Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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
Metric/Indicator Appropriately credentialed and assigned teachers **19-20** 100% of teachers are appropriately credentialed and assigned **Baseline** 100% of teachers are appropriately credentialed and assigned	For the 2019 -20 school year, 100% of our teachers are appropriately credentialed and assigned.
Metric/Indicator Percentage of staff participating in professional learning **19-20** 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. **Baseline** 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.	100% of staff have participated in one or more professional learning opportunities. 100% participation in • Academic conferences • Collaboration • Expectations, • Trainings on software used to assess student progress staff lead training on SeeSaw (platform for student learning, work submission, and communication with families) • Behavioralist training on how to address the social emotional needs of students, • County lead training on the census

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 2 of 44

Expected	Actual
	Continued to provide professional learning opportunities for all staff. Continued to use staff meetings and collaboration times to ensure that new learning is shared among staff.
Metric/Indicator Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices **19-20** 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 **Baseline** Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of work	Prior to March 13, 2020 (last day students on campus due to pandemic) 100% of PLCs continued to regularly collect work to inform planning and practice. Notes of collaboration times continued to be kept by each group, as well as submittted to site leadership after each meeting.
Metric/Indicator Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts **19-20** 10% growth over baseline **Baseline** In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA.	In 2019 increased percentage to 46.66% of students who met or exceeded standards in ELA. Due to pandemic the no state tests were given in the Spring of 2020
Metric/Indicator Increase the percentage of students in both Meets and Exceeds in SBAC Math	In 2019 we saw a decrease to 33.33% of students met or exceeded standards for Math. Due to the pandemic no state tests were given in the Spring of 2020

Expected	Actual
19-20 10% growth over baseline **Baseline** In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds level on the SBAC Math	
Metric/Indicator Show growth on ELA and Math Academic Indicator (California Five-by-Five Grid Placement Report) for "All Students" group **19-20** Performance level of green for both ELA and Math. **Baseline** The charter school has a performance level of orange for ELA, and a performance level of yellow for Math.	The charter has a performance level of Orange for ELA and Yellow for Math. All students are currently 8.4 points below standard in ELA. All students are currently 34.5 points below standard in Math. Due to the pandemic no information was submitted to the Dashboard in the Spring of 2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *seek out and provide professional development opportunities for all teachers to support and improve student learning *seek out and provide professional development opportunities for classified staff to support and improve student learning *continue to refine our accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS. *Refine the implemention process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).	lxxx-5xxx Base 30,000	lxxx-5xxx Base 23,667

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 4 of 44

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Prior to school closure $23,667 was used for Goal 1. Due to the pandemic the cost of our continued professional development dropped to $0.00.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to school closure teachers developed curriculum and thematic units over the summer, had ongoing collaborartion during the year, and participated in PLCs. We refined the implemenation process for monitoring schoolwide practices with fidelity in both writing and math. Once we realized schools would be closed for the rest of the school year, we quickly collaborated to support our students, designed a metric to measure attendance and particiaption, and were able to pivot to distance learning successfully in a very short period of time. Some of our challenges included having to give up teacher collaboration time, receive professional development via Google Meet, learn new technology in real time, and process a new way of life in both the personal and professional worlds.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing
Page 5 of 44

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
Metric/Indicator Extend use of Q.TEL strategies to greater include Math and Science instruction **19-20** Continue to adjust plan to extend implementation of QTEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2019/20 school year to introduce, support and monitor implementation.	In 2019, based on administrative observation, 80% of teachers continued implementing QTEL strategies.This is an increase of 10% over the previous year. A .2 EL was hired to support implementation. During Distance Learning it was difficult to measure to what degree those teachers continued to use QTEL strategies. Our .2 EL Specialist continued support teachers with effective implementation of EL standards and monitor student progress.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 6 of 44

Expected	Actual
Baseline As a result of our work with InnovateEd and Teacher Teams, there was a school-wide focus on writing which incorporated Q.TEL strategies into each genre	
Metric/Indicator Greater use and integration of technology to promote optimum student engagement and growth **19-20** Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities. **Baseline** 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	In 2019, 100% of staff was using Technology Coordinator to push into TK-6 classrooms weekly to introduce and incorporate coding, engineering, and other STEM activities. In addition Technology Coordinator also was troubleshooting teacher laptops, smart boards, and document cameras. During Distance Learning 50% of teachers utilized the Technology Coordinator to build additional technology-based activities into their virtual lessons. Technology Coordinator was also utilized to provide tech support to families during distance learning.
Metric/Indicator Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework **19-20** 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. **Baseline**	in 2019 80% of teachers, per rubric, implemented tasks that aligned to ELA/ELD Framework. Per observations, students engaged in pair-sharing activities in which they were asked to compare and contrast, analyze, and presented different points of view. In addition, teachers collaborated to design lessons that included QTEL strategies. This is an increase of 10%. Due to pandemic it is difficult to measure the level of implementation during virtual learning.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 7 of 44

