



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

Sci-Tech has 235 students and over 30 staff members (including office staff, maintenance and support staff).

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

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

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

A breakdown of student enrollment for the 2020-21 school year follows.

Total Enrollment - 225

English Learners - 29 (12.9%)

Gifted and Talented - 25 (11.1%)

Identified Migrant - 0 (0%)

Special Education - 32 (14.2%)

Foster - 3 (1.3%)

Free and Reduced Meal (FRMP) - 122 (54.2%)

Unduplicated (Foster, EL, FRPM) - 100 (44.4%)

Hispanic - 121 (53.7%)

American Indian/Alaskan Native - 1 (0.4%)

Asian - 4 (1.8%)

Black/African American - 7 (3.1%)

Multi-Ethnic (Non-Hispanic) - 9 (4%)

White - 83 (36.9%)

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the pandemic, the Dashboard is not applicable for the 2019/20 school year. Local data shows where students have had success. Teachers and staff worked hard to create an online classroom experience that reflects the spirit of Sci-Tech. We incorporate our Hands On, Minds On philosophy in all we do. We have continued to include school-wide events like Big Science Fridays, Robots Read and evening family events like our Annual Art Night. We attribute our ability to see 97% attendance throughout distance learning to these efforts made possible by all staff.

Monthly pick up days were created to give families the opportunity to come to our campus and pick up materials to be used during the coming month. Teachers were on campus and opened classroom doors to be able to see their students in person when the supplies were picked up. This helped continue to keep the students connected even though their instruction took place virtually.

Throughout the pandemic we have been able to maintain the feeling of community through constant communication with families. We reached out to families via SeeSaw, weekly all-calls, social media, a weekly video news show and, when necessary, individual calls and/or home visits. Tech support was available after school hours (up until 9pm) and chromebooks were delivered, swapped out, and/or repaired during the school day if necessary. We even provided support to local students who attend other WJUSD schools (middle school and high school as well as other elementary schools). Sci-Tech has partnered with RISE to provide students with school-based mental health services

that promote behavioral and mental health wellness. Weekly meetings have been established for individual students that require their services.

Academic growth seen based on internal data:

As of June 2, 2021

STAR Reading: 69% of students scored at or above typical growth (35th current SGP) from Fall 2020 to Spring 2021- an 19% increase.
STAR Math: 52% scored at or above the typical growth (35th current SGP) from Fall 2020 to Spring 2021 - a 9% increase.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As seen in the 2019 Dashboard, our overall student group continued to perform in the orange in ELA, 8.4 points below standard. Our Hispanic students performed 34.7 points below standard, Socioeconomically Disadvantaged students performed 49.4 points below standard, and our English Learners performed 59 points below standard. White students performed 19 points above standard. No student groups showed significant growth when compared to the previous year.

Math is another area of concern on the Dashboard. While our All Student group was identified in the orange, as a school we only increased by 3.7 points and fell 34.5 points below standard. Our Hispanic students performed 53.7 points below standard, Socioeconomically Disadvantaged students performed 65.9 points below standard, and English Learners performed 68.6 points below standard. White students performed 12.4 points below standard.

Adding to those academic struggles, and more significant in a variety of aspects, was the closing of schools for twelve (12) months due to the pandemic, COVID-19 has impacted the students, families, and staff of the Science and Technology Academy at Knights Landing (Sci-Tech) in a very significant way. When schools were closed on March 13, 2020, Sci-Tech staff had to rethink and reimagine how school would be provided to students. From providing Chromebooks to all students, to providing hotspots to students whose families did not have internet access, to serving meals in a grab-n-go format, to using technology as the primary mode of instruction, all aspects of school had to change. Throughout the period of closures and continuing, Sci-Tech has sought out the feedback of the community to gain further understanding and make adjustments. Based on the experiences of teachers, students, and parents during emergency distance learning in Spring 2020, Sci-Tech strove to improve on what worked in the spring - providing even more opportunities for small group instruction and targeted interventions as the 2020-21 school year began.

School began again in person, for a limited amount of time four (4) mornings a week, on April 12, 2021. However, no one can ignore the learning loss that has occurred over the past year. Most urgently, the pandemic exacerbated educational inequities. Families who are disadvantaged experienced economic hardship, food insecurity, and lack of access to technology, all of which hindered their access to remote learning. Some students had a parent, adult, or older sibling at home who could help them, while others did not. For some families, even if there was someone at home to help, the parent may not have been fluent in English or have had the computer skills to support the

student. Older siblings may have been attending school themselves or have had additional responsibility, such as a job, to contribute to the family.

All of these factors, combined with the social-emotional scars left by the pandemic, have intensified the needs of our students, families, and staff. All of this must be considered as we move forward.

With all of these factors in mind, the goals and actions of this LCAP have been designed with the following criteria:

Ensure the safety of all students and staff

Maximize student engagement and student academic growth

Provide support for social –emotional needs

Provide support for staff and families

Assure operational and financial viability

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 Local Control and Accountability Plan originally identified three goals that were written to reflect the priorities of Sci-Tech stakeholders; students, families, teachers, staff, and community committee members. Upon further reflection of data and need, a fourth goal was developed that hones in on our EL students and their unique needs.

- GOAL 1 - ALL students will demonstrate achievement through high quality instruction and learning opportunities.

In order to provide the type of instruction we aspire to, the staff must be given ample collaboration time and access to professional development. Instruction must include continued enrichment, thematic instruction, and interventions.

- GOAL 2 - Increase parent and family members' attendance and participation as a means to support and improve student educational outcomes.

The whole community must be involved for student success. We must provide services not just for students, but for families. Students and teachers emphasized the desire to have families, and the greater community, involved in school activities. Students stressed the need to enhance the student community (clubs, activities, playground improvements.)

- GOAL 3 - Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

To succeed in school and in life, students must have the social-emotional readiness to learn. Teachers and staff are now expanding successful preventative and restorative practices to manage the big emotions and behavioral challenges that come with the complex academic and social world at school.

- GOAL 4 - Accelerate the academic achievement and English proficiency of every English Learner (EL) through an asset-oriented approach and standards-based instruction.

