



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Science and Technology Academy at Knights Landing

CDS Code: 57727100121749

School Year: 2023-24

LEA contact information:

Maria Martinez

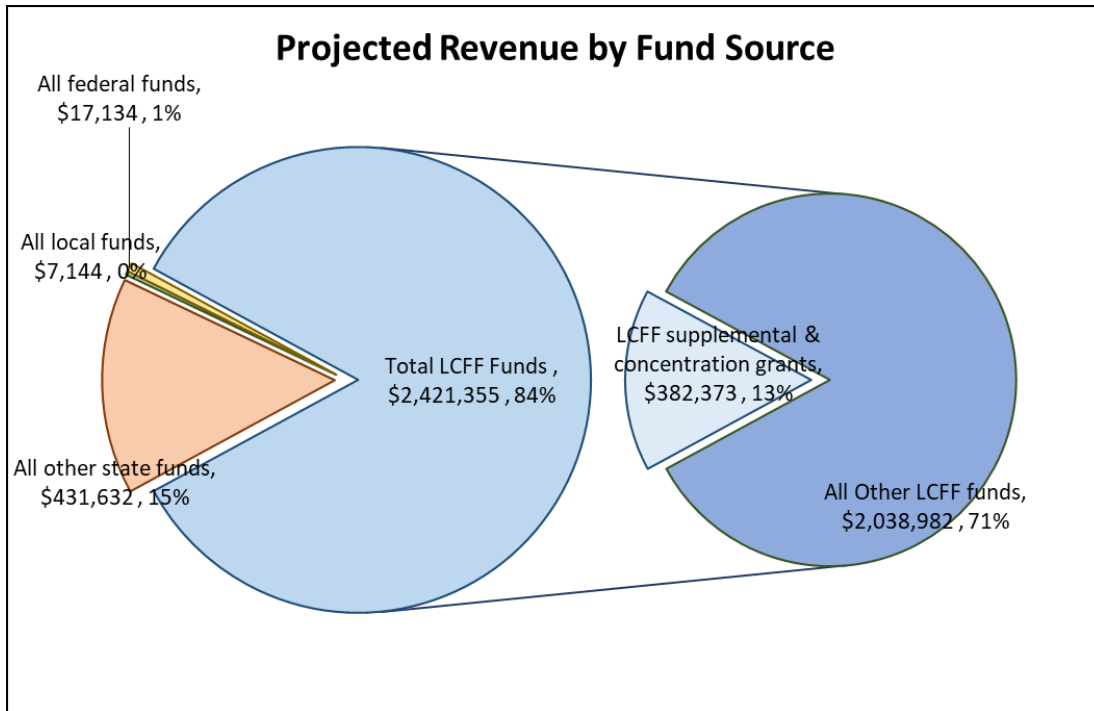
Principal

maria.martinez@wjusd.org

530-735-6435

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

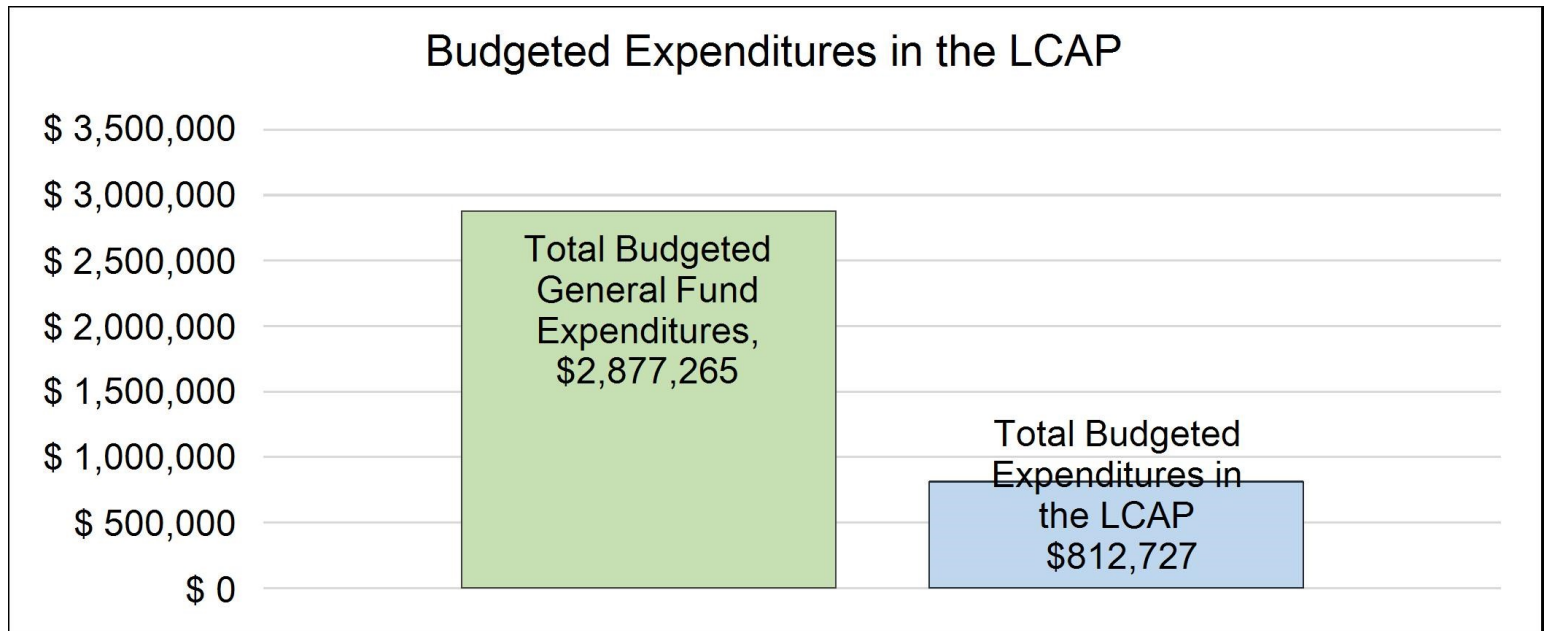


This chart shows the total general purpose revenue Science and Technology Academy at Knights Landing expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Science and Technology Academy at Knights Landing is \$2,877,265, of which \$2,421,355 is Local Control Funding Formula (LCFF), \$431,632 is other state funds, \$7,144 is local funds, and \$17,134 is federal funds. Of the \$2,421,355 in LCFF Funds, \$382,373 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Science and Technology Academy at Knights Landing plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Science and Technology Academy at Knights Landing plans to spend \$2,877,265 for the 2023-24 school year. Of that amount, \$812,727 is tied to actions/services in the LCAP and \$2,064,538 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of staffing costs for certificated and classified positions are not included in the Local Control and Accountability Plan as well as operating budget for transportation, maintenance and utilities.

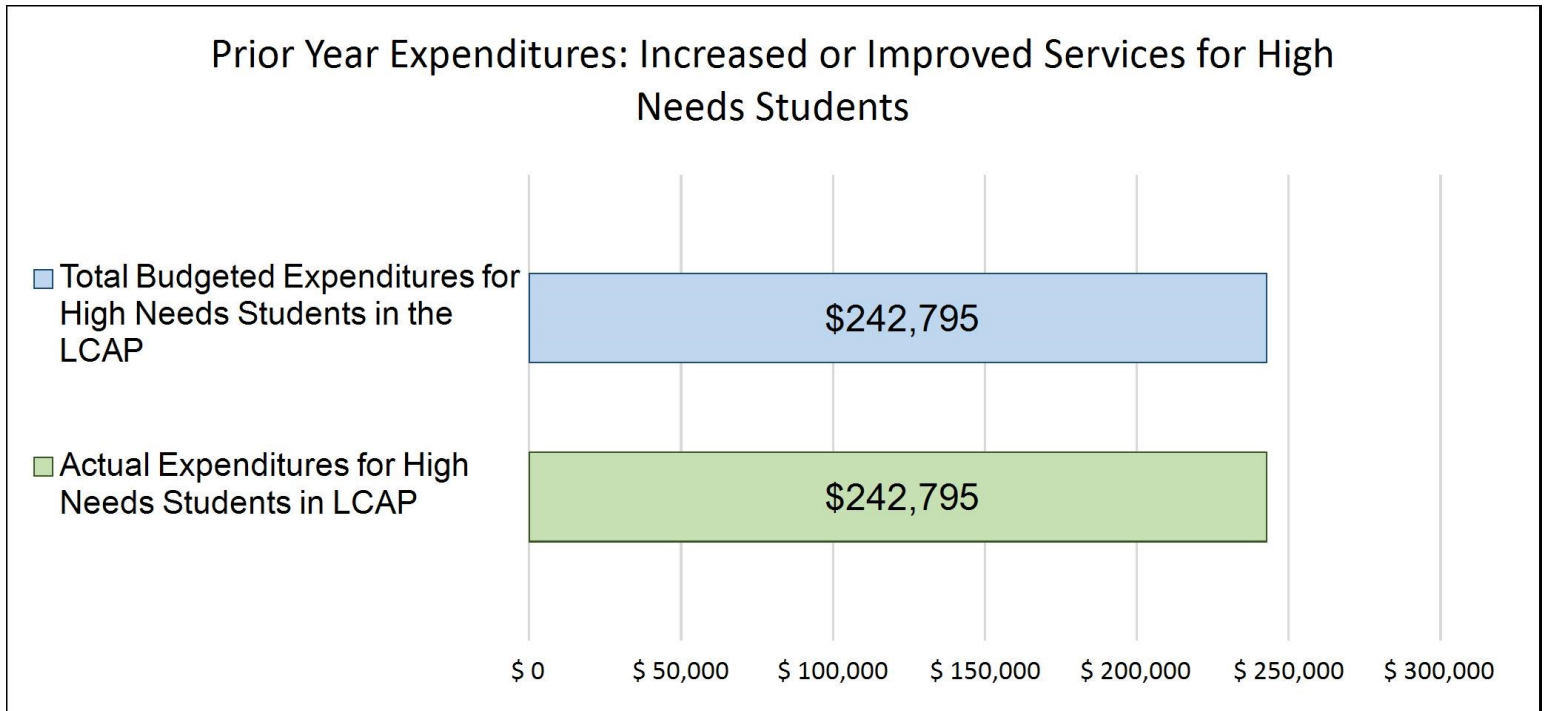
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Science and Technology Academy at Knights Landing is projecting it will receive \$382,373 based on the enrollment of foster youth, English learner, and low-income students. Science and Technology Academy at Knights Landing must describe how it intends to increase or improve services for high needs students in the LCAP. Science and Technology Academy at Knights Landing plans to spend \$509,195 towards meeting this requirement, as described in the LCAP.

To meet the needs of our high needs students, we have added more Actions that will increase or improve services for high needs students. These include: more Professional Development that target our foster youth, low-income and EL learners. We plan to continue with the Personalize Learning Plans (PLPs) that looks at the individual student and their needs. In addition, we will be providing Expanded Learning After School program that specifically targets our high needs students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Science and Technology Academy at Knights Landing budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Science and Technology Academy at Knights Landing estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Science and Technology Academy at Knights Landing's LCAP budgeted \$242,795 for planned actions to increase or improve services for high needs students. Science and Technology Academy at Knights Landing actually spent \$242,795 for actions to increase or improve services for high needs students in 2022-23.



Local Control and 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
Science and Technology Academy at Knights Landing	Maria Martinez Principal	maria.martinez@wjusd.org 530-735-6435

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 212 students and 35 staff members (including office staff, maintenance and support staff). Unfortunately over the years our campus, much like most of the schools across California, has seen a decrease in enrollment. This decrease was most keenly felt during and after the school closures when we pivoted to distance learning. As we adjust to the "new normal", we continue to see 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 more than 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 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 2022-23 school year follows.

Total Enrollment - 212
English Learners - 27 (12.7%)
Gifted and Talented - 35 (16.5%)
Identified Migrant - 2 (.09%)
Special Education - 37 (17.5%)
Foster - 0 (0.0%)
Homeless - 0 (0.00%)
Free and Reduced Meal (FRMP) - 132 (62.3%)
Unduplicated (Foster, EL, FRPM) - 138 (65.1%)
Hispanic - 125 (59.0%)
American Indian/Alaskan Native - 0 (0%)
Filipino - 2 (0.9%)
Asian - 7 (3.3%)
Black/African American - 1 (0.5%)
Multi-Ethnic (Non-Hispanic) - 8 (3.7%)
White - 67 (32%)

Reflections: Successes

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

Sci-Tech reviews the California School Dashboard on a yearly basis, along with a variety of local data sources in order to get a complete picture of student progress. On the California School Dashboard for 2022, the successes noted include:

**an increase in the percent of English learners making progress, at 65% compared to 23.1% in 2019

**an increase of student meeting or exceeding proficiency in Math, at 38.66% compared to 33.33% in 2019

**a very little decrease of .44% of student meeting or exceeding proficiency in Language Arts at 46.22% compared to 46.66% in 2019

Sci-Tech plans to continue to build on these successes by continuing the following:

- The ability to provide paraprofessionals for combination classes and for early literacy support
- Increased counseling for students - Counselor was increased from .2 and .5
- Student council consisting of 12 students of diverse backgrounds and abilities
- Increase PBIS rewards
- Return to off-campus learning opportunity (whole school fieldtrip and more than one class field trip)
- Weekly news show with 34 student participants
- After school enrichment clubs (i.e. Nature Bowl, art club)
- Signature family evening events (Harvest Festival/Dia de los Muertos, Kermes, Family Science Night)
- Improved partnership with RISE to provide students with even more access to counseling
- Implementation of the Expanded Learning Opportunity Program
- Summer school program that addresses learning loss and provides enrichment (last summer and this summer)

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.

On the California School Dashboard for 2022, areas of concern included the following:

*Chronic Absenteeism rate is 28.2%, which is an increase from 2019 of 9.9%. This is a Very High level, with all student groups at Very High or High for Chronic Absenteeism.

*In Academic Performance for English Language Arts and Mathematics, the level is Low. For ELA, students scored 12 points below standard, and for math, students scored 35.2 points below standard, which represents a decrease in performance compared to 2019, which is the last year for SBAC results.

*For Suspension Rate, level is Low, with a .9% rate, which is an increase from the 2019 rate, which was .4%.

In order to address these concerns Sci-Tech will take the following steps:

(1) Chronic Absenteeism: continue the tiered approach to address the chronic absenteeism, which includes:

- 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.

(2) Continue our focus on best first instruction which includes:

- schoolwide focus on math practices
- schoolwide focus on writing
- phonic instruction in the primary grades
- Profession Learning collaboration

(3) Continue our work with PBIS schoolwide and review our discipline procedures

LCAP Highlights

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

The 2021-24 Local Control and Accountability Plan identified four goals that were written to reflect the priorities of Sci-Tech stakeholders; students, families, teachers, staff, and community committee members.

Based on input from community partners, the identified four goals have proven to support our students needs.

Some of the highlights of this update to the 2021-24 LCAP include:

*Continued support for not only EL students, but all students struggling with grade level proficiency

*We continue to use a tiered approach to evaluate and address the needs of every student through academic conferences and PLCs.

*Implementation of universal transitional kindergarten expansion

*We continue to incorporate our hands-on, minds-on philosophy through professional development and collaboration time.

*We are putting interventions in place for all of our students who are far below grade level proficiency.

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Input from stakeholders was sought throughout the 2022-23 school year in an effort to refine our LCAP goals, examine the metrics and actions, and ensure that we are on track. Metrics were reviewed and updated in both November and February. All school committees, which include: ELAC (English Language Advisory Committee), PTO (Parent Teacher Organization) Site Advisory Committee and Governance Committee reviewed the LCAP throughout the year and were encouraged to provide feedback at each juncture. Students were surveyed at both the beginning and end of the school year. Teachers and staff members gave input and analyzed data during staff meetings and collaboration days. Parents were surveyed in the Spring and asked for their input. In addition, the LCAP collaborative reviewed input and gave feedback.

A summary of the feedback provided by specific educational partners.

School Site Council
Sept 27, 2022
Review LCAP Goals

October 25, 2022
2022-23 Overview of the funding in the LCAP (LCFF and Title 1)

November 29, 2022
LCAP - Monitor and Reviewed Goals 1 & 2

February 28, 2023
LCAP review

Mar 28, 2023
Reviewed Dashboard and Monitor and Reviewed Goal 3

April 25, 2023
Recap of LCAP. Discussed definitions of truancy and chronic truancy.

Feedback from Site Council

Goal One:
Keep on doing what we are doing

Goal Two:
Gave feedback on the parent survey and added a question regarding parent participation and attendance

Goal Three:
Gave feedback on parent survey

Goal Four:
Keep on doing what we're doing

Governance Meetings
September 28, 2022
LCAP and budget was reviewed

October 26, 2022
Budget was reviewed in depth

November 30, 2022
LCAP monitoring - Goal 1 and 2

January 25, 2023
LCAP monitoring Goals 3 & 4

February 22, 2023
Reviewed the dashboard
Monitor and Reviewed Goals 1-4

March 29, 2023
Reviewed LCAP Actions for Goals 1, 3 & 4

April 26, 2023
Input on Goals and Budget projection for 2023-24

Feedback from Governance

Goal One: agreed with feedback given by other stakeholders
Goal Two: agreed with feedback given by other stakeholders
Goal Three: agreed with feedback given by other stakeholders

Goal Four: agreed with feedback given by other stakeholders

ELAC -

LCAP was on the agenda and discussed on the following days:

September 20, 2022

November 15, 2022

January 17, 2023

February 21, 2023

March 18, 2023

May 16, 2023

Goal One: Todo lo que estan haciendo la maestros/Everything that teachers are doing.

Estamos muy contentos con lo que la escuela esta haciendo./We are very happy with what the school is doing.

Goal Two: Tener mas talleres para padres/ Have more workshops for parents

Goal Three: No additional feedback

Goal Four: Continuar teniendo a la Maestra Romero tiempo completo/Continue having Mrs. Romero full time

Staff Meetings

Based on numerous staff meetings throughout the year, staff feedback:

Goal One:

Continue to offer Jo Bolar workshops (math training)

Encourage practice of bringing experts into school for class and whole-school

Opportunities for grade level collaboration during the school day

Keep phonics program

Paraprofessional training

Dedicate days/times throughout the school year for teachers to observe each other and cross/collaborate on what was observed

Goal Two:

Continue Zoom Option for Site Council / ELAC /PTO so more parents can attend

Continue meeting our goal for 95% parent attendance at meetings/PLP's/IEP's, etc.

Showcase student learning through science, art, math, writing demonstrations, events, etc.

Continue field trips and add assemblies and in school field trips

Goal Three:

More counseling time to find a way to have social/friendship groups.

Offer of parenting classes to encourage and support parents.

Goal Four:

EL Specialist meeting with students to do data talks so they are aware of their scores

Parent Survey responses on LCAP Goal implementation (via Google Form) in both Spanish and English
May 2023

Goal 1:

Based on your experience, do you believe SciTech is doing a good job offering high quality instruction and learning opportunities with the following actions?

78% Strongly agree

22% Somewhat agree

Goal 2:

Based on your experience, do you believe SciTech is doing a good job encouraging parent and family members attendance and participation with the following actions?

89% Strongly agree

11% Somewhat agree

Goal 3:

Based on your experience, do you believe SciTech is doing a good job providing services to support the social, emotional, and physical well-being of our students and families with the following actions?

67% Strongly agree

22% Somewhat agree

4% Somewhat disagree

8% Don't know

Goal 4:

Based on your experience, do you believe SciTech is doing a good job accelerating the academic achievement and English proficiency of every English Learner with the following actions?

63% Strongly agree

22% Somewhat agree

15% Don't know

Teachers were given a survey in May 2023

The following questions were answered based on the following:

Level 1: Exploration & Research Phase

Level 2: Beginning Development

Level 3: Initial Implementation

Level 4: Full Implementation

Level 5: Full Implementation & Sustainability

Rate Sci-Tech's progress in providing PROFESSIONAL LEARNING for teaching to the recently adopted academic standards and/or curriculum framework.

ELA - Common Core standards for ELA

0% - Level 1

0% - Level 2

36% - Level 3

36% - Level 4

27% - Level 5

ELD - Aligned to ELD standards

0% - Level 1

0% - Level 2

27% - Level 3

45% - Level 4

27% - Level 5

Math - Common Core standards for mathematics

0% - Level 1

0% - Level 2

18% - Level 3

36% - Level 4

45% - Level 5

Next Generation Science Standards

0% - Level 1

0% - Level 2

18% - Level 3

45% - Level 4

36% - Level 5

History - Social Science

0% - Level 1

9% - Level 2

27% - Level 3

55% - Level 4
9% - Level 5

Rate Sci-Tech's progress in making INSTRUCTIONAL MATERIALS that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ELA - Common Core standards for ELA

0% - Level 1
0% - Level 2
18% - Level 3
36% - Level 4
45% - Level 5

ELD - Aligned to ELD standards

0% - Level 1
0% - Level 2
27% - Level 3
64% - Level 4
9% - Level 5

Math - Common Core standards for mathematics

0% - Level 1
0% - Level 2
18% - Level 3
45% - Level 4
45% - Level 5

Next Generation Science Standards

0% - Level 1
0% - Level 2
27% - Level 3
56% - Level 4
18% - Level 5

History - Social Science

0% - Level 1
9% - Level 2
27% - Level 3

45% - Level 4
18% - Level 5

Rate Sci-Tech's progress in implementing POLICIES OR PROGRAM to support staff identifying areas where the can IMPROVE IN DEVELOPING INSTRUCTION aligned to the recently adopted academic standards and/or curriculum frameworks

ELA - Common Core standards for ELA

0% - Level 1
9% - Level 2
18% - Level 3
64% - Level 4
14% - Level 5

ELD - Aligned to ELD standards

0% - Level 1
9% - Level 2
36% - Level 3
45% - Level 4
9% - Level 5

Math - Common Core standards for mathematics

0% - Level 1
15% - Level 2
7% - Level 3
62% - Level 4
15% - Level 5

Next Generation Science Standards

0% - Level 1
9% - Level 2
0% - Level 3
56% - Level 4
27% - Level 5

History - Social Science

0% - Level 1
27% - Level 2
18% - Level 3

36% - Level 4
18% - Level 5

Rate Sci-Tech's progress in implementing each of the following academic standards adopted by the state board for all students

Career Technical Education

8% - Level 1
8% - Level 2
8% - Level 3
58% - Level 4
17% - Level 5

Health Education Content Standards

0% - Level 1
14% - Level 2
21% - Level 3
50% - Level 4
14% - Level 5

Physical Education Model Content Standards

0% - Level 1
0% - Level 2
9% - Level 3
56% - Level 4
36% - Level 5

Visual & Performing Arts

0% - Level 1
0% - Level 2
9% - Level 3
57% - Level 4
36% - Level 5

World Language

27% - Level 1
18% - Level 2
9% - Level 3
45% - Level 4

0% - Level 5

During the 2022-23 school year (including summer 2022) rate Sci-Tech's success at engaging in the following activities with teachers and school administrators

Identifying professional learning needs of groups of teachers or staff as a whole

0% - Level 1

9% - Level 2

27% - Level 3

18% - Level 4

45% - Level 5

Identifying the professional needs of individual teachers

0% - Level 1

9% - Level 2

18% - Level 3

45% - Level 4

27% - Level 5

Providing support for teachers on the standards they have not yet mastered

0% - Level 1

9% - Level 2

18% - Level 3

36% - Level 4

36% - Level 5

STUDENTS SURVEYED

January 2023

80 students surveyed

Connectedness

75% of students "always feel safe at school"

90% of students feel that their teacher/school wants them to do well.

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”

67% of students feel they always/often get along with other students

May 2023

100 students surveyed

Connectedness

84% of students always/often "feel safe at school"

93% of students feel that their teacher/school wants them to do well.

Social-emotional well-being

78% of students “feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe”

69% of students feel they always/often get along with other students

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input from our Educational Partners influenced the following on our LCAP.

Goal 1:

- Continue with phonics program to address early literacy in grades TK-3
- Universal TK
- Dedicate days/times throughout the school year for teachers to observe each other and cross/collaborate on what was observed (PLC work)

Goal 2:

- .5 CAFÉ Specialist
- Offer more parent evening events/training

Goal 3:

- .5 counselor's cost will be on the charter school
- after school intervention
- Tiered approach for absenteeism

* RTI Specialist

Goal 4

- Continue with full time EL Specialist

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%	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
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 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	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) *Social Emotional Learning *Technology Resources *EL Rise - Integrated and Designated ELD Institute Trauma and Suicide Awareness	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 *Social Emotional Learning *Technology Resources *EL Rise - Integrated and Designated ELD Institute Trauma and Suicide Awareness		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>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>	Teachers and staff members continued to participate in PD on Friday afternoon that focused on Social-Emotional Learning and EL Rise.	<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>		
STAR Reading and STAR Math: Increase by 10% yearly the percentage of students who score at or above typical growth (35th current SGP)	<p>As of June 2nd 2021: 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>As of June 10th 2022: 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</p>	<p>As of June 2023: 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</p>		Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR Math 52% scored at or above typical growth (35th current SGP) from Fall 2020 to Spring 2021 - a 9% increase	Spring 2022 - an 5.8% increase 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.	Spring 2021 - an 8% increase As of June 2023 STAR Math 66% scored at or above typical growth (35th current SGP) from Fall to Spring 2023 - a 14%		
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	As of June 20, 2022 SciTech has not received results of Spring 2022 CAASPP testing. CAASPP testing was not done in 2020 or in 2021	2022 CAASPP Results: 46.22% of students met or exceeded standards in ELA 38.66% 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	2022 These scores reflect students from K-2nd graders	2022 These scores reflect students from K-2nd graders		Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ISIP Math 65% of students in Tier 1	ISIP Reading 48% of students Tier 1 a decrease of 9% ISIP Math 64% students in Tier 1 a decrease of 1.5%	ISIP Reading 44% of students Tier 1 a decrease of 4% ISIP Math 25% students in Tier 1 a decrease of 39%		
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.		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		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 and supplies 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
1.1	Base Instructional Program	<p>Implement base instructional program for TK - 6th Grade to include:</p> <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 	\$73,350.00	No
1.2	Staff Professional Development	<p>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: QTEL and GLAD, 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 best practices.</p>	\$27,504.00	Yes
1.3	PLC Work	<p>Provide collaboration time for staff through paid release time for PLC work in order to: conduct regular analysis of student learning with formative data, implement focused and strategic teaching strategies, plan interventions, enhance alignment of thematic instruction, identify specific needs and interventions to address our students who require the greatest gains</p> <ul style="list-style-type: none"> *Continue to implement a process for monitoring schoolwide progress (i.e. Learning Walks). *Provide additional funds for interventions based on student need. 	\$15,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Coordinator	Expand technology integration across grades and subjects. Technology coordinator will lead the development of grade level targeted technology standards and curriculum, provide instruction and guidance, and oversee expanding services to students and staff.	\$30,000.00	No
1.5	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. 6th grade science camp	\$220,822.00	Yes
1.6	Transportation to school	Provide transportation for students between home and school.	\$67,760.00	Yes

Goal Analysis [2022-23]

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.

In order to cover some of the Chromebook expense we decided to do one round of PLCs instead of two. We felt there was an urgency to make sure all students had access to a Chromebook.

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.

Action 1, Base Instructional Program: Additional Chromebook had to be purchased since half of the students' Chromebook became outdated mid-year.

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

Action 1, Base Instructional Program: Chromebooks were purchased to replace outdated ones. This purchase assured that all students had access to their own Chromebook. Besides the purchase of Chromebooks, Action 1 was successful in providing the needed materials and

curriculum to make sure students received a high-quality education. We saw growth in students' Star Reading and Math scores from Fall to Spring. In Reading, students improved by 8% in Reading and 14% in Math.

Action 2, Professional Development: We were successful at providing STEAM Certification schoolwide beginning this year with the participation of thirteen teachers including the Special Education Teacher, English Language Specialist, Response to Intervention Teacher, and Administrator. Teachers and paraprofessionals also participated in different professional development opportunities throughout the year. Additionally, the staff continued with our Math and Writing focus. A phonics program was adopted in grades K-3. Teachers did PD and collaborated in the implementation of this program. We were able to see success in our Istation scores from Spring 2022 to Spring 2023 for grades K-2. There was a 4% decrease in students in Tier 1 (lowest tier) in Reading and a 39% decrease in students in Tier 1 in Math.

Action 3. Professional Learning Community (PLCs): Teachers came together throughout the year to collaborate, observe each other and plan the next steps to support students. The success in teacher collaboration and PLCs was evident in our students' math state scores improving from 33.33% to 38.66%.

Action 4: Technology Coordinator: Having a Tech Coordinator has been very successful since students are not only receiving daily basic technology instruction, but they are also learning the skills needed to utilize technology to further their education. Students learn touch typing, coding, word processing, spreadsheets, how to make engaging slideshow presentations, digital art, engineering challenges, games, and puzzles designed to thematically match their classroom instruction, animation, etc.

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.

The addition of Action 1.6- Transportation to school has been added to include transportation to and from school.

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.

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 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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					PTO participation will increase by 10% and parents and will represent the diversity 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	2021-22 Attendance 96% of parents at conferences/PLPs	2022-23 Attendance 96% of parents at conference/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	2021-22 No student-led events held this year, due to continued covid protocols	2022-23 Art Night 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.	Due to safety protocols, we were only able to host two in person evening events. At the Kermes Festival, the final of	2022-23 Family/Community Events * Ice-Cream Social *Back to School Night		Increase the offering of Family/Community Events.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>the in-person community events, a parent proposed having volunteers sign up as a way of 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>* Dia de los Muertos/Harvest Festival</p> <p>* Progressive Dinner and Art Show</p> <p>*Explorit Science Nights - 200 participants</p> <p>*Kermes</p> <p>*Science Fair/Open House</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 CABA Regional Conference was offered - 4 parents participated</p> <p>Participation in local CABA conference</p>	<p>In 2021-2022</p> <p>CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops</p> <p>Participation in CABA Regional Conference was offered - 1 parent participated</p>	<p>2022-23</p> <p>CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops</p> <p>Participation in CABA Regional Conference was offered - 2 parent participated</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
	<p>offered - 3 parents participated</p> <p>Family Reading Night - 35 families participated</p>	<p>Family Coding Night - 10 families participated</p>			
<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>	<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</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</p>		<p>Send a survey before the school year begins, after the first trimester, and at the end of the school year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>success for all students.</p> <p>67% of families strongly agree that 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>success for all students.</p> <p>80% of families strongly agree that 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>		
Develop relationships with local organizations to encourage student	<p>Current partnerships include:</p> <ul style="list-style-type: none"> • Yolo Farm to Fork 	<p>Current partnerships:</p> <ul style="list-style-type: none"> • Yolo Farm to Fork • Yolo Arts 	<p>Current partnerships:</p> <ul style="list-style-type: none"> • Yolo Farm to Fork • Yolo Arts 		Continue to increase and diversify community partnerships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connection within our community	<ul style="list-style-type: none"> • Yolo Arts • Knights Landing Volunteer Fire Dept • Local businesses • Yolo Community Foundation 	<ul style="list-style-type: none"> • Knights Landing Volunteer Fire Dept • Sunrise Rotary • 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"> • Knights Landing Volunteer Fire Dept • Yolo Community Foundation • RISE • District 5 Yolo County Supervisor Angel Barajas • Lion's Club • Elks Club • United Way • UC Davis EAOP • Yolo Sherriff 		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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, especially to our families of students in need of the greatest gains	\$44,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	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.	\$5,950.00	No
2.3	Parent Learning Opportunities	Increase opportunities for parent participation in learning experiences regarding education, such as: CAFE, Parent University, school sponsored workshops	\$12,580.00	No

Goal Analysis [2022-23]

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.

All actioned planned for this goal were implemented throughout the year. There were no substantive differences in what was planned and actual implementation of these goals.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 1: Home/School Communication: We continue using Seesaw as our main communication platform. This is affected because 100% of parents are connected and receive weekly messages in addition to having direct communication with their child's teacher.

Action 2: Family/Community Activities: This year we were successfully able to bring all our signature family evening events back! We were able to provide seven evening family events in addition to our in-school student activities. We added a science family night event that was very successful bringing 200 people to the Explorit Science Family Night. We hope to provide at least one family event per month next year to continue bringing family and community together.

Action 3: Parent Learning Opportunities: We were successful at providing several parent learning opportunities by bringing guest speakers and resources to our parents during our ELAC and PTO. In addition, our parents were able to join any parent opportunities provided by the district. Two of our ELAC parents were able to attend the California Association of Bilingual Education (CABE) conference in Long Beach.

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.

We continue to modify the metrics for Action 2. It was through input that it was decided to measure the success of this goal through the amount of family and community events offered throughout the year. In gathering input from various parent groups, they feel that more parent training should be offered to parents in the area of how to help their children with common core math and reading. Therefore, two parent nights are planned in these two areas.

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.

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	94.5%	93.03%		Increase attendance rate to 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attendance rate is 95.61%				
Number and percent of students who are chronically absent	<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</p>	<p>Based on data from DataQuest for 2021</p> <p>https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cde=57727100121749&aggllevel=School&year=2020-21</p> <p>Chronic absenteeism is 3.5%</p> <p>Results from DataQuest list only the following</p> <p>Hispanic or Latino: 6.5% (124 students total)</p> <p>White: 0% (83 students total)</p>	<p>Dashboard 2022</p> <p>Chronic absenteeism Very High - 28.2%</p> <p>Rates for each student group are as follows: Total students 220</p> <p>Disabilities - 27.9% (43 students total)</p> <p>Socioeconomically Disadvantaged - 35.3% (139 students total)</p> <p>White - 34.2% (79 students total)</p> <p>Hispanic - 27.6% (123 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
	total) Asian - 0% (3 students total) Filipino - 0% (0 students total)				
Decrease office referrals and discipline issues	2019 Baseline Office referrals: Ten Based on Dashboard for 2019: 0.4% suspension at least once saw a decline of 0.7% No data 2020-21	2021-22 Office referrals: 7 0.5% suspension	2022-23 Office Referrals: 10 Low - 0.9%		No office referrals and maintain a low suspension rate
Survey students, teachers and families regarding school connectedness and social-emotional well-being	2019 Baseline: Students: 220 students surveyed Connectedness 69% of students "always feel safe at school" 70% of the students feel they are part of Sci-Tech	STUDENTS SURVEYED September 2021 80 students surveyed Connectedness 34% of students "always feel safe at school" 71% of students feel that their	Student Surveyed January 2023 80 students surveyed Connectedness 75% of students "always feel safe at school" 90% of students feel that their		Increase student feeling of connectedness and social-emotional well-being to 85% Increase parents feeling of connectedness to 85% Generate surveys for parents and teachers that include specific

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Social-emotional well-being</p> <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</p>	<p>teacher/school wants them to do well.</p> <p>Social-emotional well-being</p> <p>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>April 2022 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>teacher/school wants them to do well.</p> <p>Social-emotional well-being</p> <p>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 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>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
	not given to parents or staff in 2019	<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 May 2022 1= disagree 2 = somewhat disagree 3 = neutral 4 = somewhat agree 5 = agree</p> <p>Connectedness Positive School Culture - 14% somewhat disagree 14% neutral 43% somewhat agree 29% agree</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 May 2023 1= disagree 2 = somewhat disagree 3 = neutral 4 = somewhat agree 5 = agree</p> <p>CONNECTEDNESS Positive School Culture 18% neutral 46% somewhat agree 36% agree</p> <p>Social Emotional Well-being School is meeting the needs of our students 18% neutral</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>School is meeting the needs of our students 21% neutral 43% somewhat agree 36% agree</p> <p>PARENTS SURVEYED</p> <p>Connectedness</p> <p>100% parents either agree or somewhat agree that their student feels safe at school.</p> <p>100% of parents either agree or 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>26% somewhat agree 56% agree</p> <p>PARENTS SURVEYED April/May 2023</p> <p>CONNECTEDNESS</p> <p>Positive School Culture</p> <p>94% of parents either agree or somewhat agree that their student feels safe at school.</p> <p>100% of parents either agree or 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>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<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>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>		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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>	\$213,296.00	Yes
3.2	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.	\$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Safe Facilities	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. Revisit and upgrade School Safety Plan as needed.	\$2,000.00	No

Goal Analysis [2022-23]

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.

All actions planned were implemented for this goal.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 1, Response to Intervention (RTI): Our Response to Intervention has proven to be successful in that our students have made growth in the area of reading and math. Our RTI Specialist continued to worked with our students both in the areas of academic and social/emotional. She provided targeted small group intervention and pushed in to classrooms providing small group instruction. Our Reading Specialist also provided reading intervention in and outside of the classroom. She worked with teachers to learn the new phonic program and provided push in support in classroom in small groups. As a result of we saw a 8% increased in our STAR Reading scores and a 14% increase in our STAR Math scores from Fall to Spring.

Action 2, Community Agency/Services: We continued our partnership with RISE to provide additional social emotional support. A Wellness Team composed of the counselor, administrator, social-worker, general education behaviorist and RTI teacher was developed to make sure students social emotional needs are addressed. The increase of our counselor from a .2 to a .5 position was very positive. She was able to both address students needs individually and have social groups to address needs. Both our counselor and the RISE therapist, were able to

see approximately 80 students. In addition, our counselor provided Tier 1 support to all students by delivering monthly lessons in their classrooms.

Action 3, Safe Facilities: We were able to hold two beautification days this year, which were great successes. In addition, our Student Advisory Council led a beautification month in which classes sign up to clean our school. Moreover, walkie talkies were purchased to make teacher, paras and support staff able to be connected in case of any emergency.

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.

There are no changes planned for this goal, the metrics, outcomes, or actions for the coming year.

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.

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>	For 2022 - pending data	For 2022, 65% of EL students at Sci-Tech (20 students) made progress towards English language proficiency.		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>	For 2022 - pending data	<p>For 2022-23 The EL students of Sci-Tech have no performance level since there were only 20 EL students.</p> <p>In terms of ELPAC growth:</p>		10% of EL students will have a performance level of Yellow or Green in 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		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		
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%		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 21% of EL students are in Tier 1 for Reading MATH Tier 1: 10 Tier 2: 4 Tier 3: 14	2022-23 Istation for ELs in TK-6 READING Tier 1: 15 Tier 2: 5 Tier 3: 0 Tier 4: 2 Tier 5: 0 68% of EL students are in Tier 1 for Reading		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
		36% of EI students are in Tier 1 for Math	MATH Tier 1: 11 Tier 2: 4 Tier 3: 1 Tier 4: Tier 5: 41% of EI students are in Tier 1 for Math		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Training and support will be provided to TK-6th Grade teachers and staff to increase the achievement of English Learners through... *implementing the California English Language Development Standards *utilization of the EL Road Map for enhanced instruction *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	\$5,794.00	Yes
4.2	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	\$61,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>parents in understanding state requirements, testing and reclassification through a fulltime (1.0 FTE) English Learner Specialist.</p> <p>The use of paraprofessionals to enable small group instruction and targeted time for EL students.</p>		
4.3	English Language Development	Ensure that all students who are English Learners have instruction in designated and integrated English Language Development. Students are provided with a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. English Learners are provided access to the full curriculum in addition to appropriate English Learner supports and services.		Yes

Goal Analysis [2022-23]

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 difference in planned actions and actual implementation of these actions.

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 no material differences between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services. Our methodology for including the planned percentage of 5.6% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE.

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

Action 1: Professional Development: The staff continues to successfully implement QTEL strategies and EL Rise tools gain through professional development. QTEL strategies were reviewed at the beginning of the year. EL Rise PD was done throughout the year. All staff members and admin received EL Rise PD in order to address the needs of our EL Learners. Common agreement among the staff to implement Focus/Language Walls was proven successful in maintaining a focus on building student's English skills.

Action 2: Targeted support of EL students and families: The increased of our English Language Specialist from .5 to 1.0 proved to be a success. Our EL Learners made gains as seen in the results of their ELPAC scores:

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

We also continue to have a high reclassification rate. This year we had a 24% reclassification rate. For 2022, 65% of EL students at Sci-Tech (20 students) made progress towards English language proficiency.

Moreover, our ELAC parent group was more active this year. We successfully were able to meet in person, but still given an option to parents to Zoom in order to attend the meetings.

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.

The addition of Action 4.3 was added to reflect SciTech's priority to ensure that all students who are English Language Learners receive English Language Development everyday.

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

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.

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

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.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$382,373	\$28,215

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.28%	6.36%	\$139,578.00	24.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 1, Action 1.6 : transportation for students living a certain distance away from school.

After assessing the needs, conditions, and circumstances of our Foster Youth, English learners, and low income students, we have determined that there is a need to provide certain basic services to students which include transportation for students who live a distance away from SciTech. Based on the Dashboard our Chronic Absenteeism of all subgroups are high. In terms of transportation, we know that attendance is critical to student engagement, and with the geographic spread of students that attend SciTech and transportation to school being a potential barrier for students, it is important for the school to provide home/school transportation.

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 2022 our low income students were 31.2 points below standard in Language Arts and our English Learners are 0 points below standard in Language Arts as opposed to students who are not low income who tested 6.9 points above standard. In Math, low income students are 51.3 points below standard and English language learners 0 points below standard as opposed to students who are not low income who tested 17.9 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 14.6 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. There is also great effort on our SPED teacher and gen teachers to collaborate together to make sure our Special needs students are supported and are making growth on their goals. Our SPED teacher is part of all our trainings and collaborations.

