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

Budget Overview for the 2022-23 School Year
This chart shows the total general purpose revenue Sebastopol Independent Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sebastopol Independent Charter School is $3,679,222, of which $2,636,156 is Local Control Funding Formula (LCFF), $728,643 is other state funds, $238,500 is local funds, and $75,923 is federal funds. Of the $2,636,156 in LCFF Funds, $140,245 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Sebastopol Independent Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Budgeted Expenditures in the LCAP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,800,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,700,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,600,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,400,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,300,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,200,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,100,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2,900,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2,800,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The text description of the above chart is as follows: Sebastopol Independent Charter School plans to spend $3,665,610 for the 2022-23 school year. Of that amount, $3,108,148 is tied to actions/services in the LCAP and $557,462 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Facilities leases, rentals, and repairs (56xx);
- Utilities and other facilities operation expenses (54xx, 55xx);
- Contracted ELOP program costs (58xx Rsc 2600);
- Communications/network expenses (59xx);
- Office/other general supplies (4350-4399);
- General equipment (4400).

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sebastopol Independent Charter School is projecting it will receive $140,245 based on the enrollment of foster youth, English learner, and low-income students. Sebastopol Independent Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sebastopol Independent Charter School plans to spend $242,275 towards meeting this requirement, as described in the LCAP.

Please reference Goals 7 and 8 along with the "Increased or Improved Services" section of this LCAP.
Update on Increased or Improved Services for High Needs Students in 2021-22

This chart compares what Sebastopol Independent Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sebastopol Independent Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Sebastopol Independent Charter School's LCAP budgeted $255,536 for planned actions to increase or improve services for high needs students. Sebastopol Independent Charter School actually spent $261,940 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $6,404 had the following impact on Sebastopol Independent Charter School's ability to increase or improve services for high needs students:

This estimated actual amount slightly exceeds the budgeted amount.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone
---|---|---
Sebastopol Independent Charter School | Chris Topham Executive Director | ctopham@sebastopolcharter.org 707-824-9700

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The school did NOT receive additional funding through the Budget Act of 2021 that it would typically include in its LCAP. Additional funding that was received or is expected to be received ALL required separate/individual plans that have been or are in process of being completed. Plans for each of these programs was developed according to the specific requirements of each program and were reviewed and approved in accordance with the requirements of each funding source in addition to being reviewed with appropriate faculty and staff at regular staff meetings conducted between August and December 2021 and in regular public board meetings over the same period. The only additional funding received through the Budget Act by the school was:

- SpEd Learning Recovery
- SpEd Alternative Dispute Resolution
- Educator Effectiveness Grant
- Expanded Learning Opportunity Program
- Universal PreK Planning Grant
A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The school did NOT receive any additional concentration grant funding

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The use of one-time Federal funds was included in the regular development of the 21-22 LCAP, 21-22 Board Approved Operating Budget, and 21-22 First Interim Budget Revision. Please refer to the schools 21-22 LCAP for details of the engagement process.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The use of ESSER II and ESSER III funds was included in the development of the school's 21-22 Operating Budget and 21-22 First Interim Budget Revision and also in the school's ESSER III Expenditure Plan which can be found on the school’s website: www.sebastopolcharter.org

Uses of ESSER II and ESSER III Funds:

1. Facilities Upgrades: Successes/Challenges - The school completed construction of outdoor learning spaces for Grades 3-8 as well as for its Special Education classroom to facilitate the return to in-person learning. Funds were used primarily for the purchase of materials and school volunteers provided the labor for erecting the structures thereby cutting down on the overall cost. The school also invested in replacing one HVAC unit and upgrading/replacing HVAC filters. The school would have liked to provide additional/larger spaces and do further HVAC replacements and upgrades but was limited due to the amount of funding received.

2. PPE / Public Health Expenditures: Successes/Challenges – The school purchased PPE, cleaning supplies, and additional cleaning services in addition to purchasing HEPA filters for each classroom. The school would have liked to provide additional equipment and services but was limited due to the amount of funding received.

3. RTI/Academic Support Services: Successes/Challenges – The school has been able to provide additional academic student support services to facilitate Learning Recovery as part of the school’s overall Multi-tiered System of Supports. The school would have liked to provide additional services and resources but was limited due to the amount of funding received.

