

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson New Technology High School	Carol Germano Principal	cgermano@auhsd.net 530-365-3100

Plan Summary [2021-22]

General Information

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

We are a small (130 students), dependent charter that is part of a national network of New Tech's. We have a problem-based learning curriculum and focus on 21st century skills. We bring in students throughout our county, about half from within our district and the other half from outside the district. We roughly represent the demographics of our county which means we are about 74% Caucasian with the Hispanic and American Indian populations making up the majority of the rest. We have a large percentage of low socio-economic families, fluctuating between 60-66% free and reduced lunch, which is our one main subgroup. We attract a lot of students looking for a small-setting, that is safe and accepting. We best serve our students by building relationships with them and giving them the confidence to try new opportunities. Our staff is caring and hardworking and want to work at our school. We have a growing relationship with our surrounding community and the district itself. Our student learning outcomes are collaboration, critical thinking, communication, citizenship and community service, career preparation, and curricular literacy. To enhance these learning outcomes our students are required to take college classes, complete an internship and participate in community service. At the end of each year students give progressively longer speeches that involve a defense of their education based on our student learning outcomes. Our students leave New Tech with a well-practiced process of problem solving, and have the skills and tools needed to be meaningful members of their community.

Reflections: Successes

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

Despite having a large, low-socioeconomic subgroup, we do very well in math and language arts, as well as, our graduation rate and college and career readiness. Our students leave New Tech with the knowledge and skills needed to be successful in their post-secondary endeavors. On average, 85% of our students know and follow their "next steps" that were articulated to the school counselor before their graduation, whether it is a 2 or 4 year college, trade school, military, or the work force.

Reflections: Identified Need

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

In 2019 our greatest needs were not as obvious, as we had no indicators in the red categories and we met all of our local standards as well. Based on our 2019 testing results we will continue to improve our graduation rates by implementing an MTSS grant that will focus on social-emotional learning that will help mitigate the mental health issues our students have and will have due to the pandemic. This grant has helped and will continue to help us set into place protocols for increased support in the areas of academics, behavior and social-emotional learning. We will be training our teachers to implement SEL in their day to day classes. We believe these additional supports across all of our students will increase the success of even more of our students overall. We usually have one or fewer suspensions in a year, so when we do have to suspend someone it plays havoc with our dashboard. All staff have been trained in restorative and trauma informed practices, so we do not believe this is truly an issue. Even though we are in the orange from 2019 both suspensions were only done after utilizing many other ideas.

LCAP Highlights

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

The key features of this year's LCAP are:

1. To help all students mitigate any learning loss and to be successful in their grade level courses. Using diagnostic testing, lab classes, and tutors to improve foundational knowledge.
2. To maintain and or increase our graduation rate and college and career ready rate, by increasing A-G qualifiers and CTE completers.
3. Staff and students will know they are safe and that our school culture is one of encouragement and success. Staff PD in MTSS SEL modules and the use of BASE curriculum in the day to day classroom and as step by step system of restitution rather than suspension.
4. To have 100% of our students have a plan for high school and for after high school.
5. To continue to find ways to engage our families in their student's school life.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

All staff (teachers and classified) of our small charter school are asked to participate in developing our LCAP. In addition, we ask parents and students to participate as well. We send out emails, and phone calls to all families a week before every meeting, as well as, post it on our website, so that all families have the possibility to participate. Staff and students are given a yearly climate and culture survey. In addition, a one question survey was attached to a weekly email home that only involved two "clicks" to participate. The principal would walk up to families in their cars after school and ask them one or two questions and jot down the answers. All of this data was shared with others on the leadership team. The leadership team goes over all of the data and shares with all stakeholders who then give feedback on what direction they feel New Tech should proceed in. The leadership team also goes over the WASC recommendations and action plan and makes sure we are addressing each of those needs. A draft is given to the Advisory Leadership Board, who makes any final changes or tweaks to the LCAP. The document is then sent to our district for final board approval.

The leadership team is made up of the principal, counselor, teachers, community members, parents, and students.

A summary of the feedback provided by specific stakeholder groups.

