staff will receive the foundational trainings on LIFESKILLS, concepts and principles 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) _____	\$4,300 Object: 5000's Title I
Provide parent workshops on Parent Engagement, LIFESKILLS, Strategies to help Scholars at Home, and other related topics to build parent capacity, once a trimester.	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) _____	\$1,000 Objects: 1000', 3,000's, LCFF Base
Establish and acquire legal guidance on Scholar Council Bylaws and a process for scholar leaders to campaign for positions, creating opportunities for scholars to practice LIFESKILLS and leadership skills.	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 Cost



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide monthly awards assemblies to recognize scholar achievement and success. This will also be an opportunity to recognize attendance and award scholars who are consistent in coming to school on time.</p> <p>Purchasing a LCD monitor to display and recognize outstanding merits (attendance, academics, LIFESKILLS, etc...)</p> <p>Purchasing a portable sound system with microphones for monthly awards assemblies, scholar performances, school functions (attendance, academics, LIFESKILLS, etc...)</p>	School-wide	<p><input checked="" type="checkbox"/> ALL            OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000            Object: 4000's            LCFF Base</p>
<p>Purchase and use NWEA MAP on-line assessment for school-wide assessment in the Fall, Winter, Spring, and Summer of each year.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL            OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,434            Object: 4000's            LCFF Base</p>
<p>Purchasing/replacing technology hardware/software.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL            OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000            Object: 4000's            LCFF Base</p>

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Providing formal training on the Data, Feedback, Strategy (DFS) model to improve instruction with the incorporation of CCSS and the use of the California Assessment Student Performance and Progress (CAASPP).</p> <p>Modifying instruction based on student achievement data through the Data, Feedback, Strategy (DFS) model. Collaboration allows for teachers to look at students' work, and develop strategies to implement in the classroom to address common core state standards and learning.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000                      Object: 5000's                      LCFF Base</p>
<p>Purchase keyboarding application or program to support building keyboarding skills for all scholars 3<sup>rd</sup> – 6<sup>th</sup>.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000                      Object: 5000's                      Lottery Restricted</p>
<p>Renew/Purchase Moby Max, BrainPop, and other web-based programs or applications to support curriculum, instruction, and learning</p>	School-wide	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000                      Object: 5000's                      Lottery Restricted</p>
<p>Provide training to all ATT staff on trouble-shooting, software, applications, and web-based programs to enable them to support scholars learning and use of the technology devices</p>	School-wide	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,500                      Object: 5000's                      LCFF Base</p>

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2015 – 2016 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use technology in the classroom. All 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.	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 cost
Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their fellow scholars, their families, and their communities.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

GOAL:	<ol style="list-style-type: none"> <li>1. To enable all scholars to make good choices.</li> <li>2. To enable all scholars to be competent, self-motivated, lifelong learners.</li> <li>3. To be ranked among the top 10 high performing schools in the district.</li> <li>4. To increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation.</li> </ol>	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	<ol style="list-style-type: none"> <li>1. There is a need to continue to support all teachers in their capacity development of how the brain works and understand the different levels/stages of the Highly Effective Teaching (HET) Model. Understanding how the brain works allows for all teachers and staff members to understand the principles and elements of HET. Metric: Survey of all teachers.</li> <li>2. There is a need to continue and strategically implement the LIFESKILLS program at YPSA with consistency. The consistency in language and use with the LIFESKILLS will lead to practice and growth in all children, enabling them to make good decisions and become competent in their actions. Opportunities must be given to scholars to demonstrate understanding and mastery of each LIFESKILL. Metric: Survey of parents, scholars, and teachers.</li> <li>3. There is a need to continue the support and implementation of Academic Efficacy in every classroom to empower and inspire the growth within each scholar. Academic Efficacy encourages self-efficacy through the use of positive affirmations and validations. Metric: Survey of parents, scholars, and teachers.</li> <li>4. There is a need to continue class size at 20:1 in every classroom to provide optimal classroom learning time and environment. Metric: NWEA, CAASPP and survey of parents, teachers, and scholars.</li> <li>5. There is a need to transfer the love and responsibility of learning and teaching to scholars. There is a need to create opportunities for scholars to practice leadership skills in giving speeches, debates, and organizing and leading mini-functions through “Scholar Council” and scholar-lead activities. Metric: Surveys of Teachers, Parents, and Scholars.</li> <li>6. There is a need to increase parent engagement through home-visits and parent workshops. Working with parents will empower scholars to learn and enable them to make good decisions and become problem-solvers through the use of LIFESKILLS. Metric: Survey of parents and scholars.</li> <li>7. There is a need to continue “Special Skills Classes” and to include Dance, Music, Taekwondo, Physical activities, and Art. Providing scholars with specialized classes that are skills-based compliments the body-brain approach and taps into the multiple intelligences. These classes build routine, self-esteem, and confidence in children. Metric: Report Card, Surveys of Parents, teachers, and scholars.</li> </ol>	