4. RTI/Academic Support Curriculum and Materials: Successes/Challenges – The school has been able to invest in additional curriculum and learning materials to facilitate Learning Recovery as part of the school’s overall Multi-tiered System of Supports. The school would have liked to provide additional resources but was limited due to the amount of funding received.
5. Psychological Counseling and Assessments: Successes/Challenges – The school has been able to provide additional psychological counseling and assessment services and other Social-Emotional supports to students. The school would have liked to provide additional services and resources but was limited due to the amount of funding received.

6. Training/Mentoring: Successes/Challenges – The school has been able to provide additional training and mentoring for teachers and staff. The school will supplement and extend these efforts through the use of additional funding received through the Educator Effectiveness Grant.

7. Distance Learning Services and Support: Successes/Challenges – The school was able to provide additional resources, services, and support for distance-learning to students and teachers. The school would have liked to provide additional services and resources but was limited due to the amount of funding received.

8. Student Chromebooks: Successes/Challenges – The school was able to provide additional student computers for distance-learning and academic enhancement.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Sebastopol Charter School is using the fiscal resources received for the 21-22 school year in alignment with our LCAP. As delineated in Item 1. Above, the funding has either already been included in the school’s 21-22 LCAP or has been included in a separate plan.

Below is how the additional funding supports LCAP goals:

1. Facilities Upgrades – supports LCAP Goal #1
2. PPE / Public Health Expenditures – supports LCAP Goal #1
3. RTI/Academic Support Services – supports LCAP Goals #4, 8, & 9.
6. Training/Mentoring – supports LCAP Goal #6
7. Distance Learning Services and Support – supports LCAP Goals #4, 8, & 9.
8. Student Chromebooks – supports LCAP Goals #4, 8, & 9.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year
For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

**Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

**Instructions**

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as
Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary
School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebastopol Independent Charter School</td>
<td>Chris Topham, Executive Director</td>
<td><a href="mailto:ctopham@sebastopolcharter.org">ctopham@sebastopolcharter.org</a> 707-824-9700</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

General Information

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

Sebastopol Independent Charter School (“SICS” or “Sebastopol Charter”) is a Kindergarten through 8th grade, California charter school located at 1111 Gravenstein Hwy North in Sebastopol, CA. The school was founded in 1995, but we have only had three years on our first unified campus for all the grades K-8. As of June 6, 2021 enrollment was 280 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.

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

We are not able to compare data from the California Dashboard, as we have usually done in past LCAPs, because the CA Dashboard has not included data from the CAASPP and CAST tests for 2019-2020 and 2020-2021. Due to the pandemic, the state canceled CAASPP and CAST testing for the 2019-2020 school year. Although Sebastopol Independent Charter School (SICS) participated in the CAASPP and CAST testing in 2020-2021, the California Dashboard didn't provide the data from those test results. However, in this section, we will compare the CAASPP test results from 2021 with the last results we have from 2019. The California Dashboard is not sharing data for Chronic Absenteeism and Suspension rate for the 2020-2021 school year, so we will not compare Absenteeism and Suspension rate in this section.

According to the CAASPP results from 2021, 68.3% of ALL our students Met or Exceeded the Standard for English Language Arts. (See Appendix A) In 2019, 65.39% ALL of our students Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 2.91% of students who Met or Exceeded the Standard for English Language Arts. Compared with the state of California, which had 49.01% of students Met or Exceeded the Standard for English Language Arts, we had 19% more students who Met or Exceeded the Standard for English Language Arts.

According to the CAASPP results from 2021, 25% of our students with disabilities Met or Exceeded the Standard for English Language Arts. In 2019, 17.4% of our students with disabilities Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 7.6% of students with disabilities who Met or Exceeded the Standard for English Language Arts.

According to the CAASPP results from 2021, 66.04% of our students who are economically disadvantaged Met or Exceeded the Standard for English Language Arts. In 2019, 61.7% of our students who are economically disadvantaged Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 4.34% of students who are economically disadvantaged Met or Exceeded the Standard for English Language Arts.

According to the CAASPP results from 2021, 61.9% of our students who are Hispanic or Latino Met or Exceeded the Standard for English Language Arts. In 2019, 36.84% of our students who are Hispanic or Latino Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 25.06% of students who are Hispanic or Latino Met or Exceeded the Standard for English Language Arts.
According to the CAASPP results from 2021, 70.15% of our students who are White Met or Exceeded the Standard for English Language Arts. In 2019, 68.34% of our students who are White Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 1.81% of students who are White Met or Exceeded the Standard for English Language Arts.

According to the CAASPP results from 2021, 80.43% of our students who are Female Met or Exceeded the Standard for English Language Arts. In 2019, 73.91% of our students who are Female Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 6.52% of students who are Female Met or Exceeded the Standard for English Language Arts.

According to the CAASPP results from 2021, 53.43% of our students who are Male Met or Exceeded the Standard for English Language Arts. In 2019, 51.47% of our students who are Male Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 1.96% of students who are Male Met or Exceeded the Standard for English Language Arts.

According to the CAASPP results from 2021, 23.53% of our students with disabilities Met or Exceeded the Standard for Mathematics. In 2019, 17.39% of our students with disabilities Met or Exceeded the Standard for Mathematics. This indicated that we had an increase of 6.14% of students with disabilities who Met or Exceeded the Standard for Mathematics.

According to the CAASPP results from 2021, 42.85% of our students who are Hispanic or Latino Met or Exceeded the Standard for English Language Arts. In 2019, 40.91% of our students who are Hispanic or Latino Met or Exceeded the Standard for English Language Arts. This indicated that we had an increase of 1.94% of students who are Hispanic or Latino Met or Exceeded the Standard for English Language Arts.

According to the CAST results from 2021, more than 50% of the 5th grade students met or exceeded the science standard and about 60% of the 8th grade students exceeded the science standard. (See appendix A). The 8th grade score had an increase of about 35% of students who either met or exceeded the science standard. The 5th grade remained similar.

We work with a Multi-Tiered System of Support to support academic as well as social-emotional well-being, through monitoring systems, benchmarks, and assessments. We have two counselors who provide additional social-emotional learning support to students. We hired additional staff to support general education teachers to provide Response-to-Intervention support, especially in the realm of literacy and math. All faculty participated in suicide prevention training to build skills in recognizing and addressing self-threat. A restorative practices teacher trained student leaders to provide peer support and facilitate restorative circles.

**Reflections: Identified Need**

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

We are not able to compare data from the California Dashboard, as we have usually done in past LCAPs, because the CA Dashboard has not included data from the CAASPP and CAST tests for 2019-2020 and 2020-2021. Due to the pandemic, the state canceled CAASPP and CAST testing for the 2019-2020 school year. Although Sebastopol Independent Charter School (SICS) participated in the CAASPP and
CAST testing in 2020-2021, the California Dashboard didn't provide the data from those test results. However, in this section, we will compare the CAASPP test results from 2021 with the last results we have from 2019. The California Dashboard is not sharing data for Chronic Absenteeism and Suspension rate for the 2020-2021 school year, so we will not compare Absenteeism and Suspension rate in this section.

According to the CAASPP results from 2021, 55.15% of ALL our students Met or Exceeded the Standard for Mathematics. (See Appendix A) In 2019, 56.05% ALL of our students Met or Exceeded the Standard for Mathematics. This indicated that we had a decrease of 0.9% of students who Met or Exceeded the Standard for Mathematics. Compared with the state of California, which had 33.76% of students who Met or Exceeded the Standard for Mathematics, we had 21.39% more students who Met or Exceeded the Standard for Mathematics.

According to the CAASPP results from 2021, 46.15% of our students who are economically disadvantaged Met or Exceeded the Standard for Mathematics. In 2019, 47.27% of our students who are economically disadvantaged Met or Exceeded the Standard for Mathematics. This indicated that we had a decrease of 1.12% of students who are economically disadvantaged Met or Exceeded the Standard for Mathematics.

According to the CAASPP results from 2021, 57.46% of our students who are White Met or Exceeded the Standard for Mathematics. In 2019, 60% of our students who are White Met or Exceeded the Standard for Mathematics. This indicated that we had a decrease of 2.54% of students who are White Met or Exceeded the Standard for Mathematics.

Sebastopol Charter School will increase support to students in need of additional instruction. Sebastopol Charter School will purchase curriculum and assessments that are research-based, in line with Common Core standards, and also aligned with the methodology of Public Waldorf education. Faculty will continue to receive training to understand and implement the Multi-Tiered System of Support to support learning for all students. We are using a benchmark assessment system for better tracking of student progress and identification of students in need of extra support. Sebastopol Charter has adopted Eureka Math Square for grades 1-8 for 2022-2023.

**LCAP Highlights**

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

<table>
<thead>
<tr>
<th>Goal 1: Basic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 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.</td>
</tr>
<tr>
<td>1.2 Students have access to Common Core State Standards-aligned instructional materials as applicable to the school’s Waldorf-methods-based curriculum.</td>
</tr>
<tr>
<td>1.3 School facilities are maintained clean, safe and in good repair. We’ve kept our campus in safe order.</td>
</tr>
</tbody>
</table>
Goal 2: SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school’s board and on school task forces; 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 3: Pupil Achievement and Pupil Outcomes
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, (C) Percentage of EL pupils who make progress toward English proficiency on CELDT and (D) EL reclassification rate [Note: (C) and (D) are not applicable this year]. Our students continue to score higher than students in surrounding schools on standardized tests.

Goal 4: School Climate and Engagement
SICS will set and strive to meet targets in the following areas:
4.1: School Attendance rates higher than 93%;
4.2: Low levels of chronic absenteeism;
4.3: No middle school dropouts;
4.4: Suspension rates of less than 3%; and
4.5: Expulsion rates of less than 1%.
4.6: SICS will generally strive to reduce the number of absences

Goal 5: 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 6: Ensure the long-term sustainability and financial stability of the school

Goal 7: Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS).

Goal 8: Provide a strong social and emotional student support program.

Goal 9: Continue to develop Special Education expertise, resources, and overall program.

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

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

None / Not Applicable. Our charter school has not been identified for comprehensive support and improvement (CSI).
**Support for Identified Schools**
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable. Our charter school has not been identified for comprehensive support and improvement (CSI).

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

Not Applicable. Our charter school has not been identified for comprehensive support and improvement (CSI).
### Engaging Educational Partners

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

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 students on school performance and needs in a variety of ways including but not limited to: surveys, faculty meetings, board meetings, town hall meetings, facility planning meetings, staff meetings, classroom discussions, class parent meetings, committee 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 6th, 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. LCAP Goal Setting was included in regular board meeting agendas and discussed at those meetings. All board meeting agendas and related materials are published on the school’s website along with board meeting dates and community participation is encouraged. Board meeting dates and times are published in school newsletters and the school’s online calendar on its website.

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.

<table>
<thead>
<tr>
<th>A summary of the feedback provided by specific educational partners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents have shared the importance of physical and emotional safety during the Covid-influenced, challenging time. 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 the 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 develop the new campus. Additional areas of</td>
</tr>
</tbody>
</table>
desired focus included: continuing to improve student support and services, teacher development, expanding the gardening program and attracting/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.

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 one of the spring meetings 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.

Our faculty has shared the importance of supporting teachers completing their credentialing process, upkeep of school facilities, and updating school technology to meet 21st century learning needs. Teachers also shared that our programs are solid, so the main goal should be to maintain the quality of our programs while recruiting and training highly qualified teachers to be successful at our school. Teachers also discussed the importance of using a variety of student assessment tools including DIBELS, Illuminate, CAASPP, student portfolio, and formative assessments.

Throughout the year, teachers have expressed the importance of maintaining a climate of inclusiveness at Sebastopol Charter School, including an anti-bias curriculum and regular social and emotional learning (SEL) throughout the school. Teachers requested support for addressing social-emotional needs.

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

In Goal 1, we state School facilities are maintained clean, safe and in good repair. This was written in response to input from both parents and teachers that we must continue to keep our facilities in good repair, while providing an educational environment that is physically and emotionally safe for students.

In Goal 2, we state SICS will continue to provide opportunities for parent involvement. We have received feedback how much parents appreciated the updates, communication and invitations for feedback during a year with many changes due to Covid. Having received the feedback about the appreciation for constant communication, we will make sure to keep up our communication campaign as we expect more changes due to Covid.

In Goal 5, we state that we will provide high quality Waldorf-inspired programs, teachers, and staff. We have received feedback from parents in our annual survey that they highly prefer for the to provide high quality Waldorf-inspired programs and prioritize the hiring and retaining of high-quality teachers.

In Goal 7, we state that we will continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS). It has become clear from the Covid-affected time period with distance learning and hybrid schedules that students will need extra support during 2021-2022 with their academic progress.
In Goal 8, we state that we will provide a strong social and emotional student support program. It has become clear from the Covid-affected time period with distance learning and hybrid schedules that students will need extra support during 2021-2022 with their social-emotional progress.

In Goal 9, we state that we will continue to develop Special Education expertise, resources, and overall program. We have recently qualified more students in need for special education services and we have had more students join the school with IEPs. Therefore we plan to increase the support in special education services.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | 1.1 BASIC SERVICES: 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.  
1.2 Students have access to Common Core State Standards-aligned instructional materials as applicable to the school’s Waldorf-methods based curriculum  
1.3 School facilities are maintained clean, safe and in good repair |

An explanation of why the LEA has developed this goal.

This goal meets State Priorities: 1 – Basic Services and 2 – State Standards  
This goal addresses the most basic services of having credentialed teachers, standards-aligned materials and a safe campus.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual SARC Report on teacher credentials and Annual Report to District</td>
<td>100% of teachers holding adequate credentials and appropriately assigned</td>
<td>100% of teachers holding adequate credentials and appropriately assigned</td>
<td>100% of teachers holding adequate credentials and appropriately assigned</td>
<td>100% of teachers holding adequate credentials and appropriately assigned</td>
<td></td>
</tr>
<tr>
<td>Instructional materials, supplies, and equipment purchased and in stock or on order</td>
<td>Instructional materials, supplies, and equipment purchased and in stock or on order</td>
<td>Instructional materials, supplies, and equipment purchased and in stock or on order</td>
<td>Instructional materials, supplies, and equipment purchased and in stock or on order</td>
<td>Instructional materials, supplies, and equipment purchased and in stock or on order</td>
<td></td>
</tr>
<tr>
<td>Most instructional materials are</td>
<td>Most instructional materials are</td>
<td>Most instructional materials are</td>
<td>Most instructional materials are</td>
<td>Most instructional materials are</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Common Core State Standards aligned as applicable within the school’s Waldorf-methods based curriculum</td>
<td>Common Core State Standards aligned as applicable within the school’s Waldorf-methods based curriculum</td>
<td>Common Core State Standards aligned as applicable within the school’s Waldorf-methods based curriculum</td>
<td></td>
<td></td>
<td>Common Core State Standards aligned as applicable within the school’s Waldorf-methods based curriculum</td>
</tr>
<tr>
<td>Most instructional materials are Waldorf program aligned</td>
<td>Most instructional materials are Waldorf program aligned</td>
<td>Most instructional materials are Waldorf program aligned</td>
<td></td>
<td></td>
<td>Most instructional materials are Waldorf program aligned</td>
</tr>
<tr>
<td>Daily / Monthly / Annual facility inspections as appropriate. [See General Note 2 above]</td>
<td>Positive bi-annual RESIG school facilities safety audit Updated and active maintenance and safety log and site inspection documents</td>
<td>Updated and active maintenance and safety log and site inspection documents</td>
<td></td>
<td></td>
<td>Updated and active maintenance and safety log and site inspection documents</td>
</tr>
<tr>
<td>Daily cleanliness spot checks by School Administrators and/or Staff</td>
<td>Daily cleanliness spot checks by School Administrators and/or Staff</td>
<td>Daily cleanliness spot checks by School Administrators and/or Staff</td>
<td></td>
<td></td>
<td>Daily cleanliness spot checks by School Administrators and/or Staff</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
<td>Credential Review</td>
<td>SICS conducts credential review as part of teacher hiring process. General Note - Costs are included in Goal 5 M&amp;A</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1.2</td>
<td>Credential Audit</td>
<td>SICS conducts regular audits of Charter School teacher credentials to ensure compliance. General Note - Costs are included in Action 5.8: Other Programs / M&amp;A.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1.3</td>
<td>Credential Updates</td>
<td>SICS informs credentialed staff when credentials are near expiration. General Note - Costs are included in Action 5.8: Other Programs / M&amp;A.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Instructional Materials</td>
<td>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. SICS will continue to invest in computers and its instrument inventory. [Obj 41xx, 42xx, 4300-4349, 4430 excl RTI,SpEd,Grad]</td>
<td>$60,450.00</td>
<td>No</td>
</tr>
<tr>
<td>1.5</td>
<td>Campus Cleanliness</td>
<td>General cleaning by custodial services and school community will maintain campus cleanliness [Obj 555x]</td>
<td>$27,510.00</td>
<td>No</td>
</tr>
<tr>
<td>1.6</td>
<td>Campus Safety &amp; Maintenance</td>
<td>Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable. General Note - Costs are included in Action 5.8: Other Programs / M&amp;A.</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

Spending on instructional materials and equipment was nearly double what was originally included in the budget as a result of additional ESSER/CARES funding use to purchase additional student chromebooks, curriculum resources and other materials. We expect spending to return to pre-Covid levels in 22-23.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Spending on instructional materials and equipment was nearly double what was originally included in the 21-22 budget as a result of additional ESSER/CARES funding use to purchase additional student chromebooks, curriculum resources and other materials. We expect spending to return to pre-Covid levels in 22-23.

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

All planned actions took place to make progress toward the goal.

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

No changes planned.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | Parent Involvement  
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 |

An explanation of why the LEA has developed this goal.

**State Priority 3 – Parent Involvement**
The aim of this goal is to increase understanding of our curriculum, and to provide meaningful and accurate reports on student achievement and progress.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement</td>
<td>Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement</td>
<td>Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement</td>
<td></td>
<td></td>
<td>Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement</td>
</tr>
<tr>
<td>SICS has parents on the charter school board and task forces</td>
<td>SICS has parents on the charter school board and task forces</td>
<td>SICS has parents on the charter school board and task forces</td>
<td></td>
<td></td>
<td>SICS has parents on the charter school board and task forces</td>
</tr>
<tr>
<td>Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school</td>
<td>Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school</td>
<td>Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school</td>
<td></td>
<td></td>
<td>Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school</td>
</tr>
</tbody>
</table>
## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Parent Volunteering for Events</td>
<td>Continue to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.).</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2.2</td>
<td>Parent Volunteering in the Classroom</td>
<td>Continue to provide parent volunteer opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2.3</td>
<td>Parent Volunteering in Governance</td>
<td>Continue to provide opportunities for parent participation on the school's board, on school task forces, and in school programs</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2.4</td>
<td>Annual Survey</td>
<td>Continue to provide an annual survey to allow parents an additional formal venue for feedback and input to the school's administration. (See also: Section: Stakeholder Engagement).</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2.5</td>
<td>Executive Director Availability</td>
<td>Continue ED “open door” and open communication policy to meet with school parents to hear their ideas, concerns, and inputs</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2.6</td>
<td>Parent Education</td>
<td>Offer opportunities for speakers from inside and outside of the school community and other parent education events and activities. Incl in obj 5832</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

No material differences. We have met the goals as planned.

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

No material differences.

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

All planned actions took place to make progress toward the goal.

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

We hope to offer more parent education during the 2022-2023 school year. Due to Covid precautions, we had less parent education events, but we're hopeful for more parent education events in 2022-2023.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Pupil Achievement and Pupil Outcomes // Course Access</td>
</tr>
</tbody>
</table>

- 3.1 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: CAASPP Statewide assessments, Academic Performance Index, and Percentage of EL pupils who make progress toward English proficiency on CELDT
- 3.2 SICS will meet the annual academic targets as mandated by the State Board of Education
- 3.3 High achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts.
- 3.4 Waldorf and Common Core State Standards-based instruction
- 3.5 Positive Student Character Development;
- 3.6 School and Community Participation
- 3.7 Course Access 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

An explanation of why the LEA has developed this goal.

State Priorities: 2 – State Standards; 4 – Pupil Achievement; 5 – Pupil Engagement; 7 – Course Access; and 8 – Pupil Outcomes