Families have not been very forthcoming in giving input for new ideas about our school. Everyone who answered our surveys, questions, etc. is pleased with the school and just wants it to keep going. Students would like to see music and drama productions come back after COVID. We will need to gain in enrollment if we are going to add a part time music teacher to our staff again. Teachers would like to be teaching less preps, but again, enrollment will have to increase in order to accomplish this for all. As per our action plan on our latest WASC, we need to implement more social emotional learning into the every day classroom.

78% of our students responded to the Student Culture survey. 83% of respondents feel they contribute positively to the school, and that they are encouraged to be a strong leader. 74% of respondents feel the teachers and students make the agreements and expectations together and that they make sense. 97% of the respondents feel they have learned how to collaborate with other students and how to share the work on a project. 85% feel they receive helpful feedback from their teachers. About 30% of respondents felt teachers should allow them to struggle more to find solutions and to ask more questions that make them think. Over 71% of the respondents felt that students at the school respect each other and get along. 65% of respondents feel that teachers listen to them and care about them and what they have to say and offer. 72% of respondents feel they are ready when getting a job. Only 46% of students feel the school gives them job hunting skills. 85% of respondents have a plan for after high school. 100% of Teachers and staff feel appreciated and like their job.

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

Teachers will be given professional development to incorporate social emotional learning into their day to day classroom, as well as, how to utilize our MTSS tier program to help all students at all levels. By making SEL part of the day to day experience, students will hopefully gain tools to improve their own self regulation, which better allows them to then to learn. As we have been awarded an MTSS grant for the purpose of teacher PD in SEL, we have a direct action moving forward.

Goals and Actions

Goal

Goal #	Description
1	All students will progress toward graduation in an identified CTE pathway of in an "A-G" course of study by mastering our student learning outcomes.

An explanation of why the LEA has developed this goal.

Our job is to prepare students for life after high school. We do that by offering an A-G course of study for those who are interested in going to college and CTE pathways for those who want to enter an industry of their choice. Our student learning outcomes are the vehicle which will allow them to succeed in any of their endeavors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE completer rate	2020 70% completers				70% +
A-G completion rate	2019 33.3%, 2020 25%				60%+
College and Career Indicator	2019 Calif. Dashboard 76.7% prepared				100% college and career ready
EAP scores	2020 72.2% conditionally or completely ready in ELA. 52.9 conditionally or completely ready in Math.				75% ELA 60% math
Students completing college credits	2020 75% senior class				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internship hours	2020 100%				100%
Community Service hours	2020 85% completed class avg. of 70 hours.				100%, class avg 70+ hours
Graduation rate	2020 100%				100%
Percentage of students who are considered proficient or masters of each of the student learning outcomes.	1. Critical Thinking 2. Collaboration 3. Citizenship and Ethics 4. Communication (written and oral) 5. Career Preparation 6. Curricular literacy				1. 70% 2. 100% 3. 100% 4. 75% 5. 100% 6. 75%
# students completing college credits	2019 70% baseline				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	After school intervention	After school Intervention for all core classes maintained and a daily after school intervention for math students who need more help or who do not complete their homework. Addition of Tier 2 and Tier 3 interventions.	\$10,000.00	No
2	Diagnostic testing	Diagnostics tests and grades will be analyzed to see if Math course of study needs to be refined to meet students' needs and prepare for college and career demands. All grade 9 students are enrolled into integrated math 1, with a designated math lab for students below grade level or who continued to struggle in the class. For students far below grade level a Title I math class will be added to the master	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
		schedule. Daily after school math intervention for students who need more help and to mitigate learning loss. Pay for MDT, PSAT 8/9, 10, and NWEA testing licenses.		
3	Professional Development	Continued Professional Development to ensure Integrated math pathway is articulated with the community college. And that math classes are covering the curriculum that students need. Professional Development in SEL in the classroom, MTSS grant and BASE curriculum. New teacher professional development (ATE, subject specific, and New Tech online summit).	\$17,400.00	No
4	Increase staff and credit recovery	Struggling and transfer students will receive individualized academic support. Coursework will be supported and analyzed to make sure it is meeting student academic achievement and credit needs. Coursework will be explored for other opportunities to grant initial credit, possibly CTE credit as well. Edgenuity course work used to recover course work failed in earlier years. Paraprofessional (extra) will be hired to tutor during summer school and to tutor during the school year.	\$23,107.00	No
5	Highly Qualified teachers	Highly Qualified Teachers will remain at the current level of 100%		No
6	Lab Classes	Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. Far below grade level math students will be put into a Title one math class. Addition of an English lab to help students improve their writing skills.	\$31,778.00	No
7	Writing across the curriculum	Continue CCRA writing assessments in all disciplines to improve student writing in all disciplines.		No

