

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Science & Technology Academy at Knights Landing (Sci-Tech)

LCAP Year: 2014-15

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

INTRODUCTION TO SCI-TECH CHARTER

Overview

While Sci-Tech is only in its fourth year of operation, it has already become a reputable and well-established charter school in Woodland with strong performance academically and fiscally. However, in order to sustain and exceed current levels of performance, we must continue to be sensitive to changing academic learning environments, authorizer relations, state education policies, and the country's economic challenges. Sci-Tech must continue to exercise due diligence to make sure that it has the educational resources, operational capacity and human capital necessary to accomplish its overarching mission.

Mission

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

Sci-Tech is a site-based program located at 9544 Mill Street in Knights Landing, Yolo County. Sci-Tech provides rigorous academic and behavioral support for students to become self-motivated, competent, lifelong learners and also helps students to develop a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle.

Educational Philosophy

Years of educational research on pedagogy, curriculum, and instructional methods are now being combined with the emerging fields of brain research and neuropsychology and applied to educational processes to point educators in the direction of the best practices that support learning. In building the program at Sci-Tech, the founding group settled on four major ideas, or themes, that drive the Charter School. These major themes are called the **Cornerstones**, and they include the following:

- 1) The use of science curriculum to drive teaching and learning of all other core areas;
- 2) The use of inquiry-based instruction to foster curiosity and develop problem solving skills;
- 3) The infusion of technology into the students' everyday learning experiences; and
- 4) The focus on creating a supportive and encouraging environment through relationships and community building among students, staff, parents, and community members.

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The creation of the state required LCAP comes right on the heels of the completion of two comprehensive, school wide processes that involved representatives from all Sci-Tech stakeholder groups (including staff, parents, students, committee members, and community members): The California Distinguished School application and award process and the charter renewal process. Both processes involved comprehensive school wide assessments and analysis that added greatly to the basis for the development of this LCAP.</p>	<p>This LCAP honors the work done by Sci-Tech stakeholders during the year and builds upon and further strengthens the education direction outlined in our recently renewed petition.</p>
<p>Sci-Tech Process of engagement for the LCAP of 2014:</p> <ul style="list-style-type: none"> • February – June 2014 LCFF and LCAP Presentations at WJUSD School Board Meetings • March 17, 2014 Sci-Tech Staff Collaboration Day • March 26, 2014 Sci-Tech Governance Committee Meeting • April 16, 2014 ELAC, Site Council, PTO (separate meetings) • June 13, 2014 Draft LCAP posted to website for review and input • June 18, 2014 LCAP Public Hearing and Governance Committee Meeting • June 30, 2014 LCAP submitted to WJUSD and YCOE 	<ul style="list-style-type: none"> • The school board, district staff, and public have a better understanding of the LCAP • 8 state priority areas and LCFF funding model detailed for staff • Staff gave extensive input for development of each of the 8 areas of the LCAP, including prioritizing areas of need • Governance Committee members review staff input and make additional recommendations • 8 state priority areas and LCFF funding model detailed, staff recommendations reviewed, additional input requested • Stakeholder feedback collected to inform final draft of the LCAP • Sci-Tech Governance Committee makes final recommendations and approves LCAP for submittal to WJUSD and YCOE

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2015-16	
<p>Need:</p> <p>1. Professional Development in Common Core instructional strategies</p> <p>2. Increased Collaboration Time to develop Thematic Instruction Units</p> <p>3. Additional Professional Develop in SADAIE to improve student achievement across all subgroups</p> <p>Metric: Teacher and administrator</p>	<p>Goal 1. Quality Teaching: Improve instructional practice through professional development and professional learning community</p>	All	Sci-Tech		<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards, and the Next Generation Science Standards (NGSS.)</p> <p>Science-based Thematic units will continue to be developed and implemented in</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards, and the Next Generation Science Standards (NGSS.)</p> <p>Science-based Thematic units will continue to be developed and implemented in</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards, and the Next Generation Science Standards (NGSS.)</p> <p>Science-based Thematic units will continue to be developed and implemented in</p>	<p><i>Priority 1 - Basic Services</i></p> <p><i>Priority 2 - Implementation of State Standards</i></p> <p><i>Priority 4 - Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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surveys; on-site audits of program implementation; SBAC; STAR Math and Reading assessment data, Academic Performance Index (API) Staff lists of teachers who have participated in Professional Development opportunities					2014-15 incorporating the newly adopted standards Baseline API scores will be established on the California Assessment of Student Performance and Progress (CAASPP) Charter school will meet or exceed API targets when they are established	2015-16 fully incorporating the adopted standards Baseline API scores will be established on the California Assessment of Student Performance and Progress (CAASPP) Charter school will meet or exceed API targets when they are established	2016-17 fully incorporating the adopted standards Baseline API scores will be established on the California Assessment of Student Performance and Progress (CAASPP) Charter school will meet or exceed API targets when they are established	