English Learners must be able to access the challenging academic curriculum to meet performance standards in all content areas. Teachers must have the understanding of the many benefits these students bring to their peers and the classroom environment.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Input from stakeholders was sought at the beginning of the 2019-20 school year knowing that we would need to develop our new LCAP. All school committees, which include: ELAC (English Language Advisory Committee), PTO (Parent Teacher Organization) Site Advisory Committee and Governance Committee engaged in data analysis, prioritizing our priorities and developing new LCAP goals. Students were surveyed at the end of the school year and teachers and staff members gave input and analyzed data during staff meetings and collaboration days. In addition, the LCAP collaborative reviewed input and gave feedback. Due to the COVID pandemic, we were not able to end the process.

In the 2020-21 school year, committees, students, teachers and staff continued the work. Committees refined the LCAP goals, developed metrics and actions. Teachers and staff members analyzed internal and external data to establish baseline, metrics and actions for new goals. Student groups were surveyed and gave their input regarding actions for goals and the LCAP collaborative reviewed feedback and added input.

A summary of the feedback provided by specific stakeholder groups.

ELAC Committee:

Nov. 19, 2019

Reviewed the process of creating an LCAP plan and the 8 areas the state requires LEAs to review when developing the financial plan as well as the current goals Sci-Tech has. We collected parent feedback on which broad areas they feel are the most important in developing a new LCAP plan.

Jan. 21, 2020 We reviewed the data from the CA Dashboard including an overview of district average and Sci-Tech info specifically. We looked at overall indicators as well as results of English learners as a group. Sci-Tech has a blue indicator for overall suspension rate, which is one of the highest in the district.

Feb. 18, 2020

Reviewed feedback from Site Advisory Committee (SSC), ELAC, teachers and staff to start developing goals.

Nov. 17, 2020 Went through each goal in the previous LCAP and actions in the plan to achieve each goal. Parents agreed with goals and actions.

Jan. 19, 2021

The California Dashboard was reviewed, although we did not have recent data due to the pandemic, previous data was reviewed. One area of concern is math. The data for ELs at Sci-Tech, and in particular the ELPI, which is the progress index, was also reviewed. Sci-Tech's latest data is from 2019 since there were no state tests in 2020. The latest data shows that over 23% of ELs showed progress, which is considered "very low" while the state average is about 48% showing progress. Parents suggested more help for ELs, activities or after school help during distance learning. Parents suggested more help for ELs, activities or after school help during distance learning.

Feb. 2021

A draft of the goals were presented and parents were asked to give input on the goals and actions. Parents suggested the following:

Goal 1: All students will demonstrate achievement through high quality instruction and learning opportunities, parents suggested: sports during and after school, interventions for all students after school, Spanish club or other cultural activities, access to more library books.
Goal 2: Increase parent and family members' attendance and participation as a means to support and improve student educational outcomes. Parents agreed with input from the other committees.
Goals 3: Improve and/or increase services to support the social, emotional, and physical well being of students and their families.
Goal 4: Accelerate the academic achievement of English proficiency of English Learners (ELs) through an asset-oriented approach and standard-based instruction. ELs Specialist, tutoring and interventions for EL students, and workshops for parents.

April 20, 2021

ELAC Parents were given the opportunity to review the first draft. The committee had no suggestions to make.

May 18, 2021

ELAC was given the opportunity to give feedback on the second LCAP draft. The committee had no suggestions.

Site Advisory Committee (School Site Council):

Oct. 30, 2019

Reviewed California Dashboard Indicators for the prior year and discussed observations

Nov. 20, 2019

Reviewed the LCAP with special focus on Student Achievement data for all subgroups.

Jan. 29, 2020

Reviewed LCAP goals and actions.

Feb. 26, 2020

Members were given tokens to select which priorities they would like to see on the new LCAP and why. They would like to see more parent/community members attending night meetings, planning time for teachers to share best practices. They also would like to see more interventions and they feel that we need to survey parents again.

Oct. 21, 2020

Reviewed LCAP and Dashboard data

Dec. 16, 2020

Data Review internal data: Renaissance Kinder-6th. This year has been really hard for kids to take the tests and get a true result for how they are doing. Star Reading Proficiency: 44.4% this year. Last year was 47.4%. Math was 41.4% and this year is 26.5%.

Jan. 19, 2021

LCAP: Recommendation to move forward with top 3 choices to focus on from stakeholders.

1. Academic Intervention and Support
2. Family and Community involvement
3. Social-Emotional Support

Feb. 17, 2021

Parents input:

Goal 1: All students will demonstrate achievement through high quality instruction and learning opportunities. - RTI Specialist, planning/professional growth, clubs (prepping for middle school - planning for homework), tools for parents and students regarding time management, counseling for students, continue focusing on ELA and Math

Goal 2: Increase parent and family members' attendance and participation as a means to support and improve student educational outcomes. - more access for parents for PTO/ELAC to continue using zoom, career day/bring your parent/hero to school, parent liaison (person would be in charge of creating environment where parents could spend time on campus), coffee with principal, volunteer appreciation breakfast (finding out how to make it something families can attend)

Goals 3: Improve and/or increase services to support the social, emotional, and physical well being of students and their families. - counseling, safety of our students, sharing health information with families (support/resources/training), friendship groups, clubs (lunch club, lego club, after school clubs), Stanford harmony lessons and activities with students and families

Goal 4: Accelerate the academic achievement of English proficiency of English Learners (ELs) through an asset-oriented approach and standard-based instruction. Agreed with ELAC suggestions.

March 24, 2021

Revisited Comprehensive needs assessment. Committee saw the need to focus on math with English Language Learners and the possibility of looking into ACES programs or tutoring programs after school.

April 21, 2021

Committee gave feedback on the 1st draft of the LCAP. The suggested the following: Reflection on successes: Attendance was 97-98% during distance learning. Kids that are engaged are growing. LCAP Highlights: Sense of community and wanting to maintain that is a focus point.

May 19, 2021

Committee went through the 2nd LCAP draft and were given the opportunity to discuss new ideas and additions. No new ideas or additions were given by the committee.

Governance Committee:

Oct. 30, 2019

Dashboard Indicators – State Priorities: Priority 1: all teachers have full credentials, everybody access to curriculum, facilities are good, Priority 2: State Academic Standards: teacher: mostly full implementation and full implementation with sustainability, career /world languages initial implementation,

Priority 3: Parent Engagement: fully implemented and sustained and fully implemented, Partnership with student outcome, Priority 4 &5 are high school related, Priority 6: School Climate: own generated survey: data shows that we need to go into classrooms and find out who and why they are feeling the way they do (focus groups), administer survey at the end of the year, Priority 7: Access to a broad course of study: thematic teaching in all 10 classrooms, equal access, academic conferences, challenge: high percentage of students on IEPs, hire reading and EL specialist, Bridge Tutoring, Rise Counseling support,

Jan. 29, 2020

Dashboard: report card for schools, compared previous year to last year, discussion about students with disabilities and funds to support them better.