Action #	Title	Description	Total Funds	Contributing
8	Counseling	Maintain current guidance and counseling support services and continue with counseling services. Addition of Girls Inc, Hope City, and Youth Options small group work. Guidance counselor will communicate, maintain, and update the students' academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided after school.	\$49,756.00	No
9	New Tech Network	Continue membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model. New Teachers will participate in training through the Net Work.	\$4,880.00	No
10	Computers and materials	Instructional materials/textbooks, computers. That 100% of students have access to the internet and the devices needed to be successful. Computers will be updated on a cyclical schedule.	\$18,438.00	No
11	Testing	Teachers will utilize Echo to administer benchmark testing and review data concerning student academic progress. MDTP testing and PSAT 8/9 and 10 will also be utilized to address student needs, as well as NWEA testing.	\$250.00	No
12	College courses, Internships and community service	Increase opportunities for students to enroll in concurrent and dual-enrolled college courses, and articulated classes with CTE courses. Pay for fees and books for low income students. Pay for Nepris license for career opportunities and information.	\$2,500.00	No
13	Employer Survey	Survey employers who hire New Tech students/alumni, to recognize areas of strength and areas where we need to improve as our students move to a career.	\$300.00	No

Action #	Title	Description	Total Funds	Contributing
14	Increase staff time for helping individual students.	Struggling and transfer students will receive individualized academic support. Coursework will be supported and analyzed to make sure it is meeting student academic achievement and credit needs.	\$28,741.00	Yes
15	A-G	Increase students meeting the A-G requirements by 5% per year to achieve 60% of students reaching this level.		No
16	CTE	Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways. All staff will gain a deeper understanding of college and career requirements as a result of professional development for key teachers and counselor. Upgrade CTE instructional materials and upgrade technology.	\$93,391.00	No
17	Increase Math access to all students	Based on the needs of the students as seen by diagnostic testing, math classes will be added as needed. Statistics and Personal Finance will be offered to seniors as 4th year of math. Students who find the pace of Integrated math 2 will be allowed to spread it over two years.	\$42,428.00	Yes
18	Math and English labs	A math 1, math 2 and an English lab will be provided for mitigation of learning loss.	\$14,405.00	Yes
19	Integrated Science	Integrated science will be maintained to increase A-G completion and college readiness.	\$27,082.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	New Tech will provide a safe and responsive learning environment where all can be successful.

An explanation of why the LEA has developed this goal.

We attract a lot of students of trauma who need to learn self regulation in order to learn. The more they can learn to trust, the more successful they can be.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	96.7% 2020				96% -100%
Chronic absentee rate	2020 7.8%				5% or lower
Suspension rate	2020 1 student (5.3%)				4% or lower
Survey of school repair	2021 Baseline 100%				100%
New Tech Student Climate and Culture Survey/Educator survey	2021 90 (79%) responding 6 (67%) responding				100 responding 100% responding
Parent Survey	2021 66% responding				100% responding
Completion of MTSS module completion	new, no baseline				100% of staff completion of modules