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<p>Need: In order to ensure that students master the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) there is a need to:</p> <ol style="list-style-type: none"> 1. Ensure grade level proficiency in literacy in order to access curriculum and instruction 2. Cohesively implement a program which heavily emphasizes literacy across the curriculum 	<p>Goal 2. Successful Implementation of Common Core: Students will master the Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS)</p>	All	Sci-Tech		<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards, and the Next Generation Science Standards (NGSS.)</p> <p>Science-based Thematic units will continue to be developed and implemented in 2014-15 incorporating</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards, and the Next Generation Science Standards (NGSS.)</p> <p>Science-based Thematic units will continue to be developed and implemented in 2015-16 fully incorporating</p>	<p>Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards, and the Next Generation Science Standards (NGSS.)</p> <p>Science-based Thematic units will continue to be developed and implemented in 2016-17 fully incorporating</p>	<p><i>Priority 1 - Basic Services</i></p> <p><i>Priority 2 - Implementation of State Standards</i></p> <p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>3. Provide adequate Common Core aligned materials for students</p> <p>4. Ensure that instruction is differentiated to meet the individual needs of each student</p>				<p>the newly standards</p> <p>Adopt a school wide approach to academic vocabulary instruction to promote</p> <p>Purchase CCSS aligned Math curriculum materials for 100% of students</p>	<p>the adopted standards</p> <p>Matrix for evaluating vocabulary instruction will be developed</p> <p>Purchase CCSS aligned ELA curriculum materials for 100% of students</p>	<p>the adopted standards</p> <p>Vocabulary instruction across grade levels will be evaluated based on the matrix</p> <p>Purchase NGSS aligned Science curriculum materials for 100% of students</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Need:</p> <p>1. Increase the percentage of English Learners making annual progress towards proficiency</p> <p>2. Accelerate student learning increases for ELL and low income students to decrease the achievement gap</p> <p>Metric: California English Language Development Test (CELDT) or successor test, proficiency rates on STAR Math and STAR Literacy assessments</p>	<p>Goal 3. Closing the Achievement Gap with High Expectations for All</p> <p>Improve the English proficiency and academic achievement of English Learners and Low SES students</p>	<p>English Learners</p> <p>Low Income Students</p>	<p>Sci-Tech</p>	<p>The percentage of English Learners (ELs) making annual progress in learning English will increase by 3% over 2013-14 baseline</p> <p>The % of identified students who score proficient on identified assessments will increase by 5%</p>	<p>The percentage of English Learners (ELs) making annual progress in learning English will increase by 2.5% over 2014-15 level</p> <p>The % of identified students who score proficient on identified assessments will increase by 10%</p>	<p>The percentage of English Learners (ELs) making annual progress in learning English will increase by 2% over 2015-16 level</p> <p>The % of identified students who score proficient on identified assessments will increase by 15%</p>	<p><i>Priority 2 - Implementation of State Standards</i></p> <p><i>Priority 4 – Student Achievement</i></p>	

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<p>Need:</p> <p>1. Increase the number of parents participating in school wide activities</p> <p>2. Increase the percentage of parents from underrepresented groups engaged in school activities</p> <p>3. Increase the number of parents involved in PTO, Site Council, and ELAC</p> <p>4. Increase parent presence on campus, especially from</p>	<p>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</p>	All	Sci-Tech	<p>There will be a 10% increase in the number of parents/guardians from underrepresented groups involved in school activities</p> <p>There will be an increase in the number of parents involved in school committees</p> <p>There will be a 10% increase in the number of parents/guardians from underrepresented groups fully fingerprinted and cleared to participate on</p>	<p>There will be a 10% increase in the number of parents/guardians from underrepresented groups involved in school activities</p> <p>There will be an increase in the number of parents involved in school committees</p> <p>There will be a 10% increase in the number of parents/guardians from underrepresented groups fully fingerprinted and cleared to participate on</p>	<p>There will be a 10% increase in the number of parents/guardians from underrepresented groups involved in school activities</p> <p>There will be an increase in the number of parents involved in school committees</p> <p>There will be a 10% increase in the number of parents/guardians from underrepresented groups fully fingerprinted and cleared to participate on</p>	<p><i>Priority 3 – Parent Involvement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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underrepresented groups Metric: Observations, Sign-in sheets, chaperone records, volunteer clearance information					campus	campus	campus	

