



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

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

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%	79.8% Our TK/K teacher is obtaining her credential through the Yolo-Solano Internship program	100% appropriately credentialed and assigned teachers	100% appropriately credentialed and assigned teachers	100% appropriately credentialed and assigned teachers
Percentage of certificated and classified participating in professional learning opportunities to support student learning goals	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	In 2021-22 100% of SciTech teachers 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: *Universal Design for Learning (UDL)	In 2022-23 100% of Sci-Tech teachers and staff participated in the 5 day professional development through the district which was paid by the Sci-Tech's budget. Teachers and staff members were paid per diem rate. These workshops were developed collaboratively with district teachers and staff. The topics covered were: *Youth Development	In 2023-24 100% of Sci-Tech teachers and staff participated in the 5 day professional development through the district which was paid by the Sci-Tech's budget. Teachers and staff members were paid per diem rate. These workshops were developed collaboratively with district teachers and staff. The topics covered were: *Building Professional Learning Community	100% percentage of staff participating in professional learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 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>*Social Emotional Learning *Technology Resources *EL Rise - Integrated and Designated ELD Institute Trauma and Suicide Awareness</p> <p>Teachers and staff members continued to participate in PD on Friday afternoon that focused on Social-Emotional Learning and EL Rise.</p>	<p>*Social Emotional Learning *Technology Resources *EL Rise - Integrated and Designated ELD Institute Trauma and Suicide Awareness</p> <p>Teachers and staff members continued to participate in PD on Friday afternoon that focused on Social-Emotional Learning, EL Rise and STEAM certification</p> <p>In addition, 4-6 grade teacher used their 3 days during the summer to plan and develop units before the start of the school year. Primary teachers used their hours to collaborate and implement new phonics curriculum.</p>	<p>*Inclusivity Training *Differentiation *Tech Tools *Universal Design for Learning *STEM Certification</p> <p>During the our Early Release Days teachers received follow up training on professional learning communities, data analysis, Istation, STEM certification, Inclusion strategies and time to meet in PLC groups.</p> <p>Teachers also had time to collaborate, developing units and look at their data.</p> <p>In addition teachers were paid 3 days during the summer to plan and develop units before the start of the school year.</p>	
STAR Reading and STAR Math: Increase	As of June 2nd 2021:	As of June 10th 2022:	As of June 2023:	2023/24 Results:	Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 10% yearly the percentage of students who score at or above typical growth (35th current SGP)	<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: STAR Math 52% scored at or above typical growth (35th current SGP) from Fall 2020 to Spring 2021 - a 9% increase</p>	<p>These scores reflect the scores of students Grade 3 - Grade 6</p> <p>STAR Reading 73% scored at or above typical growth (35th current SGP) from Spring 2021 to Spring 2022 - an 5.8% increase</p> <p>As of June 2nd 2022: STAR Math 78% scored at or above typical growth (35th current SGP) from Spring 2021 to Spring 2022 - a 52% increase.</p>	<p>These scores reflect the scores of students Grade 3 - Grade 6</p> <p>STAR Reading 69% scored at or above typical growth (35th current SGP) from Fall 2020 to Spring 2021 - an 8% increase</p> <p>As of June 2023 STAR Math 66% scored at or above typical growth (35th current SGP) from Fall to Spring 2023 - a 14%</p>	<p>These scores reflect the scores of students Grade 3 - Grade 6</p> <p>FALL 2023 Star Math - 120 tested 66.67% scored at or above 35th current SGP</p> <p>Star Reading - 123 tested 65.04% scored at or above 35th current SGP</p> <p>As of June 2024 SPRING 2024 Star Math - 120 tested 56.67% scored at or above 35th current SGP</p> <p>Star Reading - 121 tested 63.64% scored at or above 35th current SGP</p>	
CAASPP: Increase percentage of students in both the Meets and Exceeds Standards level on	2019 baseline: 46.66% of students met or exceeded standards in ELA	As of June 20, 2022 SciTech has not received results of Spring 2022 CAASPP testing. CAASPP	2022 CAASPP Results:	2023 Results: 48% of students met or exceeded standards in ELA	Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English Language Arts and Math	33.33% of students met or exceeded standards for Math	testing was not done in 2020 or in 2021	46.22% of students met or exceeded standards in ELA 38.66% of students met or exceeded standards for Math	41.93% of students met or exceeded standards for Math	
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 Tier 1	2020 These scores reflect students from K-2nd graders ISIP Reading 48% of students Tier 1 a decrease of 9% ISIP Math 64% students in Tier 1 a decrease of 1.5%	2022 These scores reflect students from K-2nd graders ISIP Reading 44% of students Tier 1 a decrease of 4% ISIP Math 25% students in Tier 1 a decrease of 39%	As of 23/24 school year iStation switched us from a tiered system to a leveled system. Level 4 & 5 represent what was previously Tier 1 (at or above grade level proficiency) ISIP Reading 30% of students in Levels 4 & 5 - decrease of 31% ISIP Math 50% of students in Levels 4 & 5 - increase of 100%	Increase grade level proficiency by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Due to the Covid-19 pandemic, there is no Academic Indicator for 2020 or 2021.	2022 Academic Indicator (California School Dashboard) All students are currently 12 points below standard in ELA. All students are currently 35.2 points below standard in Math.	2023 Academic Indicator (California School Dashboard) The charter has a performance level of Green for ELA and Yellow for Math. We do not have any groups in Red. Our Hispanic and Socioeconomically Disadvantaged subgroups are in the Orange in both ELA and Math. All students are currently 2.4 points below standard in ELA. All students are currently 28.7 points below standard in Math.	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
Facility Inspection Tool	Facility Inspection Tool Report shows Good for Sci-Tech	Facility Inspection Tool Report shows Good for Sci-Tech	Facility Inspection Tool Report shows Good for Sci-Tech	Facility 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,	100% of students have access to instructional materials and supplies	100% of students have access to instructional materials and supplies	100% of students have access to instructional materials and supplies	100% of students have access to instructional materials and supplies	100% of students have access to instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
technology, internet access and supplies	technology, internet access and supplies	technology, internet access and supplies.	technology, internet access and supplies.	technology, internet access and supplies.	technology, internet access and supplies