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Continue 100% attendance rewards, start a monthly drawing.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	Social emotional learning will be incorporated into the daily classroom, utilizing the MTSS grant and the BASE curriculum provided by the county. Provide continued professional development for restorative justice practices, social/emotional counseling, trauma-informed practices and parent outreach. Personnel will participate in professional development to build capacity to meet student and staff emotional well-being needs and implement trauma-informed strategies to ensure safe and welcoming learning environments, Teachers will be given a stipend for completing modules.	\$15,604.00	No
3	Counselor	Full time counselor will be maintained. CTE topics and guidance, A-G guidance, and referrals to small group therapy as needed.	\$49,756.00	Yes
4	Community Resources	Use of Youth Options, Girls Inc, and Hope City as mentors and small group education.	\$1,000.00	No

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Goals and Actions

Goal

Goal #	Description
3	New Tech will develop and maintain a systematic method for partnering with parents and community members.

An explanation of why the LEA has developed this goal.

At New Tech we have always believed that we are one leg out of four that develops a student to being successful; the other three are the parents, the students, and the community. The more we can all work together, the more students who will be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. number of parent surveys completed.	15 (13%) responding (New Tech) 458 (40.5%) for whole district				100% for both New Tech and district
2. Site Council meeting participation by targeted groups	2020 Baseline 100%				100%
3. Sign in sheets collected from school meetings and school activities	First year of data collection null due to COVID 19				100%
4. Number of Parents satisfied with New Tech/District communications	2021 New Tech= 85% District= 59.7%				100%
5. Number of parents reporting they feel welcomed and	2021 District 62.5%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
encouraged to be involved in the school.					
6. Parents trained in using ECHO	2020 85%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	ECHO	Echo training will be given 2 times per year to allow parents access to their child's daily progress. Parents who complete the annual survey will increase from 30% to 40%. Advisory leadership board will maintain it's 12 member board and will try to increase it to 15 members. Grade level parent meetings will be held every spring to go over updates and changes to keep parents better informed.	\$1,700.00	No
2	Communication	School will maintain Aeries Communicate to keep parents involved by using email, phone calls, and texts in addition to the use of our website and our electronic sign, and parent meetings	\$750.00	No
3	Parent outreach	Students who are not reaching their potential regarding their behavior or grades will work with a mentor and parents will be part of the education process.		No

Goal Analysis [2021-22]

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.09%	162,412

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

Required Descriptions

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

1. Our low income students are usually the students lowest in math skills. By providing after school intervention and lab classes, based on diagnostic testing, we will focus on students greatest needs to help them be successful in math.
2. NWEA testing will happen 3-4 times per year to diagnose needed math skill weaknesses and to make sure growth is occurring.
3. Our low income students, as a general rule, have more mental health issues and trauma. Having our teachers continue professional development in SEL will give these students tools that they need to learn how to self regulate and be able to learn.
4. The hiring of an English teacher, as well as, another paraprofessional, will allow for summer tutoring and tutoring during school which will focus on our low income students who need help mitigating their learning loss.
5. Our low income students have a large need for more help with counseling, as well as, therapy. This necessitates having a full time counselor on staff.
6. Membership in the New Tech Network is important for the training of our new, young teachers. Project based learning is a proven educational skill that provides all students, but especially our low income students with the necessary problem solving, critical thinking skills they will need in order to break the cycle of poverty they have grown up in.
7. Our low income students will be provided computers and internet access to assure their ability to participate in school. In addition, when these students take college courses, their fees and books will be provided for them.
8. Our low income students will be given special consideration in providing them college courses, CTE courses and internships.
9. Low income students will be given extra counseling time to help them understand the importance of maintaining their A-G courses and or a CTE pathway to provide them with a great start to their post secondary life.

10. While our attendance is good, we will take precautions that our low income students attendance is addressed quickly and every time they are not in school.

11. The utilization of Hope city mentors, Girls Inc., and Youth Options will focus on providing even more support for our low income students.

12. Low income students will be encouraged to participate in school leadership to help discuss and work on improving school culture.

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

Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling as described in the various strategies detailed in the actions for Goals #1-3. Following is a brief description of how the actions/services are principally directed to increase and improve outcomes for foster youth, English learners and low-income students (unduplicated students) and a description of effectiveness of program.

