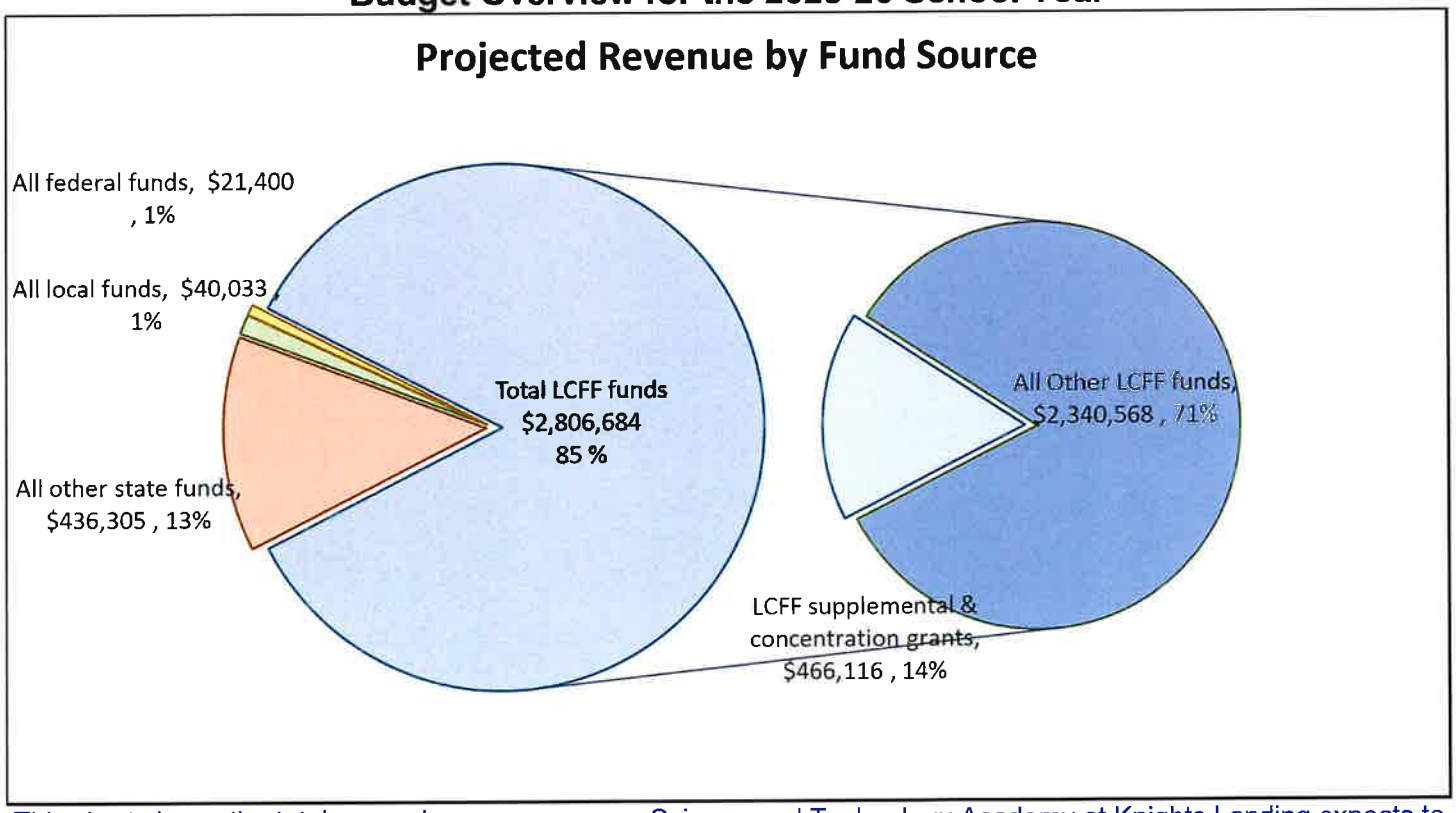
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Science and Technology Academy at Knights Landing
CDS Code: 57727100121749
School Year: 2025-26
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 2025-26 School Year

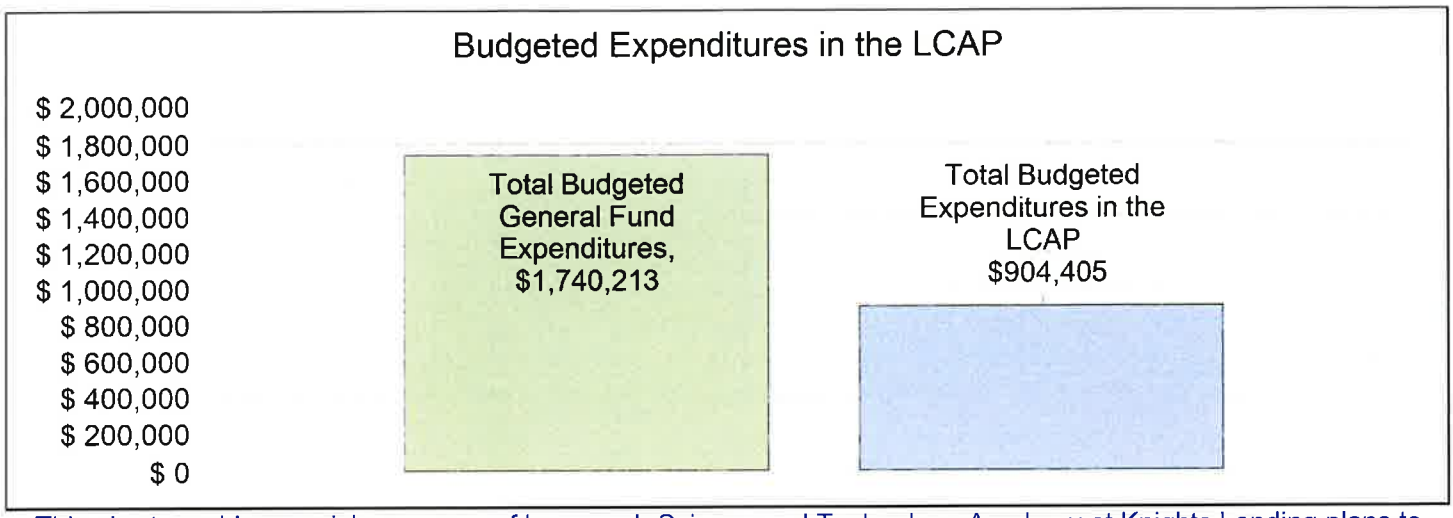


This chart shows the total general purpose revenue Science and Technology Academy at Knights Landing expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Science and Technology Academy at Knights Landing is $3,304,422, of which $2,806,684 is Local Control Funding Formula (LCFF), $436,305 is other state funds, $40,033 is local funds, and $21,400 is federal funds. Of the $2,806,684 in LCFF Funds, $46,6116 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 2025-26. 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 $$1,740,212.68 for the 2025-26 school year. Of that amount, $$904,404.71 is tied to actions/services in the LCAP and $835,807.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

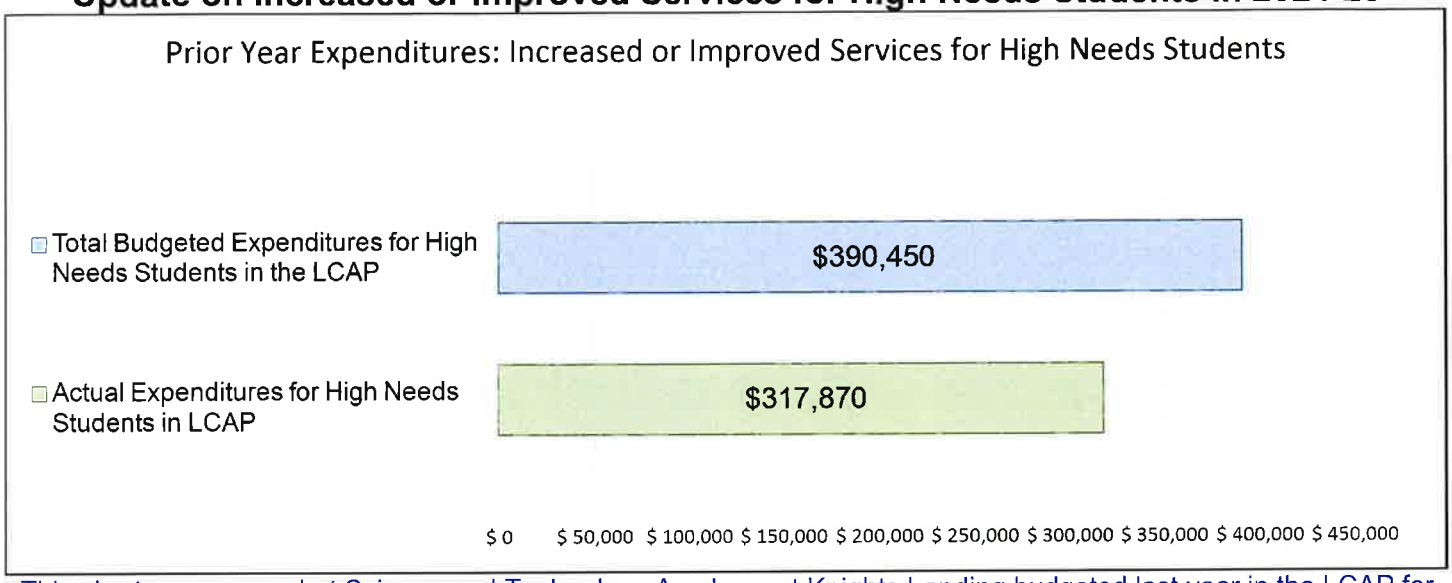
The majority of staffing costs for certificated and classified positions are not included in the LCAP as well as the operating budget from transportation, maintenance, and utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Science and Technology Academy at Knights Landing is projecting it will receive $46,6116 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 $$506,099.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Science and Technology Academy at Knights Landing's LCAP budgeted $$390,450.00 for planned actions to increase or improve services for high needs students. Science and Technology Academy at Knights Landing actually spent $$317,870.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $72,580 had the following impact on Science and Technology Academy at Knights Landing's ability to increase or improve services for high needs students:

The difference between the budgeted and the actual expenditures of $72,580 had a minimal impact on Sci-Tech's ability to increase or improve services for high-need students and was due to staffing shortages. The difference had no impact on the implementation of the services for high-need students.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

At the Science and Technology Academy at Knights Landing (Sci-Tech), our motto is “hands-on, minds-on” learning. Students engage all their senses—visual, auditory, tactile, olfactory, and gustatory—in the classroom. We strive to create an environment where children are encouraged to take risks while experiencing diverse and challenging intellectual opportunities. Our goal is to nurture them as individuals and as members of a community, helping them develop positive self-concepts and a constructive attitude toward school and learning.

Sci-Tech's mission is to "inspire learning, curiosity, and problem-solving with a focus on science and technology." We integrate technology to support inquiry-based instruction and actively develop strong community partnerships. By using science and technology to drive the teaching and learning of all core competencies, we prepare students for the rapidly changing world of the 21st century.

Sci-Tech serves a diverse group of students from transitional kindergarten (TK) to 6th grade, drawn from the Knights Landing community, Woodland, Esparto, Yolo, West Sacramento, and other surrounding areas. Knights Landing is a small agricultural community, and the school acts as a hub for the town. Sci-Tech is a single-site charter school that receives indirect funding and is part of the Woodland Joint Unified School District (WJUSD). The student population consists of English learners, low-income students, foster and homeless students, and students with special needs. Currently, Sci-Tech has 225 students and 35 staff members, including office, maintenance, and support staff.

We are proud of our high level of parent involvement, boasting a parent conference participation rate of over 95%. With a strong emphasis on science and technology, students receive daily in-class instruction in these subjects. They participate in an annual Science Fair and take part in a monthly immersive science event known as “Big Science Friday,” which is the highlight of each month.

