LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Science and Technology Academy at Knights Landing
CDS Code: 57727100121749
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Maria Martinez, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Science and Technology Academy at Knights Landing expects to receive in the coming year from all sources.

The total revenue projected for Science and Technology Academy at Knights Landing is $2,392,182, of which $2,149,519 is Local Control Funding Formula (LCFF), $226,285 is other state funds, $1,210 is local funds, and $15,168 is federal funds. Of the $2,149,519 in LCFF Funds, $206,257 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Science and Technology Academy at Knights Landing plans to spend $2,359,706 for the 2019-20 school year. Of that amount, $206,257 is tied to actions/services in the LCAP and $2,153,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund budget expenditures not included in the LCAP include: home to school transportation for both general education, maintenance and operation budgets, Special Education Encroachment, and staffing cost for most classroom teaching positions.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Science and Technology Academy at Knights Landing is projecting it will receive $206,257 based on the enrollment of foster youth, English learner, and low-income students. Science and Technology Academy at Knights Landing must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Science and Technology Academy at Knights Landing plans to spend $228,000 on actions to meet this requirement.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what Science and Technology Academy at Knights Landing budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Science and Technology Academy at Knights Landing estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Science and Technology Academy at Knights Landing's LCAP budgeted $256,000 for planned actions to increase or improve services for high needs students. Science and Technology Academy at Knights Landing estimates that it will actually spend $236,258 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-19,742 had the following impact on Science and Technology Academy at Knights Landing's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $-19,742 had the following impact on the Science and Technology Academy at Knights Landing's ability to increase or improve services for high needs students: In 2018-19 some expenses which were budgeted were not actualized. We were not able to fill the EL Specialist position due to lack of applicants. This contributed to the decrease in actual expenditures, but we were able to hire additional support for students.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Science and Technology Academy at Knights Landing
Contact Name and Title: Maria Martinez Principal
Email and Phone: maria.martinez@wjusd.org 530-735-6435

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

The Science and Technology Academy at Knights Landing (Sci-Tech) serves a diverse group of students coming from the Knights Landing community, Woodland, Esparto, Yolo, West Sacramento and other surrounding cities and towns. Knights Landing is a small agricultural community and the school serves as the hub of the town. Sci-Tech is a single site charter school which receives indirect funding and is part of the Woodland Joint Unified School District (WJUSD). Our motto is “Hands On, Minds On”. The student population includes English learners, low income students, foster and homeless students, and students with special needs.

Sci-Tech has 250 students and over 30 staff members (including office staff, maintenance and support staff).

The size of our campus does not allow for increased enrollment. However, while our student population has been stable, over the years staff has recognized an increase in supports needed to meet the needs of our students and their families in order for our students to be successful.

Sci-Tech has a high rate of parent involvement and has a 95% parent conference participation rate. With a focus on science and technology, students receive daily in-class science and technology
Students participate in an annual Science Fair as well as a monthly immersive science extravaganza known as “Big Science Friday”, the highlight of every month.

The mission of the Science and Technology Academy at Knights Landing (Sci-Tech) is to inspire learning, curiosity, and problem-solving with a focus on science and technology to produce students prepared to lead and contribute in the ever-changing 21st century world.

A breakdown of student enrollment for the 2018-19 school year follows.

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>250</td>
</tr>
<tr>
<td>English Learners</td>
<td>41</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>38</td>
</tr>
<tr>
<td>Identified Migrant</td>
<td>3</td>
</tr>
<tr>
<td>Special Education</td>
<td>44</td>
</tr>
<tr>
<td>Foster</td>
<td>2</td>
</tr>
<tr>
<td>Free and Reduced Meal (FRMP)</td>
<td>122</td>
</tr>
<tr>
<td>Unduplicated (Foster, EL, FRPM)</td>
<td>132</td>
</tr>
<tr>
<td>Hispanic</td>
<td>120</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>Black/African American</td>
<td>7</td>
</tr>
<tr>
<td>Multi-Ethnic (Non-Hispanic)</td>
<td>13</td>
</tr>
<tr>
<td>White</td>
<td>107</td>
</tr>
</tbody>
</table>

**LCAP Highlights**

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

The 2018-19 Local Control Accountability Plan for Sci-Tech builds upon the successes of the last three years, while also addressing the challenges that have been identified. Over the past three years, the charter school has continued to work to put systems in place for continuous improvement. Many of these systems, and the staff that provide support, will continue in the 19-20 LCAP in order to be consistent and show continued improvement. The charter continues to grow in
English Learner achievement, especially regarding students identified as Reclassified Fluent English Proficient (RFEP). This year 15% of our ELL students were reclassified. The charter school has also continued to see significant declines in suspension rates as our Positive Behavior Intervention Supports (PBIS) is slowly implemented school-wide. There are not significant changes to the goals or actions of the previous LCAP, but instead a more focused and accountable approach to goal implementation and progress measurement.

Review of Performance

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

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators, Sci-Tech is most proud of:

Absenteeism is one of our greatest progress. As seen in the Dashboard we declined 1% and are firmly in the Green.

Suspension Rate is another area in which we saw decline of 0.4%. Also putting us in the Green.

School-wide training and implementation of restorative practice, weekly classroom restorative circles and continued professional development around these practices throughout the year. This will continue through next year.

This year we kicked-off our first One School/One Book reading program that we've named Robots Read. This was an exciting opportunity to provide a common experience for our school community and their families through literature. Our whole school read the same book at the same pace, so we were able to share conversations and excitement across grade levels and ages about reading. Each family was given one copy of the book to add to their own library. We also distributed a number of copies in Spanish.

In addition to STEM activities we added several new opportunities for students including theater club, art club, yoga club, and our first all-school musical.

The continual implementation of the school-wide focus on writing this past year, including calendared assessments, scoring calibration, and staff collaboration and professional development that grew from previous years’ focus. Teachers specifically noted students’ ability to better “write on demand”, increased quality in writing, and general improvement in student writing skills.

Focus during the past year, and continued focus in the coming year to using staff meeting and teacher collaboration time to specifically look at school-wide trends in math, writing, and reading data to inform classroom instruction.
Continued implementation of 1:1 Chromebooks in grades K-6, and use of 5 Prowise Interactive Boards.

PBIS (Positive Behavior Intervention Supports) work done to continue movement toward a more student-centered and trauma informed approach to education. Use of staff meeting and teacher collaboration time to look at school-wide trends in student behavior, and to problem-solve specific areas around the school that need improvement. Principal meetings with teachers as part of the development of annual goals is, and will continue to be, allocated to address school and classroom expectations for student behavior.

Continued targeted support for English Learners, as well as all other students performing below grade level expectations through the Academic Conference process that takes place three times per year at the end of each trimester.

The continuous implementation of Quality Teaching for English Learners (QTEL) strategies to provide support for ALL students in all contents.

Greater school-wide focus on the implementation of technology use to increase student engagement, performance, and technology skills. The addition of a Technology Coordinator to support, facilitate, and bridge understanding and technology use in academics.

Greater parent involvement, particularly among local Knights Landing families, and a feeling of a more cohesive community.

Parent and Student surveys were given again this year to compare growth in school culture, safety and ask for feedback.

Increased number of parents who work for, or at, the site. This creates a greater feel of family and community.

On March 13th Sci-Tech held an information night for parents of 6th grade students to help educate and support families as students transition form 6th grade to junior high.

Suspension rates fell school-wide, including all subgroups. This can be attributed to our focus on PBIS, early intervention, and professional development on trauma informed teaching.

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

**Greatest Needs**

As seen in the Dashboard our English Language Arts, scores declined 10.1 points for all students. Our overall student group performed in orange, a decrease of 10.1 points, which puts us at 9.8 points below standard. English Learners had a decrease of 12.9 points performing in the orange, while Socioeconomically Disadvantaged students decreased 12.9 points as well, Students with
Disabilities decreased 20.9 points, and Hispanic students decreased 20 points. White students maintained last years scores improving 0.9 points putting those students firmly in the green.

Math is an area of concern on the Dashboard as well. Our overall student group performed in the orange however, we saw an overall decline of 19.3 points. All subgroups saw a decline. English Learners had a decrease of 25 points, while Socioeconomically Disadvantaged students decreased 14.2 points as well, Students with Disabilities decreased 21.1 points, and Hispanic students decreased 25.3 points. We will continue to use QTEL strategies. As students become more verbal during Math, ideas will be shared, strategies explained, and this should translate into student gain as measured on the Smarter Balanced Assessments. Additionally, more time for teacher observation and collaboration will be provided.

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

**Performance Gaps**

**Chronic Absenteeism indicator** -
All students had a chronic absenteeism of 8.3%. Students with disabilities was 10% and white was 8.9%.

**Suspension Rate Indicator** -
All students had a suspension rate of 1.1%. English Language Learners was 2.2% and Students with Disabilities was 5.8%

We are building a climate through Restorative Practices. At the beginning of 2018-19 school year, all teachers and staff members were trained on these practices. PBIS team supported the school wide implementation by reviewing expectations and levering incentive system to encourage school participation. Though Restorative Practice and PBIS we expect to see reduction of suspension and students who are chronically absent.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Our school was not identified for Comprehensive Support and Improvement

**Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Our school was not identified for Comprehensive Support and Improvement
Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Our school was not identified for Comprehensive Support and Improvement
# Annual Update

**LCAP Year Reviewed:** 2018-19

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

## Goal 1

**Quality Teaching:** Improve instructional practice through professional development and the development of a professional learning community.

### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities: | Charter Petition |

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately credentialed and assigned teachers</td>
<td>100% of teachers are appropriately credentialed and assigned.</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>100% of teachers are appropriately credentialed and assigned</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% of teachers are appropriately credentialed and assigned</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of staff participating in professional learning</td>
<td>100% of staff have participated in one or more professional learning opportunities.</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Continue to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Currently professional learning opportunities are not accessed by all staff members. Also, there has not been enough emphasis that learning as a result of professional development is implemented in classroom practice.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
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<tr>
<td>Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of work</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>10% growth over baseline</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase the percentage of students in both Meets and Exceeds in SBAC Math</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>10% growth over baseline</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds level on the SBAC Math</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA- Student performance on the Dashboard 5x5 decreased by 10.1 points.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Expected

Show growth on ELA and Math Academic Indicator (California Five-by-Five Grid Placement Report) for "All Students" group

18-19
Performance level of green for both ELA and Math.

Baseline
The charter school has a performance level of orange for ELA, and a performance level of yellow for Math.

Actual

Math- Student performance on the Dashboard 5x5 decreased by 19.3 points.

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *seek out and provide professional development opportunities for all teachers to support and improve student learning *seek out and provide professional development opportunities for classified staff to support and improve student learning *develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS</td>
<td>Developed, implemented, and assessed a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *sought out and provided professional development opportunities for all teachers to support and improve student learning *sought out and provided professional development opportunities for classified staff to support and improve student learning *developed a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and</td>
<td>lxxx-5xxx Base $30,000</td>
<td>Base 30,000</td>
</tr>
</tbody>
</table>
*design and implement a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).

student tasks aligned to CCSS and NGSS

*designed and implemented a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Staff received professional learning that was customized to their needs. Teaching staff engaged in collaborative PLC work. Finally, a schoolwide implementation of monitoring student data is underway.

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

We are confident that the professional learning opportunities and strategic alignment of systems has resulted in improved instructional practices for all student.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Successful Implementation of Common Core: Students will master the Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS). Literacy and numeracy will drive instruction.

Technology will be integrated throughout the curriculum and will be utilized for optimum student success.

Students will be exposed to a greater degree in STEM opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend use of Q.TEL strategies to greater include Math and Science instruction</td>
<td></td>
<td>70% of teachers have been observed using QTEL strategies which is an increase of 40% over the previous year.</td>
</tr>
</tbody>
</table>

18-19

Continue to adjust plan to extend implementation of Q.TEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2018/19 school year to introduce, support and monitor implementation.
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>As a result of our work with InnovateEd and Teacher Teams, there was a school-wide focus on writing which incorporated Q.TEL strategies into each genre</td>
<td>100% of teachers have utilized the Technology Coordinator to build additional technology-based activities into their lessons.</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Greater use and integration of technology to promote optimum student engagement and growth</td>
<td>80% of teachers, per rubric, implemented tasks that aligned to ELA/ELD Framework. Per observations, students engaged in pair-sharing activities in which they were asked to compare and contrast, analyze, and presented different points of view. In addition, teachers collaborated to designed lessons that included QTEL strategies.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.</td>
<td>Students either Maintained (ELA) or Decreased (Math) in standardized test scores.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Based on feedback from students and teachers, there needs to be a greater emphasis on technology across the curriculum. Teachers continue to request more professional development regarding technology</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>60% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 60% are at Depth of Knowledge (DOK) level 3 or 4. A rubric for class observation will be co-constructed for walkthroughs by teachers.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Based on classroom observations, collaborative discussions, and displayed student work, not all learning is rigorous and meets grade level standards</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts (Goal 1)</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
</tbody>
</table>
| **18-19**  
Goal 1 - continue to work toward a 10% increase each year. | |
| **Baseline**  
In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA. (Goal 1) | |
| **Metric/Indicator**  
Increase the emphasis on Language Acquisition and Development within thematic Science units | 70% of teachers have been observed using QTEL strategies which is an increase of 40% over the previous year.

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| **18-19**  
Continue to incorporate QTEL strategies in all content areas. | |
| **Baseline**  
Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies | |
| **Metric/Indicator**  
Ensure 1:1 access in classrooms and at home | |

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| **18-19**  
Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access. | 100% of students in grades 3-6 have access to devices at school and home. |
| **Baseline**  
Currently, 4-6 Grade students participate in the Take-Home chromebook program. Hot spots are provided to families requiring internet access | |
| **Metric/Indicator**  
STEM/STEAM approach will be used school-wide | 100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator. |

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| **18-19**  
100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator. | |
Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: *develop a school-wide instructional focus and common definition of the demonstration of 21st Century skills integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendared and used Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich *ensure that there are an adequate number of Chromebooks and supplies to extend the take-home program</td>
<td>Developed, implemented, and assessed a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: *developed a school-wide instructional focus and common definition of the demonstration of 21st Century skills integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendared and used Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich *ensured that there are an adequate number of Chromebooks and supplies to extend the take-home program</td>
<td>4xxx Supplemental 53,000</td>
<td>Supplemental 53,000</td>
</tr>
</tbody>
</table>
enrolled at our site, and begin intervention early when necessary
*Continue use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

*designed a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary
*Continued use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
We were able to successfully implement all actions in this goal which supported the implementation of Common Core and Next Generation Science Standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
Overall we saw increase in student engagement towards learning through a structured approach to Science and Technology integration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There were no difference between the Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
There were no changes made to this goal, expected outcomes, metrics, or actions and services.
Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 3

Closing the Achievement Gap with High Expectations for All: Improve the English proficiency and academic achievement of English Learners and Low Income students

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities: | Charter Petition |

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>18-19 Increase in both ELA and Math CAASPP scores for English Learners.</strong></td>
<td><strong>The English Learner Progress Indicator has not been released for the 18-19 school year.</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>For the 2015-16 SBAC, English Learners had a status of Low in both English language Arts and Math.</td>
<td><strong>With the help of our Reading Intervention Specialist and the RTI Specialist, we were able to develop a central system to monitor reading progress. Based on that documentation, EL students made growth in various school assessments.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th><strong>18-19 Increase English Learners student reading at grade level by 10% based on various school assessments</strong></th>
<th><strong>Baseline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Develop a central system to monitor and document the reading progress for all EL students

**Metric/Indicator**
Monitor and increase
Math level scores for all English Learners across all grade levels

**18-19**
Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.

**Baseline**
Develop a central system to monitor and document the grade level math progress for all EL students

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

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training and support will be provided to support TK-6 teachers and staff to increase</td>
<td>Training and support was provided to support TK-6 teachers and staff to increase the</td>
<td>1xxx-3xxx Supplemental $55,000</td>
<td>Supplemental 55,000</td>
</tr>
<tr>
<td></td>
<td>the achievement of English Learners through:</td>
<td>achievement of English Learners through:</td>
<td></td>
<td>2000-2999: Classified Personnel</td>
</tr>
<tr>
<td></td>
<td>implementing the California English Language Development Standards *Develop and maintain</td>
<td>implementing the California English Language Development Standards *Developed and</td>
<td></td>
<td>Salaries Title</td>
</tr>
<tr>
<td></td>
<td>a system to monitor ELA and Math growth throughout the year</td>
<td>maintained a system to monitor ELA and Math growth throughout the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*continue to support English Learners and Low Income students by providing additional</td>
<td>*Continued to support English Learners and Low Income students by providing additional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>supports and funds for interventions</td>
<td>supports and funds for interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*continue to provide EL Specialist to monitor student progress, recommend appropriate</td>
<td>*continue to provide EL Specialist to monitor student progress, recommend appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>strategies</td>
<td>strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and interventions, and provide staff support for improved instruction
*Continued to provide Reading Intervention Specialist to focus on SIPPS instruction
*Use paraprofessionals to provide class support.

Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
While we were successful in implementing most actions in this goal, we were unable to hire an EL Specialist due to lack of applicants and our recruiting actions yielding no viable candidates.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
Based on local data, we expect to see EL student growth as a result of the actions from this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Unfortunately, the hiring of a .5 EL Specialist did not happen this year. It has been difficult to find someone to accept a .5 position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Although, we not able to hire an EL Specialist, we were able to hire more Reading Intervention Coordinators and a sub to do EL documentation requirements. Our goal for the coming year is to hire a .5 EL Specialist and a .5 Reading Intervention Specialist.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Increase Parent and Community Engagement: Parents and community members are engaged and work with and within the school to support their children’s education

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td>Charter Petition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor participation rates of parents at School Site Council, ELAC, and PTO to increase participation and monitor the representation of diversity of student demographics</td>
<td>We continue to search out ways to quantify parent participation. However, sign-in data show that we have large parent participation in our events and continue to need to build in the areas of parent-involved committees/groups. We see a 98% participation in student conferences.</td>
<td></td>
</tr>
</tbody>
</table>

18-19
Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.

Baseline
Baseline data needs to be established.
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>80% of teachers utilized Remind or Seesaw to communicate with parents via text message. The remaining 20% utilized emails.</td>
</tr>
<tr>
<td>Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>Increase parent education and information meetings</td>
<td>We added the 6th grade transitional information night.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Current ELAC meetings provide 30 minutes of parent education/information before the business meeting. PTO does not follow this format.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>Develop opportunities for parents/families and community members to participate in student-led demonstrations of learning.</td>
<td>Our families participate in our student-led science fair.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Continue to provide opportunities for students to share their knowledge outside of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Currently, there are limited opportunities for students to demonstrate learning to an audience outside the regular classroom.</td>
<td></td>
</tr>
</tbody>
</table>
**Metric/Indicator**
Increase opportunities for parents to participate in fun learning activities.

**Expected**

**18-19**
Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas.

**Baseline**
Currently, there are limited opportunities for parents to participate learning opportunities.

**Actual**
We continue to provide fun learning opportunities such as "Dia de Los Muertos," "Arc Art Night" and "Pie Night."

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance home/community/school partnerships as well as parent and community interests such as: *Increase communication outreach with more social media *Increase outreach to parents who have difficulty getting to the school site: principal “Coffee and Questions” at the bus stop *Increase opportunities for student led events *continue to foster a sense of community with events that bring diverse groups together *continue to fund Parent Liaison position to enhance outreach to parent *Develop a parent place on site where they have access to technology and resources.</td>
<td>Enhanced home/community/school partnerships as well as parent and community interests such as: *Increased communication outreach with more social media *Increased outreach to parents who have difficulty getting to the school site: *Increased opportunities for student led events *continued to foster a sense of community with events that bring diverse groups together *continued to fund Parent Liaison position to enhance outreach to parent *developed a parent place on site where they have access to technology and resources.</td>
<td>1xxx-3xxx Supplemental 25,000</td>
<td>Supplemental 25,000</td>
</tr>
</tbody>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented successfully. One action that was not implemented was the *principal “Coffee and Questions” at the bus stop due creating and leveraging additional parent engagement opportunities.