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

8. There is a need to narrow the focus on “*Being There*” experiences and connect these trips to the teachers’ common core maps. The “*Being There*” experiences provide a more sensory rich experience, enabling the brain to learn more and retain more. This need includes the need to build background knowledge, background vocabulary, and experiences for scholars to succeed in both the social and academic setting. Metric: “*Being There*” experiences request forms, backwards common core maps, collaboration with teachers, surveys of parents and scholars.
9. There is a need to continue to provide release days for teachers to revise and add to their grade level’s backwards standards maps. Grade level teams will identify their Being-there experiences or studytrips that align as much as possible to their grade levels’ units of study. Also, grade level teams will determine the focus vocabulary words, the social action projects, the immersions and/or other projects, and related resources or materials that are needed to support their planning and instruction.
10. There is a need to review the data from cultural competency and cultural sensitivity training for all staff members. This will lead to strategies that may or may not be working.
11. There is a need to continue the support of a fulltime school nurse to create an environment conducive to supporting all scholars’ safety, health, and education.
12. There is a need to continue the support of a part-time school counselor to provide social-emotional services to scholars who come to school with difficult temperaments and lacking such skills.
13. There is a need for administrative support to the principal so that focus can be placed on curriculum and instruction. In do so, scholar achievement will increase because teacher observation, feedback, and accountability will increase.
14. There is a need to continue a scholar attendance incentive to ensure that scholars come to school on time so learning can start and they don’t have to miss out on any instructional time.
15. There is a need for ongoing professional development in best practices to support increased scholar learning. Metric: NWEA Assessments and CAASPP will be the new metric going forward.
16. There is a need to support new teachers with Project GLAD (Guided Language Acquisition Design) training. New teachers will be mentor by more seasoned teachers in their grade level. Metric: Survey of parents, scholars, and teachers.
17. There is a need for year one and year two teachers to be supported in body-brain compatible education. A coach will

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

be contract to provide observations, feedback, modeling, and support. The goal is to have teachers become experts in body-brain compatible education.

18. There is a need to thoughtfully and thoroughly plan out instruction for scholars based on the Common Core Standards and as identified in the school's Backwards Common Core Maps. The common core maps will be aligned with units, content, "*Being There*" experiences, and resources/materials to support scholar learning. Metric: Teacher Lesson Plans, Common Core Maps, NWEA, and CAASPP.
19. There is a need to continue and improve the existing Hmong Language Development (HLD) program being offered. The HLD program reinforces the concepts learned in the general education classroom for speakers of the Hmong language. For non-Hmong speakers, the HLD program exposes them to another language so that they can gain proficiency in listening, speaking, writing, and reading Hmong. There is a greater appreciation for cultures and languages when scholars are learning about two or more languages.
20. There is a need to organize the days and hours of instruction to create protected time for teacher planning, collaboration, and professional development (3 hours per day as described in our charter). Metric: Teacher survey.
21. There is a need to provide each general education teacher with an individual professional growth plan. This plan is to be developed collaboratively with the principal. Support and coaching will be built into the plan.
22. There is a need to continue to provide support through the Beginning Teacher Support Association (BTSA) program for teachers to professionally clear their credentials, and at the same time, be supported by a mentor.
23. There is a need for Common Core aligned material, Common Core aligned hands-on experiences, and Common Core aligned study trips. Metric: Survey of parents, scholars, and teachers.
24. There is a need for a process to examine scholar work and create strategies that lead to mastery by each scholar. YPSA will use the Data, Feedback, Strategy model supported by the Academic Efficacy Institute. Metric: NWEA, CAASPP.
25. There is a need to have scholars use technology and technology devices to tap into learning and practice of common core standards. The incorporation and use of technology will be aligned to the school technology plan. Metric: Technology Plan, Lesson Plans
26. There is a need to continue the Achievement through Technology (ATT) program to support learning of common core state standards and provide additional practice through the use of technology.

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

	<p>27. There is a need to repair or replace the technology devices used by scholars.</p> <p>28. There is a need to increase the percentage of scholars who have mastered basic skills in ELA, math, science by 10% annually. <u>Metric</u> NWEA, CAASPP, Teacher created assessments.</p> <p>29. There is a need to increase the percentage of scholars with an orientation to college and career. <u>Metric</u>: Survey of scholars and parents.</p> <p>30. There is a need to increase the percentage of scholars who understand knowledge and use knowledge in a positive social action manner. <u>Metric</u>: Impact of social action projects on self and on community.</p>				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>Yav Pem Suab Academy Charter School</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	Yav Pem Suab Academy Charter School	Applicable Pupil Subgroups:	All
Schools:	Yav Pem Suab Academy Charter School				
Applicable Pupil Subgroups:	All				

The goals identified for 2016 – 2017 are listed below, but they will be dependent on the 2015 – 2016 school year’s data. Once the data becomes available, Yav Pem Suab Academy will realign the targets more closely.

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:  
 (Based on the 2016-2017 State-wide CAASPP Testing and the 2016-2017 CELDT)

**2016 – 2017 CAASPP (ELA & Math)**

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
School-wide	55%
Asian	55%
Black or African American	55%
Hispanic or Latino	55%
Socio-economically Disadvantaged	35%
English Learners	55%
Scholars with Disabilities	25%

**CELDT**

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
English Learners	50%



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

**LCAP Year 2: 2016 - 2017**

**2016 – 2017 NWEA MAP (ELA & Math)**

Expected Annual Measurable Outcomes:  
 (Based on the 2016-2017 School-wide NWEA MAP Spring Assessment)

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
School-wide	65%
Asian	65%
Black or African American	65%
Hispanic or Latino	65%
Socio-economically Disadvantaged	35%
English Learners	65%
Scholars with Disabilities	25%

**2016 – 2017 TEACHER CREATED ASSESSMENTS**

Expected Annual Measurable Outcomes:  
 (Based on the 2016-2017 third Trimester Teacher Created Assessments)

<b><u>Subject Matter:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
English Language Arts	55%
Mathematics	70%
Science	70%
Social Studies	70%
Physical Activities	70%
Visual and Performing Arts	70%
Hmong Language Development	70%
Social Skills (LIFESKILLS MASTERY)	80%