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<p>Need: Reduce discipline issues on the playground and in the classrooms</p> <p>Provide positive interventions for negative behaviors</p> <p>Metric: Observations, staff input, parent input, class meetings</p>	<p>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</p>	All	Sci-Tech		<p>Baseline of office referrals will be established</p> <p>All classrooms will participate in class meetings at least once weekly</p> <p>All students will participate in an anti-bullying curriculum</p>	<p>Office referrals will decrease by 10% from 2014-15</p> <p>All classrooms will participate in class meetings at least once weekly</p> <p>All students will participate in an anti-bullying curriculum</p>	<p>Office referrals will decrease by 10% from 2015-16</p> <p>All classrooms will participate in class meetings at least once weekly</p> <p>All students will participate in an anti-bullying curriculum</p>	<p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 6 – School Climate</i></p> <p><i>Priority 8 – Other Pupil Outcomes</i></p>
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Goal 1. Quality Teaching: Improve instructional practice through professional development and professional learning community	<i>Priority 1 - Basic Services</i>	Staff Development Days to receive training in new Math textbook adoption and ELA bridge Materials (USG)	Charter-wide		2 days per teacher \$5,500 base budget (Math training)	2 days per teacher \$5,500 base budget (ELA training)	2 days per teacher \$5,500 base budget (Science training)
	<i>Priority 2 - Implementation of State Standards</i>	Staff Development and Collaboration Days for Thematic Unit development			3 days per teacher \$7,000 base budget	3 days per teacher \$7,000 base budget	3 days per teacher \$7,000 base budget
	<i>Priority 4 - Pupil Achievement</i>	Focus on Academic Language and Language Development: Teachers will receive peer coaching and assistance			\$2,500 extra duty pay for lesson development \$2,000 for substitute teachers in order to release teachers to share lessons Base funding	\$2,500 extra duty pay for lesson development \$2,000 for substitute teachers in order to release teachers to share lessons Base funding	
	<i>Priority 5 – Pupil Engagement</i>						
	<i>Priority 7 – Course Access</i>						

<p>Goal 2. Successful Implementation of Common Core: Students will master the Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS)</p>	<p><i>Priority 1 - Basic Services</i></p> <p><i>Priority 2 - Implementation of State Standards</i></p> <p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p>	<p>Purchase CCSS aligned curriculum K-6</p> <p>Increase access to technology with updated lease to include laptops, ipads, and scanners</p>	<p>Charter-wide</p>		<p>Math text books and materials \$17,500 Common Core funding</p> <p>\$35,000 Base funding</p>	<p>ELA text books and materials \$20,000 Common Core funding</p> <p>\$35,000 Base funding</p>	<p>Science books and materials \$20,000 base budget</p> <p>\$35,000 Base funding</p>
<p>Goal 3. Closing the Achievement Gap with High Expectations for All Improve the English proficiency and academic achievement of English Learners and Low SES students</p>	<p><i>Priority 2 - Implementation of State Standards</i></p> <p><i>Priority 4 – Student Achievement</i></p>	<p>Monitor and provide additional support for struggling students</p> <p>Provide additional support to increase the percentage of English Learners making adequate annual progress</p> <p>Increase the number of teachers who have received Guided Language Acquisition Design (GLAD) professional development</p> <p>Increase Music Teacher in order to expand program</p>	<p>Charter-wide</p>		<p>Hire .5 Intervention Specialist \$35,000 Supplemental</p> <p>Hire .5 English Learner (EL) Specialist \$35,000 Supplemental/Base funding</p> <p>\$5,000 Base funding</p> <p>Additional .2 FTE \$16,000 Base funding</p>	<p>Hire .5 Intervention Specialist \$35,000 Supplemental</p> <p>Hire .5 English Learner (EL) Specialist \$35,000 Supplemental/Base funding</p> <p>\$5,000 Base funding</p> <p>Additional .2 FTE \$16,000 Base funding</p>	<p>Hire .5 Intervention Specialist \$35,000 Supplemental</p> <p>Hire .5 English Learner (EL) Specialist \$35,000 Supplemental/Base funding</p> <p>\$5,000 Base funding</p> <p>Additional .2 FTE \$16,000 Base funding</p>