New LCAP will get started this year, looked at goals from previous LCAP (will be done every 3 years): Quality Teaching (G1): 3 extra days for curriculum planning/collaborating, question about putting in opportunities for professional development for teachers, technology coordinator; Successful Implementation of Common Core (G2): NGSS and common core, curriculum (Math Expressions) used throughout the grades, Closing the Achievement Gap with High Expectations for All (G3): EL Specialist (0.2 position), Bridge Program Tutoring; Increase Parent and Community Engagement (G4): APPS, parent education, PLP's, ELAC, PTO etc.; Improve School Climate (G5): expectations, culture club; new visioning for new LCAP.

Feb. 26, 2020

Members were asked to select their 7 top priorities for the new LCAP.

Nov. 18, 2020

LCAP: we looked at responses to rank priorities of Sci-Tech goals, Governance, ELAC, Advisory and Staff survey gave input, Results: academic intervention 11, family and community involvement 10, social emotional supports 9

Jan. 27, 2021

LCAP: 2021 LCAP will not be audited, last year we started the 3 year cycle, state testing will look a little different this year to collect data, looked at 8 priorities , different bodies (Governance, ELAC, Advisory, Staff) looked at them and came up with these three main priorities for the LCAP:

1) Academic intervention and support 2) Family and Community Involvement 3) Social-Emotional Support

Goals were drafted and will be reviewed by the different bodies: -Improve the academic achievement of all students, especially EL and low income learners -Increase parent and family members attendance and participation as a means to support and improve students educational outcome

- Improve school climate to ensure that every child's needs are met

Input from committee members on goals: Committee agrees on the goals, goal #2 is a struggle but a great goal.

Feb. 24, 2021

LCAP feedback on Goals, Actions and Metrics: Drafted Goals: different stakeholders have given input added a fourth goals

Advised to include EL goal as a fourth goal.

Each goal is supported by actions (different stakeholders brought different ideas to it)

Time for Governance to add to Goal: Committee liked the goals and complimented the school for putting on a lot of events for families. They agreed with all the actions that were given by other stakeholders.

March 31, 2021

LCAP - received feedback on Goals, Actions and Metrics (Draft)

April 28, 2021

LCAP - Reviewed the first draft of the LCAP. Committee had no additions.

May 26, 2021

LCAP - Reviewed second draft of the LCAP. Committee had no additions.

Student Input

Focus groups were conducted the week of February 15-19, 2021. Third through Sixth grade students were asked what activities they would like to see for each Goal.

Input for actions:

Goal 1: Egg drop, Big Science Friday, Small groups, Spirit Days, Sci-Tech News, Last Day of School BBQ, Water Day, and All school field trip

Goal 2: Kermes, Dia de los Muertos, Ice Cream Social, Art Night, Harvest Festival, and Family Nights

Goal 3: Book club for 2nd-6th grade, volleyball area, football field, soccer court, start a student government, school play, a quiet space to talk, more all school events, new hoops for basketball, cooking club, more flowers, and Spanish club

Goal 4: Tutoring

Teacher and Staff Input:

Jan. 8, 2020

Discussed the dashboard for "School Performance overview".

Chronic absenteeism has gone up this year.

Independent study absenteeism could have contributed to it. A suggestion is making sure parents pick up the independent study, or send them home with students. In Language Arts, we maintained, even though we went through a hard year.. In Math, we went up.

Important that we are all together in math, as we need to work as a school.

With our ELs, we are below the district.

We have a designated time for ELD, and it is important that it is happening in classrooms.

Feb. 12, 2021

Goal 1

Field trips, Big Science Friday, Reading Specialist, Assemblies/bringing in experts, authentic purposes for learning, mentor (big buddy reading), Professional Development, sub days for collaboration, thematic science instruction school wide and time to plan integration into all subject areas, science fair, integrated language supports, encouragement/opportunities of/for extra-curricular activities (drama, arts, sports, clubs) to increase engagement, opportunities for student choice in projects and presentations

Goal 2

Successful Parent Nights: Dia de Los Muertos/Harvest Festival, Pi Night, Art Night, PTO/ELAC Meetings/Parent/Teacher Conferences: continue to offer virtual attendance, as well as in person when applicable, offering food/babysitting on parent nights, Spring festival, coding night, Steam nights, Reading nights, Have families bring prospective families to events, Invite preschools to visit site. Parent/teacher choice home visits without agenda other than getting to know the family and giving the student an opportunity to "make introductions."

Goal 3

Include data from academic conferences in metrics - Actions can also be taken from conferences

Use counselor's attendance data in metrics

Referrals (# of referrals, number served)

Create & revisit safety plan

Rotate Stations

Robot bucks and Shout outs, put students in social situations including creative play, PE, negotiation, team building, challenges, buddy time, group solutions, arts, undirected time, BSF and Parent classes for struggling kids to give them support and strategies.

Goal 4

Continue ELD targeted instruction, collaboration and planning time, small groups (para support)

May 12, 2021

Teachers and staff were given the opportunity to provide feedback on the LCAP draft.

May 26, 2021

Teachers and staff were given the opportunity to provide feedback on the 2nd draft of the LCAP.

LCAP Collaborative

February 18, 2020

Reviewed all committees input, looked at the priorities and gave the following input: look at providing after school interventions for all students, looking at the different support that can be offered to our EL students that are also in Special Education.

December 1, 2020

Committee met to discuss previous year's work on the LCAP and plan stakeholder input for the new year.

Jan. 13, 2021

Committee discussed the tool for stakeholders input. A slide deck was created to capture ideas and suggestions.

Feb. 10, 2021

Committee reviewed and discussed the dashboard for "School Performance overview".