A breakdown of student enrollment for the 2024-25 school year follows.
Total Enrollment - 225
English Learners - 16 (7.11%)
Gifted and Talented - (15.11%)
Identified Migrant - (1.3%)
Special Education - 59 (24.44%)
Foster - 4 (1.77%)
Homeless - 1 (0.04%)
Free and Reduced Meal (FRMP) - 138 (61.33%)
Unduplicated (Foster, EL, FRPM) - 148 (65.77%)
Social-Economically Disadvantaged - 149 (66.22%)
Hispanic - 134 (59.29%)
American Indian/Alaskan Native - 0 (0%)
Filipino - 2 (0.9%)
Asian - 5 (2.2%)
Black/African American - 5 (2.21%)
Multi-Ethnic (Non-Hispanic) - 14 (6.19%)
White - 65 (28.76%)

Reflections: Annual Performance

A reflection on annual performance 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. Data analysis reflect the following successes:

Early Literacy Growth (TK–2):
Significant gains were observed in early literacy, with a 15% increase in ISIP Reading scores, indicating the effectiveness of phonics instruction and Reading Intervention Specialists implemented through Action 3.1.

Positive Family Engagement:
98% of families reported that Sci-Tech communicates effectively with them.
Parent learning opportunities were well-attended, and events like Explorit Science Night drew nearly 200 participants.
Parent survey responses exceeded the 85% target in all areas, with 98% saying the school supports their child's social-emotional needs.

Decrease in Chronic Absenteeism:
The overall chronic absenteeism rate declined by 4.4%, with improvements across all student subgroups.
Students with Disabilities showed a 5.4% decrease, a step in the right direction despite being below target.

Adult-Student Relationships:
94% of students reported that there is a trusted adult at school to support them, up from 90%, signaling strength in adult-student connection efforts.

VAPA and Enrichment:
All students in grades TK–6 received VAPA instruction, and families benefited from an expanded enrichment menu—aligned with increased access efforts in Actions 1.4 and 1.5.

Staff Social-Emotional Well-being:
While perceptions of school culture declined, staff reported improved social-emotional well-being (up from 82% to 90%), indicating some success in support systems for students.

In reviewing our most recent California School Dashboard (Dashboard) results and local data, several trends emerged that reflect both growth and ongoing areas of need:
Academic Achievement:
CAASPP ELA performance remained relatively stable, with a slight decline of 0.39%, indicating that we are maintaining our performance in Language Arts despite instructional shifts.
CAASPP Math performance declined by 4.14%, signaling a need for additional support during our implementation of the new math curriculum.
ISIP Reading and Math (Grades TK–2) demonstrated encouraging early growth, with a 15% increase in Reading and 1% increase in Math, reflecting the impact of focused phonics instruction and early intervention.

Chronic Absenteeism:
Overall, chronic absenteeism decreased by 4.4%, and all subgroups showed improvement. This demonstrates that our tiered systems of support and increased engagement strategies are making a difference. However, Students with Disabilities continue to be an area of concern, with a rate of 23.7%, still two performance levels below the “Green” target.

School Climate & Suspension:
Our suspension rate increased slightly by 0.8%, changing our Dashboard performance level from Blue to Orange, which calls for renewed emphasis on restorative practices and behavior support systems.
Student surveys revealed mixed results: while 90% of students reported having an adult they trust at school, perceptions of safety decreased from 82% to 75%, and feelings of getting along with peers declined by 7%.
Staff perceptions of positive school culture dropped significantly from 100% to 70%, while their social-emotional well-being improved to 90%. This highlights the need to strengthen workplace climate initiatives.
Parent feedback remained highly positive, with above 85% satisfaction in all areas related to school culture and student support, including a rise from 93% to 98% in parents who believe the school supports their child’s social-emotional well-being.

Engagement and Access:

We maintained high parent engagement through strong participation in conferences, learning opportunities, and school committees. Increased family events and student-led showcases helped strengthen home-school connections and partnerships with community organizations.

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

*Academic Conferences
*PLC Work
*New Adopted Math Curriculum
*Professional development
*Phonic Instruction K-3
* The ability to provide paraprofessionals for early literacy support
*Increased counseling for students - through community partnerships
*Student council consisting of 11 students of diverse backgrounds and abilities
*Increase PBIS rewards and attendance recognition
* Learning opportunity (whole school fieldtrip and more than one class field trip)
* After school enrichment clubs (i.e. Nature Bowl, art club)
* Signature family evening events (Harvest Festival/Día de los Muertos, Kermes, Family Science Night)
* Implementation of the Expanded Learning Opportunity Program (Expanded Minds)
* Summer school program that addresses learning loss and provides enrichment (last summer and this summer)

We will continue to address the high percent of absenteeism in our Students with Disabilities a new action was developed - Attendance and Engagement: Address and support barriers (e.g., social-emotional needs, mental health, homelessness/foster) which may impact chronic absenteeism. The following will take place:
*Ensure evidence-based and culturally relevant practices are implemented as proactive tiered systems of support to increase attendance.
*Support through attendance liaisons and social workers.
*Provide training on unconscious bias to support classroom practices that are inclusive and engaging for all students, especially students in Special Education, unduplicated students, and students in historically underrepresented groups.
*Provide anti-bullying training for teachers, staff, and administrators.
*A metric was established to measure the rate of chronic absenteeism for Students with Disabilities and an outcome of a decrease of 10% and a performance level of Green.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	The School Site Council met on September 30, October 28, January 27, February 24, March 24, April 21, and May 19. During the September 30 meeting, members reviewed the School Safety Plan, as well as the parent and student surveys from the previous year. They also examined all components of the LCAP, with specific attention to the alignment between the Safety Plan's Culture and Climate section and LCAP goals. On October 28, the focus shifted to Chronic Absenteeism, using data from the previous year's California School Dashboard. The principal reviewed the Tiered Supports implemented in response to stakeholder feedback and explained how the Wellness Team monitors attendance. The council formally approved the updated Safety Plan during this meeting. At the January 27 meeting, the principal presented the Mid-Year LCAP Update, and members reviewed the Dashboard data, with a particular focus on student subgroups. As part of the Needs Assessment process, they examined progress on Goal 1 (Language Arts and Math), Goal 2 (Social-Emotional Learning and Suspension Reduction), and Goal 3 (Chronic Absenteeism). The following feedback was provided:

Educational Partner(s)	Process for Engagement
	Two members emphasized the importance of additional literacy training for paraprofessionals, suggesting this would significantly support student learning. The committee discussed offering morning tutoring and recruiting parent volunteers to assist in classrooms. All members supported the instructional feedback provided to teachers for both Language Arts and Math. Concerning Chronic Absenteeism, the council suggested several strategies: Implementing parent education through automated calls (all-calls) to remind families of attendance expectations. Conducting parent surveys to identify the root causes of absenteeism. Providing individual student rewards and class-wide incentives, such as announcing attendance percentages in school communications. Increasing outreach from the CAFE specialist and teachers to families. Offering gift card incentives to encourage regular attendance. Regarding Social-Emotional Learning, members agreed with the feedback already provided but expressed a desire to learn more about PBIS and SEL implementation across the school. On February 24, members continued the Needs Assessment process, revisiting Goals 1 through 3. They reaffirmed previous feedback and emphasized the importance of aligning actions to student needs based on data. At the April 21 meeting, the principal presented the Sci-Tech LCAP Planning Document. The council reviewed the effectiveness of current

Educational Partner(s)	Process for Engagement
	actions, discussed proposed changes, and agreed on the recommended adjustments for the upcoming LCAP cycle.
English Learner Advisory Committee (ELAC)	The English Learner Advisory Committee (ELAC) met on Sept 17, Oct 18, Nov 22, Jan 31, Feb 28, Mar 24, Apr 18, May 31 ELAC focused on English learner success and parent engagement. In September, they reviewed the LCAP goals, School Safety Plan, and Annual Parent Notifications. They discussed the importance of regular school attendance and began examining student needs. In October, they analyzed ELPAC and Interim data, advised on the School-Parent Compact, and gave feedback on EL program improvement. In November, ELAC reviewed the Family Engagement Policy, Biliteracy Seal Pathways, and the EL Roadmap Principles. In January, they contributed to the LCAP monitoring and implementation strategies and shared ideas to support EL students on state assessments like the ELPAC. In February, members reviewed the Mid-Year LCAP update and SAEBRS social-emotional data. They also helped organize tutoring ideas and beautification plans for the campus. In March and April, they supported the Kermes fundraiser, helped plan the Reclassification Ceremony, and discussed ELPAC testing. In May, they elected and trained new ELAC and DELAC officers, ensuring sustainability of leadership into the next year.
Parent Teacher Organization (PTO)	The Parent Teacher Organization gave feedback on September 18, October 9, December 4, January 8, February 12, March 12 The PTO contributed valuable insight throughout the year, actively supporting campus safety, academic development, student engagement, and social-emotional wellness. On September 18, the PTO reviewed the School Safety Plan and discussed preparations for the Great Shakeout, the national earthquake drill. By October 9, they revisited the Great American

Educational Partner(s)	Process for Engagement
	Shakeout procedures, ahead of the scheduled October 17 drill, ensuring clarity in emergency protocols and communication. Their involvement helped reinforce campus-wide safety awareness and preparedness. In the December 4 meeting, the focus shifted to bullying prevention. The PTO reviewed the school's bullying policy and examined available resources on the school website. This session helped promote the importance of accessible support systems and clear communication channels for students and families. During their January 8 meeting, the PTO engaged in a deeper analysis of the California School Dashboard. They discussed how large systemic issues, such as a lack of funding, directly impacted teacher quality and, in turn, student outcomes. The group reviewed subgroup performance data, noting disparities among white, Hispanic, socioeconomically disadvantaged (SED), and non-SED students. Their conversation acknowledged how external factors affect student achievement and equity. On February 12, the PTO reviewed the Mid-Year LCAP Update, offering feedback and preparing to support school goals moving forward. By March 12, the PTO consolidated their feedback and agreed with the input shared by other educational partners, while also contributing several unique suggestions: Reading Logs: They recommended making reading logs digital, which would improve accessibility for students and families and allow for more consistent tracking. Homework Enhancements: They proposed incorporating more word games and math games as homework to reinforce learning through engaging, skill-building activities. Tutoring Access: The PTO suggested partnering with the Woodland Public Library to provide tutoring opportunities for students who are

Educational Partner(s)	Process for Engagement
	dropped off early, creating a supportive academic space before school hours. Regarding Chronic Absenteeism, the PTO supported existing strategies like incentives and parent outreach and added that students could benefit from more time in the library, particularly to play educational board games as a positive incentive for regular attendance. In the area of Social-Emotional Learning and Suspension Reduction, the PTO expressed agreement with all previously shared feedback from staff and committees. They emphasized their continued support for schoolwide efforts like PBIS, anonymous reporting, and the integration of SEL curriculum to support a positive and inclusive school culture.
Youth Advisory Council	The Youth Advisory Council met on Sept 5, Sept 26, Oct 3 & 10, Oct 17, Jan 9, Jan 23, Jan 24, Jan 30, Apr 11, Apr 17 Students contributed meaningfully through surveys, Student Council, and participation in school events. In September, they identified campus safety issues, including tripping hazards and dangerous fencing. They recommended making bathrooms brighter and less intimidating (citing spiders, coldness, and lizards). They also advocated for increased grass play space and stronger fencing to prevent outside intrusion. In October, students took the lead in anti-bullying awareness, producing videos and skits. They proposed ambitious goals for the year: running a sock drive, canned food donations, garden cleanups, and Art Ark fundraisers. By January, students helped lead Kindness Week, distributed Anonymous Boxes, and received training from Blue Blossom organization to begin our food sorting initiative. They were praised for showing initiative and responsibility. Student Council discussed attendance improvement ideas, such as pizza parties, library game time, and extra recess for classes with

Educational Partner(s)	Process for Engagement
	high attendance. For social-emotional health, they supported class meetings, morning check-ins, reporting systems, and the expansion of PBIS awareness, especially among yard duty staff. In April, they participated in safety reviews and emphasized the importance of consistent recess supervision and radio use by all outdoor staff.
Governance Committee	The Governance Committee met on Aug 28, Sept 25, Oct 30, Nov 22, Jan 29, Feb 27, Mar 26, Apr 30, May 28 The Governance Committee played a key role in aligning site-level decisions with the broader goals of the LCAP. In August, they reviewed how to allocate the one-time Art, Music, and Instructional Discretionary Block Grant and a new three-year music grant, ultimately hiring a VAPA teacher. They also discussed potential partnerships with Woodland Community College to enhance programming. In September, the committee reviewed progress on PLC implementation, highlighting how summer-trained teachers were mentoring others in unit writing and analyzing essential math standards. The primary team was using data to provide targeted support to identified students. In October, the committee examined all funding sources, including General Fund, Supplemental, Concentration, Title I, and various block grants. They acknowledged that some funding was less than anticipated and discussed staffing reductions, private grants, and social-emotional wellness funding. In November, the focus shifted to family engagement policy and the State Seal of Biliteracy, along with SPSA progress monitoring. By January, members reviewed the Mid-Year LCAP report and Dashboard. They analyzed achievement data across student subgroups and agreed with staff suggestions for additional para training, morning tutoring, and parent involvement. February discussions emphasized the need for summer planning time and expanded summer school access, particularly in Knights Landing.

