



## LCAP Planning Module

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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# LCAP Module for

<b>TARGET GOAL TYPE</b>	
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<b>STUDENT GROUPS SERVED</b>	Black or African American Hispanic or Latino English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities
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<b>NEED (RATIONALE)</b>	<p>R-STEM is a science and hands-on focused charter school. Its goal is to bring hands-on learning to students with a special emphasis in math and science. The goals above and actions below, address the following State Priorities:</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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<b>GOAL DESCRIPTION</b>	All R-STEM students will have access to a broad course of study emphasizing California State Standards and will be taught by highly qualified staff. All curriculum will be aligned to California Standards. All facilities will be maintained to a high standard.
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METRIC (INSTRUMENT)	BASELINE	OUTCOME
<p>Focus: Broad Course of Study / Alignment with CA Standards</p> <p>All student K-8 will have access to a broad course of study including language arts, math, history, science, art, and physical education.</p> <p>Students will all have science lab activities weekly.</p> <p>All students will participate in Project Lead The Way STEM activities.</p> <p>1st through 8th grade students will participate in STEAM activities weekly, via the Makerspace Art Lab.</p>	<p>All student K-8 will have access to a broad course of study including language arts, math, history, science, art, and physical education. This is a maintenance goal.</p> <p>Students have had science lab activities weekly. This is a maintenance goal.</p> <p>All students participated in Project Lead The Way STEM activities. This is a maintenance goal.</p> <p>1st through 8th grade students will participate in STEAM activities weekly, via the Makerspace Art Lab.</p>	<p>100 percent of students will fulfill all metrics. Each of these metrics are part of our charter. Maintaining these metrics will help fulfill the obligations in our charter.</p>
<p>Focus: Highly Qualified Staff</p> <p>R-STEM will have 100% of its teachers</p>	<p>All teachers at R-STEM were appropriately credentialed per California Credentialing Requirement. Two teachers</p>	<p>100 percent of teachers will have full and clear teaching credentials by 2024. No teachers will be utilizing internships or</p>

METRIC (INSTRUMENT)	BASELINE	OUTCOME
fully credentialed in their teaching area by 2023-24. Data will be reflected in the CALSASS website.	were on short-term staff permits. One of these was a temporary teacher. The other is a teacher with a single subject credential who is completing coursework to obtain her multiple subjects credential. Two teachers were clearing their preliminary credential. One teacher is working as a PE teacher under California's Charter Credentialing Law. One special education teacher is working on clearing her mild/moderate credential.	short-term staff permits.
Focus: Broad Course of Study  100% of students will participate in hands-on activities via field trips which are aligned to the CA standards.	No field trips were performed in 2020-21 due to COVID restrictions.	100 percent of students will have at-least three CA standards aligned field trips per year.
Focus: facilities will be maintained to a high standard  Facilities will be maintained to a high Standard. All questions on the Facilities Inspection Tool will reflect good or excellent condition.	This is a maintenance goal to ensure the facility stays up to standards each year.	All categories on the Facilities Inspection Tool will reflect good or excellent condition.
School attendance rates will improve by .5 percent per year.	Due to COVID restrictions and distance-learning, known attendance rates are impossible to compare to previous year. RSTEM knows the attendance rate is a target for improvement based on the number of non-compliance letters we've had to submit to parents. A new baseline will be provided when the data comes in.	Once the new 2020-2021 school year baseline data is available, the school's goal will be to improve the 96.4 percent attendance rate it had in 2019 to 97 percent.
The chronic absenteeism rate will improve by 1 percent per year.	The Chronic Absenteeism rate was 6.7 percent in 2019. This rate will likely increase substantially in 2020 due to distance-learning and COVID complications.	The goal is to improve the Chronic Absenteeism rate to 6 percent, which will be an improvement from 2019 numbers prior to the COVID-19 attendance complications.

### MODULE ACTIONS

<b>ACTION TITLE</b>	Purchase of Project Lead the Way Curriculum and Makerspace materials
<b>ACTION DESCRIPTION</b>	PLTW is the STEM curriculum utilized by the charter school. Makerspace is the hands-on art lab created by the charter school.
<b>ACTION TITLE</b>	All students will have access to a broad course of study.
<b>ACTION DESCRIPTION</b>	100% teachers will participate in and implement adopted CORE Curriculum as evidenced by participation in ongoing training and classroom walkthroughs (Math, English Language Arts and Next Generation Science Standards).  100% aligned to California Standards. 100% Teachers trained in the State Standards, NGSS and Project Lead The Way.