Expected	Actual
Based on classroom observations, collaborative discussions, and displayed student work, not all learning is rigorous and meets grade level standards	
Metric/Indicator Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts (Goal 1) **19-20** Goal 1 - continue to work toward a 10% increase each year. **Baseline** In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA. (Goal 1)	In 2019 we increased percentage to 46.66% of students who met or exceeded standards in ELA. Due to pandemic the no state tests were given in the Spring of 2020
Metric/Indicator Increase the emphasis on Language Acquisition and Development within thematic Science units **19-20** Continue to incorporate QTEL strategies in all content areas. **Baseline** Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies	80% of teachers have been observed using QTEL strategies which is an increase of 10% over the previous year.
Metric/Indicator Ensure 1:1 access in classrooms and at home **19-20** Continue to allow students	100% students had access to a chromebook it the classroom. During Distance Learning 100% of students had access to chromebooks at home. In addtition, internet access was provided to support students without their own internet accessibility.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 8 of 44

Expected	Actual
3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access. **Baseline** Currently, 4-6 Grade students participate in the Take-Home chromebook program. Hot spots are provided to families requiring internet access	
Metric/Indicator STEM/STEAM approach will be used school-wide **19-20** 100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator. **Baseline** Currently, STEM/STEAM challenges are planned for some of our Big Science Fridays, and are implemented in some classrooms.	100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator. During distance learning we continued to incorporate these activities.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: *develop a school-wide instructional focus and common definition of the demonstration of 21st Century skills integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendar and use Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich	4XXX Supplemental 45,000 1xxx-3xxx Base 30,000	4XXX 56,548.75 10,372.75

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the pandemic 80% of teachers continued implementing QTEL strategies, a .2 EL specialist was hired to support EL students, the tech coordinator was able to support students and teacher through curriculum and STEM activities, 80% of teachers implemented tasks that aligned to the ELA/ELD framework which engaged students in oral language activities. 100% of students had access to 1:1 technology in the classroom. Once we pivoted to distance learning it was hard to measure to what degree teachers used QTEL or ELA/ELD strategies since the social-emotional well-being of our students took precedence.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 10 of 44

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
Metric/Indicator Show growth on the English Learner progress Indicator (California School Dashboard) **19-20** Increase in both ELA and Math CAASPP scores for English Learners. **Baseline** For the 2015-16 SBAC, English Learners had a status of Low in both English language Arts and Math.	For 2019, 23.1% of EL students at Sci-Tech (26 students) made progress towards English language proficiency. This qualifies as Very Low progress on the Dashboard. The levels of Student English Language Acquisition are as follows: ELs who progressed at least one level: 19.2% ELs who maintained level 4: 3.8% ELs who maintained levels 1 - 3H: 26.9% ELs who decreased at least one level: 50%
Metric/Indicator Monitor and increase the reading level proficiency of English Learners across all grade levels **19-20** Increase English Learners student reading at grade level by 10% based on various school assessments **Baseline** Develop a central system to monitor and document the reading progress for all EL students	Based on our 2019 Star Reading Assessment for our EL students we saw following trends: For 3rd grade, students maintained a 25% or above percent benchmark. In 4th grade, 50% of the students increase and 50% decrease at or above 25% benchmark. In both 5th and 6th grade, students remained below the 10 percentile benchmark.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 11 of 44

Expected	Actual
Metric/Indicator Monitor and increase Math level scores for al English Learners across all grade levels **19-20** Increase the percentage of EL students performing math at grade level by 10% based on various school assessments. **Baseline** Develop a central system to monitor and document the grade level math progress for all EL students	For 2019 The EL students of Sci-Tech have a performance level of Orange for ELA and Yellow for Math. EL students are currently 59 points below standard in ELA. EL students are currently 68.6 points below standard in Math