Goal Analysis

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.

There were no substantive differences in the planned actions and actual implementation of the actions for Goal 1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no substantive material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services for Actions 1.1, 1.3, 1.5 and 1.6. There was a difference of \$5,370 dollars for Action 1.2, since there was additional professional development taken by teachers. There was also a \$5,338.00 dollars difference due to the acquirement of more Chromebooks.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

No one could ever imagine that school would close and that our educational system would be forced to pivot and educate students virtually during the LCAP cycle. With this pivot, our students, especially our subgroups, were greatly impacted. However, we did see that some of the actions in Goal 1 were effective, while some were impacted due to the pandemic. Throughout the three LCAP years, we continued with making sure we had appropriately credentialed and assigned teachers. Teacher and staff participation in professional development stayed constant throughout the three years with 100% participation. Our facilities maintain a “Good” status according to the Facility Inspection Tool Report, and 100% of our students had access to instructional materials, technology, and supplies. The collaboration and input of our Educational Partners, especially the reflection and commitment of our teaching staff, guided the need to implement a phonics target time and a stronger focus on math for the past two years.

When comparing the 2019 to 2023 Dashboard data we saw the following:

ELA went from an Orange to Blue

All students -

2019: 8.4 points below standard

2023: 2.4 points below standard in ELA

6 points closer to meeting the standard

Hispanics -

2019: 34.7 points below standard

2023: 35.8 points below standard

1 point further away from meeting the standard

Socioeconomically Disadvantaged-

2020: 49.4 points below standard

2023: 28.8 points below standard

More than 20 points growth toward meeting the standard

English Learners -

2020: 59 points below standard

2023: 57.1 points below standard

An increase of 2 points towards meeting the standards

Students with Disabilities -

2020: 79.9 points below standard

2023: 72.2 points below standard

An increase of more than 7 points towards meeting the standard

White students -

2020: 19 points above standard

2023: 44.3 points above standard

More 25 point increase above the standard

Math - went from an Orange to Yellow

All students -

2020: 34.5 points below standard

2023: 28.2 points below standard in Math

6.3 point increase toward standard

Hispanics -

2020: 53.7 points below standard

2023: 62.8 points below standard

9.1 point decrease below standard

Socioeconomically Disadvantaged-

2020: 65.9 points below standard

2023: 54.4 points below standard
11.5 point increase toward meeting standard
English Learners -
2020: 68.6 points below standard
2023: 87.4 points below standard
More than 18 point decrease below standard

Students with Disabilities -
2020: 101.9 points below standard
2023: 104 points below standard
2.1 point decrease below standard

White students -
2020: 12.4 points below standard
2023: 23.9 points above standard
11.5 points points increase above the standard

As we celebrate our successes we can not help but feel a call to action to address the huge disparity between our white students and our subgroups. Although in the grand scheme of things we can say that many subgroups saw growth, the learning gap between our white students and our English Learners and Hispanic students is profound. We continue to commit to best practices, professional development, professional learning communities, and enrichment opportunities. We are confident that our continued adherence to these actions over the next three years will yield improvement in all of our subgroups.

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.

Based on feedback from our Educational Partners, no changes will be made to the Goal 1.
Changes will be made to the following metrics, desired outcomes and actions:
SSC and Governance suggested to move Action 3.3 to Action 1.1 -Safe Facilities: Revisit and upgrade School Safety Plan as needed.

Teachers and Staff members felt that PLCs are very important and that there should be a way of measuring their growth. Action 1.3 metric will include a survey that measures the effectiveness of PLC work. In addition, teacher emphasize the need for more PLC collaboration time. Therefore Metric 1.11 was developed to have teachers meet to analyze data 3 times a year. This collaboration will allow teachers to continue with the implementation of target time for phonics and the new math curriculum.
School Site Council, parent survey, Youth Advisory Council, and the Governance Committee would like to see an increase of Visual and Performing Arts offering. In response this feed back Action 1.4 will incorporate visual and performing arts to enhance our technology

education. This will require the hiring of a teacher to implement the VAPA standards and teach TK to 6 grade students, while developing a Visual and Performing Arts Plan. Metric will consist on increasing VAPA offerings for students. Teachers and Staff members, ELAC, School Site Council, and Governance agreed that Action 1.5: Enriched Academic Offerings and Enhance Extracurricular Opportunities, Expanded Minds Afterschool Program will continue to be part of this action to provide our unduplicated (low income, English Learner, foster, homeless, migrant) students more enrichment opportunities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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 participants (3 parents)	2021 ELAC: 7 participants -100% hispanic PTO: 12 participants - varied diversity School Site Council: 4 staff, 3 parents, 1 student varied diversity	2022-23 9 participants -100% hispanic PTO: 7 participants - varied diversity School Site Council: 4 staff, 4 parents, 1 student varied diversity	2023-24 School Site Council: 4 staff, 4 parents, 1 student varied diversity ELAC: 9 participants -100% Hispanic PTO: 7 participants - varied diversity	Increased participation in all school committees. Site Council's 4 parents will represent the diversity of the student population. ELAC participation will increase by 10% and parents will represent the diversity of the student population PTO participation will increase by 10% and parents and will represent the diversity of the student population
Increase participation rate of parents at	2019 Baseline	2021-22	2022-23	2023 - 24	100% attendance at conferences/PLPs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
conferences/PLPs to represent diversity of student demographics	Attendance 95% of parents at conferences/PLPs	Attendance 96% of parents at conferences/PLPs	Attendance 96% of parents at conference/PLPs	Attendance of parents at conferences and PLPs 98%	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	2021-22 No student-led events held this year, due to continued covid protocols	2022-23 Art Night Science Fair	2023-24 Art Night Science Fair Open House This year, we decided that our 2nd PLP would be lead by our students and would include a demonstration of their learning. Using Seesaw, students shared their work in all subject areas.	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.	Due to safety protocols, we were only able to host two in person evening events. At the Kermes Festival, the final of the in-person community events, a parent proposed having volunteers sign up as a way of	2022-23 Family/Community Events * Ice-Cream Social * Back to School Night * Dia de los Muertos/Harvest Festival	2023-24 Family/Community Events * Ice-Cream Social * Back to School Night * Dia de los Muertos/Harvest Festival	Increase the offering of Family/Community Events.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>documenting some of the attendance.</p> <ul style="list-style-type: none"> 65 volunteers help during Kermes <p>Moving forward we will continue this practice as well as finding other ways to document attendance.</p>	<p>* Progressive Dinner and Art Show</p> <p>* Explorit Science Nights - 200 participants</p> <p>* Kermes</p> <p>* Science Fair/Open House</p>	<p>* Progressive Dinner and Art Show</p> <p>* Explorit Science Nights</p> <p>* Pi Night</p> <p>* Kermes</p> <p>* Open House</p> <p>* Science Fair</p> <p>* Beautification Days</p>	
Number of opportunities for parents learning to address the needs of unduplicated students	<p>In 2020-2021</p> <p>CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops</p> <p>Participation in CABE Regional Conference was offered - 4 parents participated</p> <p>Participation in local CABE conference offered - 3 parents participated</p>	<p>In 2021-2022</p> <p>CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops</p> <p>Participation in CABE Regional Conference was offered - 1 parent participated</p> <p>Family Coding Night - 10 families participated</p>	<p>2022-23</p> <p>CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops</p> <p>Participation in CABE Regional Conference was offered - 2 parent participated</p>	<p>2023 - 24</p> <p>CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops</p> <p>Participation in CABE Regional Conference was offered - 2 parent participated</p> <p>Reading Night</p> <p>Math Night</p> <p>6 grade Jr. High Informational and UC</p>	<p>Offer monthly parent opportunities in both Spanish and English that support the following: parent knowledge regarding student achievement, parent advocacy, student access to college and career ready, and technology skills.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Family Reading Night - 35 families participated			Davis EAOP (Early Academic Outreach Program) Night	
Number of parent surveys (and participation in) to gain a more thorough understanding of stakeholder needs.	<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 April 2021 Parent Survey on LCAP 13 parents participated</p>	<p>Spring survey was given to parents in May of 2022. Survey included questions about the LCAP</p> <p>27 families participated</p> <p>82% of families strongly agree that SciTech has high standards for achievement.</p> <p>89% of families strongly agree that teachers at SciTech work hard to make sure that students do well.</p> <p>82% of families strongly agree that teachers at SciTech promote academic success for all students.</p> <p>67% of families strongly agree that</p>	<p>Spring survey was given to parents in May of 2023. Survey included questions about the LCAP</p> <p>44 families participated</p> <p>72% of families strongly agree that SciTech has high standards for achievement.</p> <p>84% of families strongly agree that teachers at SciTech work hard to make sure that students do well.</p> <p>82% of families strongly agree that teachers at SciTech promote academic success for all students.</p> <p>80% of families strongly agree that</p>	<p>Spring survey was given to parents in May of 2024. Survey included questions about the LCAP</p> <p>46 families participated</p> <p>98% of families strongly agree that SciTech has high standards for achievement.</p> <p>100% of families strongly agree that teachers at SciTech work hard to make sure that students do well.</p> <p>100% of families strongly agree that teachers at SciTech promote academic success for all students.</p> <p>86% of families strongly agree that</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
		<p>SciTech sets clear rules for behavior.</p> <p>71% of families strongly agree that their student(s) feels safe at SciTech.</p> <p>78% of families strongly agree that they feel comfortable talking to teachers at SciTech</p> <p>78% of families strongly agree that SciTech communicates well with families</p> <p>85% of families strongly agree that they feel welcome at SciTech</p>	<p>SciTech sets clear rules for behavior.</p> <p>64% of families strongly agree that their student(s) feels safe at SciTech.</p> <p>91% of families strongly agree that they feel comfortable talking to teachers at SciTech</p> <p>80% of families strongly agree that SciTech communicates well with families</p> <p>89% of families strongly agree that they feel welcome at SciTech</p>	<p>SciTech sets clear rules for behavior.</p> <p>95% of families strongly agree that their student(s) feels safe at SciTech.</p> <p>95% of families strongly agree that they feel comfortable talking to teachers at SciTech</p> <p>91% of families strongly agree that SciTech communicates well with families</p> <p>98% of families strongly agree that they feel welcome at SciTech</p>	
Develop relationships with local organizations to encourage student connection within our community	<p>Current partnerships include:</p> <ul style="list-style-type: none"> • Yolo Farm to Fork • Yolo Arts • Knights Landing Volunteer Fire Dept 	<p>Current partnerships:</p> <ul style="list-style-type: none"> • Yolo Farm to Fork • Yolo Arts • Knights Landing Volunteer Fire Dept • Sunrise Rotary 	<p>Current partnerships:</p> <ul style="list-style-type: none"> • Yolo Farm to Fork • Yolo Arts • Knights Landing Volunteer Fire Dept 	<p>Current partnerships:</p> <ul style="list-style-type: none"> • Knights Landing Volunteer Fire Dept • Yolo Community Foundation 	Continue to increase and diversify community partnerships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Local businesses Yolo Community Foundation 	<ul style="list-style-type: none"> Yolo Community Foundation RISE District 5 Yolo County Supervisor Angel Barajas Healthy Yolo Together Covid Clinic Lion's Club Author Erin Dealey United Way UC Davis EAOP 	<ul style="list-style-type: none"> Yolo Community Foundation RISE District 5 Yolo County Supervisor Angel Barajas Lion's Club Elks Club United Way UC Davis EAOP Yolo Sherriff 	<ul style="list-style-type: none"> District 5 Yolo County Supervisor Angel Barajas Lion's Club Elks Club UC Davis EAOP Yolo Sherriff Local Knights Landing business North Valley Indian Health Inc. Victor Services CalTrans Yolo County Traffic Safety Woodland Police Department 	

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions. We continue refining internal and external communication systems to ensure alignment of messages and engagement of TK-6th grade parents and families with school and staff. Through feedback from families, we made sure anything sent home through Seesaw and Parent Square, is also sent home on paper. This has allowed our families to plan ahead and assist with events. During the pandemic, we were not able to offer community-building events in person, but as soon as we were able to, we once again carried out successful and well attended events. Parents are once again

encouraged to volunteer in classrooms and activities. In addition, we have provided opportunities both on site and through the district for parents to participate in learning experiences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were not material difference between budgeted expenditures and estimated actual expenditures and /or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 and its actions have been effective during the last three years.

Action 1: Home/School Communication has been very successful in maintaining parent engagement in their students' education. The adoption of the Seesaw platform has continued to be effective. 100% of our families are connected and receive messages from teachers, support staff and administration in their home language. Parent Square, the district's platform, is also used to send out weekly all-calls from the principal. Newsletters, flyers and announcements are sent in student's home languages both electronically and in hard copy. Parents and families are also able to communicate with the school in their home language. Our Community and Family Engagement Specialists (CAFE Specialist) has been an integral part of supporting families, especially Hispanic, Sociodisadvantage, Foster, Migrant, English Learner and Unduplicated student's families. Over the last three years, we have increased the participation rate of parents attendance at their students' PLPs (Personalize Learning Plan) and Parent-Teacher Conferences going from 95% to 98%. Our goal was to have 100% parent participation in these conferences and we move closer to our goal each year.

Action 2: Family/Community Activities: Over the years, we have increased the number of community-building events. This year we had at least one event per month to bring together families and community members.

Action 3: Parent Learning Opportunities: We continue providing opportunities for families to gain tools to help their child. Over the three years, we have sent several parents of English Learners and Hispanic students to the California Association of Bilingual Education (CABE) conferences. In response to our Educational Partners' feedback, we added a Common Core Math Night and a Reading Night for parents to learn how to support their children. We continue adding community partnerships to provide support training and our parents are encouraged to attend district parent training. Sci-Tech has parent representatives in various district committees.

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.

Goal 2 and actions will stay the same. Governance, PTO, and School Site Council (SSC) suggested and agreed that in Action 1, "parent liaison" would be replaced for Community and Family Engagement (CAFE) Specialist . SSC council suggested that instead of surveying

parents three times a year, parents should be surveyed in the spring and that data will be compared to the previous year's data. We can not rely on the California Healthy Kids Survey due to the fact that each year we do not know if data will be generated with the few parents or students that respond to it.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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%	94.5%	93.03%	Based on April 2024 Attendance Data. Sci-Tech had a 94.3% Attendance Rate.	Increase attendance rate to 98%
Number and percent of students who are chronically absent	Based on Dashboard for 2019: Chronic absenteeism is in orange - 9.3% Rates for each student group are as follows: Total students 253 African American: 0% (7 students total) Homeless - 0% (3 students total) Foster Youth - 0% (3 students total) Students with Disabilities - 11.8% (51 students total) Two or More Races - 27.3% (11 students total)	Based on data from DataQuest for 2021 https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cde=57727100121749&aggllevel=School&year=2020-21 Chronic absenteeism is 3.5% Results from DataQuest list only the following Hispanic or Latino: 6.5% (124 students total) White: 0% (83	Dashboard 2022 Chronic absenteeism Very High - 28.2% Rates for each student group are as follows: Total students 220 Disabilities - 27.9% (43 students total) Socioeconomically Disadvantaged - 35.3% (139 students total) White - 34.2% (79 students total) Hispanic - 27.6% (123 students total)	Dashboard 2023 Chronic absenteeism Yellow - 25.2% , declined 3% Rates for each student group are as follows: Total number of students is 222 Disabilities - 29.2% (48 students total) Socioeconomically Disadvantaged - 27.5% (138 students total)	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged - 14% (136 students total) American Indian - 0% (1 students total) White - 8.1% (111 students total) Hispanic - 10.8% (120 students total) English Learners - 9.3% (43 students total) Asian - 0% (3 students total) Filipino - 0% (0 students total)	students total)		White - 27.4% (73 students total) Hispanic - 24.2% (128 students total) African American - 0% (2 students total) Homeless - 0% Foster Youth - 0% (1 students total) Two or More Races - 0% (10 students total) English Learners - 18.5% (27 students total) Asian - 0% (7 students total) Filipino - 0% (2 students total)	
Decrease office referrals and discipline issues	2019 Baseline Office referrals: Ten Based on Dashboard for 2019: 0.4% suspension at least once	2021-22 Office referrals: 7 Dashboard 0.5% suspension	2022-23 Office Referrals: 10 Dashboard Low - 0.9%	2023-24 Office Referrals: Dashboard Blue - 0.5%	No office referrals and maintain a low suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	saw a decline of 0.7% No data 2020-21				
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 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</p>	<p>STUDENTS SURVEYED</p> <p>September 2021 80 students surveyed</p> <p>Connectedness 34% of students "always feel safe at school"</p> <p>71% of students feel that their teacher/school wants them to do well.</p> <p>Social-emotional well-being 79% of students "feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe"</p> <p>48% of students feel they always/often get along with other students</p>	<p>Student Surveyed</p> <p>January 2023 80 students surveyed</p> <p>Connectedness 75% of students "always feel safe at school"</p> <p>90% of students feel that their teacher/school wants them to do well.</p> <p>Social-emotional well-being 82% of students "feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe"</p> <p>67% of students feel they always/often get along with other students</p> <p>May 2023</p>	<p>STUDENTS SURVEYED</p> <p>September 2023 110 students surveyed</p> <p>Connectedness 77% of students "always feel safe at school"</p> <p>93% of students feel that their teacher/school wants them to do well.</p> <p>Social-emotional well-being 79% of students "feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe"</p> <p>76% of students feel they always/often get along with other students</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>63% of parents “feel their child is safe at school”</p> <p>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>	<p>April 2022</p> <p>100 students surveyed</p> <p>Connectedness</p> <p>78% of students always/often “feel safe at school”</p> <p>95% of students feel that their teacher/school wants them to do well.</p> <p>Social-emotional well-being</p> <p>75% of students “feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe”</p> <p>66% of students feel they always/often get along with other students</p> <p>STAFF SURVEYED</p> <p>May 2022</p> <p>1= disagree</p> <p>2 = somewhat disagree</p>	<p>100 students surveyed</p> <p>Connectedness</p> <p>84% of students always/often “feel safe at school”</p> <p>93% of students feel that their teacher/school wants them to do well.</p> <p>Social-emotional well-being</p> <p>78% of students “feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe”</p> <p>69% of students feel they always/often get along with other students</p> <p>STAFF SURVEYED</p> <p>May 2023</p> <p>1= disagree</p> <p>2 = somewhat disagree</p> <p>3 = neutral</p> <p>4 = somewhat agree</p>	<p>March 2024</p> <p>109 students surveyed</p> <p>Connectedness</p> <p>79% of students “always feel safe at school”</p> <p>94% of students feel that their teacher/school wants them to do well.</p> <p>Social-emotional well-being</p> <p>80% of students “feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe”</p> <p>72% of students feel they always/often get along with other students</p> <p>STAFF SURVEYED</p> <p>May 2024</p> <p>CONNECTEDNESS</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		3 = neutral 4 = somewhat agree 5 = agree Connectedness Positive School Culture - 14% somewhat disagree 14% neutral 43% somewhat agree 29% agree Social-emotional well-being School is meeting the needs of our students 21% neutral 43% somewhat agree 36% agree PARENTS SURVEYED Connectedness 100% parents either agree or somewhat agree that their student feels safe at school. 100% of parents either agree or	5 = agree CONNECTEDNESS Positive School Culture 18% neutral 46% somewhat agree 36% agree Social Emotional Well-being School is meeting the needs of our students 18% neutral 26% somewhat agree 56% agree PARENTS SURVEYED April/May 2023 CONNECTEDNESS Positive School Culture 94% of parents either agree or somewhat agree that their student feels safe at school. 100% of parents either agree or somewhat agree that	Positive School Culture 55% somewhat agree 45% strongly agree Social Emotional Well-being 18% neutral 46% somewhat agree 36% strongly agree PARENTS SURVEYED April/May 2024 CONNECTEDNESS Positive School Culture 95% of parents either agree or somewhat agree that their student feels safe at school. 100% of parents either agree or somewhat agree that teachers at SciTech promote academic success for all students	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>somewhat agree that teachers at SciTech promote academic success for all students.</p> <p>Social-emotional well-being</p> <p>93% of parents either agree or somewhat agree that their student feels successful at school.</p> <p>100% of families either agree or somewhat agree that they feel welcome at SciTech.</p> <p>100% of families either agree or somewhat agree that teachers at SciTech treat all students with respect.</p>	<p>teachers at SciTech promote academic success for all students</p> <p>Social Emotional Well-being</p> <p>93% of parents either agree or somewhat agree that their student feels successful at school.</p> <p>98% of parents either agree or somewhat agree that they feel welcome at SciTech.</p> <p>100% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect.</p>	<p>Social Emotional Well-being</p> <p>87% of parents either agree or somewhat agree that their student feels successful at school.</p> <p>98% of parents either agree or somewhat agree that they feel welcome at SciTech.</p> <p>93% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect.</p>	

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions. We have continued to address the needs of our English Learners, Socioeconomically Disadvantaged, Hispanic and Students with Disabilities with Response to Intervention, the

collaboration among our RTI Specialist Special Education teacher, and English Learner Specialist with our general education teachers have been instrumental in support our students. We recognized that the pandemic widened the academic gap even more among certain groups, and students continue to be supported by the action in Goal 3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a \$44,437 dollar difference between the budgeted expenditures and estimated actual expenditures for Goal 3. Although Action 3.2- Community Agency/Services was implemented, the budgeted amount was not spent, since the district used the Covid money to cover the salaries of the social worker, counselor and behavioralist.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1: Response to Intervention has proven to be effective based on the growth our students have made in both math and language arts. The needs of our English Learners, Socioeconomically Disadvantaged, Hispanic and Students with Disabilities continue to be addressed through Response to Intervention, the collaboration among our RTI Specialist, Special Education teacher, and English Learner Specialist with our general education teachers have been instrumental in support our students. We recognized that the pandemic widened the academic gap even more among certain groups and have continued to implement strategies and support to close this gap. The intervention of our Reading Intervention Specialist and Paraprofessional support has also proven effective in providing support for our students and allowing for more focused intervention and small group support. In response to our dashboard data in both language arts and math, a phonic program was adopted K-3 to support reading. In the area of math, a new TK-6 grade curriculum was adopted to support math and we continue with our focus on math and writing schoolwide. Base on our CAASPP data the following is true:
Hispanic - 35.8 points below standard in Language Arts (maintained -0.8 points)
Socioeconomically Disadvantaged- 28.8 below standard (Maintained 2.3 points)
English Learners - 57.1 below standards (increased 20.7 point from the previous year)
Student with Disabilities - 72.2 points below standard (increased 34.5 points)

Response to Intervention has not only supported students academically, but also socially and emotionally. We continued to improve our PBIS practices schoolwide and put in place behavior supports to help our students.

Action 2: Community Agency/Services: Based on our Educational Partners, the increase of a .2 to a .5 counselor has been effective in supporting our students' social-emotional needs. After the pandemic, the needs of our students in these areas greatly increased. In addition to a counselor, partnerships with Victor Services and Northern Valley Indian Health, Inc. have been established to add additional support with more counseling and social services support. An area that was severely affected. Based on our dashboard, attendance and chronic absenteeism is an area of need especially among our students with disabilities. This group has a chronically absent percent of 29.2, which was an increase of 1.3% from the previous. When conducting a root cause analysis in our School Site Council, it was concluded that these subgroups are more prone to illness and that parents are still concerned over their health. When surveying our families and asking the following question: Has attendance been a challenge for your student this year? If yes, can you help us understand what barriers to

attendance your family may be facing? Five out of the 18 families that responded, stated that illness was a big challenge. To address this need we put the following in place last year:

- parent/guardian education regarding the impact of attendance
- clear, concise, and consistent communication about schedules and expectations
- Social/Emotional supports Student Study Team Meetings addressing attendance
- Using the Monitoring tool to gauge the efficiency of our interventions (School-Team-Self-Assessment, Attendance Works).

In reflecting on School-Team-Self-Assessment from Attendance Works, we began monthly recognition of students' attendance, meeting with families before they received a truancy letter, meeting with students and parents to develop a contract, visiting families at home, and supporting students with check-in.

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.

No changes were made to Goal 3. Based on the feedback from our Educational Partners, the following changes were made to the actions, metrics and outcomes:

To address the high percent of absenteeism in our Students with Disabilities a new action was developed based on the feedback from both the School Site Council and Teachers and Staff members - Attendance and Engagement: Address and support barriers (e.g., social-emotional needs, mental health, homelessness/foster) which may impact chronic absenteeism. Ensure evidence-based and culturally relevant practices are implemented as proactive tiered systems of support to increase attendance. Support through attendance liaisons and social workers. Provide training on unconscious bias to support classroom practices that are inclusive and engaging for all students, especially students in Special Education, unduplicated students, and students in historically underrepresented groups.

Provide anti-bullying training for teachers, staff, and administrators.

A metric was established to measure the rate of chronic absenteeism for Students with Disabilities and an outcome of a decrease of 10% and a performance level of Green.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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>	For 2022 - pending data	For 2022, 65% of EL students at Sci-Tech (20 students) made progress towards English language proficiency.	For 2022, 72.2% of EL students at Sci-Tech (18 students) made progress towards English language proficiency.	Desired: 50% of EL students at Sci-Tech will make progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Show growth for EL students on the ELA and Math in how far states scores are from proficient	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. EL students are currently 68.6 points below standard in Math	For 2022 - pending data	For 2022-23 The EL students of Sci-Tech have no performance level since there were only 20 EL students. In terms of ELPAC growth: ELs who progressed at least one level: 15 students ELs who maintained level 4: 6 students ELs who maintained level 1: 0 ELs who decreased at least one level: 1	For 2022-23 The EL students of Sci-Tech does not have a Performance Color due to only 22 students. EL students are currently 57.1 points below standard in ELA. EL students are currently 68.6 points below standard in Math	10% of EL students will have a performance level of Yellow or Green in both ELA and Math.
Reclassification rate for English Learners	2019-20 Reclassification rate was 22% 2020-21 Reclassification rate was 23%	2021-22 Reclassification rate was 25%	2022-23 Reclassification rate was 24%	2023-24 - Reclassification rate: 27%	Increase by 2% yearly
Istation for ELs TK-6.	No current baseline	2021-22 - Baseline READING Tier 1: 6 Tier 2: 6 Tier 3: 16	2022-23 Istation for ELs in TK-6 READING Tier 1: 15 Tier 2: 5	2023-24 Istation for ELs in TK-6 READING Level 1: 10	Increase by 5% yearly the number of EL students in Tier 1 for both ELA and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>21% of EL students are in Tier 1 for Reading</p> <p>MATH Tier 1: 10 Tier 2: 4 Tier 3: 14</p> <p>36% of EI students are in Tier 1 for Math</p>	<p>Tier 3: 0 Tier 4: 2 Tier 5: 0</p> <p>68% of EL students are in Tier 1 for Reading</p> <p>MATH Tier 1: 11 Tier 2: 4 Tier 3: 1 Tier 4: Tier 5:</p> <p>41% of EI students are in Tier 1 for Math</p>	<p>Level 2: 9 Level 3: 2 Level 4: 0 Level 5: 0</p> <p>48% are in Level 1</p> <p>MATH Level 1: 11 Level 2: 7 Level 3: 3 Level 4: 1 Level 5: 1</p> <p>48% are in Level 1</p>	

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions. We have continued to address the needs of our English Learners through the support of our English Learner Specialist, Para support, professional development and English Language Development.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a difference of \$5,943.00 dollars difference between budgeted expenditures and estimated actual expenditures. This additional funds were used for additional professional development targeting English Learners in math.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 4 have proven to be effective. Our English Language Learners have shown growth on the English Learner Progress Indicator (California School Dashboard). For 2022, 72.2% of EL students at Sci-Tech (18 students) made progress towards English language proficiency, increasing from 65% last year. Our reclassification rate was Reclassification rate: 27%. Even though we have seen great gains, we do recognize and need to address the huge academic gap in comparison to our White Students. The EL students of Sci-Tech do not have a Performance Color due to only 22 students. EL students are currently 57.1 points below standard in ELA. EL students are currently 68.6 points below standard in Math. We will continue to support our students through our actions in Goal 4.

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.

No changes were made to the goal, metrics desired outcomes or actions for the coming year as that resulted from reflections on prior practices and feedback from ELAC, teachers and parent survey.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023