<b>ACTION TITLE</b>	Facilities Inspection Tool will be utilized
<b>ACTION DESCRIPTION</b>	Facilities maintained in good repair as evidenced by Facilities Inspection Tool

<b>ACTION TITLE</b>	Training in PLTW, Math, Science, and CA Standards
<b>ACTION DESCRIPTION</b>	Teachers will attend NGSS / PLTW / Math / California Standard aligned training and 2 staff inservice days and 1 hour per month during collaboration meetings

<b>ACTION TITLE</b>	Students will attend California Standards aligned field trips
<b>ACTION DESCRIPTION</b>	Student body funds will be used for students to attend 3 field trips minimum per year.

<b>ACTION TITLE</b>	Pay a classified employee to monitor attendance and send out attendance letters to all students with 3 or more absences.
<b>ACTION DESCRIPTION</b>	Classified employee to follow ups with attendance issues and provide support to families with needs outside of a typical school day or classroom environment.

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# LCAP Module for

<b>TARGET GOAL TYPE</b>	
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<b>STUDENT GROUPS SERVED</b>	<p>Black or African American</p> <p>Hispanic or Latino</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>
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<b>NEED (RATIONALE)</b>	<p>As part of our data analysis, the LCAP team could see that language arts scores have steadily increased year after year, even during the COVID Pandemic. Math has also increased on Smarter Balanced assessments. R-STEM had its highest Smarter Balanced performance in its history on the spring 2021 assessment . The LCAP team continues to desire to improve math outcomes more than ELA due to underperforming compared to ELA results. It was noted that unduplicated pupils at the school, as well as special education students performed poorly in compared to the general population. Redding STEM Academy believes that blended learning, which involves all students being offered learning via both in-person and software based applications, is the best approach to learning. R-STEM believes that software can individualize the learning the students need. R-STEM believes that foster youth, low-income, and second language learners all benefit from the individualized approach that blended learning provides. This goal will improve academic outcomes for all students, including our low-income, second language learners, homeless, and foster youth.</p> <p>Priority areas addressed by this goal:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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<b>GOAL DESCRIPTION</b>	<p>Based on IReady Diagnostics in Math and LA, Smarter Balanced Assessments, the percentage of students meeting proficiency or making significant progress toward proficiency in Language Arts, Math, and Science will improve yearly. Math will be a special focus area where students will make more progress than in previous years compared to Language Arts.</p> <p>All R-STEM students will utilize Chromebooks to access individualized instructional software appropriate to their grade level. Students will utilize learning software to improve learning outcomes.</p>
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<b>METRIC (INSTRUMENT)</b>	<b>BASELINE</b>	<b>OUTCOME</b>
The number of students at or above grade level in Reading will improve by 3% on I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 3 percent per year	3-8 Reading	Reading
	Exceeded or Met Standard: 63 percent	Exceeded or Met Standard: 72 percent
	Greater than 1 year below: 16 percent	Greater than 1 year below: 7 percent



METRIC (INSTRUMENT)	BASELINE	OUTCOME
The percentage of students on or above grade level in Language Arts will improve by 3% on Smarter Balances assessments. The number of students who did not meet standard will decrease by 3 percent each year.	ELA Smarter Balanced spring 2019 Exceeded or Met Standard: 47.48 percent Did not meet standard: 22.3 percent	ELA Exceeded or Met Standard: 67.7 percent Did not meet standard: 13.3 percent
The number of students on or above grade level in Math will improve by 4% on internal I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 2 percent per year	3-8 Math On grade level: 49 percent One year below grade level: 41 percent Greater than 1 year below: 10 percent	On grade level: 56 percent Greater than 1 year below: 10 percent
The percentage of students on or above grade level in Math will improve by 3.5% on Smarter Balances assessments. The number of students who did not meet standard will decrease by 3.5 percent each year.	Math Smarter Balanced spring 2019 Exceeded or Met Standard: 42.44 percent Did not meet standard: 33.09 percent	Math Exceeded or Met Standard: 52.44 percent Did not meet standard: 22.59 percent
<p>The percentage of Socioeconomically Disadvantaged students on or above grade level in Language Arts and Math will improve by 4% on Smarter Balances assessments.</p> <p>The number of students who did not meet standard will decrease by 4 percent each year.</p>	<p>ELA Smarter Balanced spring 2019            Exceeded or Met Standard: 36.77 percent            Did not meet standard: 29.41 percent</p> <p>Math Smarter Balanced spring 2019            Exceeded or Met Standard: 36.77 percent            Did not meet standard: 36.76 percent</p>	<p>ELA            Exceeded or Met Standard: 63 percent            Did not meet standard: 17.41 percent</p> <p>Math            Exceeded or Met Standard: 48.77 percent            Did not meet standard: 24.76 percent</p>
The percentage of Students with Disabilities on or above grade level in Language Arts and Math will improve by 4% on Smarter Balances assessments. The number of students who did not meet standard will decrease by 4 percent each year.	<p>ELA Smarter Balanced spring 2019            Exceeded or Met Standard: 5.26 percent            Did not meet standard: 57.89 percent</p> <p>Math Smarter Balanced spring 2019            Exceeded or Met Standard: 15.79 percent            Did not meet standard: 68.42 percent</p>	<p>ELA            Exceeded or Met Standard: 28 percent            Did not meet standard: 41 percent</p> <p>Math            Exceeded or Met Standard: 24 percent            Did not meet standard: 62 percent</p>
The percentage of students who master 100 facts in 3 minutes, based on their grade level, will improve yearly by 5 percent.	Baseline data will be gathered on Reflex Math, and will improve yearly.	40 percents of students in grades 1-3 will have mastered grade level appropriate math facts (within three minutes), including addition, subtraction, multiplication, and division.
Students in grades 4-8 will improve their writing scores on Criterion by 3 percentage points yearly. Teachers will gather baseline data in fall 2021 in Criterion to determine if previous data is still valid.	In 2019, the last year we had valid data, 68% of students scored on or above grade level in Criterion. We hope baseline data will show there was not learning loss due to distance-learning during the COVID-19 Pandemic.	77% of students will be at or above grade level on Criterion Writing's (using 6 point scale) or 9% higher than baseline growth per year depending on fall 2021 baseline data (if baseline data demonstrates learning loss).

METRIC (INSTRUMENT)	BASELINE	OUTCOME
R-STEM had inconsistent use of Criterion in 20-21 due to challenges with distance learning during the COVID-19 Pandemic.		
All student will have their own Chromebook and blended learning software which is tailored to their skill level in math, reading (and science in grades 6-8). Software will include Lexia Learning, ST Math, I-Ready Reading, Reflex, I-Ready math, Zingy Learning, and others	All students have had access to a Chromebook, but many have broken parts and need replacement. All students have had access to blended learning software. This is a maintenance goal to ensure continued academic improvement in math, reading, and science, which both internal test scores on I-ready and Smarter Balanced results have demonstrated effectiveness.	100% of students will have access to fully functioning Chromebook and appropriate software to their grade level
The percentage of students on or above grade level in Science will improve by 3% per year on Smarter Balances assessments. The number of students who did not meet standard will decrease by 3 percent each year.	Science Smarter Balanced spring 2019 Exceeded or Met Standard: 42.56 percent Did not meet standard: 17.02 percent	Science Smarter Balanced Exceeded or Met Standard: 37 percent Did not meet standard: 0 percent

### MODULE ACTIONS

<b>ACTION TITLE</b>	Update Chromebooks Annually and buy headphones
<b>ACTION DESCRIPTION</b>	One to two classroom sets of Chromebook will be purchased yearly, depending on need.
<b>ACTION TITLE</b>	Intervention Software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity.
<b>ACTION DESCRIPTION</b>	Annual subscriptions for intervention (but not limited to): I-Ready, Criterion, Lexia, ST Math, Zingy Learning, Reflex Math, Teachers pay teachers and any additional as needed
<b>ACTION TITLE</b>	Baseline Criterion Writing Scores will be gathered and evaluated.
<b>ACTION DESCRIPTION</b>	4th-8th grade teachers will assess writing using Criterion. 2 hours during a staff meeting will be set aside for collaboration regarding writing for all K-8 teachers.
<b>ACTION TITLE</b>	One PBIS paraprofessional will be hired to assist in the classroom and on the playground with both academic support and social emotional support.
<b>ACTION DESCRIPTION</b>	0.7125 FTE PBIS paraprofessional
<b>ACTION TITLE</b>	Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program.
<b>ACTION DESCRIPTION</b>	9 teachers + 40 instructional minutes four days a week for three 4 nine week sessions. This is a part of their employment agreement.
<b>ACTION TITLE</b>	A .65 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it.
<b>ACTION DESCRIPTION</b>	.61 FTE intervention teacher

<b>ACTION TITLE</b>	The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff.
<b>ACTION DESCRIPTION</b>	.2 FTE of school administrator
<b>ACTION TITLE</b>	The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades.
<b>ACTION DESCRIPTION</b>	.2 FTE for tier 1 and tier 2
<b>ACTION TITLE</b>	The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention.
<b>ACTION DESCRIPTION</b>	.25 FTE registrar
<b>ACTION TITLE</b>	Classroom aides will provide intervention via the COVID funds and Learning Block Recovery Grant. This program will last two years.
<b>ACTION DESCRIPTION</b>	10 classroom aides for 4 hours a day
<b>ACTION TITLE</b>	A Credentialed Title 1 Intervention teacher provide pull out and push in intervention throughout the school year.
<b>ACTION DESCRIPTION</b>	0.39 FTE Title 1 /independent study teacher
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<b>STUDENT GROUPS SERVED</b>	<p>Black or African American</p> <p>Hispanic or Latino</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>
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<b>NEED (RATIONALE)</b>	<p>Based on parent surveys, staff meetings, student surveys, and conversations with parents, R-STEM would like to offer more co-curricular activities and to provide a more inclusive campus to our families.</p> <p>The priorities addressed by this goal:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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<b>GOAL DESCRIPTION</b>	<p>R--STEM will maintain a safe, positive, productive learning environment where students are meaningfully engaged in academics as well as a wide variety of co-curricular activities. Parents will feel welcomed and valued as partners in this educational process. Parents will work cooperatively with school personnel to establish priorities and meet goals. Students will have a sense of belonging and enjoy coming to school.</p>
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<b>METRIC (INSTRUMENT)</b>	<b>BASELINE</b>	<b>OUTCOME</b>
Percentage number Parents participating in parent survey will increase by 20 parents yearly.	81 parents completed the survey	111 parents will complete the survey.
The number of students who state they have been bullied on the student survey will decrease yearly by three percent.	81.5 percent of students stated they were neutral or were not bullied.	90 percent of students will state either "neutral" or they were not bullied on the annual student survey.
The number of students participating in sports will increase by 5 each year.	No teams existed in 2020-21 so a baseline will be gathered in fall.	43 players will participate in extra curricular areas each year.
A Robotics Team will be formulated and compete in local competitions.	No robotics team was created due to COVID in 2020-21.	Multiple teams will complete in regional competitions.
The number of students who are given detentions will decrease by 3% yearly.	64 detentions were written in 2020-21	54 detentions will be written
The suspension rate will decrease by .5 percent yearly.	3.7 percent	2.2 suspension rate

METRIC (INSTRUMENT)	BASELINE	OUTCOME
Money from the general budget will be set aside to increase the stipends for all coaching and extra-curricular activities to entice more volunteers and to increase opportunities for new extra curricular opportunities.	Currently the coaching stipend is \$450 per sport.	Extra curricular activities will include sports, robotics, and on more activity yet to be determined.

### MODULE ACTIONS

<b>ACTION TITLE</b>	Communicate in newsletter the importance of parent responses to the spring survey. Send out Bloomz reminders the week leading up to parent survey.
<b>ACTION DESCRIPTION</b>	Annual cost for Bloomz to communicate with families.

<b>ACTION TITLE</b>	Teachers will teach and remind students about the definition of bullying. Bullying lessons will be created in every classroom. A message of kindness and anti-bullying will be part of the PBIS training with teachers and classified staff in the fall.
<b>ACTION DESCRIPTION</b>	3 staff in service days on PBIS and the implementation of the PBIS plan. Incentives will be given to students who receive rocket awards and character cards.

<b>ACTION TITLE</b>	The sports coordinator will go to all classrooms and advertise participation before each sport.
<b>ACTION DESCRIPTION</b>	Sports coordinator/PE teacher FTE

<b>ACTION TITLE</b>	Robotics teacher. Pay for attendance at local competitions.
<b>ACTION DESCRIPTION</b>	A certificated teacher in after school clubs using ELOP funds. Teacher salary included in Goal 3.8

<b>ACTION TITLE</b>	Intervention teacher will work with classified staff and certificated staff on PBIS improvement in fall 2023.
<b>ACTION DESCRIPTION</b>	No funds associated with this action.

<b>ACTION TITLE</b>	PBIS interventions will continue on the playground. All new classified staff will be taught about the PBIS program.
<b>ACTION DESCRIPTION</b>	Budget costs found in 3.2.

<b>ACTION TITLE</b>	The coaching stipends for sports
<b>ACTION DESCRIPTION</b>	8 coaching stipends will be provided at \$1000 per coach plus competition fees

<b>ACTION TITLE</b>	After school clubs will be run by teachers using the ELOP funds.
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# LCAP Module for

<b>TARGET GOAL TYPE</b>	
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<b>STUDENT GROUPS SERVED</b>	Black or African American Hispanic or Latino English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities
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<b>NEED (RATIONALE)</b>	
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<b>GOAL DESCRIPTION</b>	
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METRIC (INSTRUMENT)	BASELINE	OUTCOME

## MODULE ACTIONS

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<b>TARGET GOAL TYPE</b>	
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<b>STUDENT GROUPS SERVED</b>	Black or African American Hispanic or Latino English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities
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<b>NEED (RATIONALE)</b>	
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<b>GOAL DESCRIPTION</b>	
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METRIC (INSTRUMENT)	BASELINE	OUTCOME

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