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through: Implementing the California English Language Development Standards *Develop and maintain a system to monitor ELA and Math growth throughout the year *Continue to support English Learners and Low Income students by providing additional supports and funds for interventions *Continue funding Bridge Coordinator *Continue to provide EL Specialist to monitor student progress, recommend appropriate strategies and interventions, and provide staff support for improved instruction *Continue to provide Reading Intervention Specialist to focus on SIPPS instruction *Use paraprofessionals to provide class support. *Fund transportation for Bridge Program	1xxx-3xxx Supplemental 55,000 Base 25,000 2000-2999: Classified Personnel Salaries Title I 15,168	

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 12 of 44

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the pandemic, Sci-Tech continued to support English Learners and Low Income students by providing additional supports and funds for interventions through the Bridge after school program, EL Specialist monitoring, Reading Interventions Specialist and paraprofessional support in classroom to give small group support. Fortunately, we were able to continue to support our students with SIPP instruction, but the remaining supports were not able to continue due to the Pandemic.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing
Page 13 of 44

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Monitor participation rates of parents at School Site Council, ELAC, and PTO to increase participation and monitor the representation of diversity of student demographics **19-20** Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement. **Baseline** Baseline data needs to be established.	Baseline 2019 ELAC: 8 paricipants PTO: 10 participants School Site Council: 6 parent participants
Metric/Indicator Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities	Site staff used SeeSaw, Remind, Instagram, Facebook, emails, weekly all-calls, signup genius, google forms, and website updates to communicate with parents about school functions and volunteer opportunities. The used of tools to communicate with parents increased as the need for communication became necessary during the school closer.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 14 of 44

Expected	Actual
19-20 Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc. **Baseline** Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities	
Metric/Indicator Increase parent education and information meetings **19-20** Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO. **Baseline** Current ELAC meetings provide 30 minutes of parent education/information before the business meeting. PTO does not follow this format.	In 2019 we were hosting parent informational training at the end of ELAC and the beginning of PTO as a way of combining both groups. An ice breaker activity in which the ELAC and PTO parents participated allowed both groups to come together and share experiences and ideas was held at the beginning of the year.
Metric/Indicator Develop opportunities for parents/families and community members to participate in student-led demonstrations of learning. **19-20** Continue to provide opportunities for students to share their knowledge outside of the classroom. **Baseline** Currently, there are limited opportunities for students to demonstrate learning to an audience outside the regular classroom.	In 2019 we had plans for two events for parents/families and community members to participate in student-led demonstrations of learning; our annual all-school Science Fair and the school musical (Willy Wonka, Jr). Preparations were in full swing for both when schools were closed (due to pandemic) in March of 2020.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 15 of 44

Expected	Actual
Metric/Indicator Increase opportunities for parents to participate in fun learning activities. **19-20** Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas. **Baseline** Currently, there are limited opportunities for parents to participate learning opportunities.	Many parents were planning to volunteer and help with our school musical prior to our school closure. Due to the pandemic we were unable to offer a Family Science Night.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Enhance home/community/school partnerships as well as parent and community interests such as: *Increase communication outreach with more social media-Instagram, Facebook, website... *Increase outreach to parents who have difficulty getting to the school site: principal "Coffee and Questions" at the bus stop *Increase opportunities for student led events *Continue to foster a sense of community with events that bring diverse groups together *Continue to fund Parent Liaison position to enhance outreach to parent *Increase use of parent place on site where they have access to technology and resources.	1xxx-3xxx Supplemental 25,000	

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 16 of 44

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the closure of school, we were able to have a successful PTO and ELAC event where parents came together to both know each other and be trained. In addition, the use of several forms of communication allowed us to maintain our connection with our families, which continues and expanded during distance learning. Although we were not able to hold a "coffee and questions" event, families are aware that whether learning virtually or in person, the administrator is always available. One of our biggest successes was the ability to maintain our strong sense of community through our weekly Sci-Tech News program, which arose out of our desire to stay connected. The Sci-Tech News featured student lead accomplishments, encouraged students to submit answers to questions and allowed them to showcase their "good stuff". It also included a message from the principal of upcoming events and information regarding the goings on at SciTech. Our biggest challenge was that we were not able to hold our any of our student-led events.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 17 of 44