March 17, 2021

Committee reviewed and updated the slide deck to reflect the feedback received from stakeholders

April 14, 2021

Committee reviewed and revised LCAP Goals, created parent survey to collect opinions, feedback, and suggestions regarding our four goals

May 17, 2021

Reviewed comments, feedback, suggestions from all stakeholders - worked condense information into clear, concise goals, action, and metrics

Parent Survey on LCAP Goals (via Google Form) in both Spanish and English

April 19, 2021

A Google Form survey was sent out to solicit the input of more parents regarding our new LCAP goals and actions and indicate if they agree or disagree with the goal. Thirteen parents responded to the survey and gave the following feedback:

Goal 1: 100% of the parents agree with the goal. They suggested: Make learning fun and constantly be researching for the teachers and students. Additional after-school activities (sports, art, theater, dance, Legos) and on-site tutoring, Science and technology based field trips via zoom, Team work on creating a trivia board game. Create questions and multiple choice answers. Find a creative and artistic way to play and experience team work with the game design. I also loved the Q & A with the author experience as well as the virtual field trips and behind the scenes science experiences. Another idea would be a community project with grade level work to solve a local need.

Goal 2: 92.3% of parents agree with the goal. Feedback: A park family night in Woodland. Consistent and constant Seesaw messages, Sunday's calls, teacher's announcements, fundraisers I have heard of schools creating events that are also fun for parents. The Art Night Dinner and the Harvest Festivals seem to be popular. Maybe a parent's social event with food and drinks (party and dress up time!) Give parents more ideas on how they can help the school and teachers. Sometimes the needs are vague...make them specific and ask teachers to reach out to parents. A detailed checklist of ways to participate (at various levels of commitment) is very helpful.

Goal 3: 84.6% of parents agree with the goal. Feedback: More activities or events similar to story night on zoom to bring the kids together. Additional after-school activities (sports, art, theater, dance, Legos) and on-site tutoring. PE activities embedded in daily class activities, daily check in by teacher. Keep an atmosphere where students feel safe to go to staff with their concerns and feelings. Remind them of counseling opportunities if needed. The school had Big Science Friday every month. How about a day for play? Gibson had something like this (one day in the whole year). Maybe you could do a play day every month if it includes educational elements.

Goal 4: 100% of parents agree with the goal. Feedback: Spanish and english collaboration, After-school tutoring, ELAC meetings, reading groups, Music and singing could be fun ways to learn new languages.

Public Hearing for LCAP took place on May 26, 2021 - No suggestions or input was given.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Fortunately, we received a lot of specific feedback from each of our stakeholder groups. This information allowed us to carefully choose our goals, ensuring they reflected what will most benefit our school community. Utilizing stakeholder suggestions, we were able to fine tune our list of actions and the metrics by which they are measured. Their valuable input gives us the best opportunity to fulfill each goal. Please refer to our summary of the stakeholder process for more information.

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Goals and Actions

Goal

Goal #	Description
1	ALL students will demonstrate achievement through high quality instruction and learning opportunities.

An explanation of why the LEA has developed this goal.

As seen in the 2019 Dashboard, our overall student group continued to perform in the orange in ELA, 8.4 points below standard. Our Hispanic students performed 34.7 points below standard, Socioeconomically Disadvantaged students performed 49.4 points below standard, and our English Learners performed 59 points below standard. White students performed 19 points above standard. No student groups showed significant growth when compared to the previous year.

Math is another area of concern on the Dashboard. While our All Student group was identified in the orange, as a school we only increased by 3.7 points and fell 34.5 points below standard. Our Hispanic students performed 53.7 points below standard, Socioeconomically Disadvantaged students performed 65.9 points below standard, and English Learners performed 68.6 points below standard. White students performed 12.4 points below standard.

During Stakeholder Engagement sessions, staff (both certificated and classified) expressed a need for more professional development to better address student achievement. Teachers also expressed a need for more paid collaboration time (sub days for collaboration) in order to better plan integrated thematic instruction, interventions, and enrichment.

ELAC identified interventions and enrichment activities for students as areas which need to be addressed. Site Council identified a continued focus on Math and ELA as a school need. Students identified a continuing need for science-thematic instruction, field trips, and also small group instruction as necessary for their continued growth.

In addressing student achievement it is essential to first address teacher quality. Numerous studies have indicated that the quality of teachers shows a stronger relationship than school facilities and curricula to pupil achievement. Additionally, it is progressively greater at higher grades, indicating a cumulative impact of the qualities of teachers in a school on the pupil's achievements. Furthermore, teacher quality seems more important to minority achievement than to that of the majority. High quality instruction and increased student achievement are intertwined.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	100%				100% appropriately credentialed and assigned teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of certificated and classified participating in professional learning opportunities to support student learning goals</p>	<p>In 2020-21, Sci-Tech teachers and staff participated in the 5 day professional development through the district which was paid by the Sci-Tech budget. Teachers and staff members were paid per diem rate. These workshops were developed collaboratively with district teachers and staff. The topics covered were: *Canvas (2 modules) *Engagement and Assessment *Equity and Access *Health and Safety *Parent and Family Supports *Social and Emotional Learning *Technology Tools During the school year, the district offered the following voluntary/paid professional learning opportunities. In addition, three Sci-Tech teachers became Seesaw or</p>				<p>100% percentage of staff participating in professional learning</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Nearpod trainers and trained the staff on how to use these platforms.</p> <p>Teachers and staff members also participated in PD on Wednesday afternoon that focused on Emotional Learning and Health and Safety.</p>				
<p>STAR Reading and STAR Math: Increase by 10% yearly the percentage of students who score at or above typical growth (35th current SGP)</p>	<p>As of June 2nd 2021:</p> <p>STAR Reading 69% scored at or above typical growth (35th current SGP) from Fall 2020 to Spring 2021 - an 17% increase</p> <p>As of June 2nd 2021:</p> <p>STAR Math 52% scored at or above typical growth (35th current SGP) from Fall 2020 to Spring 2021 - a 9% increase</p>				<p>Increase by 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP: Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math	2019 baseline: 46.66% of students met or exceeded standards in ELA 33.33% of students met or exceeded standards for Math				Increase by 10%
Istation: Increase the percentage of students in Tier 1 Reading and Math K-2nd graders	2019 baseline: ISIP Reading 53% of students in Tier 1 ISIP Math 65% of students in				Increase by 10%
Show growth on the ELA and Math Academic Indicator (California School Dashboard).	2019 baseline: 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. Family Inspection Tool Report shows good for Sci-Tech				The charter's performance level will be Green for both ELA and Math No students groups in the red or orange for both ELA and Math Maintain a level of GOOD on Facility Inspection Tool Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool	Family Inspection Tool Report shows Good for Sci-Tech				Maintain a level of Good on Facility Inspection Tool Report
Percent of students who have access to instructional materials, technology, internet access and supplies	100% of students have access to instructional materials and supplies technology, internet access and supplies				100% of students have access to instructional materials technology, internet access and supplies

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instructional Program	Implement base instructional program for TK - 6th Grade to include: <ul style="list-style-type: none"> * appropriately credentialed and assigned teachers * sufficient material for all courses * adequate and engaging Library resources * safe, clean, and orderly facilities * student-centered learning spaces and environments * 1:1 access in classrooms and at home 	\$20,364.80	No
2	Staff Professional Development	Provide 3 full days of professional development prior to the start of the school year to assist staff in better addressing the needs of students. Principal will coordinate and schedule topics to include: MyOn, RenPlace, and Social-emotional learning. Provide ongoing professional development throughout the year to continue to support staff and monitor student achievement. Principal will coordinate and schedule topics to include to include best practices.	\$62,452.00	No

Action #	Title	Description	Total Funds	Contributing
3	PLC Work	Provide collaboration time for staff through paid release time for PLC work in order to: conduct regular analysis of student learning with formative data, plan interventions, enhance alignment of thematic instruction *Continue to implement a process for monitoring schoolwide progress (i.e. Learning Walks). *Provide additional funds for interventions based on student need.	\$18,236.00	No
4	Technology Coordinator	Expand technology integration across grades and subjects. Technology coordinator will lead the development of grade level target technology standards and curriculum, provide instruction and guidance, and oversee expanding services to students and staff.	\$42,836.15	No
5	Enriched Academic Offerings and Enhance Extra-curricular Opportunities	Continue to support and expand enriched offerings for students that help to narrow the “experience gap”, engage and motivate, and fuel interest in learning: field trips, Science Fair, Big Science Fridays, etc. Expand and enhance extra-curricular opportunities for students through the development of clubs, classes, and sports activities.	\$4,984.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase parent and family members' attendance and participation as a means to support and improve student educational outcomes.

An explanation of why the LEA has developed this goal.

- Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development.
- This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.
- Engaging parents in their children's school life is a promising protective factor.
- Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and substance use.
- Many parents mistakenly believe that their children's education is entirely in the hands of teachers, but research solidly supports the case for parental involvement.
- Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school.
- The National PTA reports that “the most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family . . . becomes involved in the child's education at school.” It's undeniable that parents who are active supporters of their children's learning are giving their kids the best opportunity for educational success.

Student engagement in school is promoted through positive home-school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on student academics and behavior. Helping parents feel comfortable and welcome on our campus is a priority, especially parents from underrepresented groups. Some of the greatest indicators of school success are strong home, school, and community partnerships. The ability for parents and stakeholders to have a common vision and understanding of how best to provide support and opportunities for students is essential to their social, emotional, behavioral, and academic achievement. Research (Dufur, et al., 2012) suggests that schools can support the academic achievement of students through promoting the social capital of families. Family social capital includes those resources that families bring and the practices they engage in to support their children's learning, such as checking homework, discussing

school activities, and attending meetings. School social capital includes those practices schools engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. Family social capital has been shown to be more effective in increasing student achievement than school social capital, even when controlling for the variables of family socioeconomic status, size, race, and marital status. The actions to be implemented in Goal 2 address the need to support the social capital of families, by promoting the connections between families and schools, through workshops, events, and through the use of communication tools which provide parents with the information they need to support the learning of their child(ren).

When working with stakeholder groups, ELAC expressed a need for more parent workshops focused on how to better support students, how to prepare students for middle school, and emotional health workshops.

Site Council expressed a need for increased opportunities for parent participation, both in-person and remotely.

Students expressed the importance of whole-school activities and celebrations, and a strong desire to continue current traditional activities, as well as look for opportunities to expand family celebrations.

PTO expressed a need to diversify opportunities for parents to be more involved in school life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase participation rate of parents at School Site Council/ELAC/PTO/ to represent diversity of student demographics	2019 Baseline: ELAC: 8 participants 100% hispanic PTO: 10 participants Varied diversity School Site Council: 6 parent participants				<p>Increased participation in all school committees. Site Council’s 4 parents will represent the diversity of the student population.</p> <p>ELAC participation will increase by 10% and parents will represent the diversity of the student population</p> <p>PTO participation will increase by 10% and parents and will represent the diversity</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					of the student population
Increase participation rate of parents at conferences/PLPs to represent diversity of student demographics	2019 Baseline Attendance 95% of parents at conferences/PLPs				100% attendance at conferences/PLPs representing our diverse student demographics
Increase opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency/learning.	2019 Baseline Science Fair				Charter will add 2 to 3 annual events in which students lead demonstrations of proficiency/learning.
Increase participation rate of parents at family/community events to represent diversity of student demographics	We do not currently have a way to document family participation at our evening events.				We will develop a way to document attendance and have increased attendance at our evening events.
Number of opportunities for parents learning to address the needs of unduplicated students	In 2020-2021 CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops				Offer monthly parent opportunities in both Spanish and English that support the following: parent knowledge regarding student achievement,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Participation in CABE Regional Conference was offered - 4 parents participated</p> <p>Participation in local CABE conference offered - 3 parents participated</p> <p>Family Reading Night - 35 families participated</p>				parent advocacy, student access to college and career ready, and technology skills.
<p>Number of parent surveys (and participation in) to gain a more thorough understanding of stakeholder needs.</p>	<p>2019 Baseline Parent survey was sent in the Spring of 2019 with 69 parents participation.</p> <p>At the end of the school year in 2020 an End of the Year survey for Distance Learning. 47 parents participated</p> <p>April 2021 Parent Survey on LCAP 13 parents participated</p>				Send a survey before the school year begins, after the first trimester, and at the end of the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Develop relationships with local organizations to encourage student connection within our community	Current partnerships include: <ul style="list-style-type: none"> • Yolo Farm to Fork • Yolo Arts • Knights Landing Volunteer Fire Dept • Local businesses • Yolo Community Foundation 				Double the number of current partnerships to 10 or more

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home/School Communication	Continue to develop and refine internal and external communication systems (website, newsletter, phone calls, Seesaw) to ensure alignment of messages and engagement of TK-6th Grade parents and families with school and staff. The parent liaison will continue to play a pivotal role in outreach.	\$17,907.00	No
2	Family/Community Activities	Enhance home/community/school partnerships as well as parent and community interests such as: *Offer community-building events such as Kermes, Art Night, Harvest Festival, Read Across America, Robots Read and celebrations of student learning and student exhibitions.	\$23,049.50	No

Action #	Title	Description	Total Funds	Contributing
3	Parent Learning Opportunities	Increase opportunities for parent participation in learning experiences regarding education, such as: CAFE, Parent University, school sponsored workshops	\$5,046.84	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

An explanation of why the LEA has developed this goal.