Increase course access and offerings (Integrated Science, Statistics, Personal Finance, Math 2A/2B, ROP and site based CTE offerings) These courses provide unduplicated students (EL, FY, and LI) with greater A-G opportunities and CTE completion, thereby increasing college readiness and employability. For unduplicated students desiring to enter the workforce upon graduation, possession of the needed job skills for the current job market better prepares them for employment. For unduplicated students desiring post-secondary opportunities, increasing college readiness skills is crucial in eliminating the need to remediate post-secondary thereby decreasing financial barriers faced by many of these students.

Academic support and interventions (Individualized Academic Support classes, Math interventions, English interventions, summer school) Majority of the students served by these academic support and interventions are unduplicated students (EL, FY, and LI). Math and English interventions provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. Individualized Academic Support classes and summer school provide low performing students with greater remediation opportunities also increasing progress towards graduation. EL student needs will be addressed through a scaffolding approach with supports built into smaller English classes.

Other student support services (additional academic and social emotional counseling, community resources) Again, typically our unduplicated (EL, FY, and LI) students are those in greatest need of these additional support services. Our unduplicated students often have attendance and discipline issues that create educational barriers. A full-time counselor in conjunction with other student support services such as Girls Inc, Hope City, and Youth Options will implement strategies to curb attendance, SEL and discipline related issues thereby allowing our unduplicated students to remain in the classroom a greater number of instructional days allowing improved academic achievement.

The charter plans to spend \$162,412 to provide services described above and these planned expenditures meet the MPP of 14.09%. These services will be provided in a schoolwide and targeted basis due to the high concentration of unduplicated students at the charter.(approximately 60%). While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling

them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$260,298.00	\$128,908.00	\$8,069.00	\$37,491.00	\$434,766.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$337,661.00	\$97,105.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	After school intervention	\$10,000.00				\$10,000.00
1	2	All	Diagnostic testing				\$500.00	\$500.00
1	3	All	Professional Development		\$1,300.00		\$16,100.00	\$17,400.00
1	4	All	Increase staff and credit recovery		\$8,897.00	\$7,819.00	\$6,391.00	\$23,107.00
1	5	All	Highly Qualified teachers					
1	6	All	Lab Classes		\$31,778.00			\$31,778.00
1	7	All	Writing across the curriculum					
1	8	All	Counseling	\$49,756.00				\$49,756.00
1	9	All	New Tech Network	\$4,880.00				\$4,880.00
1	10	All	Computers and materials	\$500.00	\$7,938.00		\$10,000.00	\$18,438.00
1	11	All	Testing			\$250.00		\$250.00
1	12	All	College courses, Internships and community service				\$2,500.00	\$2,500.00
1	13	All	Employer Survey	\$300.00				\$300.00
1	14	English Learners Foster Youth Low Income	Increase staff time for helping individual students.	\$28,741.00				\$28,741.00
1	15	All	A-G					
1	16	All	CTE	\$30,000.00	\$63,391.00			\$93,391.00
1	17	English Learners Foster Youth Low Income	Increase Math access to all students	\$42,428.00				\$42,428.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	18	English Learners Foster Youth Low Income	Math and English labs	\$14,405.00				\$14,405.00
1	19	English Learners Foster Youth Low Income	Integrated Science	\$27,082.00				\$27,082.00
2	1	All	Attendance		\$1,000.00			\$1,000.00
2	2	All	Professional Development		\$14,604.00		\$1,000.00	\$15,604.00
2	3	English Learners Foster Youth Low Income	Counselor	\$49,756.00				\$49,756.00
2	4	All	Community Resources				\$1,000.00	\$1,000.00
3	1	All	ECHO	\$1,700.00				\$1,700.00
3	2	All	Communication	\$750.00				\$750.00
3	3	All	Parent outreach					
4	1	All						
4	2	All						
4	3	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$162,412.00	\$162,412.00
LEA-wide Total:	\$49,756.00	\$49,756.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$112,656.00	\$112,656.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	14	Increase staff time for helping individual students.	Schoolwide	English Learners Foster Youth Low Income		\$28,741.00	\$28,741.00
1	17	Increase Math access to all students	Schoolwide	English Learners Foster Youth Low Income		\$42,428.00	\$42,428.00
1	18	Math and English labs	Schoolwide	English Learners Foster Youth Low Income		\$14,405.00	\$14,405.00
1	19	Integrated Science	Schoolwide	English Learners Foster Youth Low Income		\$27,082.00	\$27,082.00
2	3	Counselor	LEA-wide	English Learners Foster Youth Low Income		\$49,756.00	\$49,756.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