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Refine common agreements about school-wide consistent and effective Positive Behavior Interventions and Supports **19-20** Continue to calendar the teaching of expectations and display posters throughout the school. **Baseline** In 2016-17 we drafted agreed upon expectations for students. Expectations were taught on two occasions.	In 2019, our sixth graders took the lead and were in charge of teaching all grades about school behavior expectations across the campus.
Metric/Indicator Develop common agreements about school-wide consistent and effective Positive Behavior and Supports within the classrooms, so students are experiencing consistent expectations. **19-20** Continue the work of identifying practices which demonstrate evidence of a	The staff came up with school-wide behavior expectations and calendared times to teach and reinforce. One was student-lead. Each grade agreed to have weekly community circles and mindfulness was practiced and reinforced.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 18 of 44

Expected	Actual
student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles. **Baseline** Currently, there are teacher-directed behavior support structures and some structures that support PBIS strategies.	
Metric/Indicator Provide targeted professional development for classified staff to support the work done through PBIS, so students continue to receive consistent messages and expectations. **19-20** Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page. **Baseline** Currently most classified staff (paraprofessionals, yard duty and bus stop personnel, tutors, etc.) have not received training in PBIS strategies and expectations.	In 2019, behaviorists came to campus to give training on de-escalating student behavior. RTI specialist also supported staff with PBIS procedures.
Metric/Indicator Increase student sense of school belonging and ownership by increasing the role students play in various committees: Student Council Site Council PTO ELAC Governance Comm. **19-20** Student Council will have an active participation and input in 2019-20.	In 2019 we had two 2 student participants in Site Coucil. Our TK teacher, Sam Havens, let a student group called The Culture Club where students across grade levels 4-6 met, shared ideas, and planned school spirit days.

Expected	Actual
Baseline In 2016-17, Student Council was very active at the beginning of the year, but became less so as the year moved on.	
Metric/Indicator Increase student sense of belonging, as well as provide enrichment, through additional activities **19-20** Continue to provide enrichment activities based on student interests. **Baseline** In 2016-17, there were several enrichment opportunities offered: Gate Art Model Car Building Nature Bowl Flag Football	In 2019 student-driven enrichment opportunities included; art club, lego club, flag football, and school musical.
Metric/Indicator Increase opportunities for parent feedback on academic program and school culture at Sci-Tech. **19-20** Continue to administer a beginning of the year and end of the year survey for parents. **Baseline** Currently, the staff decides on programs and evening events offered to families.	Parents were surveyed at the beginning and the end of the 2019/20 school year. Their feedback helped shape our school plan for the year, and also how we addressed the needs of students once we moved to distance learning.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *develop universal awareness, common language, focus, and ownership of PBIS practices *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	1xxx-3xxx Supplemental 73,000	
Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: Academic Conferences which includes: RTI Specialist, RSP Specialist, SST Chair and principal to hold staffings every 6-7 weeks to identify student needs and strategies	1xxx-3xxx Base 7,500	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the pandemic, students were involved in the sharing of whole-school expectations, included in School Site Advisory, were members of Culture Club, promoted school spirit, and made donations to our local food bank. Students are surveyed annually, and answer questions about school connectedness and their social-emotional well-being. A challenge was that after the school closure (due to pandemic) March 2020 students were no longer able to participate in these ways.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 21 of 44

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 22 of 44

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased PPE for in-person instruction		$0	Yes
Purchased technology for classrooms for in-person instruction.		$13,123.81	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

At the time of writing the LCP, Sci-Tech did not have funds budgeted to support in-person instruction. However, as the health situation in Yolo County improved, we began planning for in-person instruction and identified classroom technology tha would be needed to support hybrid instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A measure of our success was that 80% of students felt comfortable returning to in-person instruction. We spent a lot of time identifying, planning for, and implementing our safety procotcols. Once they were in place we communicated extensively to our parents and families to ensure they had a clear understanding of what to expect. We continue to have a high rate of attendance in both our in-person and virtual offerings.

A challenge for SciTech in implementing in-person instruction was the length of time it took for Yolo County to move out of the Purple Tier. We implemented cohort instruction for small groups of migrant students, newcomer English Learners, and students having difficulty with technology access starting on February 1, which represented our Phase 2. Once Yolo County moved out of the Purple Tier in mid-February, we were able to begin planning for Phase 3, which is hybrid learning. Phase 3 started with the majority of students returning in-person on April 12. To support classroom instruction in Phase 3, we purchased classroom technology equipment reflected above.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing
Page 23 of 44