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 13.1% of our school population. As seen in the 2022 Dashboard (and noted above) our English learners performed 0 points below standard in ELA and 0 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 1.0 English Learner Specialist and paraprofessionals to enable small group instruction and targeted time for EL students.

Another action within Goal 4 that is designed to address the English Learner achievement gap is Action 3: English Language Development, which SciTech has identified as a focus area and improvement strategy. Ensuring that all students who are English Learners receive both designated and integrated English Language Development is outlined in this action and is essential for students developing their language skills. Students who are English Learners must be provided with a rigorous, intellectually-rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. Access to the full curriculum is provided in addition to designated English

Language Development. Our methodology for including the planned percentage of 5.6% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at the elementary level. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE.

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 support which increases 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 2022 our low-income students were 31.2 points below standard in Language Arts and our English Learners are 0 points below standard in Language Arts as opposed to students who are not low-income who tested 6.9 points above standard. In Math, low-income students are 51.3 points below standard, and English language learners are 0 points below standard as opposed to students who are not low-income who tested 17.9 points below standard. These data indicated that there is a need for specialized support and attention for this group of student, therefore, Actions 1 and 2 of Goal 4 specifically supports the English proficiency of English learners and the academic proficiency of English learners.

Actions within these goals include:

- (1) Providing a full-time English Language Specialist who will focus on the needs of English learners
- (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 a 1.0 English Learner Specialist, as well as paraprofessionals for newcomer support and small group instruction.
- (4) Designated and integrated English Language Development

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increase or improved percentage of 18.90%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant will be used to provide our foster youth, English learners and low-income students with additional targeted support in the form of interventions and enrichment opportunities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		24:1
Staff-to-student ratio of certificated staff providing direct services to students		15:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$621,075.00	\$174,772.00		\$16,880.00	\$812,727.00	\$595,783.00	\$216,944.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Base Instructional Program	All	\$73,350.00				\$73,350.00
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	\$27,504.00				\$27,504.00
1	1.3	PLC Work	English Learners Foster Youth Low Income	\$15,680.00				\$15,680.00
1	1.4	Technology Coordinator	All	\$20,000.00	\$10,000.00			\$30,000.00
1	1.5	Enriched Academic Offerings and Enhance Extra-curricular Opportunities	English Learners Foster Youth Low Income	\$56,050.00	\$164,772.00			\$220,822.00
1	1.6	Transportation to school	English Learners Foster Youth Low Income	\$67,760.00				\$67,760.00
2	2.1	Home/School Communication	English Learners Foster Youth Low Income	\$29,130.00			\$14,880.00	\$44,010.00
2	2.2	Family/Community Activities	All	\$5,950.00				\$5,950.00
2	2.3	Parent Learning Opportunities	All	\$10,580.00			\$2,000.00	\$12,580.00
3	3.1	Response to Intervention (RTI)	English Learners Foster Youth Low Income	\$213,296.00				\$213,296.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Community Agency/Services	English Learners Foster Youth Low Income	\$32,000.00				\$32,000.00
3	3.3	Safe Facilities	All	\$2,000.00				\$2,000.00
4	4.1	Professional Development	English Learners Foster Youth Low Income	\$5,794.00				\$5,794.00
4	4.2	Targeted support of EL students and families	English Learners Foster Youth Low Income	\$61,981.00				\$61,981.00
4	4.3	English Language Development	English Learners Foster Youth Low Income					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,091,323	\$382,373	18.28%	6.36%	24.65%	\$509,195.00	5.60%	29.95 %	Total:	\$509,195.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$61,981.00
								Schoolwide Total:	\$447,214.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Staff Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$27,504.00	
1	1.3	PLC Work	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$15,680.00	
1	1.5	Enriched Academic Offerings and Enhance Extra-curricular Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$56,050.00	
1	1.6	Transportation to school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$67,760.00	
2	2.1	Home/School Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$29,130.00	
3	3.1	Response to Intervention (RTI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$213,296.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Community Agency/Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$32,000.00	
4	4.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$5,794.00	
4	4.2	Targeted support of EL students and families	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6	\$61,981.00	
4	4.3	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Charter TK-6		5.6%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$500,872.50	\$503,869.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base Instructional Program	No	\$55,884.00	\$70,065
1	1.2	Staff Professional Development	Yes	\$22,035.00	\$23,060.00
1	1.3	PLC Work	Yes	\$7,280.00	\$ 2640.00
1	1.4	Technology Coordinator	No	\$58,800.00	\$37,500.00
1	1.5	Enriched Academic Offerings and Enhance Extra-curricular Opportunities	Yes	\$68,862.00	\$68,670.00
2	2.1	Home/School Communication	Yes	\$32,010.00	\$33,340.00
2	2.2	Family/Community Activities	No	\$12,565.50	\$12,587.50
2	2.3	Parent Learning Opportunities	No	\$6,560.00	\$4,845.00
3	3.1	Response to Intervention (RTI)	Yes	\$153,504.00	\$169,106.90
3	3.2	Community Agency/Services	Yes	\$28,000.00	\$30,288.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Safe Facilities	No	\$2,500.00	\$1,057.00
4	4.1	Professional Development	Yes	\$8,006.00	\$8,150.00
4	4.2	Targeted support of EL students and families	Yes	\$44,866.00	\$45,199.56

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$382,373	\$242,795.00	\$242,795.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Staff Professional Development	Yes	\$22,035.00	\$21,042.34		
1	1.3	PLC Work	Yes	\$5,200.00	\$3,500		
1	1.5	Enriched Academic Offerings and Enhance Extra-curricular Opportunities	Yes	\$41,900.00	\$40,347.96		
2	2.1	Home/School Communication	Yes	\$19,860.00	\$20,844.00		
3	3.1	Response to Intervention (RTI)	Yes	\$94,128.00	\$98,120.76		
3	3.2	Community Agency/Services	Yes	\$12,000.00	\$11,705.21		
4	4.1	Professional Development	Yes	\$2,806.00	\$2,035.73		
4	4.2	Targeted support of EL students and families	Yes	\$44,866.00	\$45,199		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,193,319	\$382,373	0%	17.43%	\$242,795.00	0.00%	11.07%	\$139,578.00	6.36%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[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 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 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.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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