<p>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</p>	<p><i>Priority 3 – Parent Involvement</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i></p>	<p>School website to be maintained with up-to-date information and parent resources</p> <p>Provide on-site fingerprinting 2 times per year, processing fees funded by school</p> <p>Develop Parent Liaison position to provide ongoing outreach and support for parents</p>	<p>Charter-wide</p>		<p>Website manager \$1,200 Base funding</p> <p>\$5,000 Base funding</p> <p>\$6,000 Supplemental</p>	<p>Website manager \$1,200 Base funding</p> <p>\$5,000 Base funding</p> <p>\$6,000 Supplemental</p>	<p>Website manager \$1,200 Base Funding</p> <p>\$5,000 Base funding</p> <p>\$6,000 Supplemental</p>
<p>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</p>	<p><i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i> <i>Priority 8 – Other Pupil Outcomes</i></p>	<p>Train yard duty staff on supervision techniques</p> <p>Contract an on-call counselor</p> <p>Purchase anti-bullying curriculum</p>	<p>Charter-wide</p>		<p>\$1,000 training materials Base funding</p> <p>Not to exceed \$14,000 Base funding</p> <p>\$2,000 Base funding</p>	<p>\$1,000 training materials Base funding</p> <p>Not to exceed \$16,000 Base funding</p>	<p>\$1,000 training materials Base funding</p> <p>Not to exceed \$18,000 Base funding</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Goal 3. Closing the Achievement Gap with High Expectations for All		For low income pupils: Use para professionals to provide supplemental support services	Charter-wide		\$6,500 Base funding	\$6,500 Base funding	\$6,500 Base funding
Goal 3. Closing the Achievement Gap with High Expectations for All		For English learners: Use para professionals to provide supplemental support services	Charter-wide		\$6,500 Base funding	\$6,500 Base funding	\$6,500 Base funding
Goal 3. Closing the Achievement Gap with High Expectations for All Goal 5. Improve School Climate Continue to develop and maintain a		For foster youth: Develop a program to monitor and assist foster youth	Charter-wide		Partner foster youth with a mentor teacher to monitor attendance, behavior, social/emotional well-being, and academic performance	Partner foster youth with a mentor teacher to monitor attendance, behavior, social/emotional well-being, and academic performance	Partner foster youth with a mentor teacher to monitor attendance, behavior, social/emotional well-being, and academic performance

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
school climate that is safe and ensures the academic and social/emotional well-being of each student					Provide professional development to all staff on laws pertaining to foster youth	Provide professional development to all staff on laws pertaining to foster youth	Provide professional development to all staff on laws pertaining to foster youth
Goal 3. Closing the Achievement Gap with High Expectations for All		For redesignated fluent English proficient pupils: Develop a program to monitor and assist RFEP students with continued academic success	Charter-wide		Assistance provided under EL Specialist and Intervention Specialist (see section 3A)	Assistance provided under EL Specialist and Intervention Specialist (see section 3A)	Assistance provided under EL Specialist and Intervention Specialist (see section 3A)

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Sci-Tech's supplemental funding in 2014-15 is estimated at \$48,912. Sci-Tech will not receive any concentration funding.

Approximately 47% of our students qualify for free or reduced price meals, 13% of our students as designated as English Language Learners, and 10% of our student population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. We have determined that the most effective use of funds is to provide increased and improved interventions, for both our low income as well as our English learner pupils. Targeted funding includes:

- Providing a .5 FTE EL Specialist
- Providing a .5 Intervention Specialist
- Providing a Parent Liaison

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

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant				
	2013-14	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 48,912	\$ 14,002	\$ 15,445
Current year Minimum Proportionality Percentage (MPP)		3.16%	0.86%	0.93%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.