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sustain/hire employment of 21 general education 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)_____	\$1,338,104 Objects: 1000' – 3,000's LCFF Base, Supplemental & Concentration
Provide substitutes to release teachers for professional development, coaching, collaboration with coaches and Principal	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)_____	\$19,637 Objects: 1000's, 3000's, 5000's LCFF Base
Revise grade-level Common Core Maps that align with other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies, Being-there Experiences, Social Action Projects, and instructional materials and resources needed.	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)_____	\$3,991 1000's, 3000's, 5000's LCFF Base, Supplemental & Concentration
Scheduling collaboration/academic conferences to disaggregate data and formulate school-wide and grade-level action plans to address student deficiencies.	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)_____	\$4,837 1000's, 3000's LCFF Base, Supplemental & Concentration
Provide professional development through the Home Visit Project to 100% of the teachers. Allocate budget to support teachers going on home visits for parent engagement and provide budget to support with home-visit toolkits.	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)_____	\$11,517 Objects: 1000's, 3,000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Providing intervention to struggling students through careful individualized learning plans and one-on-one interventions.	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)_____	\$12,957 Objects: 1000's -3,000's, LCFF Base, Supplemental & Concentration
Continue the employment of one full-time principal to oversee the operation 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)_____	\$125,996 Objects: 1000's, 3000's LCFF Base
Continue the employment of one full-time coordinator of support services to manage/coordinate CELDT, NWEA, CAASPP assessment and assist with scholar affairs, parent engagement, and reports and data. This will allow for the principal to focus more on curriculum, instruction, and scholar achievement.	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)_____	\$82,511 Objects: 1000's, 3000's LCFF Base
Continue the employment of one full-time superintendent to support the principal and to carry out the UCSC's board adopted priorities.	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)_____	\$153,053 Objects: 1000's, 3000's LCFF Base
Continue the employment of one part-time school counselor to support scholars with social-emotional needs.	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)_____	\$20,290 Objects: 1000's, 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the employment of three full-time Hmong Language teachers to teach and reinforce the concepts and skills learned in the general education classroom through Hmong language 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)_____	\$152,732 Objects: 2000's - 3000's LCFF Base
Continue the employment of three full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and/or Art. The performing arts and physical activities of these disciplines support our model of body-brain compatible education.	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)_____	\$151,878 Objects: 2000's - 3000's LCFF Base
Continue the employment of one full-time business office manager to support with budget, finance, payroll, and transactions to keep the school operating	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)_____	\$84,128 Objects: 2000's - 3000's LCFF Base
Continue the employment of a full-time school nurse to oversee health, safety, and coordination of scholar study teams (SSTs).	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)_____	\$49,375 Objects: 2000's - 3000's Title I
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.	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)_____	\$77,630 Objects: 2000's - 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

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 back office clerk to assist and support the business office manager.	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)_____	\$38,218 Objects: 2000's - 3000's LCFF Base
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	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)_____	\$87,045 Objects: 2000's - 3000's LCFF Base
Hire/Continue the employment of 19 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)_____	\$185,554 Objects: 2000's - 3000's LCFF Base
Continue the employment of four part-time yard staff/campus monitors 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)_____	\$35,131 Objects: 2000's - 3000's LCFF Base
Continuing intervention for Kindergarten – 1 <sup>st</sup> Grade students from 1:00 – 2:00 daily.	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)_____	\$7,067 Objects: 2000's - 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase grade level appropriate materials and resources to support instruction. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps.	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)_____	\$78,780 Object: 4000's LCFF Base & Lottery Unrestricted
Cap class sizes at 20:1 to ensure optimal classroom one-one time and learning environment.	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 Cost
Inventory and stock commonly used classroom supplies and make them readily accessible to all teachers. School-wide open supply closet.	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)_____	\$40,400 Object: 4000's LCFF Base & Lottery Unrestricted
Provide curriculum and instructional support to the HLD program through allocated classroom budget.	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)_____	\$5,050 Object: 4000's LCFF Base
Allocate budget to support specialized subjects (Dance, Tae Kwon Do, Music, PE) with curriculum and instruction. Budget is determined by the subject.	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)_____	\$5,050 Object: 4000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Allocate budget to support the front office, back office, and administration with ink, paper, and office supplies to conduct business	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)_____	\$10,100 Object: 4000's LCFF Base
Allocate budget to support the nurse with health and medical supplies	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)_____	\$1,303 Object: 4000's LCFF Base
Allocate budget to support the custodial staff with cleaning solutions, toiletries, towels and tools to keep the school clean.	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)_____	\$9,090 Object: 4000's LCFF Base
Allocate budget to support newly credentialed teachers through the BTSA 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)_____	\$23,034 Objects: 1000', 3,000's, 5000's LCFF Base
Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	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)_____	\$19,291 Object: 5000's Title I & II

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Providing Guided Language Acquisition Development (GLAD) training for all instructional staff for instructional strategies and curriculum development that connect to the CCSS and the ELPS. Trainers will be providing lesson demonstrations, observations, feedback, and collaboration to ensure teacher success in instruction and curriculum development	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,000 Object: 5000's Title I & II
Align all “ <i>Being There</i> ” experiences to the grade levels’ common core maps and build in the budget to support the “ <i>Being There</i> ” experiences. Being-there experiences are a part of the HET model and supports all scholars with meaningful experiences to build knowledge, comprehension, and skills that are directly related to the common core standards. Provide release time for grade level teams to work on common core standards maps. Schedule in all being-there experience studytrips.	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) _____	\$101,362 Object: 5000's LCFF Base & Title I
Provide Common Core Professional Development for all core general education teachers in <b>English Language Arts</b> and provide follow-up professional developments to support 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) _____	\$12,000 Object: 5000's LCFF Base
Provide Common Core Professional Development for all core general education teachers in <b>Math</b> and provide follow-up professional developments to support 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) _____	\$10,000 Object: 5000's LCFF Base