Schools are an ideal setting to support the social and emotional well-being of students and offer resources and opportunities to build resilience. When schools support social and emotional well-being, students typically have fewer disciplinary issues, can focus more on school work, and can develop skills to communicate better. This can translate to improved academic outcomes and better health later in life. A setting that promotes social and emotional well-being and resilience is particularly important for students who face challenges at home or have a history of stressful or traumatic events in their youth, commonly referred to as Adverse Childhood Experiences (ACEs). Supporting students in this way can lead to better health and educational outcomes for individuals while also creating a positive school environment for all. School closures have meant that children stayed at home with parents and caregivers who had to juggle caretaking, learning supervision, and potential telework responsibilities. Unfortunately, during the COVID-19 pandemic, the immediate need to have virtual school and learning revealed inequity in resources, access, and connectivity across students and communities.

Children’s social and emotional health affects their overall development and learning. Research indicates that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance than less mentally healthy peers (Hyson 2004; Kostelnik et al. 2015). Children who exhibit social and emotional difficulties tend to have trouble following directions and participating in learning activities. Compared with healthier peers, they may be more likely to suffer rejection by classmates, have low self-esteem, do poorly in school, and be suspended (Hyson 2004; Kostelnik et al. 2015). Thus, children’s social and emotional health is just as important as their physical health, and affects their capacity to develop and potential to lead a fulfilling life.

As a result of the COVID-19 pandemic, we recognize a greater need in addressing the social, emotional, and physical well-being of our students and their families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	Based on data from 3/26/21 our daily attendance rate is 95.61%				Increase attendance rate to 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number and percent of students who are chronically absent</p>	<p>Based on Dashboard for 2019:</p> <p>Chronic absenteeism is in orange - 9.3%</p> <p>Rates for each student group are as follows: Total students 253</p> <p>African American: 0% (7 students total)</p> <p>Homeless - 0% (3 students total)</p> <p>Foster Youth - 0% (3 students total)</p> <p>Students with Disabilities - 11.8% (51 students total)</p> <p>Two or More Races - 27.3% (11 students total)</p> <p>Socioeconomically Disadvantaged - 14% (136 students total)</p> <p>American Indian - 0% (1 students total)</p> <p>White - 8.1% (111 students total)</p> <p>Hispanic - 10.8% (120 students total)</p> <p>English Learners - 9.3% (43 students total)</p> <p>Asian - 0% (3 students total)</p> <p>Filipino - 0% (0 students total)</p>				<p>Decrease the percent of students chronically absent to less than 7% for all students and all student groups. For student groups below 10%, decrease by 1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease office referrals and discipline issues	<p>2019 Baseline Office referrals: Ten</p> <p>Based on Dashboard for 2019: 0.4% suspension at least once saw a decline of 0.7% No data 2020-21</p>				No office referrals and maintain a low suspension rate
Survey students, teachers and families regarding school connectedness and social-emotional well-being	<p>2019 Baseline:</p> <p>Students: 220 students surveyed</p> <p>Connectedness 69% of students “always feel safe at school”</p> <p>70% of the students feel they are part of Sci-Tech</p> <p>Social-emotional well-being</p>				<p>Increase student feeling of connectedness and social-emotional well-being to 85%</p> <p>Increase parents feeling of connectedness to 85%</p> <p>Generate surveys for parents and teachers that include specific questions about connectedness and social-emotional well-being</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>82% of students “feel my teacher care about me”</p> <p>63% of students “feel they have a reliable adult at Sci-Tech with whom they can talk and feel safe”</p> <p>Parents: 69 parent responded</p> <p>Connectedness 63% of parents “feel their child is safe at school” 82% of parents “feel welcome at Sci-Tech</p> <p>Social-emotional well-being</p> <p>81% of parents “feel their teachers show respect for the students”</p> <p>Surveys with specific social-emotional well-being questions were not given to parents or staff in 2019</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Response to Intervention (RTI)	<p>Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:</p> <ul style="list-style-type: none"> *Including RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students <p>Provide Reading Intervention Specialist to support the development of reading skills.</p>	\$167,588.71	Yes
2	Community Agency/Services	Contract counseling/agency services to serve students and their families, focused on social-emotional counseling and well-being, and/or parenting classes.	\$21,500.00	No
3	Safe Facilities	<p>Upgrade and enhance the school site as needed to provide a more secure and engaging environment for learning, such as: playground structures and supplies, tree and flower planting, safety enhancements for classrooms.</p> <p>Revisit and upgrade School Safety Plan as needed.</p>	\$2,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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 why the LEA has developed this goal.

As we continue to recruit more students from the Knights Landing area, and our population becomes more diverse, we are seeing a natural increase in the number of students needing greater supports with language acquisition. English Learners account for 12.9% of our school population. As seen in the 2019 Dashboard, our English Learners performed 59 points below standard in ELA, while White students performed 19 points above standard. And in Math, English Learners performed 68.6 points below standard, while White students performed 12.4 points below standard. The consistent academic under-performance of this group has led to important questions on identifying strategies to facilitate the learning of ELLs and signifies a necessary shift in pedagogical approaches to increase learning outcomes among ELLs.

There are classroom management techniques that help increase the learning outcomes among ELL students. The National Center on Time & Learning (NCTL) studied three schools with ELLs representing 25% of the population and that have a record of closing the achievement gap, to identify key strategies to successful ELL education. They found the following practices to be effective in advancing ELL students; structuring classes effectively, integrating relevant and challenging content, allowing students to take responsibility for their own learning and encouraging the students to develop a wide range of competencies and skills (NCTL, 2015). Additionally, new approaches to professional development can help teachers facilitate these learning environments.

Sci-Tech must strive to focus on ELL interventions which can accelerate language acquisition and give students the academic vocabulary they need to meet grade-level expectations. Effective approaches to accelerating learning demand that curricula be tailored to deliberately and intentionally meet individual learners' specific needs over a prescribed period. Rather than approaching instruction from a deficit model, efforts should focus on student strengths, simultaneously providing compensatory strategies and additional instruction to address gaps in learning and needed areas of growth. As a school community, we must leverage student interests that lead to deep, engaging learning. When content is aligned to student interests, the result is an increase in engagement and learning outcomes. Culturally responsive education that recognizes and affirms students' cultural and racial identity also leads to better academic outcomes.