Educational Partner(s)	Process for Engagement
	They supported incentives like library field trips and proposed continued LCAP goal refinement. In March, the committee collaborated on the Parent Climate Survey, suggesting changes to question phrasing (especially around social-emotional needs) and adding open-ended sections. In April, budgeting priorities were finalized, including preserving funds for the counselor and the VAPA program, while utilizing FRC resources to offset the loss of a behaviorist. By May, the committee gave feedback on the 2025-26 LCAP draft.
Parent Survey	Parent gave feedback through Parent Survey in May. Goal 1 – High-Quality Instruction and Learning Opportunities: Parents expressed that SciTech is doing a commendable job in providing high-quality instruction and learning experiences, particularly through the strategies outlined in Goal 1. To enhance this further, families suggested increasing the number of field trips, offering additional training for new teachers on supporting neurodivergent learners, and placing greater emphasis on closing achievement gaps for underperforming student subgroups. Goal 2 – Parent and Family Engagement: Families shared that SciTech is effective in encouraging parent and family participation, and they praised the school for its strong communication practices. One parent recommended that the school make explicit requests for classroom volunteers, noting that many parents are willing to help but may not be aware of specific opportunities. If clearly outlined—such as assisting with reading groups, making copies, or helping during drop-off or pick-up times—parents indicated they would be more likely to get involved. Goal 3 – Social, Emotional, and Physical Well-Being: Parents agreed that SciTech is working hard to support the social, emotional, and physical well-being of students and families. However, they also expressed a desire for expanded support services, including a dedicated social worker or outreach coordinator to help connect

Educational Partner(s)	Process for Engagement
	families with resources like food, shelter, housing, and medical care. Additional feedback included the need for increased support for teachers, repairs to the playground, and the addition of a shade structure. While families acknowledged these are budget-dependent issues, they recognized the school's efforts and remarked that "SciTech does amazing things with what it has." Parents also expressed interest in having access to more health technicians, paraprofessionals, and a full-time counselor. Goal 4 – Support for English Learners: Families felt that SciTech is making strong progress in accelerating academic achievement and English proficiency for English Learners through the actions associated with Goal 4. They emphasized the importance of continuing to support academic growth as reflected in student test scores. Additionally, parents highlighted the increasing class sizes and shared that teachers are in need of more classroom support to effectively meet the diverse needs of their students.
Teacher and Staff Members	Teacher and Staff Members met on Aug 13, Aug 23, Sept (ongoing PLT & Student Survey), Oct 4, Jan 8, Jan 17, Jan 21, Jan 31, Feb 12, Feb 28 The staff provided valuable and consistent input across the year in areas such as school safety, curriculum planning, student support services, and chronic absenteeism. On August 13, staff reviewed and aligned on Behavior Expectations, the PBIS framework, safety protocols, and the Staff Handbook. This set the tone for a collaborative and structured year. By August 23, staff had already reviewed the first two weeks of school and flagged both successes and ongoing safety concerns. In September, five teachers who had received training over the summer led Professional Learning Communities (PLCs) to model how to write units. These leaders trained colleagues in backward design and helped identify essential math standards across grade levels. The primary team used data to determine student needs, identified students requiring targeted intervention, and began organizing

Educational Partner(s)	Process for Engagement
	targeted support blocks. Staff also administered and reviewed results from a student survey of 118 students (grades 3–6) to guide improvements in school culture and student experience. During weekly and monthly PLT sessions, teachers worked on lesson alignment, planning, and collaborative review of student progress. Staff also supported the Student Advisory Committee in reviewing student feedback and exploring actionable steps, including improving bathroom safety and student engagement in school activities. On October 4, Staff continued contributing to schoolwide planning and student support efforts. In January, meetings on the 8th and 17th focused on California Dashboard review, specifically noting disparities in student achievement among white students, English learners (ELLs), and students with disabilities. Staff recognized systemic challenges such as lack of funding and teacher shortages that impacted student outcomes. Staff on January 21 and 31 reviewed the mid-year LCAP metric updates and gave input on the LCAP. They provided input on multiple areas: Language Arts: Strong support was voiced for structured literacy training for paraprofessionals. Teachers noted that although PD is provided on Wednesdays, it's difficult for paras to attend. Suggestions included adjusting schedules to support para participation. Math: Staff supported use of IStation and Struggly for intervention and emphasized conceptual math understanding. They acknowledged that budget constraints prevent hiring Math Coaches, but proposed using afterschool tutors and digital programs. Staff advocated for the use of AI-based programs to better meet student needs and requested dyslexia training for teachers. For chronic absenteeism, they discussed strengthening parent communication through SeeSaw, incentivizing attendance with

Educational Partner(s)	Process for Engagement
	rewards (e.g., pizza parties, extra recess), and enhancing follow-up on absences. On the social-emotional and behavior side, staff input was rich and practical: Current strategies included expectation rotations, class meetings, anonymous anti-bullying boxes, and access to the Second Step curriculum. Staff suggested enhancing morning meetings, introducing or refining peer conflict managers, and increasing PBIS training, especially for yard duty staff. Staff emphasized the need for consistent consequences and better communication to families about behavior expectations and supports. In February, teachers reviewed the Mid-Year LCAP update and Dashboard. On Feb 12 and 28, they suggested adding paid planning time, especially in the summer, to prepare effective intervention plans. Staff also discussed offering summer school in Knights Landing to reduce barriers for underserved students. Ideas to increase family engagement and attendance included library field trips, gift card incentives, and more effective use of the school wellness team. Staff continued reviewing school climate surveys and proposed improvements to school culture and communication. Overall, staff demonstrated a deep commitment to improving student learning outcomes, equity, engagement, and well-being, while navigating resource limitations and systemic challenges.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly shaped by the voices of SciTech's educational partners, whose input was gathered through formal meetings, surveys, and advisory groups throughout the year. Feedback from the Governance Committee, School Site Council, ELAC, PTO,

staff, students, and families directly influenced the refinement of goals, the development of targeted actions, and the allocation of resources within the plan.

Goal 1: High-Quality Instruction and Learning Opportunities
Educational partners emphasized the need to strengthen support for underperforming student subgroups and neurodivergent learners. As a result, the LCAP includes expanded training opportunities for new teachers focused on inclusive instructional strategies and differentiated support. Stakeholders also recommended increasing access to hands-on learning experiences, leading to the inclusion of more field trips and project-based learning opportunities. Staff and parent input also supported the need for structured literacy training for paraprofessionals and increased access to intervention tools like IStation and Struggly, all of which have been incorporated into updated actions under this goal.

Goal 2: Family and Community Engagement
Families expressed appreciation for the school's communication practices but requested more clarity and consistency around opportunities for volunteering. In response, the LCAP now includes actions that expand outreach to parents by clearly listing and promoting volunteer opportunities (e.g., reading helpers, classroom support, material preparation). The plan also enhances parent engagement strategies by including school-led initiatives that foster two-way communication and support participation, especially before and after school hours.

Goal 3: Social, Emotional, and Physical Well-Being
Partner feedback strongly influenced this goal. Stakeholders emphasized the need for increased mental health support, a full-time counselor, and connections to community services. As a result, the LCAP prioritizes maintaining the school counselor position and exploring partnerships with the Family Resource Center to provide outreach support. Safety concerns raised by students, staff, and parents led to continued investment in school safety infrastructure and supervision practices. Additionally, the need for a more inclusive playground environment and a shaded area has been acknowledged as part of long-term campus improvement goals, pending available funding.

Goal 4: Academic Achievement and English Learner Progress
Feedback from ELAC and families reinforced the importance of accelerating English Learner progress and maintaining high standards for all students. Input emphasized the impact of increasing class sizes and the need for additional classroom support. In response, the LCAP continues funding for classroom paraprofessionals, literacy aides, and academic intervention programs tailored to ELs. Professional development around designated and integrated ELD strategies has also been strengthened in the plan.

Cross-Cutting Themes
Stakeholders across all groups emphasized the importance of equity, access, and student engagement. Chronic absenteeism was a shared concern, and feedback led to enhanced actions around incentives, family outreach, and data-informed tiered supports. The LCAP also incorporates student ideas around school climate improvement, including anti-bullying initiatives, anonymous reporting tools, and expanded opportunities for student leadership and campus involvement.

In summary, the adopted LCAP reflects a collective vision shaped by thoughtful, consistent input from SciTech's educational partners. Their feedback ensured that the plan is responsive to student needs, reflective of community priorities, and aligned with long-term goals for academic excellence and whole-child development.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal one was developed in 2020 and was based on the 2019 Dashboard. Our overall student group, at that time, performed 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 group showed significant growth when compared to the previous year. Although no one would imagine the closures of schools and the effect it would have both academically and social emotionally, Sci-Tech's teachers made a strong commitment to deliver high quality instruction and learning opportunities. As a result our 2023 demonstrated this commitment with our overall student group, performing in the Green in ELA, 2.4 points below standard. Our Hispanic students performed 35.8 points below standard in Language Arts (maintained -0.8 points from the previous year), Socioeconomically Disadvantaged students performed 28.8 below standard (maintained 2.3 points), our English Learners performed 57.1 below standards (increased 20.7 point from the previous, and Student with Disabilities performed 72.2 points below standard (increased 34.5 points). White students performed 44.3 points above standard (increased 17.2 points).

Math continues to be an area of concern on the Dashboard. In 2019 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. In 2023 our All Student group was identified in the Yellow, as a school we increased by 7 points and were 28.2 points below standard. Our Hispanic students performed 62.8 points below standard, Socioeconomically Disadvantaged students performed 54.4 points below standard, English Learners performed 87.4 points below standard . White students performed 23.9 points below standard. When comparing scores from 2020 to 2023 we saw the following:

ELA Orange to Blue
All students -
2020: 8.4 points below standard

2023: 2.4 points below standard in ELA
6 points closer to meeting the standard

Hispanics -
2020: 34.7 points below standard
2023: 35.8 points below standard
1 point further away from meeting the standard

Socioeconomically Disadvantaged-
2020: 49.4 points below standard
2023: 28.8 points below standard
More than 20 points growth toward meeting the standard

English Learners -
2020: 59 points below standard
2023: 57.1 points below standard
An increase of 2 points towards meeting the standards

Students with Disabilities -
2020: 79.9 points below standard
2023: 72.2 points below standard
An increase of more than 7 points towards meeting the standard

White students -
2020: 19 points above standard
2023: 44.3 points above standard
More 25 point increase above the standard

Math - Orange to Yellow
All students -
2020: 34.5 points below standard
2023: 28.2 points below standard in Math
6.3 point increase toward standard

Hispanics -
2020: 53.7 points below standard
2023: 62.8 points below standard
9.1 point decrease below standard

Socioeconomically Disadvantaged-
2020: 65.9 points below standard
2023: 54.4 points below standard
11.5 point increase toward meeting standard

English Learners -
2020: 68.6 points below standard
2023: 87.4 points below standard
More than 18 point decrease below standard

