

LCAP Year  2017–18  2018–19  2019–20

Note: For Charter schools, the number of years addressed in the LCAP may align with the term of the charter school's budget, which is one year...year 2 and year 3 are not applicable as specified hereby.

# Local Control Accountability Plan and Annual Update (LCAP)

LEA Name	SEBASTOPOL INDEPENDENT CHARTER SCHOOL		
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## 2017-18 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Sebastopol Independent Charter School (“SICS” or “Sebastopol Charter”) is a Kindergarten through 8<sup>th</sup> grade, California charter school located at 200 S. Main St. and 7905 Valentine St. in Sebastopol, CA. As of June 7, 2017 enrollment is 292 students. Since July 1995, SICS has provided to its students the Waldorf-inspired educational program described in the Charter and has complied with all applicable laws and with the MOU with the school’s sponsoring school district, Sebastopol Union School District (“SUSD”).

### OUR SCHOOL

At the heart of the Sebastopol Independent Charter School are the parents and children who make up the Charter School community. The Charter School Board of Directors, the Executive Director, the administrative staff and the faculty provide ongoing administration, management, and pedagogical orientation. The administrative staff supports the teaching faculty in their most important work of educating our children.

### MISSION

The Sebastopol Independent Charter School provides an alternative option within the public school system for families and children from kindergarten through grade eight. The mission of the Charter School is to provide a balanced education to nurture the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community and society. Using a Waldorf education curriculum and teaching methods, the Charter School places equal emphasis on a solid academic foundation, artistic skills, social development and responsibility, physical fitness, and attention to the inner emotional life of each child.

## LCAP HIGHLIGHTS

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

### Goal 1: (formerly Goals 1-3) BASIC SERVICES

- 1) Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing requirements as these pertain to Charter Schools. For example, we encouraged a support teacher to enter into a credential program and we then hired her as next year's second grade teacher. We hired an experienced teacher from a private school for a kindergarten teacher position while he is attaining his credential. We also hired two new teachers who will be working on their credential next year. The school assists in all temporary credential processes and makes sure they get a higher level of support.
- 2) Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum. Our 6-8 grades math curriculum have Common-Core aligned materials while integrating Common Core and Waldorf instructional materials throughout the grades.
- 3) School facilities are maintained clean, safe and in good repair. We've kept our two campus in safe order with various upgrades.

Goal 2: (formerly Goals 4-5) SICS teachers will be provided with material and be trained on the implementation of Waldorf and Common Core State Standards.

We continue to provide faculty with material and training on the implementation of Waldorf and Common Core State Standards. The faculty has participated in staff development on how to address both Common Core and Waldorf standards throughout the grades.

All students will gain academic content knowledge with the implementation of the Waldorf and Common Core State Standards, including EL students gaining English language proficiency. Our faculty are able to deliver a Waldorf and Common Core blended curriculum to all students successfully, regardless of English proficiency.

Goal 3: (formerly Goal 6) SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school committees; and input for helping determine the school's goals, priorities, and decision-making.

We continue to provide plenty of opportunities for parents to volunteer and be involved.

Goal 4: (formerly Goals 7, 10, and 11) Pupil Achievement and Pupil Outcomes

4.1: SICS students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in: (A) CAASPP Statewide assessments, (B) Academic Performance Index, (D) Percentage of EL pupils who make progress toward English proficiency on CELDT and (E) EL reclassification rate [Note: (C), (F) and (G) are not applicable].

Our students continue to score higher than students in surrounding schools on the standardized tests.

4.2: SICS will meet the annual academic targets as mandated by the State Board of Education

4.3: High Academic Achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts.

4.4: Waldorf and Common Core State Standards-based instruction

4.5: Positive Student Character Development;

4.6: School and Community Participation

Through various activities, such as field trips and festivals, we continue to provide opportunities for our students to have positive interactions with our community.

Goal 5: (formerly Goals 8-9) SICS will set and strive to meet targets in the following areas:

- 5.1: School Attendance rates of higher than 93%;
- 5.2: Low levels of chronic absenteeism;
- 5.3: No middle school dropouts;
- 5.4: Suspension rates of less than 3%; and
- 5.5: Expulsion rates of less than 1%.
- 5.6: SICS will generally strive to reduce the number of absences

Goal 6: (formerly Goal 12) Provide high quality Waldorf-inspired programs, teachers, and staff  
 We continue to provide a high level of professional development and mentoring in order for our teachers to provide a high quality Waldorf curriculum. We continue to attract Waldorf experienced teachers for positions.

Goal 7: (formerly Goal 13) Ensure the long-term sustainability of the school

Goal 8: (formerly Goal 14) Improve facilities by unifying the school into a single site and providing room for program expansion. Obtain and develop a new school site in conjunction with The Charter Foundation.

We've been working diligently to attain a united K-8 campus for the fall of 2018. We have a use permit for building on the property purchased by The Charter Foundation.

Goal 9: (formerly part of Goal 17) Provide an expanded academic student support / Response-to-Intervention program.

Goal 10: (formerly Goal 15) Provide a strong social and emotional student support program.

Goal 11: (formerly Goal 17) Continue to develop Special Education expertise and resources.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on the Equity Dashboard released in March 2017, the charter school is pleased to report:

- Our suspension rate is Blue (highest level). We continue our efforts in our restorative discipline system and parent engagement.
- Our English Language Arts is Green (second highest level). For All Students, the overall result was 39.5 points above level 3, which is considered a high level. We experienced a slight increase in our score over last year of 3.4 points, labeled as Maintained. Students with Disabilities had an increase of 44.1 points, which was labeled as Increased Significantly. A group of students labeled Two or More Races, scored Very High at 51.1 points above level 3 and an increase of 14.4 points over last year, labeled as Increased.
- For Math we had an increase of 4.6 points over last year with a status of Medium (8.2 points below level 3) for All Students. Students with Disabilities had an increase of 53.3 points, which was labeled as Increased Significantly. A group of students labeled Two or More

## GREATEST PROGRESS

Races, scored High at 3.7 points above level 3 and an increase of 21.5 points over last year, labeled as Increased Significantly.

For Goal 14 (Improve facilities by unifying the school into a single site...), we experienced a large success during 2016-2017 as we finally received the Use Permit from the Sonoma County Board of Supervisors to build a new school campus on the purchased land. We have concrete plans to start construction during the summer of 2017 with an expected completion by the summer of 2018 and a school start date for fall of 2018 on the new campus.

For Goal 15 (Continue to invest in and upgrade the school's existing "Three Streams" of Student Support program and processes), we have finished the third (out of three) years of training with Kim John Payne for the school's social-emotional program. We have implemented the program with many successes and overall improvement of the cultural climate of the school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

We did not have any indicators in the red or orange performance categories. However, we have identified our main priorities:

- We wish to improve and expand our academic student support through our response to intervention (RTI) program. We have new job descriptions for three RTI positions in the school.
- We will continue developing and implementing our social-emotional program and include other aspects, such as staff development on LGBTQ issues.
- We will spend considerable amount of time on planning our move and transition to the new campus. We will need to establish a safety plan and various protocols for the new campus.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

## **PERFORMANCE GAPS**

For English Language Arts, the group labeled as Students with Disabilities (9% of students) had a score that was labeled as Low, however the change was labeled as Increased Significantly, so clearly there is strong progress for this group. Our special education department has strengthened considerably this year and will continue to be strengthened.

For English Language Arts, the group labeled as Hispanic (5% of students) had a score that was labeled as Low. There was no data provided from the previous year to compare to, so we don't know about the level of progress for this group. None of the Hispanic students were considered English Language Learners. Some of the students in the Hispanic group are

receiving special education. We will monitor and identify students who may need help from our RTI program and social-emotional support program.

For Math, the group labeled as Students with Disabilities (9% of students) had a score that was labeled as Low, however the change was labeled as Increased Significantly, so clearly there is strong progress for this group. Our special education department has strengthened considerably this year and will continue to be strengthened.

For Math, the group labeled as Hispanic (5% of students) had a score that was labeled as Low. There was no data provided from the previous year to compare to, so we don't know about the level of progress for this group. None of the Hispanic students were considered English Language Learners. Some of the students in the Hispanic group are receiving special education. We will monitor and identify students who may need help from our RTI program and social-emotional support program.

### **INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Out of the three categories listed to address in this section, we have one category with a significant amount of low-income students (29% of all students are categorized as Socioeconomically Disadvantaged). We believe that by prioritizing our efforts on the social-emotional program and RTI, we provide the most needed assistance to this group. See Goals 9 and 10 for more details as well as the "Increased or Improved Services" section at the end of the LCAP.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 2,636,705
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 2,320,414

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

4400	Noncapitalized Equipment	2,500
5400	Insurance	18,852
5501	Operation & Housekeeping Services	9,613
5500	Utilities	24,570
5601-4	Lease Expense	182,273
5630	Repairs and Maintenance	23,350
5610	Other Space Rental (Events/Storage)	2,376
5607	Equipment Rental / Leases	5,300
5823	Legal Costs	30,000
5825	Advertising	1,500
5840	Computer Tech Services	1,500
5900	Communications (Phone, Internet)	14,457
	<b>Total not included in LCAP</b>	<b>316,291</b>

\$ 2,202,516	Total Projected LCFF Revenues for LCAP Year
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Source	Amount	% of Total
LCFF Base Funding	\$ 2,084,673	79.1%
LCFF Supplemental Funding	117,843	4.5%
<b>Total LCFF</b>	<b>\$ 2,202,516</b>	<b>83.5%</b>
Special Education (State + Federal)	194,857	7.4%
Other State Funding (Lottery, Mandate, One-Time)	57,024	2.2%
Local Funding (Donations, Grants, Programs)	110,500	4.2%
Local Reserves (Deficit)	71,740	2.7%
<b>Total School Revenues / Reserve Funding</b>	<b>\$ 2,636,637</b>	<b>100.0%</b>

Sebastopol Charter

2017-18 Budget - LCAP Index

Object	ITEM	YE Rev Est		2017-18 LCAP Goals	S Not Incl in LCAP
		2016-17	2017-18		
<b>EXPENSES</b>					
<b>SALARIES</b>					
<b>CERTIFICATED</b>	1100	Teacher Salaries	779,920	<b>752,022</b>	2.2.1, 6.1, 11.1, 4.1-4.4, 5.1-5.6, 9.1, 10.1-10.6
	1140	Teacher Substitute Salaries	5,500	<b>5,500</b>	6.1
	1300	Certificated Supervisor	102,500	<b>108,650</b>	6.1, 1.1-1.3, 1.6, 2.2.2, 3.1-3.5, 4.1-4.4, 4.7.1, 5.1-5.6, 7.1-7.5, 9.1, 10.1-10.6
	1153	Stipends for faculty/staff leadership	19,400	<b>23,100</b>	2.1, 4.5, 6.1, 6.5, 6.6, 10.2
	<b>SUBTOTAL</b>		907,320	<b>889,272</b>	
<b>CLASSIFIED</b>	2100	Specialty Instructor & Aides Salaries	329,100	<b>336,275</b>	6.1, 2.2.1, 4.1-4.4, 5.1-5.6, 9.1, 10.1-10.6
	2900	Other Classified Salaries	8,750	<b>9,370</b>	6.1
	2140	Classified Substitute Salaries	12,300	<b>12,000</b>	6.1
	2153	Classified Stipends	4,450	<b>4,750</b>	6.1,
	<b>SUBTOTAL</b>		354,600	<b>362,395</b>	
<b>ADMIN</b>	2300	Classified Directors (OD, DD)	78,998	<b>81,715</b>	6.1, 1.1-1.3, 1.6, 7.1-7.5,
	2400	Classified Clerical & Office	99,600	<b>104,292</b>	1.6, 5.1-5.6, 6.1, 7.4,
	<b>SUBTOTAL</b>		178,598	<b>186,007</b>	
<b>TOTAL SALARIES</b>		1,440,518	<b>1,437,674</b>		
<b>BENEFITS</b>	3101-2	STRS	108,510	<b>125,854</b>	6.1.5, 9.1, 10.1-10.6, 11.1,
	3301-2	FICA / OASDI / SS	34,258	<b>34,171</b>	6.1.6, 11.1, 9.1, 10.1-10.6
	3301-2	Medicare	20,422	<b>20,846</b>	6.1.6, 9.1, 10.1-10.6, 11.1,
	3401-2	Health Insurance	195,428	<b>227,460</b>	6.1.7, 9.1, 10.1-10.6, 11.1,
	3401-2	Dental	38,568	<b>37,998</b>	6.1.7, 9.1, 10.1-10.6, 11.1,
	3401-2	Vision Insurance	1,557	<b>1,721</b>	6.1.7, 9.1, 10.1-10.6, 11.1,
	3501-2	State Unemployment Ins (%)	721	<b>719</b>	6.1.8, 9.1, 10.1-10.6, 11.1,
	3501-2	SUI / SEF - Local Experience Charge	300	<b>500</b>	6.1.8, 9.1, 10.1-10.6
	3601-2	Worker's Compensation	27,993	<b>18,977</b>	6.1.9, 9.1, 10.1-10.6, 11.1,
	3901-2	Retirement Contribution (401a)	23,120	<b>23,403</b>	6.1.10, 9.1, 10.1-10.6,
	<b>TOTAL BENEFITS</b>		450,877	<b>491,650</b>	
Benefits as % of Salaries		31.3%	<b>34.2%</b>		
<b>TOTAL SALARIES AND BENEFITS</b>		1,891,396	<b>1,929,324</b>		
Salary & Benefits % of Total Cost		74.0%	<b>73.2%</b>		
<b>PROGRAM/SUPPLIES</b>					
4100	Approved Textbooks & Core Curricula IV	6,000	<b>6,000</b>	1.4.1, 11.1	
4200	Books and Other Reference Material	400	<b>1,200</b>	1.4.1, 11.1	
4350-99	General Materials and Supplies	20,500	<b>21,600</b>	4.6.1, 4.6.2, 4.6.3, 6.6,	
4300-49	Classroom Materials and Supplies	46,500	<b>47,420</b>	1.4.2, 6.6, 11.1	
4400	Noncapitalized Equipment	6,500	<b>7,500</b>	8.3 (partial)	
4430	General Student Equipment	40,000	<b>5,500</b>	1.4.3, 11.1	
<b>SUBTOTAL - PROGRAM / SUPPLIES</b>		119,900	<b>89,220</b>		
<b>CONTRACTS &amp; SERVICES</b>					
5200	Conferences & Travel	7,174	<b>11,750</b>	2.3, 6.3, 11.1, 11.2	
5204	Recruitment	1,500	<b>1,500</b>	6.2	
5205	Training & Prof Development	20,026	<b>34,795</b>	6.3, 2.3, 7.3, 11.1,	
5300	Dues & Memberships	5,500	<b>5,910</b>	7.2, 11.1	
5400	Insurance	15,652	<b>18,852</b>		
5501	Operation & Housekeeping Services	25,500	<b>30,043</b>	1.5, 6.6 (partial)	
5500	Utilities	23,500	<b>24,570</b>		
5601-4	Lease Expense	195,128	<b>195,808</b>	11.1 (partial)	
5630	Repairs and Maintenance	24,000	<b>24,100</b>	11.4 (partial)	
5610	Other Space Rental (Events/Storage)	7,000	<b>7,676</b>	4.6.4 (partial)	
5607	Equipment Rental / Leases	4,800	<b>5,300</b>		
5801	SUSD Oversight Fee	21,556	<b>22,025</b>	7.1	
5803	Field Trips / Student Transportation	13,000	<b>36,000</b>	4.6.6	
5821-3	Legal & Audit Costs - Standard	77,500	<b>36,500</b>	7.5 (partial)	
5825+62	Advertising/Public Relations/Recruiting	1,150	<b>1,500</b>		
5830	Professional / Consulting Services	34,500	<b>47,300</b>	4.7.2, 6.6,	
5832	Mentors / Lecturers (incl 3 Streams)	11,000	<b>3,200</b>	3.6, 6.4,	
5800-54	Other Services	11,800	<b>10,650</b>	4.6.5, 4.7.3 (partial)	
5811	SPED - NPA / IEP Services & Assmnts	28,500	<b>36,300</b>	11.1	
5834	SPED - Consulting Services	2,600	<b>39,625</b>	11.1, 11.3	
5899	New Site Costs	0	<b>10,000</b>	8.2	
5900	Communications (Phone, Internet)	14,500	<b>14,757</b>	3.4 (partial)	
<b>SUBTOTAL - CONTRACTS &amp; SERVICES</b>		545,886	<b>618,161</b>		
<b>TOTAL NON-PERSONNEL EXPENSES</b>		665,786	<b>707,381</b>		
<b>TOTAL EXPENSES</b>		2,557,181	<b>2,636,705</b>		
<b>SURPLUS / (DEFICIT)</b>		6,099	<b>(71,740)</b>		
Memo: Charter Foundation Grant Not Accepted		150,000	<b>150,000</b>		
<b>SURPLUS / (DEFICIT) if accept CF Grant</b>		156,099	<b>78,260</b>		
9430-40	Investment	0	<b>455,000</b>	8.1.1, 8.1.2	

# Annual Update

LCAP Year Reviewed: 2016-17

Some general notes on the 2016-17 Annual Update:

1. Included in the 2016-17 budget/LCAP were amounts related to the development of the school's new campus and some of the expenses for equipping the school. These amounts included the purchase of portable buildings, improvements to portables and other new school facilities, purchases of new classroom and office equipment, the cost of moving to the new site, and other expenses. The 2016-17 budget / LCAP was built around the assumptions that: (1) Use Permit is received and construction on the new site begins during the 2016-17 school year and (2) the school moves into the new site prior to the beginning of the 2017-18 school year. While the use permit was approved in October 2016, construction on the new site has been delayed and the move to the new site is now projected for the beginning of the 2018-19 school year. As such some of the corresponding budgeted expenses have been deferred to future years or re-allocated to other unanticipated school needs or needs included in future years that could be pulled into this year.
2. The school's teachers and administration engage in a plethora of initiatives, activities, and functions that cut across many of the goals listed in this LCAP. It is not efficacious or practical to calculate the time spent and related cost of salary and benefits that apply to each of the goals and sub-goals detailed in this LCAP. As such, we have listed the full cost of the school's salaries and benefits in Goal 12.4 – 12.7 (12d-g). We have referenced these sub-goals whenever teacher or administrative effort was expected in meeting the below goals.

## PART A: From Elements 2 and 3 of Charter Renewal Petition [Goals 1 – 11]

### Goal 1

Ensure all core academic teachers have appropriate credentials

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% of teachers holding adequate credentials and appropriately assigned (per credentialing requirements as these pertain to Charter Schools)

100% of teachers holding adequate credentials and appropriately assigned

ACTIONS / SERVICES

Action 1.a

Actions/Services

PLANNED

Continue to support credentialing process for experienced private school Waldorf teachers and staff (3 in 16-17)

ACTUAL

Supported two certified Waldorf teachers in obtaining California state teaching (CCTC) credentials.

Expenditures	<b>BUDGETED</b> \$28,000 (5205) [included Goal 12.b]	<b>ESTIMATED ACTUAL</b> \$7,457 (5205) [included Goal 12.b]
Action	<b>1.b</b>	
Actions/Services	<b>PLANNED</b> Continue to participate in North Bay BTSA (2 in 16-17) and college internship programs – See also Goal 17	<b>ACTUAL</b> Enrolled, supported, and mentored two certified Waldorf teachers in the North Coast Teacher Induction Program (NCTIP) [f.k.a. BTSA]. One Intern, One Full.
Expenditures	<b>BUDGETED</b> \$6,600 (5205) [included Goal 12.b]	<b>ESTIMATED ACTUAL</b> \$5,800 (5205) [included Goal 12.b]
Action	<b>1.c - 1.e</b>	
Actions/Services	<b>PLANNED</b> Conduct effective credential administration to ensure compliance: Credential review at hiring; regular credential audits; communication with staff when credentials are near expiration.	<b>ACTUAL</b> Conducted effective credential administration to ensure compliance. Reported results in annual report to authorizing district (SUSD).
Expenditures	<b>BUDGETED</b> Incl in admin staff cost (see Goal 12.d-12.g)	<b>ESTIMATED ACTUAL</b> Incl in admin staff cost (see Goal 12.d-12.g)

## ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

It continues to be a challenge to find qualified teachers who hold both a Waldorf teaching credential and a California (CCTC) state teaching credential. This is particularly challenging in light of the overall shortage of qualified teachers across the state. As such, the school has supported several teachers who hold Waldorf credentials in obtaining the training and other induction assistance required to obtain a CCTC teaching credential.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school has worked effectively with the North Coast School of Education, SCOE credentialing specialists, CalState Teach, Sonoma State University, and other programs/support organizations to make sure that the school has qualified core academic teachers who hold a Waldorf certificate and are advancing to obtain full CCTC credentials. In 16-17 the school was able to recruit one new teacher who needed credential assistance, complete the transition of one existing teacher to become the school's special education coordinator, and provide ongoing support to a third to advance from intern to full multi-subject clear credential status.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One participant completed the credential program earlier than anticipated / budgeted. In general, lower than anticipated costs were incurred.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school has had positive results and will continue to follow a strategy of recruiting experienced Waldorf teachers and sponsor the CCTC credentialing process to ensure they meet both Waldorf and CCTC requirements. No changes are necessary at this time.

Note: For 2017-18 this goal was combined with goals 2 and 3 (to form new 17-18 Goal #1) since all of these pertain to the provision of Basic Services.

## Goal 2

Ensure all Students have access to Common Core State Standards-aligned instructional materials. Provide Waldorf program instructional materials.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Instructional materials purchased and in stock or on order;  
Most instructional materials are Common Core State Standards aligned;  
Most instructional materials are Waldorf program aligned

Instructional materials were purchased;  
Most instructional materials are Common Core State Standards aligned;  
Most instructional materials are Waldorf program aligned

### ACTIONS / SERVICES

#### Action 2.a

#### Actions/Services

##### PLANNED

Executive Director works with admin staff and teachers to ensure adequate budget and admin for textbooks and reference materials.

##### ACTUAL

The school provided an adequate supply of textbooks and reference materials for the school year.

#### Expenditures

##### BUDGETED

\$6,800 (41xx-42xx)

##### ESTIMATED ACTUAL

\$6,400 (41xx-42xx)

#### Action 2.b

#### Actions/Services

##### PLANNED

Executive Director works with admin staff and teachers to ensure adequate budget and admin

##### ACTUAL

The school provided an adequate supply of instructional materials for the school year.

	for instructional materials. Note: includes \$3,500 for Goal 12 k.	
Expenditures	<b>BUDGETED</b> \$49,440 (obj 4300-49 ex05, 4391).	<b>ESTIMATED ACTUAL</b> \$46,500 (obj 4300-49 ex05, 4391).
Action	<b>2.c</b>	
Actions/Services	<b>PLANNED</b> Executive Director works with admin staff and teachers to ensure adequate budget and admin for classroom equipment (obj 4430). Please note that \$7K of this amount is intended for purchases of classroom equipment for the new school site.	<b>ACTUAL</b> The school provided an adequate supply of classroom equipment for the school year. The school applied additional resources towards the further provisioning of a school instrument lending library. (Budget Transfer from obj 5899 – see Goal 14.f below)
Expenditures	<b>BUDGETED</b> \$12,500 (4430)	<b>ESTIMATED ACTUAL</b> \$40,000 (4430)

## ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

In most of the Waldorf curriculum, with the exception of some of the middle school math curriculum and some aspects of the special education curriculum, teachers do not use textbooks but rather teach from source materials using narrative, graphic, and artistic techniques. Students create their own lesson books and artistic renderings documenting their learning experience. Source and reference materials used by teachers are both Waldorf and common-core aligned. When worksheets or textbooks are used these are common-core aligned. (See also Goal 4)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have met the goals as planned. The school applied additional resources towards the further provisioning of a school instrument lending library.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school applied additional resources towards the further provisioning of a school instrument lending library. (\$27,000 Budget Transfer from obj 5899 – see Goal 14.f below)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those

This goal will continue into the following year.  
Note: For 2017-18 this goal was combined with goals 1 and 3 since all of these pertain to the provision of Basic Services (17-18: Goal 1). New facilities related goals were combined with Goal 14 (17-18: Goal 8).

changes can be found in the LCAP.



### Goal 3

School facilities are maintained, clean, safe and in good repair

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

#### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Facilities / Maintenance assessments and inspections – positive  
New Facility milestones – met or in process (see Goal 14)

Positive RESIG bi-annual safety inspection results  
New Facility milestones delayed but progressing (See Goal 14)

#### ACTIONS / SERVICES

##### Action 3.a

##### Actions/Services

**PLANNED**  
Daily / Monthly / Annual facility inspections as appropriate. [See General Note 2 above]

**ACTUAL**  
Inspections and walk-throughs conducted on a regular basis. Maintenance and safety needs reported by school staff on regular basis.

##### Expenditures

**BUDGETED**  
See:Goals 12d-g

**ESTIMATED ACTUAL**  
See: Goals 12d-g

##### Action 3.b

##### Actions/Services

**PLANNED**  
Provide adequate school facilities. This amount includes rental expenses for outside facilities for student enrichment and community participation - music concerts, school festivals and events, graduation, and city park annual usage.

**ACTUAL**  
The school provided adequate facilities including: rental expenses for outside facilities for student enrichment and community participation - music concerts, school festivals and events, graduation, and city park annual usage.

Expenditures	<b>BUDGETED</b> \$209,754 (56xx excl 5630)	<b>ESTIMATED ACTUAL</b> \$206,928 (56xx excl 5630)
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Action **3.c**

Actions/Services	<b>PLANNED</b> Operate adequate school facilities	<b>ACTUAL</b> The school provided adequate utilities for school facilities.
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Expenditures	<b>BUDGETED</b> \$24,570 (5500)	<b>ESTIMATED ACTUAL</b> \$23,500 (5500)
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Action **3.d**

Actions/Services	<b>PLANNED</b> Maintain adequate school facilities. This amount includes amounts for expanded custodial services to now include classroom cleaning once per week, enabling the school / teacher to make better use parent volunteer time (See Goal 6 – Parent Involvement). Window cleaning and carpet cleaning will also be expanded to twice per year from the current once per year.	<b>ACTUAL</b> The school provided adequate operations and regular maintenance of school facilities. Custodial services were expanded beginning April 2017. Window cleaning and carpet cleaning will remain at 1x per year until the move to the new campus.
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Expenditures	<b>BUDGETED</b> \$27,024 (5501)	<b>ESTIMATED ACTUAL</b> \$25,500 (5501)
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Action **3.e**

Actions/Services	<b>PLANNED</b> Repair / upkeep adequate school facilities. The school will continue to expand its network for qualified independent contractors to repair and maintain school facilities (added new lighting and maintenance contractors in 15-16).	<b>ACTUAL</b> The school was maintained in generally good repair.
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Expenditures	<b>BUDGETED</b> \$26,600 (5630)	<b>ESTIMATED ACTUAL</b> \$24,000 (5630)
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Action **3.f**

Actions/Services	<b>PLANNED</b> Provide appropriate equipment and supplies to operate the school. This line item includes supply costs for school festivals, informational and enrollment events (See Goal 11). This line item also includes provisions for new site equipment and classroom appliance purchases (\$14.5K) – See General Note 1 above.	<b>ACTUAL</b> The school provided appropriate equipment and general supplies to operate the school. New site equipment and classroom purchases were deferred due to general delay in moving to the new site. Some of this was reprovisioned to provide for new laptop batteries for student testing computers.
	<b>BUDGETED</b> \$33,980 (4530-99 excl 4391 incl 4305; 4400)	<b>ESTIMATED ACTUAL</b> \$27,000 (4530-99 excl 4391 incl 4305; 4400)

**Action 3.g**

Actions/Services	<b>PLANNED</b> Adequately insure school facilities	<b>ACTUAL</b> Provided for insurance per terms of MOU.
Expenditures	<b>BUDGETED</b> \$14,743 (54xx)	<b>ESTIMATED ACTUAL</b> \$15,652 (54xx)

**Action 3.i**

Actions/Services	<b>PLANNED</b> Provide communications services for school facilities	<b>ACTUAL</b> Adequate communications services were provided for school facilities. An additional internet service was provided to handle increased student testing needs. Emergency cell phones were provided to K-2 classrooms.
Expenditures	<b>BUDGETED</b> \$14,160 (59xx)	<b>ESTIMATED ACTUAL</b> \$14,500 (59xx)

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have kept up maintenance of current facilities to make sure that our two campuses are in good repair and provide a safe environment for our students and employees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal's expectations have been met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals generally aligned with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expanded our janitorial services in order to prioritize our volunteering priorities. Although this represented an increase in costs, we value our volunteer efforts on higher level activities, such as helping with reading groups in lower grades and being chaperones on field trips.  
 Note: For 2017-18 this goal was combined with goals 1 and 2 into a new 17-18 Goal #1, since all of these pertain to the provision of Basic Services. For 2017-18 we have eliminated reporting on the actions and budgeted amounts which relate to basic facilities and operations (e.g. facilities lease costs, utilities, operating expenses, insurance, etc.)

## Goal 4

Continue to provide faculty with material and training on the implementation of Waldorf and Common Core State Standards

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Staff Development goals met  
 Academic Content and Performance Standards goals met  
 Alignment documents created

#### ACTUAL

Staff Development goals met  
 Academic Content and Performance Standards goals in process  
 Alignment documents in process

### ACTIONS / SERVICES

Action **4.a**

Actions/Services

**PLANNED**  
 All core academic teachers will participate in annual professional development which will include, as appropriate, implementation of the Common Core State Standards, including EL

**ACTUAL**  
 All core academic teachers were given the opportunity to participate in annual professional development.

		students gaining English language proficiency. See: Goals 2 & 12b-c	
Expenditures		<b>BUDGETED</b> See: Goals 2 & 12b-c	<b>ESTIMATED ACTUAL</b> See: Goals 2 & 12b-c
Action	<b>4.b</b>		
Actions/Services		<b>PLANNED</b> Continue Waldorf and Common Core standards alignment work until completion, projected for spring of 2017. See Goal 5: \$2,000 (incl in 1153). Also See: Goals 12d-g	<b>ACTUAL</b> Work on standards and assessment rubrics was continued combined with overall pedagogy/curriculum review work headed up by a Curriculum Specialist (Pedagogical Chair in 20178-18)
Expenditures		<b>BUDGETED</b> See Goal 5: \$2,000 (incl in 1153). Also See: Goals 12d-g	<b>ESTIMATED ACTUAL</b> See Goal 5: \$2,000 (incl in 1153). Also See: Goals 12d-g
Action	<b>4.c</b>		
Actions/Services		<b>PLANNED</b> Continue to update student assessment rubrics to align with standards work. Teacher and Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]	<b>ACTUAL</b> See 4.b above
Expenditures		<b>BUDGETED</b> See: Goals 12d-g	<b>ESTIMATED ACTUAL</b> See 4.b above
Action	<b>4.d</b>		
Actions/Services		<b>PLANNED</b> Continue to dedicate faculty meeting and other staff time to study and develop standards. Teacher and Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]	<b>ACTUAL</b> See 4.b above
Expenditures		<b>BUDGETED</b> See: Goals 12d-g	<b>ESTIMATED ACTUAL</b> See 4.b above

Action **4.e**

Actions/Services	<b>PLANNED</b> Continue to invest in principal and staff training and development. See: Goals 2 & 12b-c	<b>ACTUAL</b> Complete
Expenditures	<b>BUDGETED</b> See: Goals 2 & 12b-c	<b>ESTIMATED ACTUAL</b> See: Goals 2 & 12b-c

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our teachers attend various professional trainings, such as the annual Alliance for Public Waldorf Education, summer Art of Teaching workshops and faculty meeting studies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Due to the extensive professional development events, mentoring and materials available, we have a strong Waldorf curriculum that incorporates major parts of from the Common Core standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals generally are in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will continue to be a priority.  
 Note: For 2017-18 this goal was combined with goal 5 into new 17-18 Goal #2 since both of these pertain to State Priority #2: Implementation of academic content and performance standards.

**Goal 5** All students will gain academic content knowledge with the implementation of the Waldorf and Common Core State Standards, including EL students gaining English language proficiency

State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

**EXPECTED****ACTUAL**

Formative Assessment results (demonstrate that students are gaining academic knowledge that is Waldorf and Common Core aligned);  
Local Assessment results (to be developed) demonstrate proficiency or improvement

CAASPP Scores demonstrate goal met (see detailed CAASPP reports);  
Local Assessment work is on hold.

**ACTIONS / SERVICES****Action 5.a****Actions/Services****PLANNED**

ED will continue to work with SICS faculty to ensure ELA and Math curricula are aligned to the Waldorf and Common Core State Standards as outlined in the Alliance document. [See General Note 2 above]

**ACTUAL**

ED continued to work with SICS faculty and Curriculum Specialist / Pedagogical Chair.

**Expenditures****BUDGETED**

Incl in obj 1300 and related 3xxx

**ESTIMATED ACTUAL**

Incl in obj 1300 and related 3xxx

**Action 5.b****Actions/Services****PLANNED**

Continue work on a school document that outlines a set of comprehensive standards that align Common Core with Waldorf-methods pedagogy. \$2,000 (incl in 1153). Also See: Goals 12d-g

**ACTUAL**

Curriculum Specialist / Pedagogical Chair continued work on outlining standards.

**Expenditures****BUDGETED**

\$2,000 (incl in 1153). Also See: Goals 12d-g

**ESTIMATED ACTUAL**

\$2,000 (incl in 1153). Also See: Goals 12d-g

**Action 5.c****Actions/Services****PLANNED**

Continue to provide a computer technology curriculum for grades 5-8 and computer technology training and support for all grades tested on computer.

**ACTUAL**

Continued / Complete

**Expenditures****BUDGETED**

Incl in obj 2100

**ESTIMATED ACTUAL**

Incl in obj 2100

Action **5.d**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue to provide effective CAASPP testing support and administration to ensure that students are able to most effectively demonstrate their content and process knowledge. Also See: Goals 12d-g. [See General Note 2 above]</p>	<p><b>ACTUAL</b> Continued / Complete</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Incl in obj 2100, 2411, and related 3xxx</p>	<p><b>ESTIMATED ACTUAL</b> Incl in obj 2100, 2411, and related 3xxx</p>

Action **5.e**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue to update student assessment rubrics to align with standards work so that student content and other knowledge can be better assessed and longitudinally tracked. See Goal 4. Teacher and Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]</p>	<p><b>ACTUAL</b> This work was incorporated by some teachers in updated end-of-year report formats.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> See: Goal 4</p>	<p><b>ESTIMATED ACTUAL</b> See: Goal 4</p>

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our Curriculum Specialist on staff has led many faculty meeting studies on revising our math and science standards to reflect a progressive Waldorf and Common Core curriculum. Our efforts on teaching basic technology skills for test taking has met our goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We look forward to implementing our updated math curriculum for 2017-2018. We are hoping to notice an improvement in our math scores for the next CAASPP testing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All work was performed by SICS Faculty and Staff as part of their general job assignment or outgrowth/stipend assignment. Budgeted staff costs are in line with Estimated Actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will be continuing our updating our Waldorf and Common Core curriculum in Language Arts during faculty meetings in 2017-2018. We are able to decrease our technology instruction for 2017-2018 into blocks of instruction to keep up the technology skills for our students.  
 Note: For 2017-18 this goal was combined with goal 4 into new 17-18 Goal #2 since both of these pertain to State Priority #2: Implementation of academic content and performance standards.

## Goal 6

SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school committees; and input for helping determine the school's goals, priorities, and decision-making

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Sign-up sheets for various events (e.g. Field Trips) show high level of involvement;  
 Annual Survey results show high level of involvement / satisfaction with decision-making

#### ACTUAL

Sign-up sheets for various events (e.g. Field Trips) show high level of involvement;  
 Annual Survey results show high level of involvement / satisfaction with decision-making

### ACTIONS / SERVICES

Action **6.a-f**

Actions/Services

**PLANNED**

- Continue to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.). Expand custodial services to classroom cleaning to relieve parent volunteers of this responsibility. See Goal 3 d.
- Continue to provide parent volunteer opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers. Need to continue to look at how to more effectively

**ACTUAL**

The school generally provided a broad range of parent volunteer opportunities at the school as well as administrative "open door" opportunities.

integrate parents' desire to volunteer in the classroom with class teachers' needs and general appropriateness.

- c. Continue to provide opportunities for parent participation on the school's board, on school committees, and in school programs
- d. Continue to provide an annual survey to allow parents a formal venue for feedback and input to the school's administration. (See also: Section 1: Stakeholder engagement). Costs: Survey Monkey subscription \$200, incl in obj 5900.
- e. Continuance of ED "open door" and open communication policy to meet with school parents to hear their ideas, concerns, and inputs

**BUDGETED**  
 Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]  
 [6.d] \$200 (incl in 5940)

**ESTIMATED ACTUAL**  
 Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]  
 [6.d] \$300 (incl in 5940)

Expenditures

Action **6.g**

**PLANNED**  
 Offer opportunities for speakers from inside and outside of the school community and other parent education events and activities. Incl in obj 5832

**ACTUAL**  
 B Klocek spoke on student use of technology. The school also co-sponsored a KJ Payne parent lecture and workshop which was funded by donations collected at the door.

Actions/Services

**BUDGETED**  
 \$1,000 (incl in 583x)

**ESTIMATED ACTUAL**  
 \$550 (incl in 583x)

Expenditures

Action **6.h**

**PLANNED**  
 Revamp class fundraising practices in 2016-17 to reduce the amount of volunteer time spent by Grade 7 & 8 parents and the broader parent body.

**ACTUAL**  
 Complete.

Actions/Services

Expenditures	BUDGETED	ESTIMATED ACTUAL
	n/a	n/a

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have had good parent involvement in various school activities. We revamped our volunteering priorities. We had a parent make three presentations to three groups of parents based on grade levels of children about modeling technology use. We had a successful pizza fundraiser implemented by the 7<sup>th</sup> grade class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our revamped volunteering and volunteering priorities resulted in better quality programs for where we needed volunteering the most without having to cancel activities, such as field trips. The technology lectures were hugely successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most work was performed by SICS Faculty and Staff as part of their general job assignment or outgrowth/stipend assignment. Budgeted staff costs are in line with Estimated Actuals. Estimated actuals generally are in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to continue this goal as 17-18 new Goal #3.

<b>Goal 7</b>	SICS students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in: (A) CAASPP Statewide assessments (B) Academic Performance Index (D) Percentage of EL pupils who make progress toward English proficiency on CELDT and (E) EL reclassification rate; and SICS will meet the annual academic targets as mandated by the State Board of Education
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State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

**ACTUAL**

CAASPP and CELDT results demonstrate that SICS students score at an equal or higher proficiency rate than local surrounding schools;	CAASPP and CELDT results demonstrate that SICS students score at an equal or higher proficiency rate than local surrounding schools;
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The CAASPP test results reflect that SICS students have scored higher than neighboring public schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All work was performed by SICS Faculty and Staff as part of their general job assignment or outgrowth/stipend assignment. Budgeted staff costs are in line with Estimated Actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will continue.

Note: For 2017-18 this goal was combined with goals 10 and 11 into 17-18 new Goal #4 since Pupil Achievement and Pupil Outcomes are closely related.

## Goal 8

SICS will set and strive to meet targets in the following areas:

- (a) School Attendance rates of higher than 93%
- (b) Low levels of chronic absenteeism
- (c) No middle school dropouts

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

SICS ADA reports will demonstrate attendance goal met;  
Absence reports will demonstrate low levels of chronic absenteeism;  
Enrollment / Attendance reports will show no middle school dropouts;

#### ACTUAL

Attendance Rate: 96.4%  
Chronic Absenteeism Rate: 3.4%  
No Middle School Dropouts

### ACTIONS / SERVICES

Action **8.a**

Actions/Services

#### PLANNED

SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary. Administrative costs Incl in school salary and

#### ACTUAL

Complete / ongoing

		benefits costs (see Goal 12 d.-g.) [See General Note 2 above]	
Expenditures		BUDGETED Incl obj 1& 2	ESTIMATED ACTUAL
Action	<b>8.b</b>		
Actions/Services		PLANNED ED will continue to send letters to parents of children at various levels of absences. Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]	ACTUAL Complete / ongoing
Expenditures		BUDGETED Incl in obj 1300, 24xx	ESTIMATED ACTUAL Incl in obj 1300, 24xx
Action	<b>8.c</b>		
Actions/Services		PLANNED Implement a new absence reporting process regarding illness related absences. Parents will be asked to call or email the school office to report the illness-related absence and the nature of the illness. Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]	ACTUAL Complete
Expenditures		BUDGETED Incl in obj 1300, 24xx	ESTIMATED ACTUAL Incl in obj 1300, 24xx

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school implemented an improved absence tracking system distinguishing absences as either excused or not excused. The administration continued to communicate with parents of students who had children with 5 or more tardies and/or absences.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The improved absence tracking system resulted in better communication with parents about their children's absences. The administration was able to target undesirable absences (not excused) more affectively and therefore have better communication with parents. The continued and improved communication created clearer expectations and a better quality dialogue between executive director and parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All work was performed by SICS Faculty and Staff as part of their general job assignment or outgrowth/stipend assignment. Budgeted staff costs are in line with Estimated Actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to implement the improved absence tracking system and communicating with parents about tardies and absences.  
 Note: For 2017-18 this goal was combined with goal 9 into 17-18 New Goal #5 since all of these pertain to measurements of Pupil Engagement and School Climate

## Goal 9

SICS will set and strive to meet and decrease targets in the following areas:

- (a) Suspension rates of less than 3%
- (b) Expulsion rates of less than 1%

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

SICS annual suspension and expulsion report will show a suspension rate of less than 3% and an expulsion rate of less than 1%

#### ACTUAL

2016-17 Suspension rate: 1.0%  
 2016-17 Expulsion rate: 0.0%

### ACTIONS / SERVICES

Action **9.a**

Actions/Services

#### PLANNED

SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary. Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]

#### ACTUAL

Complete / ongoing

Expenditures

**BUDGETED**  
Incl in obj 1xxx and 21xx

**ESTIMATED ACTUAL**  
Incl in obj 1xxx and 21xx

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

The executive director works closely with the teachers and students about disciplinary actions that can be implemented besides suspension and evaluating when suspension is appropriate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school continues to have a low rate of suspensions and it's being used when it is appropriate after an evaluation of each situation by the executive director.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals generally are in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will continue.  
Note: For 2017-18 this goal was combined with goal 8 into 17-18 New Goal #5 since all of these pertain to measurements of Pupil Engagement and School Climate

**Goal 10**

SICS students, including all subgroups, will have access to and enroll in our broad educational program as outlined in the Charter School's approved charter

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

**ACTUAL**

Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students

Course and grade level schedule shows how all academic content is available to all students

**ACTIONS / SERVICES**

Action	<b>10.a</b>		
Actions/Services		<b>PLANNED</b> ED will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels. Administrative costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]	<b>ACTUAL</b> Complete / ongoing
Expenditures		<b>BUDGETED</b> Incl in obj 1300	<b>ESTIMATED ACTUAL</b> Incl in obj 1300

Action	<b>10.b</b>		
Actions/Services		<b>PLANNED</b> Conduct comprehensive 2nd grade assessments to ensure students are able to participate as fully as possible in the broad Waldorf curricular program. Incl in obj 5830. This and other general ed RTI activities are also part of efforts detailed in Goal 17.	<b>ACTUAL</b> Complete
Expenditures		<b>BUDGETED</b> \$3,500 (5830)	<b>ESTIMATED ACTUAL</b> \$1,425 (5830)

Action	<b>10.c</b>		
Actions/Services		<b>PLANNED</b> Provide student hearing and vision screening. (Obj 5854) This and other general ed RTI activities are also part of efforts detailed in Goal 17. Note: Vision screening is generally provided pro bono.	<b>ACTUAL</b>
Expenditures		<b>BUDGETED</b> \$2,000 (5854)	<b>ESTIMATED ACTUAL</b> \$1,400 (5854)

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All our students have been effectively integrated into all our classes. We offer a broad curriculum with mandatory participation in all our classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are pleased with the results of all our students participating in the full curriculum with appropriate support where needed. We prioritized broadening our availability of string instruments for participation in our strings instrumental music classes. We also increased our science materials inventory.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals generally are in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expect that we will need to continue expanding our string instruments and science materials. Note: For 2017-18 this goal was combined with goals 6 and 7 into 17-18 new Goal #4 since all of these pertain to measurements of Pupil Achievement and Outcomes.

## Goal 11

Positive Student Character Development; Community Participation

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Teacher observations and Faculty Meeting minutes will demonstrate goal met; and  
Event review portion of Faculty Meeting minutes will demonstrate goal met

Teacher observations, Year-End reports, and Faculty Meeting minutes demonstrate goal met; and  
Event review portion of Faculty Meeting minutes demonstrate goal met

ACTIONS / SERVICES

Action **11.a**

Actions/Services

**PLANNED**  
SICS will provide an educational environment

**ACTUAL**  
Done

(including through the school's Student Support program (Three Streams)) where students are encouraged to develop positive attitudes towards their learning environment and other people

Expenditures

**BUDGETED**  
See Goal 15

**ESTIMATED ACTUAL**  
See Goal 15

Action **11.b**

Actions/Services

**PLANNED**  
SICS will provide a space where students have the opportunity for involvement in responsible actions and social service in their local community. Teacher costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]

**ACTUAL**  
Done

Expenditures

**BUDGETED**  
Teacher costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]

**ESTIMATED ACTUAL**  
Teacher costs Incl in school salary and benefits costs (see Goal 12 d.-g.) [See General Note 2 above]

Action **11.c**

Actions/Services

**PLANNED**  
SICS will offer festivals and other events that involve students, parents and teachers. This includes the Gr5 Pentathlon and the Gr6 Medieval Games.

**ACTUAL**  
Done

Expenditures

**BUDGETED**  
\$7,000 [Obj 4305 = \$800; Obj 4352 = \$2,000; incl in obj 5610 = \$2,200; obj 5815 = \$2,000]

**ESTIMATED ACTUAL**  
\$5,478

Action **11.d**

Actions/Services

**PLANNED**  
SICS will offer opportunities for rich field trip opportunities for students, parents and teachers.

**ACTUAL**  
Completed

Expenditures	<b>BUDGETED</b> \$18,000 (5803)	<b>ESTIMATED ACTUAL</b> \$13,000 (5803)
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Action **11.e**

Actions/Services	<b>PLANNED</b> SICS will provide an interschool middle school sports program for students in Grades 6 – 8. This also includes the Gr7 & 8 annual track meet. (obj. 5806) Note: some costs also included in 11.c. above.	<b>ACTUAL</b> Completed
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Expenditures	<b>BUDGETED</b> \$4,000 (obj's 2153, 4352, 5803, and 5815)	<b>ESTIMATED ACTUAL</b> \$2,660
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Action **11.f**

Actions/Services	<b>PLANNED</b> SICS has a designated Student Support Coordinator who works with parents, teachers and students with the Student Support program (Three Streams)	<b>ACTUAL</b> Completed
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Expenditures	<b>BUDGETED</b> See Goal 15	<b>ESTIMATED ACTUAL</b> See Goal 15
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**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students are expected to participate in festivals and field trips. Some classes in the upper grades include mandatory community service. There is an optional after-school sports program for grades 7-8. As part of the physical education program, students in grades 5-8 participate in off-campus physical education events with other schools.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students and the community benefit from our two large festivals. Our revised and financially reduced field trip program has been implemented successfully without a sense of decrease in quality of field trips. Community service projects have been successfully implemented in grades 6-8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In general, lower than anticipated costs were incurred.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: For 2017-18 this goal was combined with goals 7 and 10 into 17-18 new Goal #4 since Pupil Achievement, Pupil Outcomes, and Pupil Access to school programs are closely related

## PART B: LOCAL PRIORITIES [Goals 12 – 17]

### Goal 12

Provide high quality Waldorf-inspired programs, teachers, and staff

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

#### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

High enrollment;  
Waiting lists for most classes indicates strong demand;  
Survey feedback shows Waldorf one of strongest factors in families choosing SICS

#### ACTUAL

16-17 Enrollment = 100% of board-mandated class size (96.7% of capacity)  
Waiting lists in most classes  
Survey feedback shows Waldorf curriculum is the strongest factor in families choosing SICS

#### ACTIONS / SERVICES

##### Action 12.a

##### Actions/Services

###### PLANNED

Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed.

###### ACTUAL

In 16-17 the school hired one new full-time teacher and retained the remainder of (>0.5FTE) faculty

##### Expenditures

###### BUDGETED

\$4,500 (Obj 5204)

###### ESTIMATED ACTUAL

\$1,500

##### Action 12.b

##### Actions/Services

###### PLANNED

Provide opportunities for professional development and mentoring. Provide access to appropriate training and development opportunities according to assessed development needs, including attendance at academic and professional conferences. Note: mentoring and BTSA stipends are included in Obj 1153 – see 12 m-o below) (Obj 5200, 5205)

###### ACTUAL

Action completed. Lower than anticipated credential program costs. Several eligible employees elected not to participate in professional development activities in 16-17.

Expenditures		<b>BUDGETED</b> \$59,065 (Obj 5200, 5205) Note: mentoring and BTSA stipends are included in Obj 1153 – see 12 m-o below)	<b>ESTIMATED ACTUAL</b> \$27,200
Action	<b>12.c</b>		
Actions/Services		<b>PLANNED</b> Provide for outside mentors, lecturers and teachers for training, instruction and consultation (incl in Obj 5832 - excl 3 Streams, parent lectures, and oth svcs)	<b>ACTUAL</b> Action completed
Expenditures		<b>BUDGETED</b> \$2,700 (incl in Obj 5832 - excl 3 Streams, parent lectures, and oth svcs)	<b>ESTIMATED ACTUAL</b> \$1,900
Action	<b>12.d</b>		
Actions/Services		<b>PLANNED</b> Maintain competitive faculty and staff salaries (Obj 1000 – 2000)	<b>ACTUAL</b> Faculty salaries are higher than other local Public Waldorf charter schools with one exception; Director salaries are generally lower than comparable schools, Admin salaries are generally higher than comparable schools.
Expenditures		<b>BUDGETED</b> Total \$1,433,607 Certificated Salaries Obj 1xxx \$902,835 Spec Instr & Aides Sal Obj 21xx \$357,818 Classified Admin Sal Obj 23-24 \$172,953	<b>ESTIMATED ACTUAL</b> Total \$1,440,518 Certificated Salaries Obj 1xxx \$907,320 Spec Instr & Aides Sal Obj 21xx \$354,600 Classified Admin Sal Obj 23-24 \$178,598
Action	<b>12.e</b>		
Actions/Services		<b>PLANNED</b> Maintain competitive retirement benefits (Obj 3101/2 – 3901/2)	<b>ACTUAL</b> The school continues to offer CalSTRS to certificated employees and a 5% 401(a) plan for Classified employees (0.5FTE and above)

		BUDGETED	ESTIMATED ACTUAL
Expenditures	Total	\$131,099	\$131,630
	CalSTRS (for Cert Emp) Obj 3101/2	\$107,802	\$108,510
	401(a) (for Clsfd >0.5 FTE)Obj 3901/2	\$23,297	\$23,120

Action **12.f**

		PLANNED	ACTUAL
Actions/Services	Maintain competitive Medical, Dental, and Vision benefits		Goal Met; The school upgraded its dental plan to include implants as well as orthodontist services in 16-17.
Expenditures		BUDGETED \$259,253 (Obj 3401/2)	ESTIMATED ACTUAL \$235,553

Action **12.g**

		PLANNED	ACTUAL
Actions/Services	Comply with Federal and State Employment and Payroll Tax / Benefit mandates for California employers (Obj 33xx,35xx,36xx)		Action completed
Expenditures		BUDGETED Total \$87,402 Soc Sec & Medicare Obj 33xx \$55,673 State Unemp Ins Obj 35xx 3,917 Workers Comp Ins Obj 36xx 27,812	ESTIMATED ACTUAL Total \$83,694 Soc Sec & Medicare Obj 33xx \$54,680 State Unemp Ins Obj 35xx 1,021 Workers Comp Ins Obj 36xx 27,993

Action **12.i**

		PLANNED	ACTUAL
Actions/Services	Provide Assistant Teachers and Aides in Kindergarten, 1st, and 2nd Grades in order to provide additional support for early education (note: these costs are included in Obj 1000-3999 and 5200 & 5205 summarized above). Provide roving Aide for Gr3-5 and HW in 2016-17.		Action completed
Expenditures		BUDGETED \$167,272 (incl in 12d-g above)	ESTIMATED ACTUAL \$151,162 (incl in 12d-g above)

Action	<b>12.j</b>		
Actions/Services		<b>PLANNED</b> Continue to develop ED and admin staff	<b>ACTUAL</b> Action completed / ongoing
Expenditures		<b>BUDGETED</b> Incl in 12b.above	<b>ESTIMATED ACTUAL</b> Incl in 12b.above
Action	<b>12.k</b>		
Actions/Services		<b>PLANNED</b> Conduct a Summer Teacher Training program targeting public Waldorf charter school teachers, including current SICS teachers. (included in obj 5830 = \$28K, 5800 \$0.5K, incl in 4325 = \$3.5K, incl in 5500-1 \$2.1K) Note: costs to be offset by expected revenue of \$42,570 (see obj 8699-STT)	<b>ACTUAL</b> Action completed (offset by revenue of \$52,470)
Expenditures		<b>BUDGETED</b> \$34,100	<b>ESTIMATED ACTUAL</b> \$44,837 (Mgmt code: STT)
Action	<b>12.m</b>		
Actions/Services		<b>PLANNED</b> Provide internal / peer-to-peer mentoring for teachers	<b>ACTUAL</b> Action completed
Expenditures		<b>BUDGETED</b> \$3,500 (incl in obj 1153 – see 12 d. obj 1xxx)	<b>ESTIMATED ACTUAL</b> \$2,500
Action	<b>12.n</b>		
Actions/Services		<b>PLANNED</b> Fund two teachers to provide leadership via a Faculty Council	<b>ACTUAL</b> Action completed
Expenditures		<b>BUDGETED</b> \$2,000 (incl in obj 1153 – see 12 d. obj 1xxx)	<b>ESTIMATED ACTUAL</b> \$2,000
Action	<b>12.o</b>		

Actions/Services	PLANNED Provide BTSA mentoring	ACTUAL Action completed
Expenditures	BUDGETED \$2,600 (incl in obj 1153 – see 12 d. obj 1xxx)	ESTIMATED ACTUAL \$2,000

Action **12.p**

Actions/Services	PLANNED Appoint a “teacher-in-charge” of the K-2 campus to improve school leadership and oversight	ACTUAL Action completed
Expenditures	BUDGETED \$1,000 (incl in obj 1153 – see 12 d. obj 1xxx)	ESTIMATED ACTUAL \$1,000

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

SICS has established a strong reputation for providing a full Waldorf education. All teachers in a certificated position either have or are working on their credential.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have tended to prioritize hiring teachers with the Waldorf training, because we know it’s so important in order to implement a Waldorf curriculum. Lately, we have ended up often hiring teachers who don’t have a credential, so we provide the support for them to successfully get their credential and be successful teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In general, lower than anticipated costs were incurred, with the exception of 12.k which was primarily driven by higher than anticipated number of registrations.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year, we will have four teachers in the CalState Teach program with varied needs of support. One teacher will be working on her Waldorf teacher training certificate. We will continue working with the North Coast School of Education for providing the induction education required to clear a credential. We have increased pedagogical leadership and support by creating a Pedagogical Chair stipend. We have created three department chairs to give teachers more of a voice for support and needs. We continue to provide a summer teacher training program.

# Goal 13

Ensure the long-term sustainability of the school.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Board retention and recruitment  
Positive feedback from sponsoring district  
Positive Annual Audit results

### ACTUAL

All six board members retained, with one new addition recruited;  
Generally positive feedback from sponsoring district, with a couple of exceptions;  
No audit findings / positive audit results

## ACTIONS / SERVICES

Action **13.a**

Actions/Services

**PLANNED**  
Continue positive administrative and oversight relationship with sponsoring district. Attend SUSD board meetings on regular basis. Respond in timely manner to all district inquiries and needs. Work collaboratively with SUSD board and administration as much as possible. Provide monthly, annual and other reports in a timely manner. Administrative costs Incl in admin staff cost and benefits (see Goal 12 d.-g.)

**ACTUAL**  
Action completed / ongoing

Expenditures

**BUDGETED**  
\$21,514 (Obj 5801 authorizer oversight fee)

**ESTIMATED ACTUAL**  
\$21,556

## ACTIONS / SERVICES

Action **13.b**

Actions/Services

**PLANNED**  
Continue membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA, CSDC, CEC), as well as community organizations (CoC), and to

**ACTUAL**  
Action completed / ongoing

leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success. Administrative costs Incl in admin staff cost and benefits (see Goal 12 d.-g.)

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Expenditures

**BUDGETED**  
\$5,656 (Obj 5300)

**ESTIMATED ACTUAL**  
\$5,500

**ACTIONS / SERVICES**

Action **13.c**

**PLANNED**  
Continue strong governance tradition and continue board recruitment efforts, incl Board Training (incl in Obj 5205). Administrative costs Incl in admin staff cost and benefits (see Goal 12 d.-g.). Note that much of this work is carried on by the community volunteers who serve as board members and serve on various committees and initiatives.

**ACTUAL**  
Continued board self-study out of the “Charter School Board University” manuals that were purchased in 2015-16

Actions/Services

**BUDGETED**  
\$1,000 (incl in Obj 5205)

**ESTIMATED ACTUAL**  
\$0

Expenditures

**ACTIONS / SERVICES**

Action **13.d**

**PLANNED**  
Continue organizational development efforts. Administrative costs Incl in admin staff cost and benefits (see Goal 12 d.-g.)

**ACTUAL**  
Ongoing

Actions/Services

**BUDGETED**  
(see Goal 12 d.-g.)

**ESTIMATED ACTUAL**  
(see Goal 12 d.-g.)

Expenditures

**ACTIONS / SERVICES**

Action **13.e**

Actions/Services	<b>PLANNED</b> Continue strong history of prudent fiscal management. Continue to develop internal school expertise in business and financial management resources and conduct all business and financial management in house. Provide additional resources to grow office staff to meet these long term needs. Administrative costs Incl in admin staff cost and benefits (see Goal 12 d.-g.) (objects 23-24xx and related 3xxx)	<b>ACTUAL</b> Ongoing
Expenditures	<b>BUDGETED</b> (see Goal 12 d-g.)	<b>ESTIMATED ACTUAL</b> (see Goal 12 d-g.)

ACTIONS / SERVICES

Action **13.f**

Actions/Services	<b>PLANNED</b> Conduct Annual Audit and prepare filing of IRS Form 990 and CalFTB Form 199 (obj 5821). In 2016-17 the Forms 990 and 199 will be prepared by internal school staff (see Goal 12 d.-g.) (objects 2300 and related 3xxx)	<b>ACTUAL</b> Action completed for 15-16.
Expenditures	<b>BUDGETED</b> \$7,000 (obj 5821)	<b>ESTIMATED ACTUAL</b> \$6,500

ACTIONS / SERVICES

Action **13.g**

Actions/Services	<b>PLANNED</b> Continue strong relationship and consult with experienced legal counsel on legal matters pertaining to the school. In particular, ensure Special Education administrative and legal compliance (see also Goal 17). For admin staff costs (see Goal 12 d.-g.) (objects 1300 & 2300 and related 3xxx)	<b>ACTUAL</b> Much higher than anticipated legal activity in 2016-17 due to unanticipated legal issues
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Expenditures

**BUDGETED**  
\$18,500 (obj 5821)

**ESTIMATED ACTUAL**  
\$77,500

[Also see Goal 7: Pupil Achievement]

**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

There are efforts by the school administration to work effectively with the SICS board, SUSD administration and board, charter school associations, auditors and legal counsel.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have successfully improved the in-house financial management system. We have positive and collaborative relationships with the SICS board, SUSD administration and board and charter school associations. We have been able to learn from past legal advice and implement decisions based on that expertise, however, we have experienced new situations that needed extensive legal counsel. In collaboration with the SICS board, we have created new committees (policy and governance) to improve the school's operations, management and governance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Much higher than anticipated legal activity in 2016-17 due to unanticipated legal issues

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expect that we will successfully continue improving the long-term sustainability of the school.

**Goal 14**

Improve facilities by unifying the school into a single site and providing room for program expansion. Obtain and develop a new school site in conjunction with The Charter Foundation.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Project Milestones achieved	Some milestones achieved, several delayed due to much longer than anticipated use permit clearance.
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ACTIONS / SERVICES

Action **14.a-c**

Actions/Services	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>a. Obtain Use Permit (Note: All site development actions undertaken in conjunction with Charter Foundation)</li> <li>b. Complete construction drawings and obtain building permits</li> <li>c. Begin construction</li> </ul>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>a. Use Permit received Oct. 2016;</li> <li>b. Most detailed construction drawings completed; building permit applications submitted;</li> <li>c. Contractor selected; groundbreaking expected 8/1/17</li> </ul>
	<p><b>BUDGETED</b> CF Budget</p>	<p><b>ESTIMATED ACTUAL</b></p>
Expenditures		

ACTIONS / SERVICES

Action **14.d**

Actions/Services	<p><b>PLANNED</b></p> <p>Purchase 4 portable classroom buildings. Investment in Bldgs &amp; Improvements – Object 9430. [See General Note 1 above]</p>	<p><b>ACTUAL</b></p> <p>Pushed out to 17-18</p>
	<p><b>BUDGETED</b> \$67,000 (Investment obj 9430)</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>
Expenditures		

ACTIONS / SERVICES

Action **14.e**

Actions/Services	<p><b>PLANNED</b></p> <p>Install and make building improvements to portable classroom buildings. Investment in Bldgs &amp; Improvements – Object 9430 [See General Note 1 above]</p>	<p><b>ACTUAL</b></p> <p>Pushed out to 17-18</p>
	<p><b>BUDGETED</b> \$43,000 (Investment obj 9430)</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>
Expenditures		

ACTIONS / SERVICES

Action **14.f**

Actions/Services	<p><b>PLANNED</b> Prepare new site buildings for occupancy and move from existing facilities. Obj 5899. [See General Note 1 above]</p>	<p><b>ACTUAL</b> Moving costs pushed out to 17-18; Budget transfer to obj 4430 (see Goal 2.c)</p>
Expenditures	<p><b>BUDGETED</b> \$ 27,000</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>

ACTIONS / SERVICES

Action **14.g**

Actions/Services	<p><b>PLANNED</b> Continue to forego Charter Foundation Annual grant in order to continue to build up Foundation resources to invest in a new long-term facility. See 2016-17 Budget Narrative for further details and explanation.</p>	<p><b>ACTUAL</b> Continue to forego Charter Foundation Annual grant in order to continue to build up Foundation resources to invest in a new long-term facility.</p>
Expenditures	<p><b>BUDGETED</b> CF Budget / Obj 8699-GRNT</p>	<p><b>ESTIMATED ACTUAL</b> CF Budget / Obj 8699-GRNT</p>

ACTIONS / SERVICES

Action **14.h**

Actions/Services	<p><b>PLANNED</b> Move into new school facilities prior to beginning or middle of 17-18 school year pending receipt of Certificate of Occupancy [See Gen'l Note 1 above]</p>	<p><b>ACTUAL</b> Currently forecasting a move after the end of the 2017-18 school year.</p>
Expenditures	<p><b>BUDGETED</b> Incl obj 5899</p>	<p><b>ESTIMATED ACTUAL</b> Incl obj 5899 (\$0)</p>

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2016/2017 school year there was extensive efforts by the school community and especially the facilities advisory committee (FAC) to get a use permit for the school to exist on the property purchased by the Charter Foundation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We received the coveted use permit from the Sonoma County Board of Supervisors. FAC has successfully planned for construction to begin during the summer of 2017 with a planned move during the summer of 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See General Note #1. Project delayed due to Use Permit delays.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our efforts will change towards planning for occupancy with practical aspects established ahead of time, such as creating a safety plan and new playground rules.

**Goal 15** Continue to invest in and upgrade the school’s existing “Three Streams” of Student Support program and processes.

State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Positive Parent Survey Results Positive Student Survey Results Positive Community feedback	Positive Parent Survey Results Positive Student Survey Results Positive Community feedback
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ACTIONS / SERVICES

Action **15.a**

Actions/Services	PLANNED	ACTUAL
	Continue with 3rd year of program training (incl in	Continue with 3rd year of program training

Obj 5832 – 3 Streams only)

Expenditures

**BUDGETED**  
\$10,170 (incl in Obj 5832 – 3 Streams only)

**ESTIMATED ACTUAL**  
\$9,133

ACTIONS / SERVICES

Action **15.b**

Actions/Services

**PLANNED**  
Continue to dedicate staff time to Student Support activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.

**ACTUAL**  
Continued to dedicate staff time to Student Support activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.

Expenditures

**BUDGETED**  
\$119,600 (incl in obj 1xxx-3xxx; excl 1153)

**ESTIMATED ACTUAL**  
120,000

ACTIONS / SERVICES

Action **15.c**

Actions/Services

**PLANNED**  
Continue to support the availability of having a designated Student Support Coordinator

**ACTUAL**  
Continued to support the availability of having a designated Student Support Coordinator

Expenditures

**BUDGETED**  
\$5,000 (incl in obj 1153 – see 12 d. obj 1xxx)

**ESTIMATED ACTUAL**  
\$5,000

ACTIONS / SERVICES

Action **15.d-f**

Actions/Services

**PLANNED**  
d. Continue parent involvement and advisory activities  
e. Continue development of collegiality and collaboration among the faculty and staff via faculty and staff meetings and further development and referral to code of conduct

**ACTUAL**  
Continued / Ongoing

f. Continue to develop effective and efficient processes for decision-making and giving and receiving input/feedback via faculty working on committees together and teachers on the Faculty Council along with the ED

**BUDGETED**  
Included in 15.a-c

**ESTIMATED ACTUAL**  
Included in 15.a-c

Expenditures

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

During August 2016, the faculty participated in the last of the three years of training with Kim John Payne for the Three Streams student support program. There were periodic check-in meeting with Kim. A class teacher coordinated the program and was rewarded with a stipend.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We had various needs for the social-emotional program during the 2016-2017 and those needs were responded to with various aspects from the Three Streams program. Most of the time, all participants in the various support processes were satisfied with the outcome.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals generally are in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: For 2017-18 this goal was combined with goal 16 into new Goal #9 since the two goals are closely related.  
We have identified new needs, such as getting the faculty professional development in identifying and supporting LGBTQ issues as part of our social-emotional student support program.

**Goal 16**

Target resources to increase outreach to diverse communities and internal diversity efforts with students and parents

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Number of translations completed Demographics Spanish language curriculum Number of Advertisements placed; Information publicly posted or on website	Translation efforts completed at this time Demographics reflect school district demographics Continued strong Gr 1-8 Spanish language program Advertisements placed in newspapers and programs
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ACTIONS / SERVICES

Action **16.a-b**

Actions/Services	<b>PLANNED</b> a. Translate more school promotional material / website pages into Spanish. (incl in obj 5862) b. Develop Spanish-language promotional materials. Look to partner with Waldorf schools in Spanish-speaking countries to obtain general information regarding Waldorf education in Spanish.	<b>ACTUAL</b> a./b. Translations and promotional material development placed on hold for time being. Website was updated at end of 2015-16 for Spanish language translations and information.
	<b>BUDGETED</b> \$2,000	<b>ESTIMATED ACTUAL</b> \$0
Expenditures		

ACTIONS / SERVICES

Action **16.c-d**

Actions/Services	<b>PLANNED</b> a. Continue teaching about diverse populations' cultural celebrations in the curriculum. b. Continue Spanish curriculum in grades K-8.	<b>ACTUAL</b> Continued / Ongoing
	<b>BUDGETED</b> Incl in 2xxx	<b>ESTIMATED ACTUAL</b> Incl in 2xxx
Expenditures		

ACTIONS / SERVICES

Action **16.e**

Actions/Services	<b>PLANNED</b> Place advertisements in local newspapers and media. Print and distribute promotional pamphlets to all area preschools (obj 5825)	<b>ACTUAL</b>

Expenditures	<b>BUDGETED</b> \$2,500	<b>ESTIMATED ACTUAL</b> \$1,150
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**ACTIONS / SERVICES**

Action **16.f**

Actions/Services	<b>PLANNED</b> Engage in other promotional and outreach activities (incl in obj 5862)	<b>ACTUAL</b> No further work done. All included in obj 5825
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Expenditures	<b>BUDGETED</b> \$1,000	<b>ESTIMATED ACTUAL</b> \$0
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**ANALYSIS**

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have continued to provide a strong Spanish instruction program in grades K-8. We have updated our Spanish translated portion of the website. We have continued to outreach into the Spanish speaking communities regarding our enrollment events. We have evaluated our multicultural aspects of our curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have expanded the number of Hispanic students and families. We have had a number of minority families express interest in our schools during tours and through applications, although we are limited to how many we can provide spaces to due to the limited amount of spaces available and due to the lottery criteria.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals are below budgeted amounts due to work being completed or placed on hold.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Note: For 2017-18 this goal was combined with goal 15 into new 2017-18 Goal #9 since the two goals are closely related

**Goal 17**

Continue to develop Special Education expertise and resources.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Needs met for all students with special needs.  
All IEP services delivered  
Gr2 Assessments completed

Needs met or in process for all students with special needs.  
All IEP services delivered  
Gr2 Assessments completed

ACTIONS / SERVICES

Action **17.a**

Actions/Services

**PLANNED**  
Total Special Education budget for 2016-17 (Rsc 6500 and 6512) Note: these amounts are also included in the relevant line items above (12 d-g, 2b, etc)

**ACTUAL**  
Total Special Education budget for 2016-17 (Rsc 3310, 6500, and 6512) Note: these amounts are also included in the relevant line items above (12 d-g, 2b, etc)

Expenditures

**BUDGETED**  
Total SpEd Budget (Rsc 33xx,65xx) \$200,260  
Certificated Salaries Obj 1xxx \$116,150  
Benefits Obj 3xxx 27,285  
Prgm Sup & Equip Obj 4xxx 6,000  
Contracts & Svcs Obj 5xxx 41,437  
Indirect Costs Obj 7xxx 9,388

**ESTIMATED ACTUAL**  
Total SpEd Budget (Rsc 33xx,65xx) \$204,200  
Salaries Obj 1xxx,2xxx \$119,811  
Benefits Obj 3xxx 29,171  
Prgm Sup & Equip Obj 4xxx 3,900  
Contracts & Svcs Obj 5xxx 40,260  
Indirect Costs Obj 7xxx 11,058

ACTIONS / SERVICES

Action **17.b**

Actions/Services

**PLANNED**  
Continue development of experienced Waldorf Special Education Coordinator / Lead RSP in order to combine Waldorf expertise with Special Education training / certification to meet unique needs of the school. Incl in obj 5205 – see Goal 12 b.

**ACTUAL**  
Continued development. Finished credential program earlier than budgeted.

Expenditures

**BUDGETED**  
\$12,000

**ESTIMATED ACTUAL**  
\$5,142

ACTIONS / SERVICES

Action **17.c-g**

Actions/Services

PLANNED	ACTUAL
c. Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed.	c. Recruited in-house SLP resource; continued development of former class teacher
d. Hire additional credentialed RSP teacher (0.25 FTE)	d. Completed
e. Maintain and Improve Special Education program overall	e. Continued / ongoing
f. Strengthen RTI through a Care Group committee w/ SpEd Coordinator as chairperson	f. Ongoing / will further develop RTI program in 17-18
g. Furnish, equip, and operationalize dedicated RTI reading support room	g. Completed

Expenditures

BUDGETED	ESTIMATED ACTUAL
Incl in 17 a.	Incl in 17 a.

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have a full-time special education coordinator, who handles the administrative aspects and also teaches. We have a part-time special education teacher. We have contracts for occupational therapy, speech, counseling and psychological assessments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have experienced a successful improvement in the administrative oversight of our special education program with professional development and continued service of the special education coordinator. We have provided administrative support for scheduling IEP meetings. All our services have been implemented successfully. We have a higher than average amount of IEP students, but we hope that by implementing a stronger RTI program, we may see this change.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals generally are in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to provide a strong and compliant special education program. We are pleased to provide a stronger RTI program for 2017-2018. A new 17-18 goal (Goal #9) was developed to highlight the school's RTI efforts.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

General: The charter school engages its stakeholders and solicits and receives feedback on its performance and the needs of stakeholders on an ongoing basis. Specifically, the charter school consulted with and received feedback from teachers, administrators, staff, parents, and pupils on school performance and needs in a variety of ways including but not limited to: surveys, faculty meetings, board meetings, facility planning meetings, staff meetings, classroom discussions, class parent meetings, and one-on-one and small group discussions. Teachers, staff, and administrators meet regularly with parents, both individually and as a class group and that feedback is factored into school planning.

As part of its annual LCAP process the school has instituted an annual survey which is distributed to all parents of the school to obtain specific feedback on school performance as well as input into school goals and priorities. In addition, the school has also implemented an annual survey which is administered to our 7th and 8th grade students to obtain feedback on performance and input into goals. The results of the surveys were reviewed with the school's Board of Directors as well as with faculty and staff, where progress against existing goals was assessed and additional goals and actions were considered. The Executive Director and his staff are responsible for factoring all of the above into developing the LCAP, the annual update, and the budget and presenting these to the school community for review and comment. Detailed survey results and commentary were published in school newsletters as well as presented and at a school board meeting. LCAP Goal Setting was included in all board agendas at discussed at those meetings from March through June.

Annual Update: Feedback received over the course of the year, especially from the annual parent and student surveys, was factored into the development of the annual update. The parent survey was updated this year based on last year's experience in order to expand the range of feedback and improve the quality of feedback to provide more precise metrics for LCAP goals. The survey provided ample space for written comments so that parents could provide detailed feedback on school performance, priorities, and goals.

The results were included in the Annual Update and reviewed in a public hearing, input was received, and the annual update was modified accordingly. The final version was approved at a subsequent public board meeting. The Final LCAP is posted on the school's website once it has been approved by the board.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

General: Stakeholders are generally satisfied with the quality of instruction, the breadth and depth of the Waldorf-methods curriculum, the support that their children receive from teachers and staff, and the programs offered by the school. Stakeholders were generally pleased with the efforts that school has undertaken to implement a more comprehensive student and community support process and policies. The highest priorities identified were to continue to offer a quality Waldorf-methods curriculum and continuing to advance toward making a unified campus at the new site a reality. Additional areas of desired focus included: developing an after-school program, continuing to improve student support and services, teacher development, and attracting and retaining high-quality teachers. It was noted that the school is required to include in its goals and annual update the annual goals listed in the school's charter petition. It was suggested that the school try to narrow down the number of goals to the greatest extent possible.

Annual Update: The Executive Director and his staff reviewed survey results including all written comments received and presented its findings along with the detailed survey results at the March 27, 2017 meeting of the school's governing board. The board reviewed the results and provided guidance on the setting of school goals and priorities. In addition, the E.D. and his staff reviewed and incorporated input and feedback from teachers, parent groups, board meeting discussions and planning sessions into the annual update and budget.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

### **General Notes: Some general notes on the 2017-18 LCAP:**

1. Included in the 2017-18 budget/LCAP are amounts related to the development of the school's new campus and some of the expenses for equipping the school. These amounts include the purchase of portable buildings, purchases of new classroom and office equipment, the cost of moving to the new site, and other expenses. The 2017-18 budget/LCAP is built around the assumptions that: (1) Construction on the new site begins prior to the start of the 2017-18 school year and (2) the school moves into the new site prior to the beginning of the 2018-19 school year. Construction on the new site is projected to begin on August 1, 2017.
2. The school's teachers and administration engage in a plethora of initiatives, activities, and functions that cut across many of the goals listed in this LCAP. While it is not efficacious or practical to calculate the time spent and related cost of salary and benefits that apply to each of the goals and sub-goals detailed in this LCAP we have attempted to break out salary and benefits by major academic program or business function. We have listed the full cost of the school's salaries and benefits as well as the break out by program/function in Goal 6.1 below. We have referenced these sub-goals whenever teacher or administrative effort was expected in meeting the below goals.
3. In some cases (e.g. Training and Professional Development) the same budget line item/reference pertains to different goals and actions. We have referenced the primary Goal for the budget line/reference for situations where this has occurred.

**PART A: From Elements 2 and 3 of Charter Renewal Petition [Goals 1 – 5]**

New                       Modified                       Unchanged

**Goal 1**

**BASIC SERVICES:**

- 1) Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing requirements as these pertain to Charter Schools.
- 2) Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum
- 3) School facilities are maintained clean, safe and in good repair

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8

Identified Need

Charter Petition Elements 2 & 3: State Priority 1 – Basic Services

EXPECTED ANNUAL MEASURABLE OUTCOMES *(Note: Charter School only reports for 2017-18 / Budget Year)*

Metrics/Indicators	Baseline	2017-18
Annual SARC Report on teacher credentials and Annual Report to District	100% of teachers holding adequate credentials and appropriately assigned	100% of teachers holding adequate credentials and appropriately assigned
Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials, supplies, and equipment purchased and in stock or on order
Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum
Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned
Daily / Monthly / Annual facility inspections as appropriate. [See General Note 2 above]	Positive bi-annual RESIG school facilities safety audit Updated and active maintenance and safety	Updated and active maintenance and safety log and site inspection documents

	log and site inspection documents	
Daily cleanliness spot checks by School Administrators and/or Staff	Daily cleanliness spot checks by School Administrators and/or Staff	Daily cleanliness spot checks by School Administrators and/or Staff

PLANNED ACTIONS / SERVICES

Action(s) **1.1 – 1.6**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]\_

Location(s) Sebastopol Independent Charter School

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

- 1.1: SICS conducts credential review as part of teacher hiring process
- 1.2: SICS conducts regular audits of Charter School teacher credentials to ensure compliance
- 1.3: SICS informs credentialed staff when credentials are near expiration
- 1.4: Executive Director works with admin staff and teachers to ensure adequate budget and admin for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment.
- 1.5: General cleaning by custodial services and school community will maintain campus cleanliness
- 1.6: Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable

BUDGETED EXPENDITURES (2017-18)

Action/ Service#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
1.1 - 1.3		Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
1.4.1	41-42xxx	Textbooks & Reference Materials	7,200	Other State Funding	Lottery
1.4.2	4300-49	Classroom Materials and Supplies	47,420	Other State Funding	Lottery
1.4.3	4430	General Student Equipment	5,500	LCFF Base	
1.5	5501 (partial)	Custodial & Cleaning Services	19,430	LCFF Base	excl STT
1.6		Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A

New       Modified       Unchanged

## Goal 2

SICS teachers will be provided with material and be trained on the implementation of Waldorf and Common Core State Standards; and  
 All students will gain academic content knowledge with the implementation of the Waldorf and Common Core State Standards, including EL students gaining English language proficiency

State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8

Identified Need: Charter Petition Elements 2 & 3: State Priority 2 – Implementation of Academic Content and Performance Standards as these pertain to the charter school

EXPECTED ANNUAL MEASURABLE OUTCOMES *(Note: Charter School only reports for 2017-18 / Budget Year)*

Metrics/Indicators	Baseline	2017-18
SICS calendar of ongoing staff development will demonstrate goal met	Faculty meetings and staff development activities address content standards	Faculty meetings and staff development activities address content standards
SICS lesson plans; daily class schedules will demonstrate goal met	Lesson plans and curriculum align with Waldorf and Common Core State Standards as applicable to the program of the charter school	Lesson plans and curriculum align with Waldorf and Common Core State Standards as applicable to the charter school
Ongoing formative assessments will show that students are gaining academic knowledge that is Waldorf and Common Core aligned	Annual end of year reports demonstrate attainment of academic knowledge and skills development/performance aligned with Waldorf and Common Core performance standards	Annual end of year reports demonstrate attainment of academic knowledge and skills development/performance aligned with Waldorf and Common Core performance standards

PLANNED ACTIONS / SERVICES

Action(s) **2.1 – 2.3**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] Location(s) Sebastopol Independent Charter School

[ACTIONS/SERVICES](#)

2017-18

New    Modified    Unchanged

2.1: Continue Waldorf and Common Core standards alignment work until completion.  
2.2: Continue to dedicate faculty meeting and other staff time to study and develop standards; continue to update student assessment rubrics to align with standards work.  
2.3: All core academic teachers will participate in annual professional development which will include, as appropriate, implementation of the Common Core State Standards, including EL students gaining English language proficiency, along with implementation of Waldorf standards.

[BUDGETED EXPENDITURES \(2017-18\)](#)

Action/ Service#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
2.1	1153 (partial)	Pedagogy & Standards Stipends	5,000	LCFF Base	Incl. in Goal 6.1.1
2.2.1		Faculty Costs	(see note)	LCFF Base	Incl. in Goal 6.1 Core Waldorf
2.2.2		Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
2.3	5200/5205	Conferences and Prof Dev	(see note)	LCFF Base	Incl. in Goals 6.3.1&2

New       Modified       Unchanged

# Goal 3

SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school committees; and input for helping determine the school's goals, priorities, and decision-making

State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8

Identified Need: Charter Petition Elements 2 & 3: State Priority 3 – Parent Involvement

EXPECTED ANNUAL MEASURABLE OUTCOMES (Note: Charter School only reports for 2017-18 / Budget Year)

Metrics/Indicators	Baseline	2017-18
Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement
SICS has parents on the charter school board and committees	SICS has parents on the charter school board and committees	SICS has parents on the charter school board and committees
Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school

## PLANNED ACTIONS / SERVICES

Action(s) **3.1 – 3.6**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]\_ Location(s) Sebastopol Independent Charter School

## ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

3.1: Continue to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.)

- 3.2: Continue to provide parent volunteer opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers.
- 3.3: Continue to provide opportunities for parent participation on the school's board, on school committees, and in school programs
- 3.4: Continue to provide an annual survey to allow parents a formal venue for feedback and input to the school's administration. (See also: Section: Stakeholder Engagement).
- 3.5: Continue ED "open door" and open communication policy to meet with school parents to hear their ideas, concerns, and inputs
- 3.6: Offer opportunities for speakers from inside and outside of the school community and other parent education events and activities. Incl in obj 5832
- [See General Note 2 above]

[BUDGETED EXPENDITURES \(2017-18\)](#)

<b>Action/ Service#</b>	<b>Bud Ref (Obj)</b>	<b>Budget Item</b>	<b>Amount</b>	<b>Source</b>	<b>Notes</b>
3.1-3.5	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
3.1-3.5	5802	Volunteer Fingerprinting Cost	3,300	LCFF Base	
3.4	5940	Survey Cost	300	LCFF Base	
3.6	5832 (partial)	Parent Education / Speakers	1,200	LCFF Base	Incl. in Goal 6.4

New       Modified       Unchanged

## Goal 4

### Pupil Achievement and Pupil Outcomes // Course Access

4.1: SICS students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in: (A) CAASPP Statewide assessments, (B) Academic Performance Index, (D) Percentage of EL pupils who make progress toward English proficiency on CELDT and (E) EL reclassification rate [Note: (C), (F) and (G) are not applicable]; and

4.2: SICS will meet the annual academic targets as mandated by the State Board of Education

4.3: High Academic Achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts.

4.4: Waldorf and Common Core State Standards-based instruction

4.5: Positive Student Character Development;

4.6: School and Community Participation

### Course Access

4.7: SICS students, including all subgroups, will have access to and enroll in our broad educational program as outlined in the Charter School's approved charter

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

Identified Need

Charter Petition Elements 2 & 3: State Priority 4 – Pupil Achievement; State Priority 8 – Pupil Outcomes; and State Priority 7 – Course Access

EXPECTED ANNUAL MEASURABLE OUTCOMES *(Note: Charter School only reports for 2017-18 / Budget Year)*

Metrics/Indicators	Baseline	2017-18
4.1: The CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools	CAASPP scores show that SICS students score at an equal or higher proficiency rate than local surrounding schools	CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools
4.2: CAASPP Scores and CA DataQuest summary, will demonstrate goal met	CA DataQuest summary demonstrated goal met	Performance maintained or improved over prior year
4.3: CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports

will demonstrate goal met or progress	reports demonstrate goals met or progress	will demonstrate goal met or progress
4.4: Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson plans will demonstrate goal met	Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson plans demonstrate goal met	Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson plans will demonstrate goal met
4.5: Teacher observations and Faculty Meeting minutes will demonstrate goal met;	Teacher observations and Faculty Meeting minutes demonstrate goal met;	Teacher observations and Faculty Meeting minutes will demonstrate goal met;
4.6: Event review portion of Faculty Meeting minutes will demonstrate goal met	Event review portion of Faculty Meeting minutes demonstrate goal met	Event review portion of Faculty Meeting minutes will demonstrate goal met
4.7: Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students	Course and grade level schedule as indicated in approved charter shows how all academic content is available to all students	Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students

PLANNED ACTIONS / SERVICES

Action(s) **4.1 – 4.6**

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]\_

[Location\(s\)](#)

Sebastopol Independent Charter School

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

4.1 & 4.3: SICS will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout the school year.

4.2 & 4.3: SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary.

4.4: SICS provides a school model where students acquire and practice a range of essential skills that are Waldorf, CA and CC standards based; and SICS implements the Waldorf curriculum and Common Core State Standards, to develop and use the best instructional practices that meet the varied needs of all students as applicable to the specific academic program of the charter school.

4.5: SICS provides a program through the social inclusion program where students are encouraged to develop positive attitudes towards their learning environment and other people

4.6: SICS provides a space where students have the opportunity for involvement in responsible actions and social service in their local community; and SICS offers festivals that involve students, parents and teachers. SICS will also offer varied field trip opportunities to expand the horizons of learning beyond the classroom and into the community and natural environment.

4.7.1: The E.D. will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels.

4.7.2: Conduct comprehensive 2nd grade assessments to ensure students are able to participate as fully as possible in the broad Waldorf curricular program. This and other RTI activities are also part of efforts detailed in Goal 17.

4.7.3: Provide student hearing and vision screening. (Obj 5854) This and other general ed RTI activities are also part of efforts detailed in Goal 17.

Note: Vision screening is generally provided pro bono.

BUDGETED EXPENDITURES (2017-18)

Action/ Service#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
4.1-4.4	(see note)	Faculty Costs	(see note)	LCFF Base	Incl. in Goals 6.1 MTSS & Expanded programs
4.1-4.4	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
4.5	1153 (partial)	Social Inclusion Program Stipend	1,000	LCFF Base / Supp	Incl. in Goal 6.1.1
4.6.1	4305	Gr8 Graduation Materials	1,300	LCFF Base	
4.6.2	4352	Programs / Festivals / Events	1,400	LCFF Base	
4.6.3	4357	Student Fundraising Supplies	4,500	LCFF Base	
4.6.4	5610 (partial)	Facilities Rental for Events	5,300	LCFF Base	
4.6.5	5815	Assemblies / Festivals/ Parade exp	750	LCFF Base	
4.6.6	5803	Field Trips	36,000	LCFF Base / Local	
4.6.7	5806	Sports League Costs	3,000	LCFF Base	
4.7.1	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
4.7.2	5830 (partial)	2nd Grade Assessments	2,500	LCFF Base	
4.7.3	5854	Student Hearing & Vision Screening	1,600	LCFF Base	

New       Modified       Unchanged

## Goal 5

SICS will set and strive to meet targets in the following areas:

- 5.1: School Attendance rates of higher than 93%;
- 5.2: Low levels of chronic absenteeism;
- 5.3: No middle school dropouts;
- 5.4: Suspension rates of less than 3%; and
- 5.5: Expulsion rates of less than 1%.
- 5.6: SICS will generally strive to reduce the number of absences

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

Identified Need

Charter Petition Elements 2 & 3: State Priorities 5 – Pupil Engagement and 6 – School Climate

EXPECTED ANNUAL MEASURABLE OUTCOMES *(Note: Charter School only reports for 2017-18 / Budget Year)*

Metrics/Indicators	Baseline	2017-18
5.1 and 5.6: SICS ADA reports will demonstrate attendance goal met	2016-17 P-2 Attendance (ADA) rate: 96.4%	School Attendance rates of higher than 93%
5.2: Monthly and annual absence reports from our Student Information System will demonstrate goal met	2016-17 Chronic Absenteeism rate: 3.4%	Performance maintained or improved over prior year
5.3: SICS ADA reports will demonstrate attendance goal met	2016-17 Middle School Dropouts: 0	0 Middle School Dropouts
5.4: SICS annual suspension and expulsion reports will show a suspension rate of less than 3% and will demonstrate goal met	2016-17 Suspension rate: 1.0%	Suspension rates of less than 3%
5.5: SICS annual suspension and expulsion reports will show an expulsion rate of less than 1% and will demonstrate goal met	2016-17 Expulsion rate: 0.0%	Expulsion rates of less than 1%

PLANNED ACTIONS / SERVICES

Action(s) **5.1 – 5.5**

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]\_

[Location\(s\)](#)

Sebastopol Independent Charter School

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

5.1 and 5.6: SICS will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents

5.2: Parents and students will be informed of our attendance policies specified in our Student / Parent, and SICS will communicate (e.g. mail, phone, emails) with parents of chronically absent parents to improve attendance.

5.3: Our middle school teachers will be mentored in how to work with middle school students.

5.4 and 5.5: SICS will assess Suspension and Expulsion policies annually and will formally administer feedback surveys to students and families annually to make necessary changes in school climate

[BUDGETED EXPENDITURES \(2017-18\)](#)

**2017-18**

Amount

Admin costs incl. in Goal 6.1 M&A

Source

LCFF Base

Budget Reference

See Goal 6.1: Management & Admin

## LOCAL PRIORITIES [Goals 6 – 11]

New  Modified  Unchanged

### Goal 6

Provide high quality Public Waldorf programs, faculty, staff, and administration

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

Identified Need

There is a continued strong community demand for a high quality, Public Waldorf school in the school district and geographical region.

EXPECTED ANNUAL MEASURABLE OUTCOMES *(Note: Charter School only reports for 2017-18 / Budget Year)*

Metrics/Indicators	Baseline	2017-18
High enrollment	Enrollment: 291 students (97% of capacity)	Maintain enrollment at or above 95%
Waiting lists for most classes indicates strong demand	There are wait lists for every class.	Wait lists for most classes.
Survey feedback shows Waldorf one of strongest factors in families choosing SICS	Survey results indicated that most parents chose SICS for Waldorf education.	Survey feedback shows Waldorf one of strongest factors in families choosing SICS

PLANNED ACTIONS / SERVICES

Action(s) **6.1**

Students to be Served  All  Students with Disabilities  All Subgroups

Location(s) Sebastopol Independent Charter School

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

6.1: Maintain competitive faculty and staff salaries and benefits; deliver a quality core Public Waldorf educational program along with a multi-tiered system of support, enhanced Waldorf educational programs, and effective school management and administration

[BUDGETED EXPENDITURES \(2017-18\)](#)

Budgeted Expenditures by Category				
Action/Service#	Bud Ref (Obj)	Budget Item	Amount	Source
6.1.1	1xxx	Certificated Salaries	889,272	LCFF Base, LCFF Supp, Local
6.1.2	21xx	Specialty Instr Salaries	353,025	LCFF Base, LCFF Supp, Local
6.1.3	23xx-24xx	Classified Admin Sal	186,007	LCFF Base
6.1.4	29xx	Other Classified	9,370	
	Total Salaries	1,437,674		
6.1.5	31xx	CalSTRS Plan (Certificated)	125,854	LCFF Base, LCFF Supp, Local
6.1.6	33xx	Soc Sec & Medicare	55,018	LCFF Base, LCFF Supp, Local
6.1.7	34xx	Health Benefits	267,179	LCFF Base, LCFF Supp, Local
6.1.8	35xx	State Unemp Ins	1,219	LCFF Base, LCFF Supp, Local
6.1.9	36xx	Worker's Compensation Ins	18,977	LCFF Base, LCFF Supp, Local
6.1.10	39xx	401a Retirement Plan (Classified)	23,403	LCFF Base, LCFF Supp, Local
	Total Benefits	491,650		
	Total Salary and Benefits	1,929,324		

Budgeted Expenditures by Program				
Program			Salary + Ben	Source
Multi-tiered System of Support (MTSS)	Tier 1	Core Waldorf	888,567	LCFF Base
	Tier 2	Acad Supt (RTI)	143,230	LCFF Supp (\$117,843), LCFF Base
		Student Supt (Soc/Em)	108,450	LCFF Base (s/b Supp)
	Tier 3	Special Ed	130,065	State & Fed SpEd
Enhanced / Expanded Curricular Programs	Enhanced Academics	Math	57,292	LCFF Base
		Spanish	60,418	LCFF Base
	Enhanced Music/Prac Arts	Music (Strings/Orch)	64,786	Local
		Chorus / Singing	8,202	Local
		Handwork/Woodwork	92,476	LCFF Base
	Enhanced - Other	Tech	6,230	LCFF Base
		Games/ Mvmt/ Sports	49,848	LCFF Base
Other	Other Prog (incl STT)	7,962	LCFF Base	
M&A	Mgmt & Admin	311,798	LCFF Base	
	Total Salary & Benefits	1,929,324		

Action(s) **6.2 – 6.7**

[Students to be Served](#)

All  Students with Disabilities  All Subgroups

[Location\(s\)](#)

Sebastopol Independent Charter School

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

6.2: Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed. (Obj 5204)

6.3: Provide opportunities for professional development and mentoring. Provide access to appropriate training and development opportunities according to assessed development needs, including attendance at academic and professional conferences. Continue to develop ED and admin staff. Note: mentoring and BTSA stipends are included in Obj 1153 – see 6.6 below, and object 5832) (Obj 5200, 5205)

6.4: Provide for outside mentors, lecturers and teachers for training, instruction and consultation (incl in Obj 5832)

6.5: Provide stipends for internal / peer-to-peer mentoring for teachers; school leadership; and other vital functions outside of normal duties (incl in obj 1153 – see 6.1. obj 1xxx)

6.6: Conduct a Summer Teacher Training program targeting public Waldorf charter school teachers, including current SICS teachers. Budget ref = mgmt code: STT. Note: costs to be offset by expected program registration revenue of \$60,000 (see obj 8699-STT)

[BUDGETED EXPENDITURES \(2017-18\)](#)

Action/Service#	Bud Ref (Obj)	Budget Item	Amount	Source
6.2	5204	Recruitment	1,500	LCFF Base
6.3.1	5200	Conferences & Travel	11,750	LCFF Base; SpEd
6.3.2	5205	Training & Prof Development	34,795	LCFF Base
6.4	5832	Mentors / Lecturers (incl 3 Streams)	3,200	LCFF Base; Local
6.5	1153 (excl STT)	Stipends	13,523	LCFF Base
6.6	mgmt code:STT	Summer Teacher Training Prog Exp	54,343	Local

New       Modified       Unchanged

# Goal 7

Ensure the long-term sustainability and financial stability of the school.

State and/or Local Priorities Addressed by this goal: STATE  1    2    3    4    5    6    7    8

Identified Need  
 In addition to other measures of success noted elsewhere in this LCAP (e.g. high community demand for Public Waldorf education, and long-term facilities procurement/ security), other factors of success include: (1) Strong school leadership and governance; (2) Prudent fiscal management; (3) Strong relationships with authorizing district; (4) Strong relationships with charter advocacy and support organizations; and (5) Accountability and compliance with applicable regulations.

EXPECTED ANNUAL MEASURABLE OUTCOMES *(Note: Charter School only reports for 2017-18 / Budget Year)*

Metrics/Indicators	Baseline	2017-18
Board retention and recruitment	Board members are asked to commit to at least a 2-year term	Board members will strive to serve for at least 2 years.
Positive feedback from sponsoring district	SICS has a positive working relationship with SUSD.	SICS will continue having a positive relationship with SUSD.
Positive Annual Audit results	SICS received positive audit results.	SICS will continue to receive positive audit results.

PLANNED ACTIONS / SERVICES

Action(s) **7.1 – 7.5**

Students to be Served    All    Students with Disabilities    [Specific Student Group(s)]      Location(s)   Sebastopol Independent Charter School

ACTIONS/SERVICES

**2017-18**

New    Modified    Unchanged

- 7.1: Continue positive administrative and oversight relationship with sponsoring district. Attend SUSD board meetings on regular basis. Respond in timely manner to all district inquiries and needs. Work collaboratively with SUSD board and administration as much as possible. Provide monthly, annual and other reports in a timely manner.
- 7.2: Continue membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA, CSDC, CEC), as well as community organizations (CoC), and to leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success.
- 7.3: Continue strong governance tradition and continue board recruitment efforts, incl Board Training (incl in Obj 5205). Note that much of this work is carried on by the community volunteers who serve as board members and serve on various committees and initiatives.
- 7.4: Continue strong history of prudent fiscal management. Continue to develop internal school expertise in business and financial management resources and conduct all business and financial management in house. Provide additional resources to grow office staff to meet these long term needs.
- 7.5: Conduct Annual Audit and prepare filing of IRS Form 990 and CalFTB Form 199 (obj 5821). The Forms 990 and 199 will be prepared by internal school staff.

[BUDGETED EXPENDITURES \(2017-18\)](#)

<b>Action/ Service#</b>	<b>Bud Ref (Obj)</b>	<b>Budget Item</b>	<b>Amount</b>	<b>Source</b>	<b>Notes</b>
7.1	5801, M&A	SUSD Oversight Fee	22,025	LCFF Base	Admin costs incl. in Goal 6.1 M&A
7.2	5300, M&A	Dues & Memberships	5,910	LCFF Base	
7.3	5205	Board Training	1,000	LCFF Base	incl in 6.3.2
7.4	23-24xx/3xxx, M&A	Finance and Business Functions		LCFF Base	incl. in Goal 6.1 M&A
7.5	5821, M&A	Annual Audit	6,500	LCFF Base	Admin costs incl. in Goal 6.1 M&A

New       Modified       Unchanged

## Goal 8

Improve facilities by unifying the school into a single site and providing room for program expansion. Obtain and develop a new school site in conjunction with The Charter Foundation.

State and/or Local Priorities Addressed by this goal: STATE  1    2    3    4    5    6    7    8

Identified Need  
The school is currently split into two separate campuses with limited space which cramps the school's ability to more effectively carry out its educational mission. The continued leasing of one of the campuses on a long-term basis is not viable. Both current campuses have limited classroom space and school grounds.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Note: Charter School only reports for 2017-18 / Budget Year)

Metrics/Indicators	Baseline	2017-18
Project Milestones achieved	Use permit	Construction begins

### PLANNED ACTIONS / SERVICES

Action(s) **8.1 – 8.3**

Students to be Served  All    Students with Disabilities    [Specific Student Group(s)]\_      Location(s) Sebastopol Independent Charter School

### ACTIONS/SERVICES

**2017-18**  
 New    Modified    Unchanged

- 8.1 Invest in school facilities and equipment for the new campus (portable classrooms, classroom furnishings, and telecom/network equipment)
- 8.2 Move into new school facilities prior to beginning or middle of 18-19 school year pending receipt of Certificate of Occupancy
- 8.3 Purchase miscellaneous supplies and equipment for the new campus

### BUDGETED EXPENDITURES

<b>Action/ Service#</b>	<b>Bud Ref (Obj)</b>	<b>Budget Item</b>	<b>Amount</b>	<b>Source</b>	<b>Notes</b>
8.1.1	9430	Portable Classroom Buildings	390,000	Local (reserves)	
8.1.2	9440	Classroom Furnishings and Telecom	65,000	Local (reserves)	
8.2	5899	New Site Costs (Moving)	10,000	LCFF Base	
8.3	4400	Noncapitalized Equipment	5,000	LCFF Base	

New       Modified       Unchanged

# Goal 9

Provide an expanded academic student support / Response-to-Intervention (RTI) program .

State and/or Local Priorities Addressed by this goal: STATE  1    2    3    4    5    6    7    8

Identified Need  
To provide additional academic support to students in order to increase student success and pupil achievement within the general education environment. (See “*Demonstration of Increased or Improved Services for Unduplicated Pupils*” section below)

EXPECTED ANNUAL MEASURABLE OUTCOMES (Note: Charter School only reports for 2017-18 / Budget Year)

Metrics/Indicators	Baseline	2017-18
Metrics covered under Goal 4	Metrics covered under Goal 4	Metrics covered under Goal 4

## PLANNED ACTIONS / SERVICES

### Action(s) 9.1

Students to be Served    All    Students with Disabilities    Hispanic and Low Income      Location(s)   Sebastopol Independent Charter School

### ACTIONS/SERVICES

**2017-18**  
 New    Modified    Unchanged

9.1: Further develop RTI program in 2017-18 (3 new hires / new roles)

### BUDGETED EXPENDITURES (2017-18)

**2017-18**  
**Amount**      \$143,230  
**Source**      LCFF Supplemental (\$117,843); remainder from LCFF Base

See Goal 6.1: Tier 2 – Academic Support / RTI Program

New  Modified  Unchanged

## Goal 10

Provide a strong social and emotional student support program.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

Identified Need

To provide additional behavioral, social, & emotional support to students in order to increase student success and pupil achievement within the general education environment. (See “*Demonstration of Increased or Improved Services for Unduplicated Pupils*” section below)

EXPECTED ANNUAL MEASURABLE OUTCOMES (Note: Charter School only reports for 2017-18 / Budget Year)

Metrics/Indicators	Baseline	2017-18
Positive Parent Survey Results	The survey indicated parents supportive of the school’s social emotional program.	The survey will indicate parents supportive of the school’s social emotional program.
Positive Student Survey Results	The survey indicated parents supportive of the school’s social emotional program.	The survey will indicate parents supportive of the school’s social emotional program.
Positive Community feedback	SICS received positive feedback from a broader community regarding its social-emotional program.	SICS will continue to receive positive feedback from a broader community regarding its social-emotional program.

### PLANNED ACTIONS / SERVICES

Action(s) **10.1 – 10.6**

[Students to be Served](#)  All  Students with Disabilities  Hispanic and Low Income\_

[Location\(s\)](#) Sebastopol Independent Charter School

### [ACTIONS/SERVICES](#)

2017-18

New  Modified  Unchanged

- 10.1: Continue to dedicate staff time to Student Support activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.
- 10.2: Continue to support the availability of having a designated Student Support Coordinator
- 10.3 Continue parent involvement and advisory activities
- 10.4 Continue development of collegiality and collaboration among the faculty and staff via faculty and staff meetings and further development and referral to code of conduct
- 10.5 Continue to develop effective and efficient processes for decision-making and giving and receiving input/feedback via faculty working on committees together and teachers on the Faculty Council along with the ED
- 10.6 Engage in efforts to improve acceptance and appreciation of diversity among students and parents

[BUDGETED EXPENDITURES \(2017-18\)](#)

<b>Action/ Service#</b>	<b>Bud Ref (Obj)</b>	<b>Budget Item</b>	<b>Amount</b>	<b>Source</b>	<b>Notes</b>
10.1	(see note)	Faculty Costs	108,450	LCFF Supplemental (Deficit) / LCFF Base	See Goal 6.1: Tier 2 – Student Support / Soc/Em Program
10.2	1153 (partial)	Student Support Program Stipend	2,500	LCFF Base / Supp	Incl. in Goal 6.1.1
10.3-10.6	(see note)	Faculty Costs	(see note)	LCFF Base	Incl. in Goal 6.1 Core Waldorf
10.3-10.6	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A

New       Modified       Unchanged

# Goal 11

Continue to develop Special Education expertise, resources, and overall program.

State and/or Local Priorities Addressed by this goal: STATE  1    2    3    4    5    6    7    8

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES (Note: Charter School only reports for 2017-18 / Budget Year)

Metrics/Indicators	Baseline	2017-18
Goals met or progress made on all IEP goals	SICS has made progress on all IEP goals	SICS will continue to make progress on all IEP goals
All IEP services delivered	All IEP services were delivered	All IEP services will continue to be delivered
Grade 2 assessments completed	Grade 2 assessments were completed as planned	Grade 2 assessments will continue to be completed as planned

## PLANNED ACTIONS / SERVICES

### Action(s) 11.1 – 11.4

Students to be Served    All    Students with Disabilities    Hispanic and Low Income      Location(s)   Sebastopol Independent Charter School

### ACTIONS/SERVICES

#### 2017-18

New    Modified    Unchanged

- 11.1: Total Special Education budget for 2016-17 (Rsc 6500 and 6512) Note: these amounts are also included in the relevant line items above (see Goal 6)
- 11.2: Continue development of experienced Waldorf Special Education Coordinator / Lead RSP in order to combine Waldorf expertise with Special Education training / certification to meet unique needs of the school.
- 11.3 Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed. (17-18: SLP resource)

11.4: Furnish, equip, and operationalize new Special Ed classrooms in old faculty office room

BUDGETED EXPENDITURES (2017-18)

Action/ Service#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
11.1	Resources 3310, 6500, 6512	Total Special Education Budget	228,999		
	1xxx	Certificated Salaries	95,394		SpEd - State/Fed (\$194,857); LCFF Base (\$34,142)
	2xxx	Classified Salaries	1,500		
	3xxx	Benefits	26,897		
	4xxx	Prgm Sup & Equip	5,200		
	5xxx	Contracts & Svcs	93,200		
	7xxx	Indirect Costs	6,808		
11.2	5200	Conferences	2,850	SpEd	
11.3	5834	SpEd Contracted Services (SLP Contract)	36,575	SpEd	Incl. in 5xxx above
11.4	5630 (partial)	Maintenance & Repairs (new SpEd classrooms)	750	SpEd	Incl. in 5xxx above

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 117,843

Percentage to Increase or Improve Services:

5.65 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

See Goals 9 and 10 above:

Goal 9 (Academic Support/RTI) Planned Expenditures	\$	143,230	
Goal 10 (Soc/Em Support) Planned Expenditures		108,450	
Total Expenditures on Schoolwide basis	\$	<u>251,680</u>	(a)
Base Funding (See MPP worksheet below)	\$	2,084,673	(b)
Percentage Services Increased or Improved		12.1%	a/b
		Requirement Exceeded	

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students with identified learning disabilities often receive extra help through our special education programs, which include academic and counseling support. However, students from low-income families and/or Hispanic backgrounds may not always qualify for special education help, but they are not achieving as well as students from other groups in the school as demonstrated in our CA Dashboard analysis. Various studies show that students from these backgrounds especially benefit from extra academic support and social-emotional support.

**Program / Action #1: Academic Student Support: (See Goal 9 above: \$143,230)**

Various studies have shown that when students receive more support, care, and intervention during various stages of their education, there will be more improved long-term student outcomes. In particular students in the low income and minority subgroups benefit from this program, because parents may not be able to provide the extra support after school. Extra academic support at all age levels is important for our sub groups. We are implementing a research-based program called Response To Intervention (RTI), which will be coordinated by our special education coordinator in collaboration with the executive director. This program is principally directed towards and is effective in meeting the school's goals for its

unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses State Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 8 (Pupil Outcomes).

Studies which detail this benefit include:

*Response to Intervention: Providing Reading Intervention to Low Income and Minority Students*, by Emily Graves and Tess McConnell

*Education Funding and Low-Income Children: A Review of Current Research (study)*, by Kevin Carey

*Serving Low-Income Students: Applying Research and Intercultural Development Research Association's Quality Schools Action Framework (study)* by Kristin Grayson, M.Ed.

Towards this end the school provides an aide in both of its kindergartens and RTI teachers in 1st and 2nd grade to assist lead teachers and help provide additional learning support to our youngest students at the beginning of their educational journey.

In 17-18 the school will add one full-time RTI teacher for grades 3-8, which includes providing a reading program for selected students in grades 3-5.

### **Program / Action #2: Social and Emotional Student Support: (See Goal 10 above: \$108,450)**

The school has partnered with Kim John Payne and the Center for Social Sustainability to expand its former "Social Inclusion" student support program/ system, to also now include Restorative Discipline, and Care/Education Support (an early intervention process to deal with potential learning issues) see <http://www.socialsustain.com/> for more information. The program focuses on social, behavioral, and emotional support and how these impact the students' learning environment and issues that impede learning and growth. Other areas that are addressed by this program are anti-bullying, conflict resolution, social skills development, intervention and support, and other aspects of student support. There are daily activities undertaken by teachers and staff to support students on an ongoing basis using skills learned in the program. . In addition, faculty and staff spend two hours per week in care and support group meetings discussing individual cases and planning support activities. Faculty meeting time each week is spent on specific intervention activities. The school has appointed an experienced teacher as the social and emotional student support coordinator with a stipend.

Social, emotional, behavioral, and discipline related issues have been identified by both the parents and teachers as one of the top issues in the school which impede student success. This has been determined as one of the top priorities of the school. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses almost all of the 8 State Priorities (1,3,4,5,6, and 8) such as: enhancing the conditions of learning; increasing pupil achievement; advancing other pupil outcomes such as character development, service, and citizenship; increasing pupil engagement and parental involvement; as well as enhancing the overall school climate. Research studies as well as the broad array of state initiatives in improving school climate and supporting the emotional, social, and behavioral development of students is a significant factor in the overall success of all students and particularly low income and special education students. Studies supporting why low-income students benefit significantly from the support of social and emotional programs in schools include: *Teaching with Poverty in Mind (book)*, by Eric Jensen; *The Role of Supportive School Environments in Promoting Academic Success (study)*, by Eric Schaps, Ph.D.; *The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students (study)*, by Emily Gallagher .

The issue of social and emotional support programs being of extremely high benefit to low-income students and an effective use of supplemental funds is very well supported. The California Department of Education recognizes the high level of importance of social and emotional learning and support and is participating in a multi-state collaborative in developing standards and researching best practices. Additionally, the very highly touted California "CORE" districts (<http://coredistricts.org/>) highlight the central role that Social-Emotional learning plays in their overall school quality

improvement program touching on many of the 8 state priorities (<http://coredistricts.org/school-quality-improvement-system-waiver/>). In a recent report conducted by Policy Analysis for California Education (PACE) (<http://www.edpolicyinca.org/publications/using-sel-and-cc>) one of the summary and policy indications is:

“Policy makers, educators, and the broader public increasingly agree that students’ development of social-emotional skills is important for success in academic and life outcomes. Research provides evidence that schools can facilitate the development of these skills, both directly and through the implementation of policies and practices that improve a school’s culture and climate and promote positive relationships.”

In their paper last updated on March 29, 2016 (*Social-Emotional & Culture-Climate Domain–Social-Emotional Skills*), the CORE Districts state the following:

“Leaders of the CORE districts believe, based on compelling research and their own experience as educators, that social-emotional (SE) competencies like self-management and developing a positive/growth mindset are an important complement to academic preparation in helping our students succeed in college, career, and life. ... In a review of the mindsets and competencies that promote long-term learning, Professor Carol Dweck and her colleagues report that social-emotional competencies “can matter even more than cognitive factors for students’ academic performance. ... Indeed, there is a growing recognition in education, psychology, and economics of the importance of [social-emotional] factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck, 1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002). There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006). [This research] shows that educational interventions and initiatives that target these...factors can have transformative effects on students’ experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later.”

The school has developed a parent-teacher handbook, *Three Streams Parent Handbook*, providing more details about the program and how it operates and is available on the school’s website: <http://www.sebastopolcharter.org/?/forms-and-publications/>

Sebastopol Independent Charter (6113039) - 17-18 Operating Budget			
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant			
	2017-18	2018-19	2019-20
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	120,973	121,706	124,431
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	115,386	120,973	121,706
3. Difference (1) less (2)	5,587	733	2,725
4. Estimated Additional Supplemental & Concentration Grant Funding <i>(3) * GAP funding rate</i>	2,457	524	2,003
<i>GAP funding rate</i>	43.97%	71.53%	73.51%
5. Estimated Supplemental and Concentration Grant Funds (2) plus (4) (unless (3)<0 then (1)) <i>(for LCAP entry)</i>	117,843	121,497	123,709
6. Base Funding <i>LCFF Phase-in Entitlement less (5) excludes Targeted Instructional Improvement &amp; Transportation</i>	2,084,673	2,160,061	2,220,831
<i>LCFF Phase-In Entitlement</i>	2,202,516	2,281,558	2,344,540
7/8. Percentage to Increase or Improve Services* <i>(5) / (6) (for LCAP entry)</i>	5.65%	5.62%	5.57%
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.			
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP			
	2017-18	2018-19	2019-20
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 117,843	\$ 121,497	\$ 123,709
Current year Minimum Proportionality Percentage (MPP)	5.65%	5.62%	5.57%