This asset-oriented approach will guide our work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Show growth on the English Learner Progress Indicator (California School Dashboard).	<p>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.</p> <p>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%</p>				Desired: 50% of EL students at Sci-Tech will make progress towards English language proficiency.
Show growth for EL students on the ELA and Math Academic Indicator (California School Dashboard).	<p>2019 baseline: 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.</p>				10% of EL students will have a performance level of both ELA and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL students are currently 68.6 points below standard in Math				
Reclassification rate for English Learners	2019-20 Reclassification rate was 22% 2020-21 Reclassification rate was 23%				Increase by 2%
Istation for ELs TK-6	No current baseline				10% of EL students will have a performance level of both ELA and Math.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>Training and support will be provided to support TK-6th Grade teachers and staff to increase the achievement of English Learners through...</p> <ul style="list-style-type: none"> *implementing the California English Language Development Standards *support for leveled ELD instruction to target proficiency levels *targeted support for RTI, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessment *QTEL and GLAD refresher trainings 	\$33,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Targeted support of EL students and families	Continue to support supplemental programs for English Learner pupils, continually monitor student progress, and provide necessary support for classroom teachers regarding best practices, work with parents in understanding state requirements, testing and reclassification through a .5 English Learner Specialist. The use of paraprofessionals to enable small group instruction and targeted time for EL students.	\$40,242.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.56%	\$191,421

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following action is provided on a school-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations:

Goal 3, Action 1: Response to Intervention (RTI)

After assessing the needs, conditions, and circumstances of our foster youth, English learners, and low-income students, we have determined that there is a significant achievement gap between those students and students who are not low income. According to the California Dashboard in 2019 our low income students were 49.4 points below standard in Language Arts and our English Learners are 59 points below standard in Language Arts as opposed to students who are not low income who tested 5.4 points above standard. In Math, low income students are 65.9 points below standard and English language learners 68.6 points below standard as opposed to students who are not low income who tested 27.1 points below standard. Students that fall into the foster youth category are not reflected in the Dashboard data due the small percentage (1% percent) of Foster Youth students on campus.

The improvement effort that we have identified to address this academic gap is to provide school-wide support with an RTI specialist that will address the instructional needs of all of our students but with a focus on supporting English learners, foster youth and low income students. Our RTI Specialist provides support for student intervention, is present during all academic conferences, collaborates with each teacher to plan and design lessons that target the individual needs of students, and provides social-emotional support to students. In addition, the use of a reading intervention teacher will help develop reading skills for English learners, foster youth, and low income students to address the academic gap in Language Arts.

In reviewing our previous LCAP 2017-2020, the benefit of an RTI Specialist, especially in Math, was reflected by the fact that low income

students saw an improvement of 11 points and students school-wide saw a boost up 3.7 points.

The following action is provided on a school-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations:

Goal 4, Action 1: Professional Development

After assessing the needs, conditions, and circumstances of our foster youth, English learners, and low-income students we are seeing a natural increase in the number of students needing greater supports with language acquisition especially as we continue to recruit more students from the Knights Landing area, and our population becomes more diverse. The improvement effort that we have identified to address this academic gap is to provide professional development for all certificated staff and classified staff in instructional settings which addresses the instructional needs of all of our students, but with a focus on English learners, foster youth, and low income students. The training topics have been developed with student needs at the forefront and will serve as a foundation of professional development throughout the year.

Topics include:

- Universal Design for Learning to support equitable access to core curriculum
- Social-Emotional Learning curriculum scope and sequence and the five core SEL competencies
- Equity and access with a focus on English learners and students in Special Education
- Diagnosing and addressing learning loss and accelerating learning progress

Professional development will have an emphasis on the needs for our targeted groups. By participating in the professional development, teachers will be better equipped to support all students, but especially English learners, foster youth and low income students. In the previous 2017-20 LCAP SciTech provided professional development aligned to topics including but not limited to English Language Arts standards, assessments, and restorative practices, but we feel the trainings we have planned for the coming year will help staff address the needs of all students while keeping a focus on supporting English learners, foster youth, and low income students.

The following action is provided on a school-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations:

Goal 4, Action 2: Targeted support of EL students and families

After assessing the needs, conditions, and circumstances of our foster youth, English learners, and low-income students we have determined that there is a significant gap between English learners and English only students. English Learners account for 12.9% of our school population. As seen in the 2019 Dashboard (and noted above) our English learners performed 59 points below standard in ELA and 68.6 points below standard in Math. The consistent academic under-performance of this group highlighted the need for continued support for our English learners and their families. The improvement effort that we have identified to address the academic gap is to continue to support supplemental programs for English learners, continually monitor student progress, and provide necessary support for classroom teachers regarding best practices, work with parents in understanding state requirements, testing, and reclassification. We will have a .5

English Learner Specialist and paraprofessionals to enable small group instruction and targeted time for EL students. In the previous 2017-20 LCAP SciTech had a goal to improve English proficiency and academic achievement of English learners and low income students and while we were successful in implementing most actions in this goal, we were unable to hire an EL Specialist due to lack of applicants and our recruiting actions yielding no viable candidates.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the services provided to all students listed above, SciTech also provides additional supports which increase the services provided to our unduplicated students.

After assessing the needs, conditions, and circumstances of our English Learner students, we have determined that there is a significant achievement gap between English learners and all students. According to the California Dashboard in 2019 our low income students were 49.4 points below standard in Language Arts and our English Learners are 59 points below standard in Language Arts as opposed to students who are not low income who tested 5.4 points above standard. In Math, low income students are 65.9 points below standard and English language learners 68.6 points below standard as opposed to students who are not low income who tested 27.1 points below standard. Students that fall into the foster youth category are not reflected in the Dashboard data due the small percentage (1% percent) of Foster Youth students on campus. These data indicated that there is a need for specialized support and attention for this group of students, so we provide Action 1 of Goal 3 and Actions 1 and 2 of Goal 4 specifically to support the English proficiency of English learners and the academic proficiency of English learners, foster youth, and low income students. Actions within these goals include (1) Providing an RTI Specialist who will focus on the needs of English learners, foster youth, and low income students; (2) Standards-based instruction, in which we provide training for teachers and staff on integrated and designated English Language Development, and on language and learning disabilities for EL students (3) Systems of Support, in which we provide an English Learner Specialist, paraprofessionals for newcomer support and small group instruction.

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increase or improved percentage of 9.56%

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$191,421.00	\$253,365.00		\$15,467.00	\$460,253.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$369,695.21	\$90,557.79

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Base Instructional Program	\$16,164.80	\$4,200.00			\$20,364.80
1	2	All Students with Disabilities	Staff Professional Development	\$17,600.00	\$44,852.00			\$62,452.00
1	3	All Students with Disabilities	PLC Work	\$10,518.34			\$7,717.66	\$18,236.00
1	4	All	Technology Coordinator	\$471.15	\$42,365.00			\$42,836.15
1	5	All	Enriched Academic Offerings and Enhance Extra-curricular Opportunities	\$4,984.00				\$4,984.00
2	1	All	Home/School Communication		\$10,467.00		\$7,440.00	\$17,907.00
2	2	All	Family/Community Activities	\$19,008.00	\$4,041.50			\$23,049.50
2	3	All	Parent Learning Opportunities	\$1,800.00	\$2,937.50		\$309.34	\$5,046.84
3	1	English Learners Foster Youth Low Income	Response to Intervention (RTI)	\$73,568.71	\$94,020.00			\$167,588.71
3	2	All	Community Agency/Services	\$5,500.00	\$16,000.00			\$21,500.00
3	3	All	Safe Facilities		\$2,500.00			\$2,500.00
4	1	English Learners Foster Youth Low Income	Professional Development	\$1,806.00	\$31,740.00			\$33,546.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Targeted support of EL students and families	\$40,000.00	\$242.00			\$40,242.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$115,374.71	\$241,376.71
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$40,000.00	\$40,242.00
Schoolwide Total:	\$75,374.71	\$201,134.71

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Response to Intervention (RTI)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$73,568.71	\$167,588.71
4	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$1,806.00	\$33,546.00
4	2	Targeted support of EL students and families	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$40,000.00	\$40,242.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

FILTER BY

3rd Grade x 4th Grade x

5th Grade x 1 more...

x v

COMPARE BY

- No comparison -

v

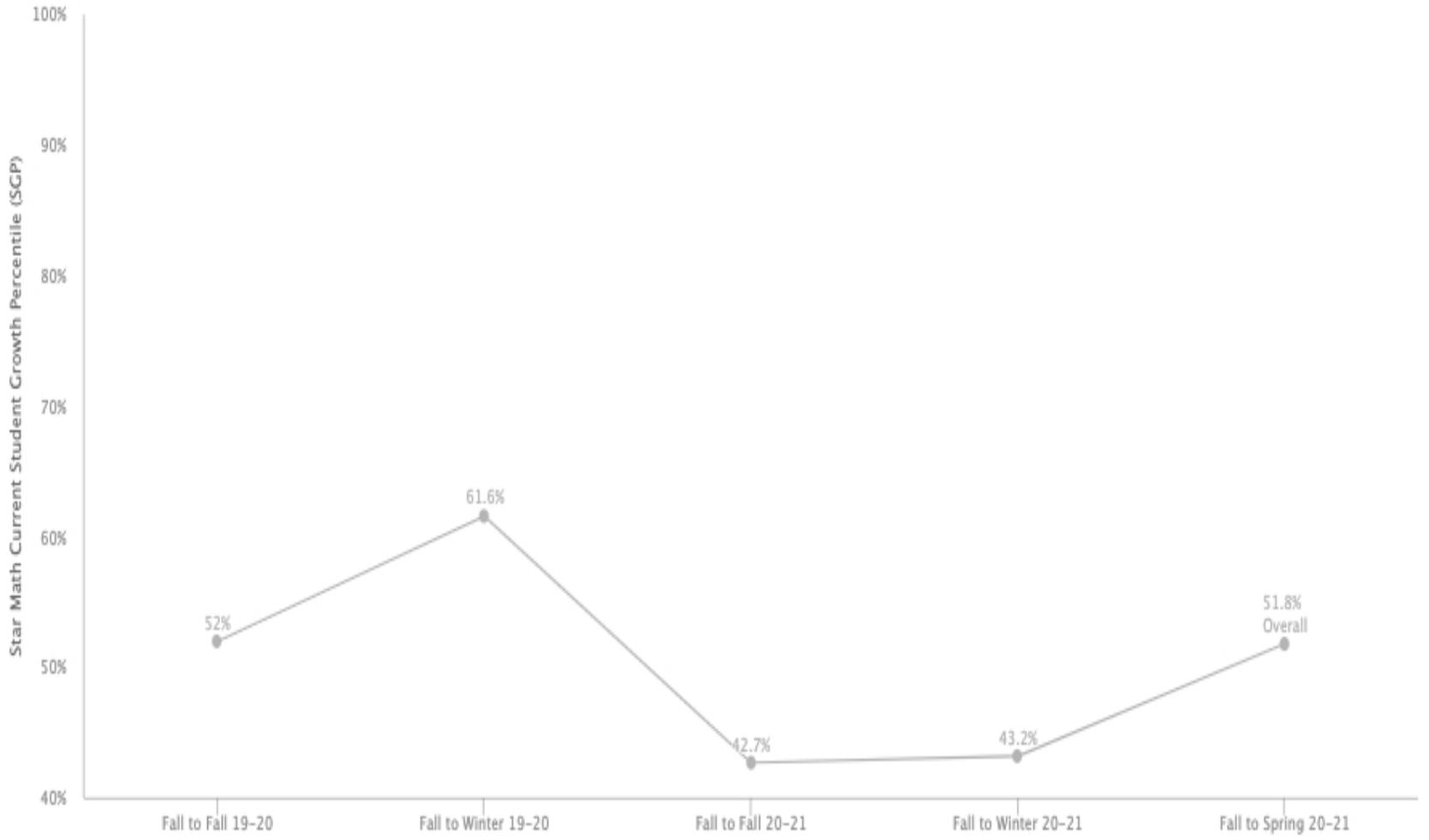
Graph Table Export CSV

Filtered By: 3rd Grade and 3 more – Showing Currently Enrolled Students

ADJUST DISPLAY
Click to hide or hover to highlight

Overall

STAR Math
May 2021



FILTER BY

3rd Grade x 4th Grade x

5th Grade x 1 more...

x v

COMPARE BY

- No comparison -

v

Graph Table Export CSV

Filtered By: 3rd Grade and 3 more – Showing Currently Enrolled Students

ADJUST DISPLAY
Click to hide or hover to highlight

Overall

STAR Reading
May 2021