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

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

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

Our Education Partners all agreed to continue with our Goal 1 and Actions.
During Stakeholder Engagement sessions, staff (both certificated and classified) expressed a need to continue with professional development, especially in the area of Math to better address student achievement and the gap between our White students and our subgroups. Teachers also expressed a need for more paid collaboration time (sub days for collaboration) in order to better plan integrated thematic instruction, interventions and continue our Professional Learning Community (PLC) work.
The English Learner Advisory Committee (ELAC) celebrated the growth our English Language Learners are making on the English Learner Progress Indicator , but continue to support the need for training, interventions and enrichment in order to help our English Language Learners in Math and Language Arts. School Site Council continues to agree that a continued focus on Math and ELA needs to continue . They celebrate the growth, but acknowledge the need to support our subgroups. 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed and assigned teachers (Priority 1)	100% appropriately credentialed and assigned teachers	100% appropriately credentialed and assigned teachers		100% appropriately credentialed and assigned teachers	This metric showed no change.
1.2	Percentage of certificated and classified participating in professional learning opportunities to support student learning goals. (Priority 2)	In 2023-24 100% of Sci-Tech teachers and staff participated in the 5 day professional development through the district which was paid by the Sci-Tech's budget. Teachers and staff members were paid per diem rate. These workshops were developed collaboratively with district teachers and staff. The topics covered were: *Building Professional Learning Community *Inclusivity Training *Differentiation *Tech Tools *Universal Design for Learning *STEM Certification	In 2024-25, 100% of our teachers have participated in 3 days of collaboration during the summer to plan and develop units before the start of the school year. *Four teachers and the principal attended the PLC conference during the summer in Sacramento. *Four teacher finished their STEM Certification *Five teachers participated in The California Teacher Together		100% percentage of staff participating in professional learning	This metric showed no change, as 100% of our teachers and staff continue to engage in professional development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		During the our Early Release Days teachers received follow up training on professional learning communities, data analysis, Istation, STEM certification, Inclusion strategies and time to meet in PLC groups. Teachers also had time to collaborate, developing units and look at their data. In addition teachers were paid 3 days during the summer to plan and develop units before the start of the school year.	*Two teachers participated in Preparing Our Youngest Citizens - Civic Education *Two teachers were invited to participate in the Level 2 YouCube training * One teacher participated in Struggly Training *Two teachers participated in the Preservice Teacher training *One teacher mentored our new teacher and participated in the mentoring seminars. *All teachers gen ed teachers, RSP, EL/RTI, paras and admin participated in Eureka Math 2 * The guiding coalition			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			participated in the Data Analysis training *The principal participated in the following training: PLC Coaching During our Early Release Days, teachers received follow-up training on professional learning communities, data analysis, Istation, STEM certification, Inclusion strategies, and time to meet in PLC groups.			
1.3	STAR Reading and STAR Math: Increase by 10% yearly the percentage of students who score at or above typical growth (35th current SGP). (Priority 8)	2023/24 Results: These scores reflect the scores of students Grade 3 - Grade 6 FALL 2023 Star Math - 120 tested 66.67% scored at or above 35th current SGP Star Reading - 123 tested	2024/25 Results: Fall 2024 These scores reflect the scores of students Grader 3- Grade 6 STAR Math - 131 tested 3rd Grade: 59% 4th Grade: 67% 5th Grade: 64%		Increase by 10%	We did not see an increase in our STAR Math or Reading scores from Spring 2024 to Spring 2025. In fact, we observed a 9% decrease in Math scores. Considering that we implemented the newly adopted Math curriculum, we were not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65.04% scored at or above 35th current SGP As of June 2024 SPRING 2024 Star Math - 120 tested 56.67% scored at or above 35th current SGP Star Reading - 121 tested 63.64% scored at or above 35th current SGP	6th Grade: 79% 66% scored at or above 35th current SGP STAR Reading - 131 tested 3rd Grade: 64% 4th Grade: 63% 5th Grade: 69% 6th Grade: 69% 66% scored at or above 35th current SGP Spring 2025 STAR Math - 134 tested 3rd Grade: 44% 4th Grade: 48% 5th Grade: 46% 6th Grade: 76% 52% scored at or above 35th current SGP STAR Reading 134 tested 3rd Grade: 59% 4th Grade: 48% 5th Grade: 65% 6th Grade: 76%			surprised by this decline. In STAR Reading, we also noted a decrease of 3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			62% scored at or above 35th current SGP			
1.4	CAASPP: Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math. (Priority 4)	2023 Results: 48% of students met or exceeded standards in ELA 41.93% of students met or exceeded standards for Math	2024 Results 47.61% of students met or exceeded standards in ELA 37.79% of students met or exceeded standards for Math		Increase by 10%	The percentage of students meeting or exceeding standards showed a difference. In Language Arts, there was a slight decline of 0.39%. In math, there was a larger decline of 4.14%.
1.5	Istation: Increase the percentage of students in Tier 4 and 5 for Reading and Math K-2nd graders (Priority 8)	As of 23/24 school year IStation switched us from a tiered system to a leveled system. Level 4 & 5 represent what was previously Tier 1 (at or above grade level proficiency) ISIP Reading 30% of students in Levels 4 & 5 - decrease of 31% ISIP Math	K-2 Students in Level 4 and 5 ISIP Reading 45% of students in Levels 4 & 5 ISIP Math 51% of students in Levels 4 & 5		Increase by 10%	There was an increase in the percentage of students in Levels 4 and 5 in both ISIP Reading and Math. There was a 15% increase in ISIP Reading and a 1% in ISIP Math.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% of students in Levels 4 & 5 - increase of 100%				
1.6	Show growth on the ELA and Math Academic Indicator (California School Dashboard). (Priority 4)	2023 Academic Indicator (California School Dashboard) The charter has a performance level of Green for ELA and Yellow for Math. We do not have any groups in Red. Our Hispanic and Socioeconomically Disadvantaged subgroups are in the Orange in both ELA and Math. All students are currently 2.4 points below standard in ELA. All students are currently 28.7 points below standard in Math.	2024 Academic Indicator (California School Dashboard) The charter has a performance level of Orange for ELA and Orange for Math. We do not have any groups in Red. Our Hispanic and Socioeconomically Disadvantaged subgroups are in the Orange in both ELA and Math. All students are currently 8.7 points below standard in ELA. All students are currently 25.4 points		The charter's performance level will be Green for both ELA and Math, with no students groups in the red or orange for both ELA and Math	We are two levels below meeting the desired Green indicator.
1.7	Facility Inspection Tool (Priority 1)	Facility Inspection Tool Report shows Good for Sci-Tech	Facility Inspection Tool Reports show Fair for Sci-Tech		Maintain a level of Good on Facility Inspection Tool Report	This is the first time the Facility Inspection Tool Reports a "Fair".

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percent of students who have access to instructional materials, technology, internet access, and supplies. (Priority 1)	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	There was no difference in this metric since 100% of students have access to instructional materials, technology, internet access, and supplies.
1.9	Increase in VAPA offering for students.	VAPA offering: *Technology	We have a VAPA teacher, and the following offerings have been offered to our students: Morning theater classes Morning Yoga Sci-Tech News Yearbook Club Willy Wonka Jr. Production VAPA teacher goes into all classes for 30 - 60 minute sessions,		All students having access to VAPA instruction.	All students have access to VAPA instruction and participate in various offerings. There were five more offerings this year.
1.10	Site Progress on Self-Evaluation of PLC using the Rubric	Teachers scored a "Our Team Is Addressing This" overall on the Self-Evaluation of PLC	Teachers scored a "Our Team Is Addressing This" overall on the Self-Evaluation of PLC		Teachers will score a "True of Our Team" overall on the Self-Evaluation of PLC.	Teachers are still scoring "Our Team is Addressing This" as an overall, but within the survey, there were more teachers feeling more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						comfortable with their growth in PLCs.
1.11	Implementation of Data Analysis 3 times a year.	Teachers met twice in the 2023-24 school year.	Both primary and upper-grade teachers met two times to analyze data.		All teacher will meet in PLC teams to review data three times a year.	All teams met two times this year to review data. Next year, one more day to analyze data.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 1 were successfully implemented with no significant differences between the planned actions and actual implementation. This year, we achieved several successes:

Action 1.1 - Base Instructional Program includes several key components: all teachers are appropriately credentialed and assigned, there is sufficient material for every course, and library resources are adequate and engaging. Additionally, we ensure our facilities are safe, clean, and orderly, creating student-centered learning spaces and environments, alongside providing 1:1 access to technology in classrooms and at home. We are proud to report that 100% of our teachers are fully credentialed and assigned as required, and every student has the necessary materials for all courses, along with 1:1 access both in classrooms and at home. This year, we introduced several student-centered learning spaces, and with the support of our Parent-Teacher Organization, we revamped the garden and installed a dedicated digging area.

In Action 1.2 we maintained 100% participation in Professional Development. We adopted a new math program, Eureka Math 2, and all general education teachers, RSP, EL/RTI staff, paraprofessionals, and administration participated in its professional development. Additionally, four teachers and an administrator attended the Professional Learning Community conference as a team. More teachers engaged in various professional development opportunities this year, including five teachers in the California Teacher Together program, two teachers in Preparing Our Youngest Citizens - Civic Education, two teachers invited to Level 2 YouCube training, and one teacher in Struggly Training. Furthermore, our first-year teachers and their mentors participated in the mentoring program for first-year teachers.

Action 1.3 PLC work -

Action 1.4 Visual, Performing Arts and Media , which was expanded last year to include VAPA offerings, was highly successful. We introduced five new offerings, including morning theater classes, morning yoga, Sci-Tech News, the Yearbook Club, and the Willy Wonka Jr. production, providing 30 to 60 minutes of instruction with the VAPA teacher.

Through Action 1.5 Enrichment Academic Offerings and Extra-curricular Opportunities

However, in Action 1.3, we faced challenges in implementing all three Data Analysis days. To address this, we will schedule these days after each assessment period next year.

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 is a slight difference between budgeted expenditures and estimated actual expenditures. Since teachers only met twice instead of three times for the implementation of data analysis, $3,800 was not spent. However, actions 2.1, 2.2, 2.4, and 2.5 incurred an overall increase of $4,744. This resulted in a net difference of only $944.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 – Base Instructional Program

This action has been largely effective in ensuring the foundational components of a quality education. The Sci-Tech met its key performance targets aligned with Metrics 1.1 and 1.8, as 100% of teachers are appropriately credentialed and assigned, and all students have access to instructional materials, internet, and 1:1 technology. In terms of facilities, although Metric 1.7 noted a "Fair" rating for the first time, planned upgrades for summer reflect a proactive response to address this area. The addition of student-centered learning spaces and community-supported projects, like the revamped garden, highlights the successful implementation of this action.

Action 1.2 – Staff Professional Development & Action 1.3 – PLC Work

These actions yielded mixed results, demonstrating both effective and ineffective elements:

Effectiveness was seen in Metric 1.5, where early literacy and numeracy outcomes improved among TK–2 students: ISIP Reading increased by 15%, and ISIP Math rose by 1%. Teacher comfort with PLCs grew, especially among those who attended the PLC conference and are now guiding others through a Guiding Coalition.

Ineffectiveness was noted in Metric 1.3, where STAR Math scores dropped by 9% and STAR Reading declined by 3%. This setback is partly attributed to the new math curriculum rollout, which may require additional support and time for full implementation.

Metric 1.4 (CAASPP ELA for Grades 3–6) remained relatively stable with a small decline of 0.39%, indicating maintenance, but Math dropped by 4.14%, placing Sci-Tech two levels below the desired Green indicator measured by Metric 1.6.

Future plans to increase PLC meetings from two to three sessions, as tracked in Metrics 1.10 and 1.11, may strengthen collaborative instructional practices going forward.

Action 1.4 – VAPA Program & Action 1.5 – Enrichment/Extracurricular

Both actions were highly effective. The hiring of a VAPA teacher and development of a districtwide plan expanded equitable access to arts education. Metric 1.9 confirmed full access to VAPA instruction for all TK–6 students, and enrichment offerings increased by five additional programs. These actions not only supported access but also enhanced student engagement and opportunities for creative expression.