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 24 of 44

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for all teachers and certificated staff; 5 days in August 2020 and additional professional development provided during Wednesday collaboration time ongoing throughout the year	$29,039.00	$32,384.61	Yes
Purchase devices and connectivity for families to access instruction	$ 32,000.00	$32,034.59	Yes
Purchase instructional tools and resources to support online instruction.	$1,213.00		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The items budgeted related to the Distance Learning Program were estimated in August 2020. The estimated actual expenditures indicate that some of the estimates changed between what was planned for and actual implementation and purchases. All activities outlined in the Distance Learning Program section were carried out, but in some cases, the costs were not as high as expected. We spent slightly more than planned in all areas.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
A success for us was having an apporpriately structured for our school site. Our site created a schedule with insturctional minutes that was approved by the WJUSDt and our Governance Committee. The schedule included expectations for core instruction in ELA, Math, English Language Development and Social Emotional learning. Classroom instuctional schedules for each of the phases (1, 2, & 3) were developed by teachers, reviewed by administaration, and approved by our Governance Committee. Another success is that all core academic curriculum has been maintained this year through distance learning and teachers provided thematic lessons and kept our signature activities throughout the year.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 25 of 44

A challenge has been the length of time that sutdents and teachers had to engage in distance learning. Some teachers had to quickly learn a new platform, SeeSaw. Another challenge was building classroom continuity at the start of the new school year in a virtual environment.

Access to Devices and Connectivity,
A success of ensuring access to devices and connectivity has been SciTech's ability to ensure that all students have a chromebook in order to access instruction. Our campus has a Technology Coordinator who was available to give tech support to famlies outside of regular school hours.

A challenge has been to serve the students who have difficulty with wifi access due to residential broadband access issues. Students in need of wifi access were provided with wifi hotspots and SciTech itself is a wifi access point where students may come to the parking area and receive internet access.

Pupil Participation and Progress:
A success of distance learning in terms of pupil participation and progress has been the increasing focus of staff on student engagement. The pandemic has put a spotlight on the needs of students who are not participating or engaging in distance learning, and staff, including teachers, RTI, office staff, and administrators, have found creative ways to reach out to families including SeeSaw, social media, home visits, phone calls, all calls, and weekly news video.
However, a challenge has been engagement. Though our classrooms had high attendance rates, the level of engagement & participation during distance learning was slightly concerning, as a small number of our students left their video off and did not participate through either verbal responses or through the chat.

Distance Learning Professional Development,
Our teachers were given the opportunity to attend district professional development as well as required to attend site trainings on SeeSaw, RenPlace, MyOn, and Health & Safety Protocols.

Staff Roles and Responsibilities:
There were no significant changes to staff roles. In terms of responsibilities, many SciTech staff assumed added responsibilities in response to the COVID-19 pandemic. Some of these new responsibilities included: establishing protocols for health and safety, learning and implementing new software systems, tools, and resources to support distance learning, learning new attendance protocols and maintaining clear communication with families.

Support for Pupils with Unique Needs:
SciTech's Learning Continuity and Attendance Plan was developed to ensure that teachers have the resources they need to provide effective distance learning for all students including English learners, students with disabilities, homeless, and foster youth.

Throughout the year, teachers have had access to classrooms and to the technology and equipment needed. For students with unique needs, the following additional supports have been provided:

*English Learners: Curriculum was provided to support the language development needs of English learners. Professional development was provided for teachers that was English learner specific and tailored to address the needs of English learners. Our EL Specialist has continued to provide additional case management to ensure access to remote learning and provided support as needed including and not limited to check ins, additional small group instruction/support/intervention for students and families.
They also have continued to provide additional support for teachers in terms of co-planning and coaching.

*Migrant students received support from our parent liaison and other staff members who provided check ins on internet and course access. Staff used SeeSaw to monitor academic progress, and provided targeted intervention through individual or small group sessions.

*504 program students have been supported by their general education teacher(s) as well as the 504 coordinator. Services have been provided in accordance with the individualized learning plan, developed in collaboration with the parent/guardian of the child.

*Special Education students received additional support including at home activities, and paper/pencil access to curriculum and lessons. Additional small group time with teachers, paraprofessionals, and other service providers was scheduled as needed.

*Foster students received additional support from the foster/homeless program manager, who provides support between school partners such as teachers, counselors, registrars, administration, and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollment for foster youth.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning loss funds used for students supplies and material distribution	$3,500		Yes
Student Subscription for English Language and Math for online learning.	$ 3,100.00	3,914.80	Yes
Response to Intervention Specialist will provide support and monitor students' progress	$54,020.00	54,020.00	Yes
Response to Intervention Specialist will provide support and monitor students' progress	$8,470		Yes
Tech coordinator to support with connectivity and tech issues.	$28,665.00	28,665.00	Yes
Bilingual Parent Liaison	$7,440.00		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The items budgeted related to the Pupil Learning Loss were estimated in August 2020. The estimated actual expenditures indicate that some of the estimates changed between what was planned for and actual implementation and purchases. All activities outlined in the Pupil Learning Loss section were carried out, but in some cases, the costs were higher than expected. More funds than allocated were factored in in order to support the technology and equipment needs of students and staff to support distance learning. However, that increase in spending was offset by a decrease in the amount needed for Special Education materials, curriculum, and supplies for in person instruction.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes related to Pupil Learning Loss include the use of diagnostic assessments at the beginning of the school year which provided teachers with information on student learning. Teachers used Rennaisance Place STAR assessments or iStation. These two diagnostic screening assessment tools are adaptive to learning levels. The benefits of using both Renn Place and iStation are that both students and teachers are familiar with the assessments.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 28 of 44

A challenge was that students targeted for intervention were sometimes not attending online support/intervention sessions. Since SciTech was unable to provide instruction in person, supports and interventions were marginally successful

SciTech is currently preparing to provide a robust summer intervention and enrichment program for TK- 6th grade students. We plan to make it available to not only our own students but other local elementary school aged children.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The mental and social and emotional well-being of students and staff has been an area of focus at SciTech . Our website links to a district page dedicated to Social and Emotional Wellness resources for students, families and staff. There are resources for addressing Social and Emotional Learning at home, suicide prevention as well as mental health resources and supports. We have a referral process for access to counseling support, which allows students, staff, and families to refer or self-refer for services provided by a school counselor. Counseling services have been provided virtually during remote learning. We have also partnered with RISE Mental Health Services. RISE provides preventative and therapeutic mental health care to individuals and families in rural communities of Yolo County

Students who receive mental health services designated in their IEP continue to receive services from the school psychologists virtually. They monitor student progress and well-being and take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis. Professional development was provided for all teachers and staff addressing social, emotional and mental health needs. The following professional development was offered to staff: Building Relationships/Community during Distance Learning, Staff MentalHealth and Wellness, Trauma Awareness and Strategies, Self-Care: Addressing Secondary Trauma in Educators and Developing Student Motivation during Distance Learning.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Sci Tech offered the following evening virtual events for families:
* Family Night - social evening for famiiles
* Art Night - annual art event adjusted to be a virtual event - students and their families participated in guided art lesson
* Evening Storytime - students grabbed their stuffed animals and listened as beloved teachers read bedtime stories via zoom!
* Science Night - students and their families participate in guided science experiments.

Additionally we hosted virtual informational nights
* Back to School Night - teachers hosted evening events for families at the beginning of the school year to ensure that all parties were aware of the expectations.
* Information on Middle School for 6th grade families - representatives from local middle schools came to answer questions and give information about transitioning to 7th grade

Our virtual family events were very well attended and both students and parents were engaged.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our distrct provides a daily grabn-go lunch service program here on our campus where local students have access to lunch & a breakfast item for the following day. Because some of our families live too far to be able to access this service, we reached out to the transportation department and were able to get lunch delivered to these families. When transportation could not longer provide this service, school staff jumped in and made the drive to deliver the lunches.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing
Page 31 of 44

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Hire Parent Liaison to help bridge communication with families.	$7440.00		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The item budgeted related to Additional Actions was estimated in August 2020. The estimated actual expenditures indicate that someof the estimates changed between what was planned for and actual implementation.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

This school year we faced unprecedented challenges as we have continued to provide instruction virtually for the majority of the school year. Roughly 80%t of our students returned to campus on April 12, 2021 while the other 20% continued to attend virtually.

As we reviewed feedback from our stakeholders and local data collected over the year we could see the importance of on-going professional development and collaboration in order to give teachers the tools needed to address the needs of all students. As we stated earlier, high quality instruction and increased student achievement are intertwined. All of this directly informed Goal #1 - ALL students will demonstrate achievement through high quality instruction and learning opportunities.