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	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) _____	\$18,170 Object: 5000's LCFF Base & Title III
Providing Guided Language Acquisition Development (GLAD) training for all instructional staff for instructional strategies and curriculum development that connect to the CCSS and the ELPS. Trainers will be providing lesson demonstrations, observations, feedback, and collaboration to ensure teacher success in instruction and curriculum development	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,000 Object: 5000's LCFF Base
Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band. Provide training as needed to instructional 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) _____	No Cost
Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with cultural competency/sensitivity trainers to provide training to staff. Staff members will use this knowledge to work with scholars and families from different cultures.	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) _____	\$8,000 Object: 5000's Title I
Provide training to support staff with the focus on LIFESKILLS and Academic Efficacy. These character-based models will provide a systemic school-wide culture with consistent use of language, affirmations, and practice.	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 Cost
Integrate body-brain teaching and learning throughout the instructional day to engage all scholars and all subgroups. All support staff will receive the foundational trainings on LIFESKILLS, concepts and principles 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) _____	\$2,000 Object: 5000's Title I
Provide parent workshops on Parent Engagement, LIFESKILLS, Strategies to help Scholars at Home, and other related topics to build parent capacity.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish Scholar Council Bylaws and a process for scholar leaders to campaign for positions, creating opportunities for scholars to practice LIFESKILLS and leadership skills.	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 Cost
Provide monthly awards assemblies to recognize scholar achievement and success. This will also be an opportunity to recognize attendance and award scholars who are consistent in coming to school on time.	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) _____	\$3,030 Object: 4000's LCFF Base
Purchase NWEA MAP on-line assessment for school-wide assessment in the Fall, Winter, Spring, and Summer of each year.	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) _____	\$5,490 Object: 4000's LCFF Base
Purchase or replace all document readers and LCD projectors to enable teachers to use the technology devices to support curriculum and instruction. All core general education classes will be equipped with document readers and LCD projectors to support teaching 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) _____	\$5,000

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide professional development on technology and use of hardware and software for the new CAASPP testing and NWEA. The training is to include trainings on interpreting and analyzing data using the Data, Feedback, Strategy model.	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) _____	\$5,000
Renew keyboarding application or program to support building keyboarding skills for all scholars 3 <sup>rd</sup> – 6 <sup>th</sup> .	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) _____	\$3,000 Object: 5000's Lottery Restricted
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) _____	\$5,050 Object: 4000's 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 <sup>rd</sup> – 6 <sup>th</sup> 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) _____	\$5,050 Object: 4000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2016 – 2017 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training to all ATT staff on trouble-shooting, software, applications, and web-based programs to enable them to support scholars learning and use of the technology devices	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) _____	\$1,000 Object: 5000's LCFF Base
All 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.	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 cost
Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their fellow scholars, their families, and their communities.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

GOAL:	<ol style="list-style-type: none"> <li>1. To enable all scholars to make good choices.</li> <li>2. To enable all scholars to be competent, self-motivated, lifelong learners.</li> <li>3. To be ranked among the top 10 high performing schools in the district.</li> <li>4. To increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation.</li> </ol>	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	<ol style="list-style-type: none"> <li>1. There is a need to continue to support all teachers in their capacity development of how the brain works and understand the different levels/stages of the Highly Effective Teaching (HET) Model. Metric: Survey of all teachers.</li> <li>2. There is a need to continue and strategically implement the LIFESKILLS program at YPSA with consistency. The consistency in language and use with the LIFESKILLS will lead to practice and growth in all children, enabling them to make good decisions and become competent in their actions. Opportunities must be given to scholars to demonstrate understanding and mastery of each LIFESKILL. Metric: Survey of parents, scholars, and teachers.</li> <li>3. There is a need to continue the support and implementation of Academic Efficacy in every classroom to empower and inspire the growth within each scholar. Academic Efficacy encourages self-efficacy through the use of positive affirmations and validations. Metric: Survey of parents, scholars, and teachers.</li> <li>4. There is a need to continue class size at 20:1 in every classroom to provide optimal classroom learning time and environment. Metric: NWEA, CAASPP and survey of parents, teachers, and scholars.</li> <li>5. There is a need to transfer the love and responsibility of learning and teaching to scholars. There is a need to create opportunities for scholars to practice leadership skills in giving speeches, debates, and organizing and leading mini-functions through “Scholar Council” and scholar-lead activities. Metric: Surveys of Teachers, Parents, and Scholars.</li> <li>6. There is a need to increase parent engagement through home-visits and parent workshops. Working with parents will empower scholars to learn and enable them to make good decisions and become problem-solvers through the use of LIFESKILLS. Metric: Survey of parents and scholars.</li> <li>7. There is a need to continue “Special Skills Classes” and to include Dance, Music, Taekwondo, Physical activities, and Art. Providing scholars with specialized classes that are skills-based compliments the body-brain approach and taps into the multiple intelligences. These classes build routine, self-esteem, and confidence in children. Metric: Report Card, Surveys of Parents, teachers, and scholars.</li> <li>8. There is a need to narrow the focus on “<i>Being There</i>” experiences and connect these trips to the teachers’ common</li> </ol>	

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

core maps. The “*Being There*” experiences provide a more sensory rich experience, enabling the brain to learn more and retain more. This need includes the need to build background knowledge, background vocabulary, and experiences for scholars to succeed in both the social and academic setting. Metric: “*Being There*” experiences request forms, backwards common core maps, collaboration with teachers, surveys of parents and scholars.

9. There is a need to continue to provide release days for teachers to revise and add to their grade level’s backwards standards maps. Grade level teams will identify their Being-there experiences or studytrips that align as much as possible to their grade levels’ units of study. Also, grade level teams will determine the focus vocabulary words, the social action projects, the immersions and/or other projects, and related resources or materials that are needed to support their planning and instruction.
10. There is a need to continue the support of a fulltime school nurse to create an environment conducive to supporting all scholars’ safety, health, and education.
11. There is a need to continue the support of a part-time school counselor to provide social-emotional services to scholars who come to school with difficult temperaments and lacking such skills.
12. There is a continued need for administrative support to the principal so that focus can be placed on curriculum and instruction. In do so, scholar achievement will increase because teacher observation, feedback, and accountability will increase.
13. There is a need to continue a scholar attendance incentive to ensure that scholars come to school on time so learning can start and they don’t have to miss out on any instructional time.
14. There is a need to support new teachers with Project GLAD (Guided Language Acquisition Design) training. New teachers will be mentor by more seasoned teachers in their grade level. Metric: Survey of parents, scholars, and teachers.
15. There is a need for year one and year two teachers to be supported in body-brain compatible education. A coach will be contract to provide observations, feedback, modeling, and support. The goal is to have teachers become experts in body-brain compatible education.
16. There is a need to revisit the multiple intelligences as an integral part of body-brain compatible education. There is a need to bring in professional development that will teach teachers how to teach to the multiple intelligences.
17. There is a need to thoughtfully and thoroughly plan out instruction for scholars based on the Common Core Standards

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

and as identified in the school's Backwards Common Core Maps. The common core maps will be aligned with units, content, "*Being There*" experiences, and resources/materials to support scholar learning. Metric: Teacher Lesson Plans, Common Core Maps, NWEA, and CAASPP.

18. There is a need to continue and improve the existing Hmong Language Development (HLD) program being offered. The HLD program reinforces the concepts learned in the general education classroom for speakers of the Hmong language. For non-Hmong speakers, the HLD program exposes them to another language so that they can gain proficiency in listening, speaking, writing, and reading Hmong. There is a greater appreciation for cultures and languages when scholars are learning about two or more languages.
19. There is a need to organize the days and hours of instruction to create protected time for teacher planning, collaboration, and professional development (3 hours per day as described in our charter). Metric: Teacher survey.
20. There is a need to continue to provide each general education teacher with an individual professional growth plan. This plan is to be developed collaboratively with the principal. Support and coaching will be built into the plan.
21. There is a need to continue to provide support through the Beginning Teacher Support Association (BTSA) program for teachers to professionally clear their credentials, and at the same time, be supported by a mentor.
22. There is a need for Common Core aligned material, Common Core aligned hands-on experiences, and Common Core aligned study trips. Metric: Survey of parents, scholars, and teachers.
23. There is a need for a process to examine scholar work and create strategies that lead to mastery by each scholar. YPSA will use the Data, Feedback, Strategy model supported by the Academic Efficacy Institute. Metric: NWEA, CAASPP.
24. There is a need to have scholars use technology and technology devices to tap into learning and practice of common core standards. The incorporation and use of technology will be aligned to the school technology plan. Metric: Technology Plan, Lesson Plans
25. There is a need to continue the Achievement through Technology (ATT) program to support learning of common core state standards and provide additional practice through the use of technology.
26. There is a need to repair or replace the technology devices used by scholars.
27. There is a need to replace any furniture, printers, devices related to instruction in the classroom.



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

	<p>28. There is a need to increase the percentage of scholars who have mastered basic skills in ELA, math, science by 10% annually. <u>Metric</u> NWEA, CAASPP, Teacher created assessments.</p> <p>29. There is a need to increase the percentage of scholars with an orientation to college and career. <u>Metric</u>: Survey of scholars and parents.</p> <p>30. There is a need to increase the percentage of scholars who understand knowledge and use knowledge in a positive social action manner. <u>Metric</u>: Impact of social action projects on self and on community.</p>		
Goal Applies to:	Schools:	Yav Pem Suab Academy Charter School	
	Applicable Pupil Subgroups:	All	

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

**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)**

<b><u>Subgroups</u></b>	<b><u>Proficient/Advanced Targets</u></b>
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**

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

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

**LCAP Year 3: 2017 - 2018**

**2017 – 2018 NWEA MAP (ELA & Math)**

<b><u>Subgroup:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
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%

**2017 – 2018 TEACHER CREATED ASSESSMENTS**

<b><u>Subject Matter:</u></b>	<b><u>Proficient/Advanced Target:</u></b>
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 School-wide NWEA MAP Spring Assessment)

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

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sustain/hire and/or continue the employment of 21 general education 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)_____	\$1,401,166 Objects: 1000' – 3,000's LCFF Base, Supplemental & Concentration
Provide substitutes to release teachers for professional development, coaching, collaboration with coaches and Principal	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)_____	\$20,155 Objects: 1000's, 3000's, 5000's LCFF Base
Revise grade-level Common Core Maps that align with other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies, Being-there Experiences, Social Action Projects, and instructional materials and resources needed.	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)_____	\$4,096 1000's, 3000's, 5000's LCFF Base, Supplemental & Concentration
Scheduling collaboration/academic conferences to disaggregate data and formulate school-wide and grade-level action plans to address student deficiencies.	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)_____	\$4,964 1000's, 3000's LCFF Base, Supplemental & Concentration
Provide professional development through the Home Visit Project to 100% of the teachers. Allocate budget to support teachers going on home visits for parent engagement and provide budget to support with home-visit toolkits.	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)_____	\$13,167 Objects: 1000's, 3,000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Providing intervention to struggling students through careful individualized learning plans and one-on-one interventions.	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)_____	\$13,300 Objects: 1000's -3,000's, LCFF Base, Supplemental & Concentration
Continue the employment of one full-time principal to oversee the operation 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)_____	\$129,264 Objects: 1000's, 3000's LCFF Base
Continue the employment of one full-time coordinator of support services to manage/coordinate CELDT, NWEA, CAASPP assessment and assist with scholar affairs, parent engagement, and reports and data. This will allow for the principal to focus more on curriculum, instruction, and scholar achievement.	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)_____	\$84,639 Objects: 1000's, 3000's LCFF Base
Continue the employment of one full-time superintendent to support the principal and to carry out the UCSC's board adopted priorities.	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)_____	\$157,042 Objects: 1000's, 3000's LCFF Base
Continue the employment of one part-time school counselor to support scholars with social-emotional needs.	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)_____	\$20,290 Objects: 1000's, 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the employment of three full-time Hmong Language teachers to teach and reinforce the concepts and skills learned in the general education classroom through Hmong language 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)_____	\$154,916 Objects: 2000's - 3000's LCFF Base
Continue the employment of three full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and/or Art. The performing arts and physical activities of these disciplines support our model of body-brain compatible education.	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)_____	\$154,151 Objects: 2000's - 3000's LCFF Base
Continue the employment of one full-time business office manager to support with budget, finance, payroll, and transactions to keep the school operating	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)_____	\$85,046 Objects: 2000's - 3000's LCFF Base
Continue the employment of a full-time school nurse to oversee health, safety, and coordination of scholar study teams (SSTs).	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)_____	\$50,363 Objects: 2000's - 3000's Title I
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.	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)_____	\$79,806 Objects: 2000's - 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the employment of one full-time back office clerk to assist and support the business office manager.	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)_____	\$39,771 Objects: 2000's - 3000's LCFF Base
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	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)_____	\$88,774 Objects: 2000's - 3000's LCFF Base
Hire/Continue the employment of 19 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)_____	\$189,265 Objects: 2000's - 3000's LCFF Base
Continue the employment of four part-time yard staff/campus monitors 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)_____	\$36,887 Objects: 2000's - 3000's LCFF Base
Continuing intervention for Kindergarten – 1 <sup>st</sup> Grade students from 1:00 – 2:00 daily.	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)_____	\$7,138 Objects: 2000's - 3000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase grade level appropriate materials and resources to support instruction. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps.	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)_____	\$79,568 Object: 4000's LCFF Base & Lottery Unrestricted
Cap class sizes at 20:1 to ensure optimal classroom one-one time and learning environment.	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 Cost
Inventory and stock commonly used classroom supplies and make them readily accessible to all teachers. School-wide open supply closet.	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)_____	\$40,804 Object: 4000's LCFF Base & Lottery Unrestricted
Provide curriculum and instructional support to the HLD program through allocated classroom budget.	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)_____	\$5,100 Object: 4000's LCFF Base
Allocate budget to support specialized subjects (Dance, Tae Kwon Do, Music, PE) with curriculum and instruction. Budget is determined by the subject.	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)_____	\$5,100 Object: 4000's LCFF Base



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Allocate budget to support the front office, back office, and administration with ink, paper, and office supplies to conduct business	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)_____	\$10,200 Object: 4000's LCFF Base
Allocate budget to support the nurse with health and medical supplies	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)_____	\$1,3016 Object: 4000's LCFF Base
Allocate budget to support the custodial staff with cleaning solutions, toiletries, towels and tools to keep the school clean.	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)_____	\$9,181 Object: 4000's LCFF Base
Purchase or replacement of equipment, furniture, printers, related to 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)_____	\$5,101 Object: 4000's LCFF Base
Allocate budget to support newly credentialed teachers through the BTSA 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)_____	\$23,642 Objects: 1000', 3,000's, 5000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	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)_____	\$19,484 Object: 5000's Title I & II
Align all “ <i>Being There</i> ” experiences to the grade levels’ common core maps and build in the budget to support the “ <i>Being There</i> ” experiences. Being-there experiences are a part of the HET model and supports all scholars with meaningful experiences to build knowledge, comprehension, and skills that are directly related to the common core standards. Provide release time for grade level teams to work on common core standards maps. Schedule in all being-there experience studytrips.	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)_____	\$102,376 Object: 5000's LCFF Base & Title I
Provide Common Core Professional Development for all core general education teachers in <b>English Language Arts</b> and provide follow-up professional developments to support 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)_____	\$9,000 Object: 5000's LCFF Base
Provide Common Core Professional Development for all core general education teachers in <b>Math</b> and provide follow-up professional developments to support 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)_____	\$8,000 Object: 5000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	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) _____	\$18,352 Object: 5000's LCFF Base & Title III
Providing Guided Language Acquisition Development (GLAD) training for all instructional staff for instructional strategies and curriculum development that connect to the CCSS and the ELPS. Trainers will be providing lesson demonstrations, observations, feedback, and collaboration to ensure teacher success in instruction and curriculum development	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,000 Object: 5000's LCFF Base
Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band. Provide training as needed to instructional 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) _____	No Cost
Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with cultural competency/sensitivity trainers to provide training to staff. Staff members will use this knowledge to work with scholars and families from different cultures.	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) _____	\$8,000 Object: 5000's Title I
Provide training to support staff with the focus on LIFESKILLS and Academic Efficacy. These character-based models will provide a systemic school-wide culture with consistent use of language, affirmations, and practice.	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 Cost
Integrate body-brain teaching and learning throughout the instructional day to engage all scholars and all subgroups. All support staff will receive the foundational trainings on LIFESKILLS, concepts and principles 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) _____	\$2,000 Object: 5000's Title I
Provide parent workshops on Parent Engagement, LIFESKILLS, Strategies to help Scholars at Home, and other related topics to build parent capacity.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish Scholar Council Bylaws and a process for scholar leaders to campaign for positions, creating opportunities for scholars to practice LIFESKILLS and leadership skills.	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 Cost
Provide monthly awards assemblies to recognize scholar achievement and success. This will also be an opportunity to recognize attendance and award scholars who are consistent in coming to school on time.	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) _____	\$3,060 Object: 4000's LCFF Base
Purchase NWEA MAP on-line assessment for school-wide assessment in the Fall, Winter, Spring, and Summer of each year.	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) _____	\$5,544 Object: 4000's LCFF Base
Purchase or replace all document readers and LCD projectors to enable teachers to use the technology devices to support curriculum and instruction. All core general education classes will be equipped with document readers and LCD projectors to support teaching 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) _____	\$5,100 Object: 4000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue professional development on technology and use of hardware and software for the new CAASPP testing and NWEA. The training is to include trainings on interpreting and analyzing data using the Data, Feedback, Strategy model.	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) _____	\$2,000 Object: 5000's Title I
Renew keyboarding application or program to support building keyboarding skills for all scholars 3 <sup>rd</sup> – 6 <sup>th</sup> .	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) _____	\$3,000 Object: 5000's Lottery Restricted
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) _____	\$5,100 Object: 4000's 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 <sup>rd</sup> – 6 <sup>th</sup> 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) _____	\$5,100 Object: 4000's LCFF Base

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

2017 – 2018 Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide training to all ATT staff on troubleshooting, software, applications, and web-based programs to enable them to support scholars learning and use of the technology devices	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) _____	\$1,000 Object: 5000's LCFF Base
All 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.	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 cost
Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their fellow scholars, their families, and their communities.	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 Cost

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

**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.**



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

Original GOAL from prior year LCAP:	1. To enable all scholars to make good choices. 2. To enable all scholars to be competent, self-motivated, lifelong learners. 3. To be ranked among the top 10 high performing schools in the district. 4. To increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation.	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> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Yav Pem Suab Academy		
	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	2014 – 2015 was a based year because there was no standardized assessments. The results are not in yet, but once received, will be used as a baseline for establishing the 2015-2016 AMO.	Actual Annual Measurable Outcomes:	2014-2015 CAASPP results not posted yet.
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Sustain/hire and/or continue the employment of 20 general education teachers	\$834,495	Sustain/hire and/or continue the employment of 20 general education teachers	\$848,550
Provide substitutes to release teachers for coverage while ill, or on professional development, coaching, collaboration with coaches and Principal	\$48,181.82	Provide substitutes to release teachers for coverage while ill, or on professional development, coaching, collaboration with coaches and Principal	\$73,615
Contract with the Home Visit Project for initial training and follow-up if needed.	\$2,000	No home visit training was either contracted or provided. Instead, Ms. Hien Le, one of the first grade teachers, provided training to new teachers	No Cost
Allocate budget to support teachers going on home visits for parent engagement and provide budget to support with home-visit toolkits.	\$10,000	Some teachers made home visit; others didn't. Not a systemic way of tracking and compensation.	\$3,060
Continue the employment of one full-time principal to oversee the operation of the school	\$101,500	Continued the employment of one full time principal	\$101,500
Hire one full-time superintendent to support the principal and to carry out the UCSC's board adopted priorities.	\$125,000	Superintendent hired for the 2014-2015 school year.	\$125,000

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Service	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continued employment of one part-time school counselor to oversee and support scholars with social-emotional needs	\$32,575	Continued employment of one part-time school counselor to oversee and support scholars with social-emotional needs	\$30,872
Continue the employment of two full-time teachers who are specialized in skilled areas of Dance and Taekwondo.	\$80,503	Employed three full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and/or Art. The performing arts and physical activities of these disciplines support our model of body-brain compatible education.	\$82,038
Continue the employment of three full-time Hmong Language Development teachers.	\$86,967	Employed three full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and/or Art. The performing arts and physical activities of these disciplines support our model of body-brain compatible education.	\$94,068
Continue the employment of one full-time business office manager to support with budget, finance, payroll, and transactions to keep the school operating	\$69,643	Continue the employment of one full-time business office manager to support with budget, finance, payroll, and transactions to keep the school operating	69,643
Continue the employment of a full-time school nurse to oversee health, safety, and coordination of scholar study teams (SSTs).	\$48,402	Continue the employment of a full-time school nurse to oversee health, safety, and coordination of scholar study teams (SSTs).	\$49,207
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.	\$51,126.49	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.	\$49,756
Continue the employment of one part-time back office clerk to assist and support the business office manager.	\$5,143	Employed two part-time back office clerks to support the Business Office Manager	\$17,787
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	\$59,916	Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	\$60,116

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Service	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire the employment of 17 technology supervisors (ATT staff) to support the Achievement through Technology program and 1 ATT project manager.	\$98,772	Hire the employment of 17 technology supervisors (ATT staff) to support the Achievement through Technology program and 1 ATT project manager.	\$89,561
Continue the employment of four part-time yard staff/campus monitors to supervise scholars during transitions and lunch and keep the school safe.	\$33,511	Continue the employment of four part-time yard staff/campus monitors to supervise scholars during transitions and lunch and keep the school safe	\$33,420
Purchase grade level appropriate materials and resources to support instruction. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps.	\$41,006	Purchase grade level appropriate materials and resources to support instruction. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps.	\$21,607
Cap class sizes at 20:1 at K-3 and 24:1 at 4-6 to ensure optimal classroom one-one time and learning environment.	No Cost	Cap class sizes at 20:1 at K-3 and 23:1 at 4-6 to ensure optimal classroom one-one time and learning environment.	No Cost
All 20 core general education classroom teachers will be provided with \$1,000 to support classroom curriculum and instruction. New teachers receive an additional \$200	\$23,000	All 20 core general education classroom teachers will be provided with \$1,000 to support classroom curriculum and instruction. New teachers receive an additional \$200	\$18,371
Inventory and stock commonly used classroom supplies and make them readily accessible to all teachers. School-wide open supply closet.	\$22,943	Inventory and stock commonly used classroom supplies and make them readily accessible to all teachers. School-wide open supply closet.	\$18,593
Provide curriculum and instructional support to the HLD program through allocated classroom budget.	\$10,000	Provide curriculum and instructional support to the HLD program through allocated classroom budget.	\$4,728
Allocate budget to support specialized subjects (Dance, Tae Kwon Do, Music, PE) with curriculum and instruction. Budget is determined by the subject.	\$10,000	Allocate budget to support specialized subjects (Dance, Tae Kwon Do, Music, PE) with curriculum and instruction. Budget is determined by the subject.	\$7,829

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Service	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Allocate budget to support the front office, back office, and administration with ink, paper, and office supplies to conduct business	\$10,078	Allocate budget to support the front office, back office, and administration with ink, paper, and office supplies to conduct business	\$8,990
Allocate budget to support the nurse with health and medical supplies	\$1,000	Allocate budget to support the nurse with health and medical supplies	\$929
Allocate budget to support the custodial staff with cleaning solutions, toiletries, towels and tools to keep the school clean.	\$8,400	Allocate budget to support the custodial staff with cleaning solutions, toiletries, towels and tools to keep the school clean.	\$9,669
Purchase or replacement of equipment, furniture, printers, related to instruction	\$16,800	Purchase or replacement of equipment, furniture, printers, related to instruction	\$4,021
Allocate budget to support newly credentialed teachers through the BTSA program.	\$16,200	Allocate budget to support newly credentialed teachers through the BTSA program.	\$10,800
Allocate budget to purchase technology devices for technology study hall	\$210,996	Purchased i-Pads for K-2 classrooms and laptops for 3-6 classrooms	\$184,030
Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	\$8,268  For HET, GLAD, CCSS and Efficacy	Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	\$5,637
Align all “ <i>Being There</i> ” experiences to the grade levels’ common core maps and build in the budget to support the “ <i>Being There</i> ” experiences. Being-there experiences are a part of the HET model and supports all scholars with meaningful experiences to build knowledge, comprehension, and skills that are directly related to the common core standards. Provide release time for grade level teams to work on common core standards maps. Schedule in all being-there experience studytrips.	\$61,000	Align all “ <i>Being There</i> ” experiences to the grade levels’ common core maps and build in the budget to support the “ <i>Being There</i> ” experiences. Being-there experiences are a part of the HET model and supports all scholars with meaningful experiences to build knowledge, comprehension, and skills that are directly related to the common core standards. Provide release time for grade level teams to work on common core standards maps. Schedule in all being-there experience studytrips.	\$67,772

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Service	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Common Core Professional Development for all core general education teachers in <b>English Language Arts</b> and provide follow-up professional developments to support teachers.	\$10,800	Provide Common Core Professional Development for all core general education teachers in <b>English Language Arts</b> and provide follow-up professional developments to support teachers.	\$9,000
Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	\$13,086	Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	\$13,500
Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band. Provide training as needed to instructional staff.	No Cost	Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band. Provide training as needed to instructional staff.	No Cost
Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.	No Cost	Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.	No Cost
Provide training to support staff with the focus on LIFESKILLS and Academic Efficacy. These character-based models will provide a systemic school-wide culture with consistent use of language, affirmations, and practice.	No Cost	Provide training to support staff with the focus on LIFESKILLS and Academic Efficacy. These character-based models will provide a systemic school-wide culture with consistent use of language, affirmations, and practice.	No Cost
Purchase NWEA MAP on-line assessment for school-wide assessment in the Fall, Winter, Spring, and Summer of each year.		Purchase NWEA MAP on-line assessment for school-wide assessment in the Fall, Winter, Spring, and Summer of each year.	\$10,605

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Service	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.	No cost	All 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.	No cost
Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their fellow scholars, their families, and their communities.	No Cost	Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their fellow scholars, their families, and their communities.	No Cost
Scope of service: School-wide		Scope of service: School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
 LOCAL CONTROL ACCOUNTABILITY PLAN  
 2015 - 2018

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Allocation of budget will need to continue to support professional development for all general education instructional staff with coaching, feedback, and opportunities for lesson studies. Budget will need to be made available to support the principal to provide support to classroom instruction. Each general education teacher will work with the principal to establish annual professional growth and development plans.</p> <p>Budget will also need to be made available to continue to hire the needed support to ensure the consistency of school-wide practices among all stakeholders and constituents. This is to include the adequate supervision and support of the Hmong language staff, the “Movement” staff, the Achievement through Technology staff, the yard staff, the custodial staff, and the office staff.</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.)

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$ 762,754</u>
<p>Supplemental and Concentration Funds are expended on actions and services that are principally directed toward unduplicated student groups.</p> <p>To support Goals 1, 2 and 4, Individual Learning Plans (ILP's) are developed by each grade level teacher to further support students who need additional intervention. This process involves the cooperation of the teacher, student and parents, and calls for reasonable goals and actions to be identified and implemented. In addition to ILP's, teachers conduct home visits with students and create a family school relationship where parents can stay engaged with their students educational experience, expectations, and school work. Teachers are innovative in their curriculum and create curriculum that is conducive to this student population such as in the use of pictographs and smart cards.</p> <p>Professional developments are provided to teachers year round to promote staff development, EL strategies and awareness in working with English learners. A registered nurse and part time counselor provides additional support to unduplicated students to ensure a healthy and safe learning opportunity by meeting with students, parents and teachers.</p> <p>Students participate in "Study Trip s" also known field trips throughout the school year and connect what they've learned in the classroom to the outside world. With the implementation of common core, students are provided with laptops and iPads so that all have equal access to the use and learning with technology. Funds are also used to improve access to enrichment programs such as dance, taekwondo, P.E. and Hmong Language classes.</p>	

- 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.



YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

50	%
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Moving forward YPSA will be allocating more to include more parent engagement opportunities and meetings and so that both the parent and the school can continue to support their students.

**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.

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

(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).

YAV PEM SUAB ACADEMY – URBAN CHARTER SCHOOLS COLLECTIVE  
LOCAL CONTROL ACCOUNTABILITY PLAN  
2015 - 2018

01-13-15 [California Department of Education]