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

There are no major changes anticipated for Goal 1 in the upcoming LCAP cycle. Based on the strong outcomes from credentialing, professional development participation, and the formation of a successful Guiding Coalition, the LEA will continue implementing the current set of actions. The focus for the coming year will be on **refining strategies** to strengthen implementation fidelity and coherence, especially around:

* **Ongoing professional development**, aligned with new curriculum and instructional goals;
* **Deepening PLC implementation**, by expanding access to collaborative training and embedding data analysis cycles;
* **Targeting supports in response to academic performance trends**, especially in mathematics.

These refinements aim to sustain progress and ensure that actions continue to drive improvement in student outcomes and staff capacity.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Instruction Program	Implement base instructional program for TK - 6th Grade to include: * appropriately credentialed and assigned teachers	$20,126.71	No

Action #	Title	Description	Total Funds	Contributing
		* 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		
1.2	Staff Professional Development	Provide 3 full days of professional development prior to the start of the school year to assist staff in better addressing the needs of students. Provide ongoing professional development throughout the year to continue to support staff and monitor student achievement. Principal will collaborate with staff to coordinate and schedule topics to include best practices.	$73,698.00	Yes
1.3	PLC Work	Provide collaboration time for staff through paid release time for PLC work in order to: conduct regular analysis of student learning with formative data, 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 *Continue to implement a process for monitoring schoolwide progress (i.e. Instructional Rounds). *Provide additional funds for interventions based on student need.	$11,700.00	Yes
1.4	Visual, Performing Arts and Media	The hiring of a teacher to implement the VAPA standards and teach TK to 6 grade students, while developing a Visual and Performing Arts Plan.	$106,328.00	No
1.5	Enrichment Academic Offerings	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.	$212,151.00	No

Action #	Title	Description	Total Funds	Contributing
	and Extra-curricular Opportunities	Expand and enhance extra-curricular opportunities for students through the development of clubs, classes, and sports activities. 6th grade science camp and Expanded Minds after school program.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In 2020, our Educational Partners knew that overall, research consistently underscores the crucial role that parental and family involvement plays in supporting and improving student educational outcomes. This partnership more than ever has magnified to hold true in 2024.

- - 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 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).

Our Educational Partners continue to support the need to continue with this goal and actions. Our English Learner Advisory Committee (ELAC) expressed a need to continue providing parent workshops focused on how to better support students, how to prepare students for middle school, and emotional health workshops. School Site Council expressed a need for increased volunteer opportunities for parent. PTO continue to express the need to diversify opportunities for parents to be more involved in school life and to continue participation, both in-person and remotely. Students value 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain the participation rate of parents at School Site Council/ELAC/PTO/ to represent diversity of student demographics. (Priority 3)	2023-24 School Site Council: 4 staff, 4 parents, 1 student varied diversity ELAC:	2024-2025 School Site Council: 3 staff, 4 parents, 1 student varied diversity ELAC:		Maintain the participation of parents in all school committees. Continue the 4 parents	Parent participation in the different committees was maintained, but there has been no increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9 participants -100% Hispanic PTO: 7 participants - varied diversity	9 participants - 100% Hispanic PTO: 7 participants - varied diversity		representation the diversity of the student population on the School Site Council Increase ELAC participation by 10% and parents will represent the diversity of the student population Increase PTO participation by 10% and parents will represent the diversity of the student population	
2.2	Maintain the participation rate of parents at conferences/PLPs to represent diversity of student demographics. (Priority 3)	2023 - 24 Attendance of parents at conferences and PLPs 98%	2024-2025 PLP/Conference Attendance Data: 98%		Maintain a 100% of parents attending conferences and PLPs.	No change was made this year.
2.3	Provide opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency/learning.	2023-24 Art Night Science Fair Open House	2024-2025 Art Night Science Fair Theater Performance		Offer two to three opportunities in which students lead demonstrations of proficiency/learning	Four different student-led demonstrations were provided for students to demonstrate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Open House presentation			proficiency/learning.
2.4	Offer family/community events to foster community	2023-24 Family/Community Events * Ice-Cream Social *Back to School Night * Dia de los Muertos/Harvest Festival * Progressive Dinner and Art Show *Explorit Science Nights *Pi Night *Kermes *Open House *Science Fair *Beautification Days	Family/Community Events * Beautification *Ice-Cream Social *Back to School Night *Reading Night * Dia de los Muertos/Harvest Festival * Progressive Dinner and Art Show *Pi Night/Math Night * Kermes *Open House *Theater Performance (Willy Wonka Jr.) *Science Fair		Maintain family/community events	There were one more Family and Community events offered this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Explorit Science Night			
2.5	Number of opportunities for parents learning to address the needs of unduplicated students (Priority 3)	2023 - 24 CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops Participation in CABE Regional Conference was offered - 2 parent participated Reading Night Math Night 6 grade Jr. High Informational and UC Davis EAOP (Early Academic Outreach Program) Night	2024-2025 CREO (Creando Recursos y Enlaces para Oportunidades) hosted parent workshops Participation in CABE Regional Conference was offered - 2 parent participated Reading Night - 18 parents participated 6 grade Jr. High Informational and UC Davis EAOP (Early Academic Outreach Program) Night Explorit Science Night		Offer 3-4 parent learning opportunities.	We had 5 offerings in which parents participated.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Parent Survey to gain a more thorough understanding of stakeholder needs. (Priority 4)	Spring survey was given to parents in May of 2024. Survey included questions about the LCAP 46 families participated 98% of families strongly agree that SciTech has high standards for achievement. 100% of families strongly agree that teachers at SciTech work hard to make sure that students do well. 100% of families strongly agree that teachers at SciTech promote academic success for all students. 86% of families strongly agree that SciTech sets clear rules for behavior. 95% of families strongly agree that their student(s) feels safe at SciTech. 95% of families strongly agree that they feel	Spring survey was given to parents in May of 2025. Survey included questions about the LCAP 45 families participated: They strongly/somewhat agree 95% of families strongly agree that SciTech has high standards for achievement. 100% of families strongly agree that teachers at SciTech work hard to make sure that students do well. 97% of families strongly agree that teachers at SciTech promote academic success for all students. 98% of families strongly agree that SciTech sets clear rules for behavior.		End of the year Climate/LCAP input survey	Input from the Parent Survey changed in some areas. There was a slight decline in how parents think that Sci-Tech has a high standard of achievement and that Sci-Tech promotes academic success for all students. Several areas showed an increase: families strongly agree that Sci-Tech sets clear rules for behavior, they agree that they feel comfortable talking to teachers, and they communicate well with families. The other areas had no changes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		comfortable talking to teachers at SciTech 91% of families strongly agree that SciTech communicates well with families 98% of families strongly agree that they feel welcome at SciTech	95% of families strongly agree that their student(s) feel safe at SciTech. 98% of families strongly agree that they feel comfortable talking to teachers at SciTech 98% of families strongly agree that SciTech communicates well with families. 98% of families strongly agree that they feel welcome at SciTech			
2.7	Develop relationships with local organizations to encourage student connection within our community	Current partnerships: • Knights Landing Volunteer Fire Dept • Yolo Community Foundation • District 5 Yolo County	Current partnerships: • Knights Landing Volunteer Fire Dept • Yolo Community Foundation		Continue to develop and maintain relationships with local organizations to encourage student connection within our community.	We continue to build partnerships with community partners. This year, we added: Friday Night Live, Waste Management, and Blueblossom Consulting.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Supervisor Angel Barajas • Lion's Club • Elks Club • UC Davis EAOP • Yolo Sherriff • Local Knights Landing business • North Valley Indian Health Inc. • Victor Services • CalTrans • Yolo County Traffic Safety • Woodland Police Department	• District 5 Yolo County Supervisor Angel Barajas -Knights Landing Park -County of Yolo General Services Department • Lions Club • Elks Club • UC Davis EAOP • Yolo Sheriff • Local Knights Landing businesses • North Valley Indian Health Inc. • Victor Services • CalTrans • Yolo County Traffic Safety • Woodland Police			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Departme nt -Friday Night Live -Waste Management -Blueblossom Consulting -Explorit Science			
2.8	CAFE Log of Parent/Family contacts	Log will be establish in 2024-25 school year.	There were 70 Seesaw messages to families this year.		Increase the parent/family contacts by 5%	Baseline was established this year.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 1 were successfully implemented with no significant differences between the planned actions and actual implementation. This year, we achieved several successes:

Parent participation in PLP and Conferences continues to be high at 98% for Action 2.2.

In Action 2.3, four different student-led demonstrations were provided for students to demonstrate proficiency/learning.

Action 2.4, two more Family and Community events were offered this year.

In October, we lost our CAFE Specialist. This made it challenging to maintain quality and effective communication regarding school events and to act as a liaison between staff and families when necessary.

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.

Goal 2 experienced a difference of $30,598 due to the departure of our CAFE Specialist in the fall, which left us unable to hire a replacement. Additionally, we initially budgeted for parents to attend the CABE Conference in Riverside. However, they ended up attending a regional conference in Sacramento instead, which resulted in lower costs and contributed to a savings of $36,145.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 – Home-School Communication
This action has been effective overall, as evidenced by the strong results from the Parent Survey (Metric 2.6). An overwhelming 98% of families reported that Sci-Tech communicates well with them, with multiple comments affirming this strength in outreach and inclusion. These findings support that the school is successfully fostering a welcoming environment through communication. Additionally, this year established a baseline for Metric 2.8 with 70 Seesaw messages sent to families. However, there were challenges in maintaining consistency in family outreach due to the loss of the CAFE Specialist. This limited capacity highlights a partial ineffectiveness in sustaining deeper family engagement, despite strong foundational practices.

Action 2.2 – Family/Community Activities
This action was highly effective, resulting in an increase in both student-led learning demonstrations and family/community events. The school exceeded its target in Metric 2.3 by offering one additional demonstration and met the maintenance goal for Metric 2.4 by sustaining engagement through events. Notably, the production of Willy Wonka Jr at the new Knights Landing Park not only showcased student learning but also strengthened external partnerships, specifically with Yolo County's General Services Department—aligning with goals in Metric 2.7. These activities reflect a deepening of school-community ties and increased opportunities for families to engage in students' educational journeys.

Action 2.3 – Parent Learning Opportunities
This action was successful across multiple metrics. Participation in school committees was maintained, fulfilling Metric 2.1, and 98% attendance was achieved at PLP and Parent-Teacher conferences, sustaining the level from the prior year (Metric 2.2). Parents were actively engaged in opportunities such as ELAC, School Site Council, and PTO, providing both feedback and shared learning. Noteworthy new offerings included parent participation in CREO workshops, the CABE Regional Conference, and Reading Night, with high turnout at Explorit Science Night (198 participants). Additionally, Metric 2.5 was met with two new opportunities for student-family engagement focused on the needs of unduplicated pupils. Strong positive feedback in the Parent Survey further affirmed the school's effectiveness in promoting high expectations, with 95–100% of respondents expressing confidence in teacher commitment and student success (Metric 2.6).

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

There are no major changes anticipated for Goal 2 in the upcoming LCAP cycle, however, we hope to hire a CAFE Specialist to support families.

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.

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 CAFE (Community and Family Engagement) Specialist will continue to play a pivotal role in outreach, especially to our families of students in need of the greatest gains	$70,328.00	Yes
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.	$5,100.00	No
2.3	Parent Learning Opportunities	Increase opportunities for parent participation in learning experiences regarding education, such as: CABE, Parent University, school sponsored workshop.	$4,600.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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. 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 recognized a greater need in addressing the social, emotional, and physical well-being of our students and their families. Therefore, our Educational Partners all agreed to continue with Goal 3 and its actions. Throughout the years, we have improved wrap-around services which has included partnering with different agencies to provide both students and families the services needed to support their social, emotional, and physical well-being. We have been able to slowly school attendance in all subgroups, except our Students with Disabilities. Our School Site Council (SSC) look closely on the root-causes for the high percent of chronically absent of Students with Disabilities. It was concluded that this subgroup has a higher compromised immune system, resulting in a higher fear from parents to send them to school or send them ill. In addition, when surveying parents and asking, "Has attendance been a challenge for your student this year? If yes, can you help us understand what barriers to attendance your family may be facing?", five of the nine responses stated that their child was absent due to their, "constantly getting sick." Two of the nine responses shared that their child "missed a lot of school due to illness and mental health/physical issues." For that reason, it is imperative that we continue with our partnerships to provide

social-emotional services, support our student through Response to Intervention (RTI), and monitor those support through our Wellness Team to support all students, especially our Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate (Priority 5)	Based on April 2024 Attendance Data. Sci-Tech had a 94.3% Attendance Rate.	Based on the WJUSD dashboard our year to date attendance is 94%		Increase attendance rate to 98%	There was not change in the baseline. Based on the WJUSD dashboard our year to date attendance is 94%. We are .4% away from the target.
3.2	Percent of students who are chronically absent concentrating on our subgroups. (Priority 5)	Dashboard 2023 Chronic absenteeism Yellow - 25.2% , declined 3% Rates for each student group are as follows: Total number of students is 222 Disabilities - 29.2% (48 students total) Socioeconomically Disadvantaged - 27.5% (138 students total) White - 27.4% (73 students total)	Dashboard 2024 Chronic absenteeism Yellow - 20.9%, declined 4.4% Rates for each student group are as follows: The Total number of students is 224 Disabilities - 23.7% (59 students total) - declined 5.4% Socioeconomically Disadvantaged - 24.8% (153 students total) - declined 2.7%		Decrease the percent of students chronically absent by 5% including all subgroups. Receive a performance level of Green on the CA School Dashboard	Although we remained in the Yellow category, our chronic absenteeism declined by 4.4%. All subgroups also experienced a decrease.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 24.2% (128 students total) African American - 0% (2 students total) Homeless - 0% Foster Youth - 0% (1 students total) Two or More Races - 0% (10 students total) English Learners - 18.5% (27 students total) Asian - 0% (7 students total) Filipino - 0% (2 students total)	White - 13.6% (66 students total) - declined 13.6% Hispanic - 23.4% (145 students total) - declined 0.8% African American - 0% (2 students total) Homeless - 0% Foster Youth - 0% (3 students total) Two or More Races - 25% (12 students total) English Learners - 11.1% (27 students total) - declined 7.4% Asian - 0% (11 students total)			
3.3	Suspension Rate (Priority 6)	2023-24 Dashboard Blue - 0.5%	2024-2025 Dashboard Orange - 1.3% - Increased 0.8%		Maintain a performance level of Blue on the CA School Dashboard	Our dashboard color changed from blue to orange due to a 0.8% increase in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						our suspension rate.
3.4	Survey students, teachers and families regarding school connectedness and social-emotional well-being. (Priority 6)	STUDENT SURVEY September 2023 110 students surveyed Connectedness 77% of students "always feel safe at school" 93% of students feel that their teacher/school wants them to do well. Social-emotional well-being 79% of students "feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe" 76% of students feel they always/often get along with other students March 2024 109 students surveyed Connectedness	STUDENT SURVEY September 2024 111 students surveyed Connectedness 82% of students "always feel safe at school" • of students feel that their teacher/school wants them to do well. (Change question to) 84% of students feel their teacher has high standards for them. Social-emotional well-being 90% of students feel there is an		Increase student feeling of connectedness and social-emotional well-being to 85% Increase parents feeling of connectedness to 85% Increase teacher feeling of connectedness to 85%	In terms of how the different groups surveyed felt regarding connectedness and social-emotional well-being, there were areas where we did not meet 85% and areas where it surpassed it. Students had a difference between the Fall and the Spring. In terms of Connectedness, 82% of students "always feel safe at school", but in the Spring, 75% of students "always feel safe at school". Their feeling of safety decreased by 7%. On the other hand, students who felt their teacher had high standards for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		79% of students "always feel safe at school" 94% of students feel that their teacher/school wants them to do well. Social-emotional well-being 80% of students "feel they always/often have a reliable adult at Sci-Tech with whom they can talk and feel safe" 72% of students feel they always/often get along with other students STAFF SURVEYED May 2024 CONNECTEDNESS Positive School Culture I feel we have a positive school culture. 55% somewhat agree 45% strongly agree Social Emotional Well-being	adult at my school who will help me if I need it. 74% of students feel they always/often get along with other students April/May 2025 125 students surveyed Connectedness 75% of students "always feel safe at school" • of students feel that their teacher/school wants them to do well. (Change question to) 90% of students feel their teacher has high standards for them.			them went from 84% to 90% Social-emotional well-being, we noticed a decline of 7% in terms of students feeling that they get along with other students from Fall, with 74%, to Spring at 68% We did see an increase in students feeling that there is an adult at school who would help them if they need it. With 90% in the Fall, increasing to 94% in the Spring. STAFF There was a decrease in Positive School Culture among staff members. Last year, 100% of the staff felt that there was a positive school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I feel comfortable going to my administrator with my concerns. 18% neutral 46% somewhat agree 36% strongly agree PARENTS SURVEYED - 46 April/May 2024 CONNECTEDNESS Positive School Culture 95% of parents either agree or somewhat agree that their student feels safe at school. 100% of parents either agree or somewhat agree that teachers at SciTech promote academic success for all students Social Emotional Well-being 87% of parents either agree or somewhat agree that their student feels successful at school.	Social-emotional well-being 94% of students feel there is an adult at my school who will help me if I need it. 68% of students feel they always/often get along with other students STAFF SURVEYED May 2025 CONNECTEDNESS Positive School Culture I feel we have a positive school culture. 50% somewhat agree 20% strongly agree Social Emotional			culture, and this year, only 70% felt that. Social Emotional Well-being increased from last year; it went from 82% to 90%, meeting our target. PARENTS Parents continue to feel that Sci-Tech has a highly positive school culture and is meeting their children's social-emotional well-being in that all areas are above the 85% target. Last year, we added a question to our survey that asked parents if Sci-Tech was meeting their child's social emotional needs. That percent went from 93% to 98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		98% of parents either agree or somewhat agree that they feel welcome at SciTech. 93% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect. Added this year: 93% of parents feel that their child's social-emotional needs are being met at school	Well-being I feel comfortable going to my administrator with my concerns. 10% neutral 40% somewhat agree 50% strongly agree PARENTS SURVEYED - 45 April/May 2025 CONNECTEDNESS Positive School Culture 95% of parents either agree or somewhat agree that their student feels safe at school. 97% of parents either agree or somewhat agree that teachers at SciTech promote academic success for all students			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Social Emotional Well-being 98% of parents either agree or somewhat agree that their student feels successful at school. 98% of parents either agree or somewhat agree that they feel welcome at SciTech. 100% of parents either agree or somewhat agree that teachers at SciTech treat all students with respect. Added last year: 98% of parents feel that their child's social-emotional needs are being met at school			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Chronic absenteeism rate for Students with Disabilities (Priority 5)	For 2022-23 the chronic absenteeism rate for Students with Disabilities was 29.2% (48 students total) Students with Disabilities received a performance level of Red.	For 2024-25 the chronic absenteeism rate for Students with Disabilities was 23.7% (59 students total) - decreased by 5.4% Students with Disabilities received a performance level of Orange.		The chronic absenteeism rate for Student with Disabilities decrease by 10% Performance level of Green	We are 4.6% away from the desired outcome of a 10% decrease. We are two colors away from Green

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 3 actions was largely consistent with the plan, though challenges arose in staffing and sustaining certain supports.

Action 3.1 (Response to Intervention) was implemented as intended, integrating RTI and EL staff into planning cycles, expanding PBIS awareness, and identifying interventions. Reading Intervention Specialists were in place and supported academic RTI development.

Action 3.2 (Community Agency and Services) was implemented through counseling and social-emotional services; however, consistent staffing and access for all families remained a logistical challenge.

Action 3.3 (Attendance and Engagement) included attendance liaisons, unconscious bias training, and anti-bullying work, but more intensive and targeted supports for Students with Disabilities and other high-needs subgroups may be required based on outcome data. Success was seen in the chronic absenteeism rate for Students with Disabilities which decreased by 5.4%.

Action 3.4 (Transportation) was successfully maintained, continuing to address logistical barriers to school attendance.

Challenges included sustaining a uniformly positive school culture among staff and addressing the decline in student perceptions of safety and peer relationships, despite overall growth in adult-student trust. Loss of perceived culture among staff (from 100% to 70%) was particularly notable.

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

There was a difference of $9,374 between the budgeted expenditures and the estimated actual expenditures, as well as between the planned percentages of improved services and the estimated actual percentages of improved services. This discrepancy was primarily due to an increase in the contract for the social worker, who provides support to both students and families.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 was moderately effective. While it supported academic interventions and teacher collaboration, social-emotional connectedness among students showed mixed results. Reading supports were sustained, and students reported improved perceptions of teacher expectations (from 84% to 90%), as measured through student surveys in Metric 3.4.

Action 3.2 showed value, particularly from parent feedback. Parent perception of the school supporting students' social-emotional needs increased from 93% to 98%, surpassing the 85% target in Metric 3.4.

Action 3.3 had mixed results. Chronic absenteeism decreased by 4.4% overall and across all subgroups (Metric 3.2), and attendance remained high at 94%. However, suspension rates increased, and the Dashboard color dropped from Blue to Orange (Metric 3.3). Student survey results indicated a 7% decline in both perceived safety and peer relationships. Staff perceptions of positive culture also dropped significantly, even as social-emotional well-being improved from 82% to 90%.

Action 3.4 (Transportation) remained an essential support to reduce barriers, especially for families facing economic hardship or housing instability. Our attendance rate was maintained from the year prior, at 94%. We are still 0.4% from our target in Metric 3.1.

Areas for growth include:

Improving student perceptions of safety and peer relationships.

Rebuilding staff perceptions of positive school culture.

Targeting Students with Disabilities, whose chronic absenteeism declined by 5.4% but remains at 23.7%, still two levels below "Green" on the Dashboard (Metric 3.5).

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

No changes have been made to the planned goal, metrics, target outcomes, or actions for the upcoming year as a result of prior reflections. However, refinements in strategy will place greater emphasis on addressing chronic absenteeism. Specifically:

Actions 3.1 and 3.3 will be expanded to include more explicit supports for staff wellness and student peer relationships. Restorative practices and classroom-based SEL will be embedded more systematically.

The school will increase efforts to re-establish a strong positive staff culture, possibly including feedback loops, staff wellness activities, and deeper reflection through professional development.

Additional attention will be given to Students with Disabilities, including targeted attendance plans and re-engagement outreach, as their performance remains furthest from the goal.

Metrics will remain largely the same, but additional student qualitative data (e.g., focus groups or open-ended survey responses) may be introduced to better understand the drop in perceived safety and peer connections.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Response to Intervention (RTI)	Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *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 *Provide Reading Intervention Specialists to support the development of reading skills.	$119,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$50,500.00	Yes
3.3	Attendance and Engagement	Address and support barriers (e.g., social-emotional needs, mental health, homelessness/foster) which may impact chronic absenteeism. Ensure evidence-based and culturally relevant practices are implemented as proactive tiered systems of support to increase attendance. Support through attendance liaisons and social workers. Provide training on unconscious bias to support classroom practices that are inclusive and engaging for all students, especially students in Special Education, unduplicated students, and students in historically underrepresented groups. Provide anti-bullying training for teachers, staff, and administrators.	$30,000.00	No
3.4	Transportation to School	Provide transportation to and from school.	$69,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 11.6% of our school population. On 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. On the 2023 Dashboard, our English Learners performed 57.1 points below standard in ELA, while White students performed 44.3 points above standards. In math we saw a astonishing Covid impact. Our English Learners performed 87.4 points below standards, while our White students performed 23.9 points above standards. 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 reasonability 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Show growth on the English Learner Progress Indicator (California School Dashboard). (Priority 4)	For 2022, 72.2% of EL students at Sci-Tech (18 students) made progress towards English language proficiency.	For 2024, 55.6% of EL students at Sci-Tech (18 students) made progress towards English Language Proficiency.		Maintain growth on the English Learner Progress Indicator (California School Dashboard).	There was a 16.6% difference from the baseline in terms of the English Learner Progress Indicator.
4.2	Show growth for EL students on the ELA and Math Academic Indicator. (Priority 4)	For 2022-23 The EL students of Sci-Tech does not have a Performance Color due to only 22 students. EL students are currently 57.1 points below standard in ELA. EL students are currently 68.6 points below standard in Math	For 2024-25 The English Learner (EL) students at Sci-Tech do not have a Performance Color rating due to the small group size of only 22 students. Currently, EL students are 73.3 points below the standard in English Language Arts (ELA), which represents a decline of 16.2 points. In Math, EL students are 74.3 points below the standard, showing a decline of 13.1 points.		Improve the distance from standard for EL Students on the ELA and Math Academic Indicator by 10%.	Although our English Learner (EL) students do not have a designated performance color due to their numbers, our goal was to improve their distance from the standard in both English Language Arts (ELA) and Math. However, we observed an increase in the distance from the standard in both subjects. In ELA, EL students experienced a decline of 16.2 points from the standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						In Math, EL students had a decline of 13.1 points from the standard.
4.3	Reclassification rate for English Learners (Priority 4)	2023-24 - Reclassification rate: 27%	2024-2025 - Reclassification rate: 48%		Increase by 1%	There was a 21% increase in our reclassification rate. It is 20% above our Target for Year 3.
4.4	Istation: Increase the percentage of students in Tier 4 and 5 for Reading and Math for our ELs TK-6. (Priority 8)	2023-24 Istation for ELs in K-6 READING - 21 students tested Level 1: 10 Level 2: 9 Level 3: 2 Level 4: 0 Level 5: 0 0% are in Level 4 or 5 MATH - 23 students tested Level 1: 11 Level 2: 7 Level 3: 3 Level 4: 1 Level 5: 1 9% are in Level 4 or 5	2024-2025 Istation for ELs K-6 READING - 18 students tested Level 1: 13 Level 2: 3 Level 3: 1 Level 4: 1 Level 5: 0 6% are in Level 4 or 5 MATH - 18 students tested Level 1: 12 Level 2: 4 Level 3: 0 Level 4: 1 Level 5:		Increase by 2% yearly the number of EL students in Tier 4 or 5 for both ELA and Math	In Reading, there was a 6% growth in the number of EL students in Tier 4 or 5, surpassing the increase of 2% yearly growth. In Math, there was a decrease of 3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6% are in Level 4 or 5			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions under Goal 4 were implemented as planned, with notable successes across the board.

Action 4.1: The English Learner (EL) Specialist actively participated in multiple high-quality professional development opportunities, including GLAD training. Additionally, two teachers expanded their instructional strategies by attending the YouCubed Conference. These activities supported the LEA's efforts to build internal capacity around rigorous and supportive instruction for English Learners.

Action 4.2: Implementation of this action exceeded expectations. The part-time (0.5 FTE) EL Specialist provided consistent and impactful support to classroom teachers on best practices for ELD instruction. Student progress was regularly monitored, and the EL Specialist played a vital role in engaging families—particularly in helping them understand state testing and reclassification criteria. This comprehensive support contributed to a 20% increase in the EL reclassification rate. The EL Specialist also facilitated meaningful parent engagement, including preparing two parents to attend the California Association of Bilingual Education (CABE) Conference and enhancing English Learner Advisory Committee (ELAC) meetings with guest speakers and new instructional resources.

Action 4.3: The district ensured that all English Learners received both designated and integrated English Language Development (ELD). Instruction was aligned with state standards and provided in a rigorous, intellectually rich environment. Scaffolding strategies helped increase student participation and comprehension, while the curriculum offered full access to grade-level content along with targeted English Learner supports.

There were no substantive differences between planned and actual implementation. A key success was the increased reclassification rate, which serves as evidence of improved language acquisition and instructional support. One implementation challenge was scheduling adequate release time for general education teachers to collaborate with the EL Specialist, which is an area for future planning improvement.

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

There was a discrepancy of $3,170 between the budgeted expenditures and the estimated actual expenditures, as well as between the planned percentages of improved services and the estimated actual percentages of improved services. This difference occurred because the district covered the cost of the GLAD Professional Development for our English Learner (EL) Specialist.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

While all actions under Goal 4 were implemented, their effectiveness in improving outcomes for English Learners (ELs) varied across metrics.

Action 4.1, which focused on professional development for our EL Specialist and several teachers, yielded initial improvements in teacher knowledge but was insufficient in scope. To meaningfully impact student achievement, more targeted and comprehensive professional development is needed—not only for the EL Specialist but for all teachers. With 33% of our EL students also identified as students with disabilities, intentional collaboration between our SPED teacher and EL Specialist must be a priority. This cross-support strategy is especially needed to address the decline in both Metric 4.1 and Metric 4.2.

Metric 4.1 (English Learner Progress Indicator): The baseline was 72.2%. However, the percentage of students making progress toward English proficiency dropped to 55.6%, a decline of 16.6 percentage points. This indicates a critical need for more targeted ELD support and integrated instructional strategies.

Metric 4.2 (ELA and Math Academic Indicators for ELs): EL students declined by 16.2 points in ELA and 13.1 points in Math, currently performing 73.3 and 74.3 points below standard, respectively. These declines suggest that the current instructional strategies and supports are not adequately meeting the academic needs of EL students.

Action 4.2 showed higher effectiveness, particularly in reclassification support and parent engagement, contributing to a 20% increase in our reclassification rate and improved family-school connections. However, this success must be matched by instructional gains in core subjects.

Action 4.3, which aims to ensure access to designated and integrated ELD, would be more effective if teachers were provided with structured time to collaborate through PLCs and received differentiated PD focused on ELD strategies, especially for dual-identified EL/SPED students.

Metric 4.4 (Tier performance): We observed a 6% increase in the number of EL students in Tiers 4 and 5 in Reading, exceeding our annual growth target of 2%. However, in Math, there was a 3% decline, reinforcing the need to differentiate instructional supports between content areas.

In summary, while some progress was made—particularly in reclassification and reading growth—key academic and language proficiency indicators declined, highlighting a need for intensified and more inclusive professional learning and collaboration.

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

No changes were made to the planned goal, associated metrics, target outcomes, or actions for the coming year. However, the implementation reflections have informed a need to strengthen professional development and collaborative planning opportunities, which may guide future adjustments.

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.

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	$15,600.00	Yes
4.2	Target Support of EL Students and Families	Continue to support supplemental programs for English Learner pupils, continually monitor student progress, and provide necessary support for classroom teachers regarding best practices, work with parents in understanding state requirements, testing and reclassification through a fulltime (.5 FTE) English Learner Specialist. The use of paraprofessionals to enable small group instruction and targeted time for EL students.	$116,273.00	Yes
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		Yes

Action #	Title	Description	Total Funds	Contributing
		participation. English Learners are provided access to the full curriculum in addition to appropriate English Learner supports and services.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$466,116	$37,570

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
19.915%	0.000%	$0.00	19.915%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Staff Professional Development **Need:** Achievement on the English Language Arts and Mathematics Academic Indicator, which shows a performance level of Orange for our Hispanic English Learners. Our Socioeconomically Disadvantaged Students Indicator went from Orange to Yellow in Math.	Recent data from the California School Dashboard reveals significant academic achievement gaps among key student groups. Our Hispanic and English Learner students continue to perform at the Orange level on both the English Language Arts and Mathematics Academic Indicators, indicating a persistent need for targeted instructional support. While our Socioeconomically Disadvantaged (SED) student group showed improvement by moving from Orange to Yellow in Math, the data still reflects the need for sustained	Percentage of certificated and classified participating in professional learning opportunities to support student learning goals. Academic outcome improvement by subgroups on CAASPP and local assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	and focused intervention to accelerate academic progress for our most vulnerable students. To address these disparities, Action 1.2: Staff Professional Development has been designed as a strategic lever to improve instructional practices and increase academic outcomes. This action provides high-quality, differentiated professional development for both certificated and classified staff working in instructional settings. Training topics are carefully selected based on student needs and focus on culturally responsive instruction, differentiation, scaffolding strategies, and language development practices. The goal is to equip all educators with the knowledge and tools necessary to meet the diverse learning needs of Hispanic, English Learners, Socioeconomically Disadvantaged students, foster youth, and low-income students. This action is implemented on a schoolwide basis to ensure a unified and consistent approach to improving instructional quality across all classrooms and grade levels. Because the identified student groups represent a significant portion of the school population and are distributed throughout the campus, it is essential that all staff—regardless of grade level or subject area—are prepared to support them effectively. Providing professional development schoolwide ensures coherence in instructional strategies, strengthens collaboration among staff, and creates a learning environment where equity and high expectations are embedded in daily practice.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** PLC Work **Need:** Socioeconomically disadvantaged students have a performance level improved from Orange to Yellow on the Mathematics Academic Indicators, but remain in Orange in Language Arts. Additionally, our Students with Disabilities had an increase of 25.5 points in Language Arts and 24.7 points in Math. **Scope:** LEA-wide	Recent data from the California School Dashboard indicates that while our Socioeconomically Disadvantaged (SED) students have shown improvement in Mathematics—moving from Orange to Yellow on the Academic Indicator—they remain in the Orange performance level for English Language Arts (ELA). Additionally, our Students with Disabilities (SWD) demonstrated notable academic growth, with a 25.5-point increase in ELA and a 24.7-point increase in Math. These gains suggest that when targeted supports and data-driven instruction are implemented effectively, positive outcomes follow. Action 1.3 focuses on the implementation and strengthening of Professional Learning Communities (PLCs) as a key strategy to drive instructional improvement. PLCs provide a structured, collaborative space for teachers to engage in ongoing cycles of inquiry, including: *Analyzing student progress and assessment data *Reviewing student work to identify trends and misconceptions *Planning and adjusting instruction based on student needs *Developing targeted interventions and supports for struggling learners Through this collaborative, student-centered approach, teachers are better equipped to meet the diverse needs of SED students, SWD, and other at-risk populations. The regular use of data and shared accountability ensures timely instructional adjustments that lead to improved student outcomes.	Site Progress on Self-Evaluation of PLC using the Rubric; Implementation of Data Analysis 3 times a year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		PLCs are implemented schoolwide to foster a culture of continuous improvement and shared responsibility for all students. Because student groups with academic challenges—including SED students and Students with Disabilities—are represented across all grade levels and classrooms, it is essential that all educators participate in this structured collaboration. Schoolwide implementation ensures that instructional teams align their practices, share successful strategies, and collectively address areas of concern. This systemic approach not only supports equity but also builds instructional coherence and sustainability across the school interventions.	
2.1	**Action:** Home/School Communication **Need:** Family access to information and resources **Scope:** LEA-wide	The Community and Family Engagement Specialists work at each school site to connect families with resources, communicate about school events, and serve as a liaison between staff and families as needed.	CAFE Log of Parent/Family contacts
3.1	**Action:** Response to Intervention (RTI) **Need:** According to the 2024 California School Dashboard, Chronic Absenteeism at our school remains a significant challenge, with an	Action 3.1: Response to Intervention (RTI) is designed to address this need through a tiered system of academic, behavioral, and attendance-based support. RTI includes identifying at-risk students early, using data-driven interventions, and monitoring progress to ensure that students receive timely and targeted support. This action integrates collaboration among teachers,	Chronic Absenteeism percent for English Learners, Students with Disabilities and Socioeconomically Disadvantaged students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	overall rate of 20.9%, despite a 4.4% decline. While some student subgroups demonstrated improvements, the data reveals continued high absenteeism rates across key populations: Students with Disabilities: 23.7%, decreased 5.4% Socioeconomically Disadvantaged: 24.8%, decreased 2.7% Hispanic students: 23.4% decreased 0.8% English Learners: 11.1% decreased 7.4% These figures show that while there has been some progress, chronic absenteeism remains a barrier to academic achievement and engagement for several student groups, particularly Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. **Scope:** LEA-wide	counselors, support staff, and administration to provide: *Attendance interventions and follow-up *Academic support and tutoring Behavioral and social-emotional support *Family outreach and engagement to remove barriers to attendance This action is implemented schoolwide because chronic absenteeism affects multiple subgroups across all grade levels and classrooms. Addressing absenteeism requires a comprehensive, schoolwide response that involves all staff members. By establishing consistent RTI systems across the school, we ensure that every student has access to early interventions and ongoing support, regardless of their background or academic standing. A schoolwide RTI framework promotes equity by ensuring no student group is overlooked and by creating a culture of proactive, responsive support throughout the school community.	
3.2	**Action:** Community Agency/Services **Need:** With 65.77% of our students identified as unduplicated (including English Learners, foster youth, and socioeconomically disadvantaged students), ensuring students' emotional well-being and sense of school	Action 3.2 addresses this need by leveraging community agencies and partnerships to expand the range of services available to students and families. This includes mental health counseling, mentoring programs, behavior support services, and family engagement resources. These partnerships help fill critical gaps that the school may not be able to address alone and ensure a more holistic approach to student support.	Students feelings regarding school connectedness and social-emotional well-being based on the survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	connectedness is essential to their academic success and engagement. Student survey results reveal encouraging trends—75% of students report always feeling safe at school, and 94% say there is an adult who will help them if needed. Additionally, 90% believe their teachers have high expectations for them. However, only 68% of students report that they "always/often get along with other students," indicating room for improvement in peer relationships and overall school climate. These findings suggest that while many students feel supported by adults, more comprehensive and targeted social-emotional supports are needed to help all students feel consistently connected and engaged—especially those facing external challenges that may impact their behavior, attendance, and academic performance. **Scope:** LEA-wide	Given the high percentage of unduplicated students and the universal importance of social-emotional well-being, this action is implemented on a schoolwide basis. Providing access to community-based services for all students ensures equity and helps normalize help-seeking behavior, reducing stigma and improving participation. A schoolwide approach also allows staff to coordinate referrals more efficiently, build trusting relationships with service providers, and align support services with the needs of diverse student populations. By integrating these services into the school environment, we create a more supportive, connected, and inclusive climate that fosters resilience, improves student relationships, and strengthens overall well-being.	
3.4	**Action:** Transportation to School **Need:** Analysis of chronic absenteeism data in Sci-Tech indicates that unduplicated students, particularly those identified as Foster Youth, Homeless, and Low-Income, experience elevated rates of absenteeism, often linked to barriers in consistent transportation access. Although our attendance was maintained at	An analysis of chronic absenteeism data at Sci-Tech reveals that unduplicated students, particularly Foster Youth, Homeless, and Low-Income students, experience elevated rates of absenteeism—often tied directly to inconsistent or unavailable transportation. While the school has maintained a 94% overall attendance rate, Socioeconomically Disadvantaged Students continue to experience disproportionately high absenteeism rates, suggesting that barriers still exist for these groups.	Attendance Rate The chronic absenteeism rate of Socioeconomically Disadvantaged Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	94% according to the WJUSD Dashboard, our Socioeconomically Disadvantaged Students continue to have a high percentage. **Scope:** LEA-wide	To address this critical need, Action 3.4 provides transportation services to and from school for students facing these challenges. Reliable transportation is a foundational support that enables students to access instruction, build routine, and stay engaged in their learning. For many families, especially those experiencing housing instability or financial hardship, providing transportation ensures that students can attend school consistently—removing a key barrier to academic participation and success. This action is offered on a schoolwide basis to ensure equity and accessibility for all students who may face transportation barriers, particularly those in unduplicated student groups. Implementing this support schoolwide allows the school to respond flexibly to student needs as they	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Professional Development **Need:**	The English Learner Progress Indicator (ELPI) declined from 72.2% to 55.6%, indicating a decrease in the number of ELs making progress toward English proficiency. However, the 21% increase in the reclassification rate suggests	Performance level on the English Learner Progress Indicator and Reclassification rate for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The English Learner Progress Indicator (ELPI) fell from 72.2% to 55.6%, showing a decline in the number of English Learners (ELs) making progress toward English proficiency. However, the reclassification rate increased by 21%, indicating that there is potential in our instructional practices, which can be further supported and scaled. **Scope:** Limited to Unduplicated Student Group(s)	potential in our instructional practices that can be further supported and scaled. To address these gaps, this action focuses on strengthening teacher capacity through targeted professional development. Specifically, we provide training for teachers and staff on both integrated and designated English Language Development (ELD) strategies. In addition, staff receive training on distinguishing between language acquisition challenges and potential learning disabilities in EL students. These efforts are designed to ensure that instructional strategies are linguistically responsive and aligned to the needs of ELs, supporting both their language development and access to grade-level academic content. By equipping educators with the tools to effectively support ELs, we aim to close achievement gaps, improve ELPI outcomes, and continue to increase the reclassification rate.	
4.2	**Action:** Target Support of EL Students and Families **Need:** Based on our internal assessments, Istation, for our English Learners (ELs), In Reading, there was a 6% growth in the number of EL students in Tier 4 or 5, surpassing the increase of 2% yearly growth, but 94% of our students are still below proficient. **Scope:** Limited to Unduplicated Student Group(s)	Internal assessment data from Istation shows that while there was a 6% increase in the number of English Learners (ELs) reaching Tiers 4 and 5 in Reading—surpassing the annual growth goal of 2%—94% of our EL students remain below the proficiency benchmark. This highlights a continued and urgent need for targeted academic and linguistic support. To address this need, Action 4.2 focuses on providing comprehensive support tailored to EL students and their families. This includes professional development for teachers to better understand and respond to the language and	Istation score for ELs in K-6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academic needs of ELs. The English Learner Specialist plays a key role in supporting teachers with effective grouping strategies and instructional approaches aligned to students' English proficiency levels. In addition, the EL Specialist and classroom teachers collaborate to offer training for parents and tutors. These sessions equip families and academic support staff with tools and strategies to reinforce learning at home and build a stronger bridge between school and home support systems. By investing in both educator capacity and family engagement, this action aims to accelerate EL student progress, foster greater language acquisition, and close achievement gaps more effectively.	
4.3	**Action:** English Language Development **Need:** Currently, EL students are 73.3 points below the standard in English Language Arts (ELA), which represents a decline of 16.2 points. In Math, EL students are 74.3 points below the standard, showing a decline of 13.1 points. **Scope:** Limited to Unduplicated Student Group(s)	According to the most recent data, English Learners (ELs) at Sci-Tech are performing significantly below standard, with scores 73.3 points below in English Language Arts (ELA)—a decline of 16.2 points—and 74.3 points below in Math—a decline of 13.1 points. These declines highlight a pressing need for focused language development support to accelerate academic progress and close the achievement gap. Action 4.3 addresses this need through a schoolwide commitment to delivering both designated and integrated English Language Development (ELD). This action is central to our improvement strategy and a key element of our overall plan to support English Learners. By	ELA and Math Academic Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ensuring that all EL students receive consistent, high-quality ELD instruction, we are directly targeting the foundational language skills necessary for success in all content areas. The curriculum and instruction provided through this action are standards-based, intellectually rich, and include instructional scaffolding designed to increase comprehension, engagement, and academic participation. Designated ELD provides focused instruction on language skills, while integrated ELD embeds language development into all subject areas, ensuring that EL students are not only learning English but using it meaningfully across disciplines. This dual approach supports both language acquisition and academic achievement, positioning English Learners for improved outcomes on statewide assessments and long-term success.	

For any limited 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, as applicable.

In Action 4.3: 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.

Additional Concentration Grant Funding

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 funding will be used to pay for a percent of a teacher to implement Visual and Performing Arts standards.

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		28:1
Staff-to-student ratio of certificated staff providing direct services to students		18:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,340,568	466,116	19.915%	0.000%	19.915%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$689,719.71	$214,685.00	$0.00	$0.00	$904,404.71	$725,411.00	$178,993.71

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Base Instruction Program	All	No			All Schools		$20,000.00	$126.71	$20,126.71				$20,126.71	
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$67,597.00	$6,101.00	$73,698.00				$73,698.00	
1	1.3	PLC Work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$11,700.00	$0.00	$11,700.00				$11,700.00	
1	1.4	Visual, Performing Arts and Media	All	No			All Schools		$96,328.00	$10,000.00	$73,328.00	$33,000.00			$106,328.00	
1	1.5	Enrichment Academic Offerings and Extra-curricular Opportunities	All	No			All Schools		$164,285.00	$47,866.00	$51,622.00	$160,529.00			$212,151.00	
2	2.1	Home/School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$65,328.00	$5,000.00	$50,328.00	$20,000.00			$70,328.00	
2	2.2	Family/Community Activities	All	No			All Schools		$0.00	$5,100.00	$5,100.00				$5,100.00	
2	2.3	Parent Learning Opportunities	All	No			All Schools		$1,800.00	$2,800.00	$3,444.00	$1,156.00			$4,600.00	
3	3.1	Response to Intervention (RTI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$119,000.00	$0.00	$119,000.00				$119,000.00	
3	3.2	Community Agency/Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$30,500.00	$20,000.00	$50,500.00				$50,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Attendance and Engagement	All	No			All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	
3	3.4	Transportation to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$69,000.00	$69,000.00				$69,000.00	
4	4.1	Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$2,600.00	$13,000.00	$15,600.00				$15,600.00	
4	4.2	Target Support of EL Students and Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$116,273.00	$0.00	$116,273.00				$116,273.00	
4	4.3	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										5.6%

2025-26 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
$2,340,568	466,116	19.915%	0.000%	19.915%	$506,099.00	5.600%	27.223 %	**Total:**	$506,099.00
								LEA-wide Total:	$374,226.00
								Limited Total:	$131,873.00
								Schoolwide Total:	$0.00

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	LEA-wide	English Learners Foster Youth Low Income		$73,698.00	
1	1.3	PLC Work	Yes	LEA-wide	English Learners Foster Youth Low Income		$11,700.00	
2	2.1	Home/School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,328.00	
3	3.1	Response to Intervention (RTI)	Yes	LEA-wide	English Learners Foster Youth Low Income		$119,000.00	
3	3.2	Community Agency/Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,500.00	
3	3.4	Transportation to School	Yes	LEA-wide	English Learners Foster Youth Low Income		$69,000.00	
4	4.1	Professional Development	Yes	Limited to Unduplicated	English Learners		$15,600.00	

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 (%)
				Student Group(s)				
4	4.2	Target Support of EL Students and Families	Yes	Limited to Unduplicated Student Group(s)	English Learners		$116,273.00	
4	4.3	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners			5.6%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$832,205.00	$803,208.00

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 Instruction Program	No	$77,450.00	$79,353
1	1.2	Staff Professional Development	Yes	$33,550.00	$33,836
1	1.3	PLC Work	Yes	$10,200.00	$6,400
1	1.4	Visual, Performing Arts and Media	No	$98,884.00	$99,472
1	1.5	Enrichment Academic Offerings and Extra-curricular Opportunities	No	$219,289.00	$221,256
2	2.1	Home/School Communication	Yes	$46,320.00	$15,722
2	2.2	Family/Community Activities	No	$4,750.00	$4,997
2	2.3	Parent Learning Opportunities	No	$7,600.00	$1,806
3	3.1	Response to Intervention (RTI)	Yes	$116,000.00	$110,000
3	3.2	Community Agency/Services	Yes	$56,040.00	$71,337
3	3.3	Attendance and Engagement	No	$33,782.00	$33,000

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	3.4	Transportation to School	Yes	$68,000.00	$68,859
4	4.1	Professional Development	Yes	$12,340.00	$7,253
4	4.2	Targeted support of EL students and families	Yes	$48,000.00	$49,917
4	4.3	English Language Development	Yes		

2024-25 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)
$289,413	$390,450.00	$317,870.00	$72,580.00	5.600%	5.600%	0.000%

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	$33,550.00	$20,830		
1	1.3	PLC Work	Yes	$10,200.00	$5,500		
2	2.1	Home/School Communication	Yes	$46,320.00	$21,114		
3	3.1	Response to Intervention (RTI)	Yes	$116,000.00	$103,917		
3	3.2	Community Agency/Services	Yes	$56,040.00	$41,000		
3	3.4	Transportation to School	Yes	$68,000.00	$68,859		
4	4.1	Professional Development	Yes	$12,340.00	$6,733		
4	4.2	Targeted support of EL students and families	Yes	$48,000.00	$49,917		
4	4.3	English Language Development	Yes			5.6%	5.6%

2024-25 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)
2,287,958	$289,413	0%	12.649%	$317,870.00	5.600%	19.493%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC Section 42238.024(b)(1)* requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).