2021-22 Local Control and Accountability Plan (LCAP) Overview

Anderson New Technology High School

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	4.7%
African American	%
Asian	2.4%
Filipino	%
Hispanic/Latino	16.5%
Pacific Islander	%
White	68.5%
Multiple/No Response	%
Student Group	Percent of Enrollment
English Learners	%
Low Income	%
Foster Youth	%

Our Community



Communities Served



127

Students



Schools



Staff

2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$260,298.00
Other State Funds	\$128,908.00
Local Funds	\$8,069.00
Federal Funds	\$37,491.00
Total Funds	\$434,766.00
Type	Totals
Personnel	\$337,661.00
Non-Personnel	\$97,105.00



2021-22 LCAP Goals and Services

GOAL




1

All students will progress toward graduation in an identified CTE pathway of in an "A-G" course of study by mastering our student learning outcomes.



<p>1.1</p>	<p>After school intervention After school Intervention for all core classes maintained and a daily after school intervention for math students who need more help or who do not complete their homework. Addition of Tier 2 and Tier 3 interventions.</p>	<p>\$10,000.00</p>	 <p>All Students</p>
<p>1.2</p>	<p>Diagnostic testing Diagnostics tests and grades will be analyzed to see if Math course of study needs to be refined to meet students' needs and prepare for college and career demands. All grade 9 students are enrolled into integrated math 1, with a designated math lab for students below grade level or who continued to struggle in the class. For students far below grade level a Title I math class will be added to the master schedule. Daily after school math intervention for students who need more help and to mitigate learning loss. Pay for MDT, PSAT 8/9, 10, and NWEA testing licenses.</p>	<p>\$500.00</p>	 <p>All Students</p>
<p>1.3</p>	<p>Professional Development Continued Professional Development to ensure Integrated math pathway is articulated with the community college. And that math classes are covering the curriculum that students need. Professional Development in SEL in the classroom, MTSS grant and BASE curriculum. New teacher professional development (ATE, subject specific, and New Tech online summit).</p>	<p>\$17,400.00</p>	 <p>All Students</p>
<p>1.4</p>	<p>Increase staff and credit recovery Struggling and transfer students will receive individualized academic support. Coursework will be supported and analyzed to make sure it is meeting student academic achievement and credit needs. Coursework will be explored for other opportunities to grant initial credit, possibly CTE credit as well. Edgenuity course work used to recover course work failed in earlier years. Paraprofessional (extra) will be hired to tutor during summer school and to tutor during the school year.</p>	<p>\$23,107.00</p>	 <p>All Students</p>
<p>1.5</p>	<p>Highly Qualified teachers Highly Qualified Teachers will remain at the current level of 100%</p>		 <p>All Students</p>
<p>1.6</p>	<p>Lab Classes Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. Far below grade level math students will be put into a Title one math class. Addition of an English lab to help students improve their writing skills.</p>	<p>\$31,778.00</p>	 <p>All Students</p>
<p>1.7</p>	<p>Writing across the curriculum Continue CCRA writing assessments in all disciplines to improve student writing in all disciplines.</p>		 <p>All Students</p>