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

We see that more parents feel connected to the school partly due to our school’s launch of social media platforms such as Instagram and Facebook. These, coupled with the teacher-led communications result in a more streamlined approach to teacher-parent communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were made between the Budgeted Expenditures and Estimated Actual Expenditures.

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

We separated out the Base Funding from the Supplemental Funding to better track increased or improve services.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

Improve School Climate: Continue to develop and maintain a school climate that is safe and ensures the academic and social/emotional well-being of each student

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 3: Parental Involvement (Engagement)  
- Priority 4: Pupil Achievement (Pupil Outcomes)  
- Priority 5: Pupil Engagement (Engagement)  
- Priority 6: School Climate (Engagement)

Local Priorities:  
- Charter Petition

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td>Refine common agreements about school-wide consistent and effective Positive Behavior Interventions and Supports</td>
<td>This year the staff created a Teacher Handbook which codified schoolwide expectations and PBIS strategies. These expectations were then placed into a calendar to be taught throughout the year as common lessons in the school.</td>
</tr>
</tbody>
</table>

<p>| | 18-19 | Baseline | 18-19 | Baseline |
| | Continue to calendar the teaching of expectations and display posters throughout the school. | In 2016-17 we drafted agreed upon expectations for students. Expectations were taught on two occasions. | This year we implemented Restorative Circles weekly in classrooms. |</p>
<table>
<thead>
<tr>
<th><strong>Expected</strong></th>
<th><strong>Actual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong> Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.</td>
<td></td>
</tr>
</tbody>
</table>
In 2016-17, Student Council was very active at the beginning of the year, but became less so as the year moved on.

**Metric/Indicator**
Increase student sense of belonging, as well as provide enrichment, through additional activities

**18-19**
Continue to provide enrichment activities based on student interests.

**Baseline**
In 2016-17, there were several enrichment opportunities offered:
- Gate Art
- Model Car Building
- Nature Bowl
- Flag Football

**Metric/Indicator**
Increase opportunities for parent feedback on academic program and school culture at Sci-Tech.

**18-19**
Continue to administer a beginning of the year and end of the year survey for parents.

**Baseline**
Currently, the staff decides on programs and evening events offered to families.

There are numerous opportunities for students to engage as part of our learning community. Some examples include: Suessical, Art Club, STEM Club, Paper Club, Music Club, Dance Club, and Garden Club.

All parents were surveyed both at the beginning and end of the school year.

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

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
* create site-based team including PBIS coach, RTI Specialist, RSP Specialist, and principal to hold staffings every 6-7 weeks to identify student needs and strategies
* develop universal awareness, common language, focus, and ownership of PBIS practices
* increase student sense of belonging with more active and involved Student Council
* identify tiered supports for students through PBIS team meetings
* continue position of .2 counselor
* continue 1.0 RTI Specialist

Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
All actions in this goal were successfully implemented with exception of the establishment of the Student Council. However, there were alternate methods for listening to student voice. In addition, even though we paid for a .2 counselor position, the counselor due to health reasons did not serve our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The actions this year had a dramatic impact on school climate this year as evidenced by only one suspensions this year. This is coupled with restorative practices, PBIS, and multiple opportunities for staff/student/parent engagement in the leadership of the school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Even though, the counselor did not provide services since she was on medical leave, we still had to paid for her .20 position. We also, separated out the Base Funding from the Supplemental Funding to better track increased or improve services.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Stakeholders include: Teachers, Administrators, Support Staff, Parents, Governance Committee Members, Site Council Members, ELAC Members, PTO Members, Community Members.

Sci Tech has four different advisory groups that meet regularly throughout the school year; Governance Committee, Site Council, PTO, and ELAC. These groups review data on LCAP metrics, determine fidelity and progress as well as make recommendations for future actions. The scheduled meetings for the Governance Committee occurred on: September 26, 2018, October 24, 2018, November 28, 2018, January 30, 2019, February 27, 2019, March 27, 2019, & May 28, 2019. The scheduled meetings for the Site Council occurred on: October 11, 2018, November 7, 2018, December 5, 2018, January 9, 2019, March 6, 2019, April 3, 2019, May 1, 2019, & June 4, 2019. PTO and ELAC scheduled meetings were October 9, 2018, November 13, 2018, December 11, 2018, February 12, 2019, March 12, 2019, April 9, 2019, & June 4, 2019. Staff meetings and committee meetings are held throughout the year to review the LCAP, determine fidelity and progress, as well as make recommendations for future actions.

In addition, on March 15, 2019 the school had a whole staff collaboration and LCAP analysis with a specialist from the Yolo County Office of Education. Staff broke into small groups and reviewed each goal individually with an eye on what was working and what could be improved.

A draft of the LCAP is posted on the charter website requesting feedback and input.
Impact on LCAP and Annual Update

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

The LCAP honors the work done by Sci-Tech stakeholders during the year and builds upon and further strengthens the education direction outlined in our petition, as well as our LCAP from last year.

Prior to the start of the 2018-19 school year, the staff reviewed the LCAP - individually analyzing all 5 goals and priority areas. State assessment data was carefully reviewed, suspension/expulsion data was analyzed, and professional development needs were reviewed and discussed.

Staff recommitted to the 5 goals previously chosen for the LCAP and aligned school and classroom practices to the goals.

In the spring, staff reviewed the 5 goals and chose to stay with the same goals, with an intent to focus and improve in each area.
Goals, Actions, & Services  
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 1  
Quality Teaching: Improve instructional practice through professional development and the development of a professional learning community.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning)  
| Priority 2: State Standards (Conditions of Learning)  
| Priority 4: Pupil Achievement (Pupil Outcomes)  
| Priority 7: Course Access (Conditions of Learning)  
| Local Priorities: | Charter Petition |

Identified Need:
Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first insure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents.

2017-18 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 45%. That represents 21.1 point increase for ELA from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 47%. That represents a slight decrease from the previous year.

These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities.

Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately credentialed and assigned teachers</td>
<td>100% of teachers are appropriately credentialed and assigned</td>
<td>100% of teachers are appropriately credentialed and assigned</td>
<td>100% of teachers are appropriately credentialed and assigned</td>
<td>100% of teachers are appropriately credentialed and assigned</td>
</tr>
<tr>
<td>Percentage of staff participating in professional learning</td>
<td>Currently professional learning opportunities are not accessed by all staff members. Also, there has not been enough emphasis that learning as a result of professional development is implemented in classroom practice.</td>
<td>Create a plan to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.</td>
<td>Continue to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.</td>
<td>Continue to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.</td>
</tr>
<tr>
<td>Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices</td>
<td>Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of work</td>
<td>100% of PLCs are regularly collecting and analyzing student work to inform planning and practice. Notes of collaboration times are kept by each group, as well as submitted to site leadership after each meeting</td>
<td>100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting</td>
<td>100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting</td>
</tr>
<tr>
<td>Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts</td>
<td>In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA.</td>
<td>In the Spring of 2017 CAASPP testing, 45% of students achieved the Meets/Exceed on ELA.</td>
<td>10% growth over baseline</td>
<td>10% growth over baseline</td>
</tr>
</tbody>
</table>

Percentage of staff participating in professional learning

Currently professional learning opportunities are not accessed by all staff members. Also, there has not been enough emphasis that learning as a result of professional development is implemented in classroom practice.

Create a plan to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.

Notes of collaboration times are kept by each group, as well as submitted to site leadership after each meeting.

Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts

In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA.

In the Spring of 2017 CAASPP testing, 45% of students achieved the Meets/Exceed on ELA.

10% growth over baseline

10% growth over baseline
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of students in both Meets and Exceeds in SBAC Math</td>
<td>In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds level on the SBAC Math</td>
<td>In Spring 2017 CAASPP testing 47% of students achieved the Meets/Exceeds level on the on Math</td>
<td>10% growth over baseline</td>
</tr>
<tr>
<td>Show growth on ELA and Math Academic Indicator (California Five-by-Five Grid Placement Report) for &quot;All Students&quot; group</td>
<td>The charter school has a performance level of orange for ELA, and a performance level of yellow for Math.</td>
<td>The charter school has a performance level of green for ELA and yellow for Math.</td>
<td>Performance level of green for both ELA and Math.</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  
Specific Schools: Sci-Tech Charter  
[Add Location(s) selection here]

**OR**

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

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

[Add Students to be Served selection here]  
**Scope of Services:**  
Specific Schools: Sci-Tech Charter  
[Add Location(s) selection here]
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *seek out and provide professional development opportunities for all teachers to support and improve student learning *seek out and provide professional development opportunities for classified staff to support and improve student learning *develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS *design and implement a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).</td>
<td>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *seek out and provide professional development opportunities for all teachers to support and improve student learning *seek out and provide professional development opportunities for classified staff to support and improve student learning *develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS *design and implement a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).</td>
<td>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *seek out and provide professional development opportunities for all teachers to support and improve student learning *seek out and provide professional development opportunities for classified staff to support and improve student learning *continue to refine our accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS. *Refine the implementation process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**
- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>LEA-wide</th>
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<table>
<thead>
<tr>
<th>All Schools</th>
<th>Specific Schools: Sci-Tech Charter [Add Location(s) selection here]</th>
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</table>

**Modified Action**
- English Learners
- Foster Youth
- Low Income
- [Add Students to be Served selection here]

**Unchanged Action**
- [Add Location(s) selection here]
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Amount</td>
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<td>$30,000</td>
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</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Implementation of Common Core: Students will master the Common Core State Standards (CCSS) &amp; Next Generation Science Standards (NGSS). Literacy and numeracy will drive instruction.</td>
</tr>
<tr>
<td>Technology will be integrated throughout the curriculum and will be utilized for optimum student success.</td>
</tr>
<tr>
<td>Students will be exposed to a greater degree in STEM opportunities.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 7: Course Access (Conditions of Learning) |
| Local Priorities: | Charter Petition |

Identified Need:

In order to ensure that students master the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) there is a need to:
‘Ensure grade level proficiency in literacy in order to access curriculum and instruction
‘Ensure that all staff are cohesively implementing a program which heavily emphasizes literacy and numeracy across the curriculum
‘Provide adequate Common Core aligned materials for students ‘Ensure that instruction is differentiated to meet the individual needs of each student

Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to dropout of high school, and are less likely to successfully enter the job market.
(Annie E. Casey Foundation, 2013.)
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Extend use of Q.TEL strategies to greater include Math and Science instruction</td>
<td>As a result of our work with InnovateEd and Teacher Teams, there was a school-wide focus on writing which incorporated Q.TEL strategies into each genre</td>
<td>Adjust Implementation Plan to extend Q.TEL strategies. Use staff meetings, collaboration time to introduce, support and monitor implementation. Due to change in staffing, there was no EL Specialist on campus this year.</td>
<td>Continue to adjust plan to extend implementation of Q.TEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2018/19 school year to introduce, support and monitor implementation.</td>
<td>Continue to adjust plan to extend implementation of QTEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2019/20 school year to introduce, support and monitor implementation.</td>
<td></td>
</tr>
<tr>
<td>Greater use and integration of technology to promote optimum student engagement and growth</td>
<td>Based on feedback from students and teachers, there needs to be a greater emphasis on technology across the curriculum. Teachers continue to request more professional development regarding technology</td>
<td>One Collaboration Day will be scheduled to allow teaching staff to attend STEAM conference in San Francisco December 10-11, 2017. Hired full time technology coordinator.</td>
<td>Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.</td>
<td>Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.</td>
<td></td>
</tr>
<tr>
<td>Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework</td>
<td>Based on classroom observations, collaborative discussions, and displayed student work, not all learning is rigorous and meets grade level standards</td>
<td>60% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 60% are at Depth of Knowledge (DOK) level 3 or 4</td>
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</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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</tr>
<tr>
<td>Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts (Goal 1)</td>
<td>In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA. (Goal 1)</td>
<td>Spring 2017 CAASPP testing 45% of students achieved the Meets/Exceeds level on the ELA</td>
<td>Goal 1 - continue to work toward a 10% increase each year.</td>
<td>Goal 1 - continue to work toward a 10% increase each year.</td>
<td></td>
</tr>
<tr>
<td>Increase the emphasis on Language Acquisition and Development within thematic Science units</td>
<td>Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies</td>
<td>Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies</td>
<td>Continue to incorporate QTEL strategies in all content areas.</td>
<td>Continue to incorporate QTEL strategies in all content areas.</td>
<td></td>
</tr>
<tr>
<td>Ensure 1:1 access in classrooms and at home</td>
<td>Currently, 4-6 Grade students participate in the Take-Home chromebook program. Hot spots are provided to families requiring internet access</td>
<td>Extend program to 3rd grade, and possibly 2nd. (This will require purchasing additional carrying cases and power cords).</td>
<td>Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access.</td>
<td>Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access.</td>
<td></td>
</tr>
</tbody>
</table>
**Metrics/Indicators**

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM/STEAM approach will be used school-wide</td>
<td>Currently, STEM/STEAM challenges are planned for some of our Big Science Fridays, and are implemented in some classrooms.</td>
<td>100% of classrooms will incorporate some STEM/STEAM activities into each science unit or theme.</td>
<td>100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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<tr>
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</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>Specific Schools: Sci-Tech Charter</td>
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<td>[Add Location(s) selection here]</td>
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</table>

OR

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

<table>
<thead>
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<th>Students to be Served:</th>
<th>Scope of Services:</th>
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<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
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</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>[Add Scope of Services selection here]</td>
<td>Specific Schools: Sci-Tech Charter</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
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**Actions/Services**
<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
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<tr>
<td><strong>Modified Action</strong></td>
<td><strong>Modified Action</strong></td>
<td><strong>Unchanged Action</strong></td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

*design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary

### 2018-19 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

*design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary

*Continue use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

### 2019-20 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

*design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary

*Continue use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

---

**Budgeted Expenditures**

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Page 42 of 81
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Budget Reference</td>
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Goals, Actions, & Services

Strategic Planning Details and Accountability
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</table>

**Goal 3**

Closing the Achievement Gap with High Expectations for All: Improve the English proficiency and academic achievement of English Learners and Low Income students

**State and/or Local Priorities addressed by this goal:**

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities: | Charter Petition |

**Identified Need:**

As we continue to recruit more students from the Knights Landing area, and our population becomes more diverse, we are seeing a natural increase in the number of students needing greater supports with language acquisition. English Learners account for 16% of our school population. This year, 15% of our English Learners were reclassified. However, there are still significant challenges. There is a wide achievement gap between English Learners and All Students on end of the year testing as measured by the California Assessment of Student Performance and Progress. On the Smarter Balanced Assessment (SBAC) in English Language Arts given in 2017-18, English Learners were 59.5 below level 3, which gives them a status of Low. Our All Student group scored 9.8 points below 3, which gives them a status of Low, as well. On the SBAC test in Math, English Learners were 79.6 points below a level 3, while All Students were 38.2 points below a 3. In 18-19 Sci-Tech continues to exceed its goal for student reclassification. Nine students were reclassified which translates to 15%. Since there is a change in tests given to measure the growth in English Proficiency, CELDT to ELPAC, there is no data on English Language Progress. Research has shown that long-term EL’s have lower rates of success in schools and higher rates of dropout. To help ensure student success, two areas of focus at our school are language development and reclassification of English Learners. Monitoring and supporting student achievement is vital.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show growth on the English Learner progress Indicator (California School Dashboard)</td>
<td>For the 2015-16 SBAC, English Learners had a status of Low in both English language Arts and Math.</td>
<td>In 2017-18 CAASPP testing English Learners had an increase of 9.9 points in ELA and a decline of 11.1 points in Math</td>
<td>Increase in both ELA and Math CAASPP scores for English Learners.</td>
<td>Increase in both ELA and Math CAASPP scores for English Learners.</td>
</tr>
<tr>
<td>Monitor and increase the reading level proficiency of English Learners across all grade levels</td>
<td>Develop a central system to monitor and document the reading progress for all EL students</td>
<td>Increase percentage of EL students reading at grade level by 10%</td>
<td>Increase English Learners student reading at grade level by 10% based on various school assessments</td>
<td>Increase English Learners student reading at grade level by 10% based on various school assessments.</td>
</tr>
<tr>
<td>Monitor and increase Math level scores for all English Learners across all grade levels</td>
<td>Develop a central system to monitor and document the grade level math progress for all EL students</td>
<td>Increase the percentage of EL students performing math at grade level by 10%</td>
<td>Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.</td>
<td>Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>All Schools</td>
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<tr>
<td>-----------------</td>
<td>------------------------------------------</td>
<td>-------------</td>
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<td>Foster Youth</td>
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<td>Specific Schools: Sci-Tech Charter</td>
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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

**2017-18 Actions/Services**

Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through:

*implementing the California English Language Development Standards

*Develop and maintain a system to monitor ELA and Math growth throughout the year

*continue to support English Learners and Low Income students by providing additional supports and funds for interventions

*continue to provide EL Specialist to monitor student progress, recommend appropriate strategies and interventions, and provide staff support for improved instruction

*continue to provide Reading Intervention Specialist to focus on SIPPS instruction

*Use paraprofessionals to provide class support.

**2018-19 Actions/Services**

Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through:

*implementing the California English Language Development Standards

*Develop and maintain a system to monitor ELA and Math growth throughout the year

*continue to support English Learners and Low Income students by providing additional supports and funds for interventions

*continue to provide EL Specialist to monitor student progress, recommend appropriate strategies and interventions, and provide staff support for improved instruction

*continue to provide Reading Intervention Specialist to focus on SIPPS instruction

*Use paraprofessionals to provide class support.

**2019-20 Actions/Services**

Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through:

*Implementing the California English Language Development Standards

*Develop and maintain a system to monitor ELA and Math growth throughout the year

*Continue to support English Learners and Low Income students by providing additional supports and funds for interventions

*Continue funding Bridge Coordinator

*Continue to provide EL Specialist to monitor student progress, recommend appropriate strategies and interventions, and provide staff support for improved instruction

*Continue to provide Reading Intervention Specialist to focus on SIPPS instruction

*Use paraprofessionals to provide class support.

*Fund transportation for Bridge Program

*Use paraprofessionals to provide class support.

*Fund transportation for Bridge Program
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

**Goal 4**

Increase Parent and Community Engagement: Parents and community members are engaged and work with and within the school to support their children’s education

**State and/or Local Priorities addressed by this goal:**

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities: | Charter Petition |

**Identified Need:**

Student engagement in school is promoted through positive home-school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on student academics and behavior. Helping parents feel comfortable and welcome on our campus is a priority, especially parents from underrepresented groups. Some of the greatest indicators of school success are strong home, school, and community partnerships. The ability for parents and stakeholders to have common vision and understanding of how best to provide support and opportunities for students is essential to their social, emotional, behavioral, and academic achievement. Research (Dufur, et al., 2012) suggests that schools can support the academic achievement of students through promoting the social capital of families. Family social capital includes those resources that families bring and the practices they engage in to support their children’s learning, such as checking homework, discussing school activities, and attending meetings. School social capital includes those practices schools engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. Family social capital has been shown to be more effective in increasing student achievement than school social capital, even when controlling for the variables of family socioeconomic status, size, race, and marital status. The actions to be implemented in Goal 5 address the need to support the social capital of families, by promoting the
connections between families and schools, through workshops, events, and through the use of communication tools which provide parents with the information they need to support the learning of their child(ren).

## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor participation rates of parents at School Site Council, ELAC, and PTO to increase participation and monitor the representation of diversity of student demographics</td>
<td>Baseline data needs to be established.</td>
<td>Baseline of attendance for committees and events to be established through sign-in sheets. Parent liaison and outreach to be used to increase attendance throughout the year.</td>
<td>Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.</td>
<td>Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.</td>
</tr>
<tr>
<td>Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities</td>
<td>Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities</td>
<td>Increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.</td>
<td>Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.</td>
<td>Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.</td>
</tr>
<tr>
<td>Increase parent education and information meetings</td>
<td>Current ELAC meetings provide 30 minutes of parent education/information before the business meeting. PTO does not follow this format.</td>
<td>Informational/educational portions of the meetings were at a joint time for ELAC and PTO.</td>
<td>Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.</td>
<td>Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.</td>
</tr>
<tr>
<td>Develop opportunities for parents/families and community members to participate in student-led</td>
<td>Currently, there are limited opportunities for students to demonstrate learning to an audience</td>
<td>There were multiple opportunities for students to demonstrate their learning through</td>
<td>Continue to provide opportunities for students to share their</td>
<td>Continue to provide opportunities for students to share their</td>
</tr>
</tbody>
</table>

Page 49 of 81
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrations of learning.</td>
<td>outside the regular classroom.</td>
<td>science fair projects, family code night, Kermes performances, music performances and art night.</td>
<td>knowledge outside of the classroom.</td>
<td>knowledge outside of the classroom.</td>
</tr>
<tr>
<td>Increase opportunities for parents to participate in fun learning activities.</td>
<td>Currently, there are limited opportunities for parents to participate learning opportunities.</td>
<td>Survey parents to determine areas of interest, and then work to implement at least 2 ideas this year. Examples: Technology Night STEM Night Coding Night Parent trip to UC Davis There were various events this year initiated by parent interests: Code Night, BMX Assembly, Touch of Understanding and the Dairy Council.</td>
<td>Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas.</td>
<td>Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sci Tech Charter

[Add Location(s) selection here]
## For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- LEA-wide
- [Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools
- Specific Schools: Sci-Tech Charter
- [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services
Enhance home/community/school partnerships as well as parent and community interests such as:
- *Increase communication outreach with more social media*
- *Increase outreach to parents who have difficulty getting to the school site: principal “Coffee and Questions” at the bus stop*
- *Increase opportunities for student led events*
- *Continue to foster a sense of community with events that bring diverse groups together*
- *Continue to fund Parent Liaison position to enhance outreach to parents*

### 2018-19 Actions/Services
Enhance home/community/school partnerships as well as parent and community interests such as:
- *Increase communication outreach with more social media*
- *Increase outreach to parents who have difficulty getting to the school site: principal “Coffee and Questions” at the bus stop*
- *Increase opportunities for student led events*
- *Continue to foster a sense of community with events that bring diverse groups together*
- *Continue to fund Parent Liaison position to enhance outreach to parent*
- *Develop a parent place on site where they have access to technology and resources.*

### 2019-20 Actions/Services
Enhance home/community/school partnerships as well as parent and community interests such as:
- *Increase communication outreach with more social media-Instagram, Facebook, website...*
- *Increase outreach to parents who have difficulty getting to the school site: principal “Coffee and Questions” at the bus stop*
- *Increase opportunities for student led events*
- *Continue to foster a sense of community with events that bring diverse groups together*
- *Continue to fund Parent Liaison position to enhance outreach to parent*
- *Increase use of parent place on site where they have access to technology and resources.*
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>25,000</td>
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<tr>
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<td>Supplemental</td>
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<tr>
<td>Budget Reference</td>
<td>1xxx-3xxx</td>
<td>1xxx-3xxx</td>
<td>1xxx-3xxx</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 5
Improve School Climate: Continue to develop and maintain a school climate that is safe and ensures the academic and social/emotional well-being of each student

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |

| Local Priorities: | Charter Petition |

Identified Need:
Research shows that students need a safe, respectful and caring environment in order to achieve in school. Students who feel comfortable at their school are more likely to come to school and to be engaged when they are there. Research also shows that regular attendance in school is critical, and that the relationship between attendance and achievement begins early in Kindergarten.

Additionally, students who have higher rates of suspension are less likely to have favorable attitudes toward school, and are less likely to be academically successful.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine common agreements about school-wide consistent</td>
<td>In 2016-17 we drafted agreed upon expectations for</td>
<td>A plan to teach expectations was developed and posters</td>
<td>Continue to calendar the teaching of expectations</td>
<td>Continue to calendar the teaching of expectations</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>and effective Positive Behavior Interventions and Supports</td>
<td>students. Expectations were taught on two occasions.</td>
<td>were displayed throughout the school.</td>
<td>and display posters throughout the school.</td>
<td>and display posters throughout the school.</td>
</tr>
<tr>
<td>Develop common agreements about school-wide consistent and effective Positive Behavior and Supports within the classrooms, so students are experiencing consistent expectations.</td>
<td>Currently, there are teacher-directed behavior support structures and some structures that support PBIS strategies.</td>
<td>Teachers began to identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom.</td>
<td>Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.</td>
<td>Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.</td>
</tr>
<tr>
<td>Provide targeted professional development for classified staff to support the work done through PBIS, so students continue to receive consistent messages and expectations.</td>
<td>Currently most classified staff (paraprofessionals, yard duty and bus stop personnel, tutors, etc.) have not received training in PBIS strategies and expectations.</td>
<td>All classified staff receive job-embedded professional learning opportunities that support the work done through PBIS and MTSS.</td>
<td>Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page.</td>
<td>Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page.</td>
</tr>
<tr>
<td>Increase student sense of school belonging and ownership by increasing the role students play in various committees: Student Council Site Council PTO</td>
<td>In 2016-17, Student Council was very active at the beginning of the year, but became less so as the year moved on.</td>
<td>In 2017-18, Student Council was more active and meaningful. Meetings were held on a regular basis and students were give input on activities such as: Spirit days</td>
<td>In 2018-19, Student Council will continue to have an active participation and input.</td>
<td>Student Council will have an active participation and input in 2019-20.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>ELAC Governance Comm.</td>
<td></td>
<td>Charitable giving opportunities Evening events Teaching of school-wide expectations Development of student survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student sense of belonging, as well as provide enrichment, through additional activities</td>
<td>In 2016-17, there were several enrichment opportunities offered: Gate Art Model Car Building Nature Bowl Flag Football</td>
<td>Enrichment activities were increased to students based on student interests, needs, and goals. New activities offered were: Glee club, art club, lunch STEAM activites, flag football, garden club and Geography Bee.</td>
<td>Continue to provide enrichment activities based on student interests.</td>
<td>Continue to provide enrichment activities based on student interests.</td>
</tr>
<tr>
<td>Increase opportunities for parent feedback on academic program and school culture at Sci-Tech.</td>
<td>Currently, the staff decides on programs and evening events offered to families.</td>
<td>Develop a parent survey to determine type of parent education or social programs that parents would like to see implemented. Two parent surveys were developed and administered to parents.</td>
<td>Continue to administer a beginning of the year and end of the year survey for parents.</td>
<td>Continue to administer a beginning of the year and end of the year survey for parents.</td>
</tr>
</tbody>
</table>
Planned Actions / Services

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

### Action 1

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Sci-Tech Charter</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
<td>Specific Schools: Sci-Tech Charter</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>Low Income</td>
<td>[Add Students to be Served selection here]</td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
  - *create site-based team including PBIS coach, RTI Specialist, RSP Specialist, and*

- Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
  - *create site-based team including PBIS coach, RTI Specialist, RSP Specialist, and*

- Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
  - *develop universal awareness, common language, focus, and ownership of PBIS practices*
principal to hold staffings every 6-7 weeks to identify student needs and strategies
*develop universal awareness, common language, focus, and ownership of PBIS practices
*increase student sense of belonging with more active and involved Student Council
*Identify tiered supports for students through PBIS team meetings
*continue position of .2 counselor
*continue .5 RTI Specialist

principal to hold staffings every 6-7 weeks to identify student needs and strategies
*develop universal awareness, common language, focus, and ownership of PBIS practices
*increase student sense of belonging with more active and involved Student Council
*Identify tiered supports for students through PBIS team meetings
*continue position of .2 counselor
*continue 1.0 RTI Specialist

*increase student sense of belonging with more active and involved Student Council
*Identify tiered supports for students through PBIS team meetings
*continue position of .2 counselor
*continue 1.0 RTI Specialist

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$73,000</td>
<td>73,000</td>
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<tr>
<td>Budget Reference</td>
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<td>1xxx-3xxx</td>
<td>1xxx-3xxx</td>
</tr>
<tr>
<td>Amount</td>
<td>$7,500</td>
<td>$7,500</td>
<td>7,500</td>
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<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
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<tr>
<td>Budget Reference</td>
<td>1xxx-3xxx</td>
<td>1xxx-3xxx</td>
<td>1xxx-3xxx</td>
</tr>
</tbody>
</table>

**Action 2**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: Academic Conferences which includes: RTI Specialist, RSP Specialist, SST Chair and principal to hold staffings every 6-7 weeks to identify student needs and strategies</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>0</td>
<td>7,500</td>
</tr>
<tr>
<td>Source</td>
<td>Other</td>
<td>Other</td>
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<tr>
<td>Budget Reference</td>
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<td>Not Applicable</td>
<td>1xxx-3xxx</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$206,257</td>
<td>10.61%</td>
</tr>
</tbody>
</table>

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

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

For the 2019-20 school year, Science & Technology Academy projects an enrollment of 250 students, 135 of which will be low income, foster youth, or English Learners, resulting in an unduplicated pupil percentage of 53%. Our site will receive Title 1 funds in the amount of $15,168. Increased funds from 2018-2019 are estimated at $37,716. Anticipated total spending is expected to far exceed the Supplemental funds calculated. Approximately 49% of our students qualify for free or reduced price meals, 16% of our students are designated as English Learners, and 18% of our population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. In expending funds on a school-wide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English Learner pupils. Examples include expenditures on teacher professional development, intervention support, and increased technology resources, which when spent on a school-wide basis, positively impact low income, foster youth, and English learner pupils. We have determined that the most effective use of funds is to provide increased and improved interventions for our low income, foster youth, and English learners using targeted funds in the following manner:

- Providing a .5 FTE EL Specialist
- Providing a 1.0 RTI Specialist
- Providing a .2 Counselor
- Providing a part-time Reading Intervention Specialist to provide additional focused literacy instruction to help close the achievement gap
- Providing a Parent Liaison
- Technology Coordinator
- Professional Development on Technology
- Professional Development of STEAM education strategies
- Coordinator for UC Davis Bridge Tutoring Program
- UC Davis Bridge Transportation
- Family and Student activities

LCAP Year: **2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$206,532</td>
<td>10.08%</td>
</tr>
</tbody>
</table>

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

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

For the 2018-19 school year, Science & Technology Academy projects an enrollment of 264 students, 133 of which will be low income, foster youth, or English Learners, resulting in an unduplicated pupil percentage of 50.38%. Our site will receive Title 1 funds in the amount of $15,285. Increased funds from 2017-2018 are estimated at $37,716. Anticipated total spending is expected to far exceed the Supplemental funds calculated. Approximately 49% of our students qualify for free or reduced price meals, 12% of our students are designated as English Learners, and 16% of our population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. In expending funds on a schoolwide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English Learner pupils. Examples include expenditures on teacher professional development, intervention support, and increased technology resources, which when spent on a school-wide basis, positively impact low income, foster youth, and English learner pupils. We have determined that the most effective use of funds is to provide increased and improved interventions for our low income, foster youth, and English learners using targeted funds in the following manner:
• Providing a .5 FTE EL Specialist
• Providing a 1.0 RTI Specialist
• Providing a .2 Counselor
• Providing a part-time Reading Intervention Specialist to provide additional focused literacy instruction to help close the achievement gap
• Providing a Parent Liaison
• Technology Coordinator
• Professional Development on Technology
• Professional Development of STEAM education strategies
• Coordinator for UC Davis Bridge Tutoring Program
• Family and Student activities

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$183,735</td>
<td>9.32%</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
For the 2017-18 school year, Science & Technology Academy projects an enrollment of 275 students, 145 of which will be low income, foster youth, or English Learners, resulting in an unduplicated pupil percentage of 53.51%. Therefore, our site is not eligible for concentration grant funds. Increased funds from 2016-2017 are estimated at $40,688. Anticipated total spending is expected to far exceed the Supplemental funds calculated. Approximately 53% of our students qualify for free or reduced price meals, 19% of our students are designated as English Learners, and 20% of our population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. In expending funds on a school-wide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English Learner pupils. Examples include expenditures on teacher professional development, intervention support, and increased technology resources, which when spent on a school-wide basis, positively impact low income, foster youth, and English learner pupils.

We have determined that the most effective use of funds is to provide increased and improved interventions for our low income, foster youth, and English learners using targeted funds in the following manner:

- Providing a .5 FTE EL Specialist
- Providing a .5 RTI Specialist
- Providing a .2 Counselor
- Providing a part-time Reading Intervention Specialist to provide additional focused literacy instruction to help close the achievement gap
- Providing a Parent Liaison
- Professional Development on Technology
- Professional Development of STEAM education strategies
- Coordinator for UC Davis Bridge Tutoring Program
- Family and Student activities
Addendum

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

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

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

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

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

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal
State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

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

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) "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).

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

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

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

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

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

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

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

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

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

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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## Total Expenditures by Object Type and Funding Source

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