This year more than ever we relied upon parents and/or guardians to be partners in their child's education. For many of our students, distance learning required substantial parental assistance and engagement for them to be successful. Parents were tasked with solving technology issues, reviewing schoolwork, maintaining relationships with teachers, and making monthly trips to campus to pick up student materials. We have always considered our relationship with families to be an asset, but this school-year showed just how essential it is to have the support of parents and family members. It was evident in parent survey responses and input received from both ELAC and PTO that families also recognized the need to not only maintain but strengthen the relationship between school and family. With this in mind we crafted Goal #2 - Increase parent and family members' attendance and participation as a means to support and improve student educational outcomes.

Perhaps the biggest lesson learned during this past year was that the social-emotional well-being of our students dictates nearly every aspect of their education. Creating and maintaining relationships with our students while our distance learning program was in full swing was the key to the success and growth we saw this year. We were able to identify students in need of additional social-emotional support during this uncertain time and had a school counselor and a RISE therapist available to provide support via zoom. As we look to the future, we realize that we must continue to address these needs for both students and families. We felt it was important to create a goal that addresses this directly. Goal #3 - Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

Though distance learning was, at times, frustrating it also created the ability to focus on small group instruction. Having the whole-class instruction hours occur early in the day gave the teachers freedom to tailor learning to small groups in the afternoon. The students who seemed to benefit most from this additional attention were English Learners. Teachers were able to build relationships, lessons were developed with scaffolding in place to ensure accessibility to students of all levels and teachers offered guided instruction and integrated support in all subject areas. This helped us craft our final Goal. Goal #4 - Accelerate the academic achievement and English proficiency of every English Learner (EL) through an asset-oriented approach and standards-based instruction.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Moving forward we will continue to administer assessments throughout the year to ensure students are making growth and that teachers are aware of areas where individual students are struggling. At SciTech in between report cards, a Personalized Learning Plan (PLP) is developed for each student and conferences are held with parents to discuss both successes and areas of need. This creates the opportunity to address areas of concern between grading periods. In addition, teachers have academic conferences with the principal and RTI specialist to discuss student learning and to ensure that students with unique needs have the resources they require to be successful.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Given the nature of both the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan we have been able to spend a significant amount of time reviewing the abundance of information we have compiled using stakeholder feedback, looking at local data, and reviewing student needs. Using this vast wealth of information has given us an accurate baseline. The detailed nature of this information has made projecting desired improvement and success for the coming years a much less laborious task. Reviewing previous goals, actions, metrics and actuals has allowed us to reflect on previous successes, stresses and difficulties associated with Distance Learning. We have utilized this information to set realistic, attainable goals that best serve our students and school community.

Analysis and reflection have yielded the following conclusions:

Providing on-going professional development and collaboration for teachers and staff is a priority
We must continue to maintain and improve relationships with families and ensure that we create a partnership with family members as a means to actively involve them in their child(ren)'s education.
We need to increase student voice and choice in their learning
Student and teacher relationships are critical to learning and we must provide training and professional development for all teachers and staff on addressing social-emotional learning needs.
We must focus on interventions and tutoring services for all student groups, particularly English Language learners and address any learning loss experienced during Distance Learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 35 of 44

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 36 of 44

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 38 of 44

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	305,668.00	90,588.50
	0.00	66,921.50
Base	92,500.00	23,667.00
Supplemental	198,000.00	0.00
Title I	15,168.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 40 of 44

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	305,668.00	90,588.50
	290,500.00	90,588.50
2000-2999: Classified Personnel Salaries	15,168.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	305,668.00	90,588.50
		0.00	66,921.50
	Base	92,500.00	23,667.00
	Supplemental	198,000.00	0.00
2000-2999: Classified Personnel Salaries	Title I	15,168.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	30,000.00	23,667.00
Goal 2	75,000.00	66,921.50
Goal 3	95,168.00	0.00
Goal 4	25,000.00	0.00
Goal 5	80,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 43 of 44

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		$13,123.81
Distance Learning Program	$62,252.00	$64,419.20
Pupil Learning Loss	$105,195.00	$86,599.80
Additional Actions and Plan Requirements	$7,440.00	
All Expenditures in Learning Continuity and Attendance Plan	$174,887.00	$164,142.81

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		$13,123.81
Distance Learning Program	$62,252.00	$64,419.20
Pupil Learning Loss	$105,195.00	$86,599.80
Additional Actions and Plan Requirements	$7,440.00	
All Expenditures in Learning Continuity and Attendance Plan	$174,887.00	$164,142.81

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Science and Technology Academy at Knights Landing

Page 44 of 44