1.8	<p>Counseling Maintain current guidance and counseling support services and continue with counseling services. Addition of Girls Inc, Hope City, and Youth Options small group work. Guidance counselor will communicate, maintain, and update the students' academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided after school.</p>	\$49,756.00	 All Students
1.9	<p>New Tech Network Continue membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model. New Teachers will participate in training through the Net Work.</p>	\$4,880.00	 All Students
1.10	<p>Computers and materials Instructional materials/textbooks, computers. That 100% of students have access to the internet and the devices needed to be successful. Computers will be updated on a cyclical schedule.</p>	\$18,438.00	 All Students
1.11	<p>Testing Teachers will utilize Echo to administer benchmark testing and review data concerning student academic progress. MDTP testing and PSAT 8/9 and 10 will also be utilized to address student needs, as well as NWEA testing.</p>	\$250.00	 All Students
1.12	<p>College courses, Internships and community service Increase opportunities for students to enroll in concurrent and dual-enrolled college courses, and articulated classes with CTE courses. Pay for fees and books for low income students. Pay for Nepris license for career opportunities and information.</p>	\$2,500.00	 All Students
1.13	<p>Employer Survey Survey employers who hire New Tech students/alumni, to recognize areas of strength and areas where we need to improve as our students move to a career.</p>	\$300.00	 All Students
1.14	<p>Increase staff time for helping individual students. Struggling and transfer students will receive individualized academic support. Coursework will be supported and analyzed to make sure it is meeting student academic achievement and credit needs.</p>	\$28,741.00	 English Learners Foster Youth Low Income
1.15	<p>A-G Increase students meeting the A-G requirements by 5% per year to achieve 60% of students reaching this level.</p>		 All Students
1.16	<p>CTE Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways. All staff will gain a deeper understanding of college and career requirements as a result of professional development for key teachers and counselor. Upgrade CTE instructional materials and upgrade technology.</p>	\$93,391.00	 All Students




1.17	Increase Math access to all students Based on the needs of the students as seen by diagnostic testing, math classes will be added as needed. Statistics and Personal Finance will be offered to seniors as 4th year of math. Students who find the pace of Integrated math 2 will be allowed to spread it over two years.	\$42,428.00	 English Learners Foster Youth Low Income
1.18	Math and English labs A math 1, math 2 and an English lab will be provided for mitigation of learning loss.	\$14,405.00	 English Learners Foster Youth Low Income
1.19	Integrated Science Integrated science will be maintained to increase A-G completion and college readiness.	\$27,082.00	 English Learners Foster Youth Low Income


GOAL

2

New Tech will provide a safe and responsive learning environment where all can be successful.




2.1	Attendance Continue 100% attendance rewards, start a monthly drawing.	\$1,000.00	 All Students
2.2	Professional Development Social emotional learning will be incorporated into the daily classroom, utilizing the MTSS grant and the BASE curriculum provided by the county. Provide continued professional development for restorative justice practices, social/emotional counseling, trauma-informed practices and parent outreach. Personnel will participate in professional development to build capacity to meet student and staff emotional well-being needs and implement trauma-informed strategies to ensure safe and welcoming learning environments, Teachers will be given a stipend for completing modules.	\$15,604.00	 All Students
2.3	Counselor Full time counselor will be maintained. CTE topics and guidance, A-G guidance, and referrals to small group therapy as needed.	\$49,756.00	 English Learners Foster Youth




			Low Income
2.4	Community Resources Use of Youth Options, Girls Inc, and Hope City as mentors and small group education.	\$1,000.00	 All Students

GOAL




3

New Tech will develop and maintain a systematic method for partnering with parents and community members.



3.1	ECHO Echo training will be given 2 times per year to allow parents access to their child's daily progress. Parents who complete the annual survey will increase from 30% to 40%. Advisory leadership board will maintain it's 12 member board and will try to increase it to 15 members. Grade level parent meetings will be held every spring to go over updates and changes to keep parents better informed.	\$1,700.00	 All Students
3.2	Communication School will maintain Aeries Communicate to keep parents involved by using email, phone calls, and texts in addition to the use of our website and our electronic sign, and parent meetings	\$750.00	 All Students
3.3	Parent outreach Students who are not reaching their potential regarding their behavior or grades will work with a mentor and parents will be part of the education process.		 All Students

GOAL

4.1			 All Students
4.2			 All Students
4.3			 All Students

- Stakeholder Engagement
- Major Changes for 2021-22
- We Want to Increase
- We Want to Decrease

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Website: