

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Science & Technology Academy at Knights Landing (Sci-Tech) serves approximately 275 students in grades TK-6. Our students come from the Knights Landing community, as well as Woodland, Esparto, Yolo, West Sacramento, and other surrounding cities and towns. Knights Landing is a small agricultural community and the school serves as the central 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). Sci-Tech serves a diverse student population including English Learners, Low Income students, Foster and Homeless students, and students with special needs.

The size of our campus does not allow for increased enrollment. However, while our student population has not increased, 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.

A breakdown of student enrollment for the 2017-18 school year follows.

	2017-18	
	#	%
Total Enrollment	277	
English Learners	34	12%
Gifted and Talented	59	21%
Identified Migrant	2	1%
Special Education	45	16%
Foster	3	1%
Free and Reduced Meal (FRMP)	137	49%
Unduplicated (Foster, EL, FRPM)	133	50%
Hispanic	126	45%
American Indian/Alaskan Native	2	1%
Asian	2	1%
Black/African American	5	2%
Native Hwn/Other Pacific Islander	2	1%
White	134	48%
Multiple	8	3%

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 18-19 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.) Students identified as Hispanic/Latino showed greater improvement in ELA/Literacy and Math as measured on the yearly state assessment California Assessment of Student Performance and Progress (CAASPP), as did other sub groups.

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

Greatest Progress

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

As seen in the Dashboard our English Language Arts progress was significant. Our overall student group performed in green, an increase of 21.1 points, 0.3 points above level 3. English Learners had an increase of 9.9 points performing in the yellow, while Socioeconomically Disadvantaged students increased 10.5 points, Students with Disabilities increased 11.3 points, and Hispanic students increased an impressive 15.4 points. The most significant increase was seen in White students, scoring 27.4 points higher than last year, putting those students firmly in the blue.

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 last year's focus. Teachers specifically noted students' ability to better "write on

demand”, increased quality in writing, and general improvement in student writing skills. It was evident in the increase of this years CAASPP scores in Language Arts that our focus is making a difference in students learning.

Focus during the past year, and continued focus in the coming year to using staff meeting and teacher collaboration time to specifically look at schoolwide trends in interim math, writing, and reading data to inform classroom instruction.

Continued implementation of 1:1 Chromebooks in grades K-6, and purchase of 5 Prowise Interactive Boards.

PBIS 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 schoolwide 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.

Training for teachers by Quality Teaching for English Learners (QTEL), as well as the implementation of strategies that provide support for ALL students.

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.

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

Completed set of courses for Parent Institute for Quality Education (PIQE). We had 15 parents graduate.

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

Greatest Needs

Math is an area of concern on the Dashboard. Our overall student group performed in the yellow, however, we saw an overall decline of 1.6 points. English Learners, Socioeconomically Disadvantaged and Hispanic students all saw a decline. This year, White students showed the greatest increase scoring 6.3 points higher than the previous year. This increase put them in the green at 4.7 points below level 3. Moving forward, QTEL strategies will continue to be used during math instruction with the goal of increasing student participation and engagement. 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 LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The California School Dashboard and results from the California Assessment of Student Performance and Progress show that there is a performance gap between All Students and Students with Disabilities, English Language Learners, and Low Income students in both English Language Arts and Mathematics.

PERFORMANCE GAPS

Sci-Tech staff will continue to participate in professional development to inform instructional practice in regards to aligning rigorous instruction to California Standards, while maintaining high student engagement and interest. The use of effective pedagogy to increase language acquisition for English Language Learners, as well as that of all learners, will continue to be a focus through QTEL strategies and other curricular choices. The use of our RTI Specialist to help monitor student achievement, hold regularly scheduled academic

conferences, and provide support for teachers is a key element in monitoring and closing the achievement gap.

Our after school Bridge Program in conjunction with UC Davis, is helping to provide tutoring and mentoring to some of our most vulnerable students.

The chart below shows the 2017 Smarter Balanced Assessment scores for both English Language Arts and Math.

% Met/Exceeded Standard	ELA	Math
All Students	45%	47%
English Learners	0%	13%
Low Income	22%	23%
Special Education	13%	27%
Foster Youth	0%	20%

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

Increased or Improved services

Sci-Tech recognizes the unique needs of Low Income Students, English Learners, Special Education Students, and Foster Youth. In support of Low Income students we will provide tiered supports through counseling, RTI, and the UC Davis Bridge Program. These interventions target social/emotional, as well as academic needs. We will continue to improve upon our targeted interventions for English Learners through school-wide expanded implementation of QTEL strategies, SIPPS, Academic Vocabulary Instruction, UC Davis Bridge, and our Parent Liaison position. We will continue to identify and support homeless and foster youth using appropriate interventions.

Staff will continue to seek out professional development targeted to better meet the increasing needs of our students.

Budget Summary

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

DESCRIPTION	AMOUNT
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Total General Fund Budget Expenditures For LCAP Year	\$2,320,369
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$206,532

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

Costs not included in LCAP and covered by the Charter's General Fund Budget include, but are not limited to:

- 1. Teacher salaries = \$886,369
- 2. Administrator salaries = \$104,158
- 3. Staff salaries = \$115,589
- 4. Student transportation costs = \$67,760
- 5. Special Education = \$281,720
- 6. Other = \$642,956

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,253,834

Annual Update

LCAP Year Reviewed: 2017-18

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:

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

Expected

Actual

1. Continued professional development in Common Core instructional strategies	1.Through a combination of Charter and WJUSD offerings, all staff were provided professional development in the areas of science (STEAM -Science Technology, Engineering, Art and Math conference) and language arts (A.L.L, GLAD, QTEL, Kinsella) during the 17-18 school year. This focus for professional development will continue into the coming year.
2.Continued collaboration time to further develop cohesive, effective and intentionally implemented instructional practices	2.Staff meeting and teacher collaboration time to discuss student summative and interim data, with the goal of clarifying instructional practices that need to be implemented schoolwide for increased student achievement. This focus will continue into the coming year.
3.Increase teacher participation in technology-focused professional development	3.Two teachers participated in District offered Technology PD during the year, and five teachers attended technology PD during the summer of 2017. All teachers received training in Aeries.net use and in the transition to Gmail for the entire district. Additionally, all teachers were invited to see rolling technology screens for potential use in classrooms. Five of these large

	computer screens or Prowise Boards were purchased from the 17-18 budget allocation, in addition to numerous computers. This focus will continue into the coming year.
4. Use the State Accountability Metrics document (California School Dashboard) as a tool to disaggregate student data at the beginning of the school year in order to more effectively determine a baseline for instruction in the new school year (eg. formation of instructional groupings in the school as a whole, and specifically within classrooms) for all significant subgroups.	4. Include use of this document with staff, ELAC, PTO, School Advisory Committee and Governance Committee at start of year meetings; refer to it at other key junctures throughout the year as a baseline when measuring student growth.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Staff Development and Collaboration Days for A.L.L., QTEL and GLAD	Sci-Tech is providing 2 additional days for planning at the beginning of the 17-18 year (at extra duty rate) Additionally, staff will be provided professional development opportunities through the WJUSD in the following areas: Student achievement, parent engagement, school climate, PBIS, MTSS, technology, UC Davis Math Project, A.L.L., restorative practices, and social science standards training. We will continue with this focus in 2018-19.	LCFF Base \$12,000	\$12,000
Staff Development and Collaboration Days for technology instruction including Google docs,	Site based technology coordinator will be paid to work with staff during teacher days prior to the start of the school year.	Supplemental \$4,000	\$4,000

Google Classroom, and innovative instructional apps	5 Staff members are scheduled for multiple days of technology based PD over this summer		
Focus on Academic Language and Language Development: Teachers will receive peer coaching and assistance	Kate Kinsella Academic Vocabulary materials purchased for grades 2-6. Some initial coaching done, but we were unable to sustain coaching throughout the year. This will be a focus again in 18-19.	LCFF Base \$4,500	\$4,500
Fund 1.0 FTE Technology TOSA to oversee technology curriculum development and provide technology support for staff (temp position to be created after the start of the school years, provided there is adequate funding)	A technology coordinator was hired in January 2018	LCFF Base \$65,000	\$22,000

Analysis

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

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

Goal 1 is about professional development and improving the professional practices of our teaching staff. There were several actions successfully implemented which have shown positive results. First, allowing teachers to take a full week to not only plan, but to revisit our mission to teach thematically, had a positive influence on both staff morale and student instruction. Next, we developed a Teacher Team which led a school-wide focus on writing for the year. This focus on writing provided us with a common goal, common language, and peer accountability. In conjunction with WJUSD, two QTEL consultants led K-6 grade teachers in an inquiry cycle in which they planned, delivered and reflected lesson units.

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

There were a number of trainings and opportunities extended to the charter by WJUSD. This resulted in less funding required for some of our actions. Also, several teachers chose to look for summer trainings, which is reflected in funds expended in 2017-18.

We did hire a Technology Coordinator in January and not a Technology TOSA.

Explain 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.

Goal 1 will continue in the plan for 18-19 with greater specifics regarding data collection, goal setting in reference to intentions and targets, benchmarks, and measurable objectives. Also, a commitment to ensuring effective communication by teachers to parents as to classwork, with feedback on progress through corrected assignments, tests, homework or work product to enable parents to play a role in monitoring, assessing and supporting the student's benchmark achievements and needs on a regular, established basis.

Annual Update

LCAP Year Reviewed: 2017-18

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

Expected

Actual

1. Students will receive instruction that is increasingly aligned to the Common Core State Standards, California English Language Development Standards, and the Next Generation Science Standards

1. In large part due to the work done during "Curriculum Camp", teachers were better equipped to teach to the new standards. With the addition of more technology (chromebooks) in classrooms, students were able to access more online instructional programs.

2. STEM/STEAM practices will be implemented school-wide

2. STEM/STEAM practices were emphasized to a much greater degree during Big Science Fridays, in part due to a BSF (Big

	Science Friday) teacher coordinator. All teachers attended the California STEAM Symposium in San Francisco.
3.Matrix for evaluating vocabulary instruction will be developed	3. Vocabulary matrix was not developed this year, however, progress continues to be made in teaching academic vocabulary school-wide. Three intermediate grade teachers attended a Kate Kinsella training this year to further help the team.
4.Rubrics for holistic scoring of writing will be developed	4. Rubrics for calibrating and scoring writing developed by the Elk Grove School District were used this year. These rubrics were already aligned to Common Core and were easy to implement.
5.Close Reading practices will be implemented to assist students in reading and grade level literacy practices	5. Close Reading practices were not implemented this year. We plan to continue focusing on grade level literacy practices through the use of literature studies, thematic units, and Newsela (an instructional content platform). Teachers have been sharing best practices during collaboration time.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase 2 additional class sets of chromebooks, one class set of ipads, and supporting apps	Purchased 38 chromebooks 5 Prowise Interactive Boards were purchased, along with teacher computers	LCFF Base \$35,000	\$107,000
100% of teachers will participate in a minimum of 2 professional development opportunities to increase expertise in Close Reading	Close Reading training was not offered by WJUSD this year	\$0 – District covered expense	\$0

Purchase site license for AR 360 and STAR 360 to enhance instruction and monitor progress	Site license purchased	LCFF Base \$6,100	\$6,500
Purchase NGSS aligned science materials to support increased interactive STEM/STEAM Science lessons	Some science materials purchased for classrooms. FOSS (Full Option Science System) units were purchased for 5th grade. Mystery Science license for whole school was purchased.	LCFF Base \$10,000	\$9,000
Provide enrichment activities to support the achievement of targeted student groups participating in the Gifted and Talented Education (GATE) program. Activities may be extended to reach a greater student demographic. This will help build a sense of student belonging and community.	Provide enrichment activities to support the achievement of targeted student groups participating in the Gifted and Talented Education (GATE) program. Activities may be extended to reach a greater student demographic. This will help build a sense of student belonging and community.	LCFF Supplemental \$10,000	\$5,000

Analysis

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

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

Goal 2 is about ensuring that students reach proficiency in literacy, numeracy, and 21st Century skills. In the areas of literacy and numeracy, the actions that were implemented and most successful were Curriculum Camp, QTEL training and strategy use, and increased access to technology through the purchase of chromebooks and Prowise Interactive boards. Additional technology in the classrooms gave teachers greater access to online programs and assessments. On-site Technology Coordinator pushed into TK-6 weekly to provide technology support and STEAM activities.

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

The school-wide focus on writing for this year continue to bring literacy to the forefront of instruction. Teachers shared sentence frames, graphic organizers, and teaching strategies. Collaborative time for scoring gave accountability to the work. QTEL language

strategies were infused into the writing instruction. These strategies were chosen and modeled by the Teacher Team. All teachers were part of the District QTEL training.

The purchase of 38 chromebooks allowed teachers to access and use Google Classroom for a variety of assignments. Additional purchases of chromebooks allowed K students to have access to chromebooks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Chromebooks and access to Google Classroom was pushed to the front when looking at priorities in this goal. Purchasing the 38 chromebooks allowed teachers greater flexibility with instructional design, but was a larger expense than planned. Additional materials such as new teacher computers, 5 Prowise Boards and 38 Chromebooks were purchased in an effort to give access to all students and teachers.

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.

Goal 2 will continue in the plan for 18-19 with greater specifics regarding data collection, goal setting in reference to intentions or targets, benchmarks, and measurable objectives.

Annual Update

LCAP Year Reviewed: 2017-18

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:

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

Expected

Actual

Expected	Actual
1. Increase the reclassification rate for English Learners	1. 2017-18 reclassification rate was 18%.
2. Establish a baseline for the number of students meeting the State	2. Metric not yet available. 0% EL students met standards in ELA on CAASPP, 13% met standards in Math
3. Establish a baseline for implementation of strategies provided by Quality Teaching for English Learners (QTEL)	3. WJUSD extended participation to Sci-Tech teachers. K-6 grade staff members participated in a cycle of inquiry. Staff continued to work together to define and implement QTEL strategies aligned with writing genres.

4. Continue to improve additional supports for students needing interventions

4. RTI Specialist, EL Specialist, Reading Intervention Specialist, Paraprofessionals and KL Bridge program are all intervention supports we have in place.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor and provide additional support for struggling students. Continue to fund a 1.0 RTI Specialist to analyze student data, and provide and coordinate interventions for students	RTI Specialist position was not filled after specialist became Principal	LCFF Supplemental \$40,000 \$40,000 Base	\$0 - position was not able to be filled
Implement Kate Kinsella Academic Vocabulary curriculum in grades 2-6	Kate Kinsella materials purchased for grades 3-6 (not available for grade 2)	LCFF Supplemental \$6,000	\$7,739
Continue to fund a .5 EL Specialist to provide site support with data analysis to monitor EL progress and determine appropriate strategies, interventions, case management, and additional instruction as needed	EL Specialist position was not able to be filled after specialist became Principal.	LCFF Supplemental \$40,000	\$0
Hire a part-time Reading Intervention Specialist to provide focused literacy instruction (SIPPS) to help close the achievement gap	Reading Intervention Specialist hired to work 2-3 days per week. Specialist does push-in and pull-out group work focusing on SIPPS.	LCFF Supplemental \$30,000	\$28,000
Hold at least one "College and Career" night for students and parents. Help define for students and parents the school courses needed and resources available to help support a pathway towards college or career	Staff members and various parent groups decided to change this goal. They feel that having a 6th grade parent meeting to help families better transition to junior high and high school would best suit our student population. In addition, providing field trips	LCFF Supplemental \$2,000	\$1,500

	to different colleges and universities helped students see options for the future.		
Continue to develop and fund the after school tutoring program in collaboration with UC Davis: "KL Bridge" Fund one part-time coordinator	KL Bridge coordinator position continued this year. This person hires and oversees all tutors, plans special events for Bridge students, and monitors tutors hours according to Work Study guidelines.	LCFF Supplemental \$25,000	\$22,000.

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.

Although, some of the actions/services within the goal of improving the English proficiency and academic achievement of English Learners were not able to be implemented, all teachers received training in QTEL strategies. QTEL focuses on the integration of Language Instruction in Content Area Teaching, Learning as a Social Process, and Vocabulary Development. This continues to translated into improved practices in the classroom. Additionally, funds have been provided for additional support and instruction. These funds are used for intervention, professional development for teachers and staff, extra duty pay for teacher collaboration time, and after school enrichment activities.

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

In 17-18 Sci-Tech continues to exceeded its goal for student reclassification- 11 students were reclassified which translates to 18%. On the current Dashboard, EL students are performing in the yellow which was an improvement of 9.9 points from last year. However, in math, EL students stayed in the orange and we saw a decline of 11.1 points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Materials differences between budgeted expenses and estimated actuals are due to the RTI and EL position not filled, making staffing costs less than estimated.

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.

Goal 3 will continue in the plan for 18-19 with greater specifics regarding data collection, goal setting in reference to intentions or targets, benchmarks, and measurable objectives.

Annual Update

LCAP Year Reviewed: 2017–18

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:

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

Local Priorities: Charter Petition

Annual Measurable Outcomes

Expected

Actual

1. Increase the number of parents participating in school-wide activities

1. The lack of EL Specialist decreased parent participation in ELAC, but there was an increase in parent participation during school-wide evening events.

2. Increase the percentage of parents from underrepresented groups engaged in school activities

2. PIQE I and II (Parent Institute for Quality Education) were offered this year. Fifteen parents graduated from the program. With the addition of programs like See-Saw and Remind we saw significant growth in parent interaction with teachers, in particular with underrepresented groups.

3. Increase the number of parents involved in PTO, Site Council, and ELAC

3. PTO and ELAC were on the same night with a half an hour joint session for parent training. Site Advisory Council met monthly, so enrollment did increase. ELAC did not grow due to lack of EL Specialist.

4. Increase parent presence on campus, especially from underrepresented groups	4. Parent participation is slowly increasing. A feel of a more cohesive community is evident. More parents are becoming paraprofessionals on site and feel more connected.
5. Increase the variety of opportunities for families/parents to be on campus and engaged with students and/or staff	5. PIQE, and the combining of events (Harvest Festival with Dia de los Muertos) continue to increase opportunities for families to come together.
6. Add one or two additional evening events for families each year: Math Night, Science Night, Tech Night, etc.	6. With the addition of the the Technology Coordinator, an additional event was offered this year; Code Night . Plans to offer more events like this for the new school year are in place.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School website to be maintained with up-to-date information and parent resources	Website better maintained, but there is room for improvement. Calendar needs to be kept more up to date. Information needs to be provided in Spanish as well as English.	LCFF Base \$1,200	\$1,000
Provide on-site fingerprinting once per year, processing fees funded by school	WJUSD now has a program to cover fingerprinting costs for families. This is no longer practical/needed.	LCFF Supplemental \$5,000	\$0
Develop Parent Liaison position to provide ongoing outreach and support for parents	Parent Liaison was hired this year, but about mid-year. Next year a new parent will fill the position, so we will do more at the beginning of school year.	LCFF Supplemental \$6,000	\$0- Parent Liaison took a paraprofessional position
Provide on-site ESL classes for parents, including babysitting and snacks	A series of ESL classes were tried on different days and times to see which ones would best fit the needs of parents.	LCFF Supplemental \$2,000	\$0 - Classes were not provided this year.

	However, attendance was an issue, so classes did not continue.		
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Analysis

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

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

Actions and services to increase parent and community participation this year include the following:

Parent Institute for Quality Education (PIQE), Sci-Tech paid for 1 parent to attend CAFE, website updated more often, Sunday emails and phone calls to parents informing them of weekly happenings, combining of events to increase community cohesiveness (such as Dia de los Muertos and Harvest Festival.)

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

The effectiveness of the actions and services is hard to measure, it is perhaps more subjective. PIQE parents praised the program and asked that it be continued next year. Through parent survey, positive feedback has been received regarding both the weekly phone calls and the updated website.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

WJUSD offering fingerprinting helped decrease our costs, as did the fact that there were no ESL classes. WJUSD covered all costs for the PIQE program, including food and babysitting. Parent Liaison position was not able to be filled.

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.

Goal 4 will continue in the plan for 17-18 with greater specifics regarding data collection, goal setting in reference to intentions or targets, benchmarks, and measurable objectives.

Annual Update

LCAP Year Reviewed: 2017-18

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; Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement; Priority 6: School Climate.

Local Priorities: Charter Petition

Annual Measureable Outcomes

Expected

Actual

1.All classrooms will participate in class meetings at least once a week

1. Class meetings are held weekly in each room.

2.Decrease the number of students who are chronically absent

2. Absenteeism rates continue high for some of our students due to health issues, or family situations. We are working to address these issues through MTSS.

3. Establish a baseline for student sense of safety and school connectedness

3. A survey was developed with the help of Student council and was given to all students to measure sense of safety and connectedness.

4. Develop an annual LCAP and Parent Satisfaction Survey

4. Two parent surveys were given this year. The first one was developed by the Governance committee to learn about parent involvement and was given during the beginning of the school year. The second survey was given at the end of the year to address parent satisfaction.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention	GREAT program was held in both 4 th grade classrooms. Materials were well received by students. The GREAT program promotes positive community and school relationships as well as a positive view of law enforcement.	\$0 – provided through the City of Woodland	\$0
Parent Liaison position to provide ongoing outreach and support for parents to help decrease absence rates	Parent Liaison hired, but parent applied for and was hired as a paraprofessional. Continued position development will be the focus next year.	\$0 – Previously funded in Goal #4	\$0 – Previously funded in Goal #4
Purchase incentive for students to reinforce positive behaviors and attitudes	PTO and school funded incentives for students.	LCFF base \$850	\$350
School-wide celebration of positive school culture	End-of-the-Year BBQ held and costs covered by PTO. Various assemblies were planned this year to address school culture (Touch of Understanding and Power of One)	LCFF Supplemental \$1,000	\$4,000

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.

Through the implementation of the Multi-tiered Systems of Support (MTSS) and Positive Behavior Interventions Support (PBIS) we continue to work toward a school climate that is safe and ensures the social/emotional well-being of all children. A full time RTI specialist has been hired for the 18-19 school year and will continue to focus on providing support for students with behavioral and trauma challenges.

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

The effectiveness of the actions and services of this goal were measured by both the parent and student surveys which indicated a high level of satisfaction.

“This school is focused on teaching children outside the mundane curriculum I’ve seen at other schools. I love that this school thinks outside of the box and let’s the children learn from experience and not just theory. It definitely is Hands On - Minds On. I love that the staff take feedback from parents AND students. It always feels like a community whether it be in class, at a field trip, parent conference, or school event.” - SciTech Parent

However, office referrals are down. Our suspension rates continue to stay lower than the District average. PBIS has helped us develop school-wide behavioral expectations and have worked toward a more cohesive message from staff to students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As this is an area in which parents have voiced interest, PTO has stepped forward and volunteered to cover costs for some expenses.

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.

Goal 5 will continue in the plan for 18-19 with greater specifics regarding data collection, goal setting in reference to intentions or targets, benchmarks, and measurable objectives.

Stakeholder Engagement

LCAP Year: 2017-18

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?

Staff meetings and committee meetings were held throughout the year to review the LCAP, determine fidelity and progress, as well as make recommendations for future actions. Additionally, ELAC parents and PIQE parents were asked to provide feedback and recommendations.

A draft of the LCAP was posted to the charter website requesting feedback and input.

PTO Board, Site Advisory Council, ELAC, all staff and Governance Committee members continually reviewed and refined LCAP.

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 2017-18 school year, the staff reviewed the 8 state priority areas and the LCFF funding model. 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately credentialed and assigned teachers	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	[Add outcome here]
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.	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.	[Add outcome here]
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices	Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of work	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	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	[Add outcome here]
Increase the percentage of students in both Meets and Exceeds Standards	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	

levels on SBAC English Language Arts				
Increase the percentage of students in both Meets and Exceeds in SBAC Math	In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds level on the SBAC Math	In Spring 2017 CAASPP testing 47% of students achieved the Meets/Exceeds level on the on Math	10% growth over baseline	
Show growth on ELA and Math Academic Indicator (California Five-by-Five Grid Placement Report) for "All Students" group	The charter school has a performance level of orange for ELA, and a performance level of yellow for Math.	The charter school has a performance level of green for ELA and yellow for Math.	Performance level of green for both ELA and Math.	

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)

Location(s):

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

All

Sci-Tech Charter

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)

English Learners, Foster Youth, and/or low income

Schoolwide

Sci-Tech Charter

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
Modified	Unchanged	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following:</p> <ul style="list-style-type: none"> *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). 	<p>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following:</p> <ul style="list-style-type: none"> *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). 	<p>[Describe the 2019-20 action/service here]</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$30,000	[Add amount here]
Source	base	base	[Add source here]
Budget Reference	1xxx-5xxx	1xxx-5xxx	[Add budget reference here]

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 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

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.)

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Extend use of QTEL strategies to greater include Math and Science instruction	As a result of our work with InnovateEd and Teacher Teams, there was a school-wide focus on writing which incorporated QTEL strategies into each genre	Adjust Implementation Plan to extend QTEL 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.	Continue to adjust plan to extend implementation of QTEL 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.	[Add outcome here]
Greater use and integration of technology to promote optimum student engagement and growth	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	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.	Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.	[Add outcome here]

Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework	Based on classroom observations, collaborative discussions, and displayed student work, not all learning is rigorous and meets grade level standards	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	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.	[Add outcome here]
Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts (Goal 1)	In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA. (Goal 1)	Spring 2017 CAASPP testing 45% of students achieved the Meets/Exceeds level on the ELA	Goal 1 - continue to work toward a 10% increase each year.	
Increase the emphasis on Language Acquisition and Development within thematic Science units	Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies	Through use of collaboration time and thematic planning, 50% of NGSS lessons will incorporate QTEL strategies	Continue to incorporate QTEL strategies in all content areas.	
Ensure 1:1 access in classrooms and at home	Currently, 4-6 Grade students participate in the Take-Home chromebook program. Hot spots are provided to families requiring internet access	Extend program to 3 rd grade, and possibly 2 nd . (This will require purchasing additional carrying cases and power cords).	Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access.	
STEM/STEAM approach will be used school-wide	Currently, STEM/STEAM challenges are planned for some of our Big Science Fridays, and are implemented in some classrooms.	100% of classrooms will incorporate some STEM/STEAM activities into each science unit or theme.	100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator.	

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 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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Sci-Tech Charter

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)
English Learners, Foster Youth and Low Income	Schoolwide	Sci-Tech Charter

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
Modified	Modified	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

<p>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:</p> <ul style="list-style-type: none"> *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. *calendar and use 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 *design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary 	<p>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:</p> <ul style="list-style-type: none"> *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. *calendar and use 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 *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. 	<p>[Describe the 2019-20 action/service here]</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	53,000	[Add amount here]
Source	Supplemental	Supplemental	[Add source here]
Budget Reference	4xxx	4xxx	[Add budget reference here]

Amount	\$20,000
Source	Base
Budget Reference	1xxx-3xxx

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)

Modified

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:

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:

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. In 2016-17, English Learners account for 19% of our school population. This year, 25% 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 2015-16, English Learners were 56.6 below level 3, which gives them a status of Low. Our All Student group scored 20.8 points below 3, which gives them a status of Low, as well. On the SBAC test in Math, English Learners were 43.4 points below a level 3, while All Students were 17.3 points below a 3. In 17-18 Sci-Tech continues to exceed its goal for student reclassification . 11 students were reclassified which translates to 18%. On the current Dashboard, EL students are performing in the yellow which was an

improvement of 9.9 points from last year. However, in math, EL students stayed in the orange and we saw a decline of 11.1 points. 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Show growth on the English Learner progress Indicator (California School Dashboard)	For the 2015-16 SBAC, English Learners had a status of Low in both English language Arts and Math.	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	Increase in both ELA and Math CAASPP scores for English Learners.	[Add outcome here]
Monitor and increase the reading level proficiency of English Learners across all grade levels	Develop a central system to monitor and document the reading progress for all EL students	Increase percentage of EL students reading at grade level by 10%	Increase English Learners student reading at grade level by 10% based on various school assessments	[Add outcome here]
Monitor and increase Math level scores for all English Learners across all grade levels	Develop a central system to monitor and document the grade level math progress for all EL students	Increase the percentage of EL students performing math at grade level by 10%	Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.	[Add outcome here]

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 3

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

Sci-Tech Charter

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

Modified

Modified

[Add 2019-20 selection here]

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 Page 42 of 53 strategies and interventions, and provide staff support for

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,

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

improved instruction *continue to provide Reading Intervention Specialist to focus on SIPPS instruction	and provide staff support for improved instruction *continue to provide Reading Intervention Specialist to focus on SIPPS instruction *Use paraprofessionals to provide class support.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$55,000	[Add amount here]
Source	Supplemental	Supplemental	[Add source here]
Budget Reference	1xxx-3xxx	1xxx-3xxx	[Add budget reference here]

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)

Modified

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:

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:

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor participation rates of parents at School Site Council, ELAC, and PTO to increase participation and monitor the representation of diversity of student demographics	Baseline data needs to be established.	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.	Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.	[Add outcome here]
Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities	Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities	Increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.	Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.	[Add outcome here]
Increase parent education and information meetings	Current ELAC meetings provide 30 minutes of parent education/information before	Informational/educational portions of the meetings were at a joint time for ELAC and PTO.	Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.	

	the business meeting. PTO does not follow this format.			
Develop opportunities for parents/families and community members to participate in student-led demonstrations of learning.	Currently, there are limited opportunities for students to demonstrate learning to an audience outside the regular classroom.	There were multiple opportunities for students to demonstrate their learning through science fair projects, family code night, Kermes performances, music performances and art night.	Continue to provide opportunities for students to share their knowledge outside of the classroom.	
Increase opportunities for parents to participate in fun learning activities.	Currently, there are limited opportunities for parents to participate learning opportunities.	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.	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.	

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 4

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)

Location(s):

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

All	Sci Tech Charter
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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)
English Learners, Foster Youth, and Low Income	Schoolwide	Sci-Tech Charter

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
modified	modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	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 *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	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	[Describe the 2019-20 action/service here]

*Develop a parent place on site where they have access to technology and resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	25,000	[Add amount here]
Source	Supplemental	Supplemental	[Add source here]
Budget Reference	1xxx-3xxx	1xxx-3xxx	[Add budget reference here]

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)

Modified

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; Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement; Priority 6: School Climate.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Refine common agreements about school-wide consistent and effective Positive Behavior Interventions and Supports	In 2016-17 we drafted agreed upon expectations for students. Expectations were taught on two occasions.	A plan to teach expectations was developed and posters were displayed throughout the school.	Continue to calendar the teaching of expectations and display posters throughout the school.	[Add outcome here]
Develop common agreements about school-wide consistent and effective Positive Behavior and Supports <u>within</u> the classrooms, so students are experiencing consistent expectations.	Currently, there are teacher-directed behavior support structures and some structures that support PBIS strategies.	Teachers began to identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom.	Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.	[Add outcome here]
Provide targeted professional development for classified staff to support the work done through PBIS, so students continue to receive consistent messages and expectations.	Currently most classified staff (paraprofessionals, yard duty and bus stop personnel, tutors, etc.) have not received training in PBIS strategies and expectations.	All classified staff receive job-embedded professional learning opportunities that support the work done through PBIS and MTSS.	Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page.	[Add outcome here]
Increase student sense of school belonging	In 2016-17, Student Council was very active at the beginning of the year, but	In 2017-18, Student Council was more active and meaningful. Meetings were	In 2018-19, Student Council will continue to have an active participation and input.	

and ownership by increasing the role students play in various committees: Student Council Site Council PTO ELAC Governance Comm.	became less so as the year moved on.	held on a regular basis and students were give input on activities such as: Spirit days Charitable giving opportunities Evening events Teaching of school-wide expectations Development of student survey		
Increase student sense of belonging, as well as provide enrichment, through additional activities	In 2016-17, there were several enrichment opportunities offered: Gate Art Model Car Building Nature Bowl Flag Football	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.	Continue to provide enrichment activities based on student interests.	
Increase opportunities for parent feedback on academic program and school culture at Sci-Tech.	Currently, the staff decides on programs and evening events offered to families.	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.	Continue to administer a beginning of the year and end of the year survey for parents.	

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 5

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)

Location(s):

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

All

Sci-Tech Charter

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)

English Learners, Foster Youth, and Low Income

Schoolwide

Sci-Tech Charter

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

Modified

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

<p>principal to hold staffings every 6-7 weeks to identify student needs and strategies</p> <ul style="list-style-type: none"> *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 	<p>principal to hold staffings every 6-7 weeks to identify student needs and strategies</p> <ul style="list-style-type: none"> *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 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,000	73,000	[Add amount here]
Source	Supplemental	Supplemental	[Add source here]
Budget Reference	1xxx-3xxx	1xxx-3xxx	[Add budget reference here]

Amount	\$7,500	\$7,500	[Add amount here]
Source	Base	Base	[Add source here]
Budget Reference	1xxx-3xxx	1xxx-3xxx	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 206,532	10.08 %
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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 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
- 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 articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the 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.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not 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 (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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?

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