This is a schoolwide goal, which is applicable to the same extent to all subgroups at SICS.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1: The CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools</td>
<td>CAASPP scores show that SICS students score at an equal or higher proficiency rate than local surrounding schools</td>
<td>CAASPP scores showed that SICS students score at an equal or higher proficiency rate than local surrounding schools</td>
<td>CAASPP scores showed that SICS students score at an equal or higher proficiency rate than local surrounding schools</td>
<td>CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>local surrounding schools</td>
<td>local surrounding schools</td>
<td>local surrounding schools</td>
<td>local surrounding schools</td>
<td>local surrounding schools</td>
<td>local surrounding schools</td>
</tr>
<tr>
<td>3.2: CAASPP Scores and CA Dashboard summary, will demonstrate goal</td>
<td>CA Dashboard demonstrated goal met</td>
<td>Performance maintained or improved over prior year</td>
<td>Performance maintained or improved over prior year</td>
<td>Performance maintained or improved over prior year</td>
<td>Performance maintained or improved over prior year</td>
</tr>
<tr>
<td>3.3: CAASPP reports; classroom-level reports, mid-year reports,</td>
<td>CAASPP reports; classroom-level reports, mid-year reports, end-of-the-</td>
<td>CAASPP reports; classroom-level reports, mid-year</td>
<td>CAASPP reports; classroom-level reports, mid-year</td>
<td>CAASPP reports; classroom-level reports, mid-year</td>
<td>CAASPP reports; classroom-level reports, mid-year</td>
</tr>
<tr>
<td>reported, end-of-the-year reports, and reports for all</td>
<td>year reports, and reports for all subgroups; CELDT; IEP reports</td>
<td>reports, end-of-the-year reports, and reports for</td>
<td>reports, end-of-the-year reports, and reports for</td>
<td>reports, end-of-the-year reports, and reports for</td>
<td>reports, end-of-the-year reports, and reports for</td>
</tr>
<tr>
<td>reports, end-of-the-year reports, and reports for all subgroups;</td>
<td>demonstrate goal met or progress</td>
<td>all subgroups; CELDT; IEP reports demonstrate</td>
<td>all subgroups; CELDT; IEP reports demonstrated</td>
<td>all subgroups; CELDT; IEP reports will demonstrate</td>
<td>all subgroups; CELDT; IEP reports will demonstrate</td>
</tr>
<tr>
<td>reports for all subgroups; CELDT; IEP reports will demonstrate goal</td>
<td></td>
<td>goals met or progress</td>
<td>goal met or progress</td>
<td>goal met or progress</td>
<td>goal met or progress</td>
</tr>
<tr>
<td>3.4: Charter petition exhibit and classroom work plans; project-</td>
<td>Charter petition exhibit and classroom work plans; project-based</td>
<td>Charter petition exhibit and classroom work plans;</td>
<td>Charter petition exhibit and classroom work plans;</td>
<td>Charter petition exhibit and classroom work plans;</td>
<td>Charter petition exhibit and classroom work plans;</td>
</tr>
<tr>
<td>based assessments; SICS master schedule; classroom lesson plans</td>
<td>assessments; SICS master schedule; classroom lesson plans demonstrate</td>
<td>project-based assessments; SICS master schedule;</td>
<td>project-based assessments; SICS master schedule;</td>
<td>project-based assessments; SICS master schedule;</td>
<td>project-based assessments; SICS master schedule;</td>
</tr>
<tr>
<td>will demonstrate goal met</td>
<td>plans demonstrate goal met</td>
<td>classroom lesson plans will demonstrate goal met.</td>
<td>classroom lesson plans will demonstrate goal met.</td>
<td>classroom lesson plans will demonstrate goal met.</td>
<td>classroom lesson plans will demonstrate goal met.</td>
</tr>
<tr>
<td>3.5: Teacher observations and Faculty Meeting minutes will</td>
<td>Teacher observations and Faculty Meeting minutes demonstrate goal met;</td>
<td>Teacher observations and Faculty Meeting minutes</td>
<td>Teacher observations and Faculty Meeting minutes</td>
<td>Teacher observations and Faculty Meeting minutes</td>
<td>Teacher observations and Faculty Meeting minutes</td>
</tr>
<tr>
<td>demonstrate goal met;</td>
<td></td>
<td>demonstrate goal met</td>
<td>demonstrate goal met</td>
<td>demonstrate goal met</td>
<td>demonstrate goal met</td>
</tr>
<tr>
<td>3.6: Event review portion of Faculty Meeting minutes will</td>
<td>Event review portion of Faculty Meeting minutes demonstrate goal met</td>
<td>Event review portion of Faculty Meeting minutes</td>
<td>Event review portion of Faculty Meeting minutes</td>
<td>Event review portion of Faculty Meeting minutes</td>
<td>Event review portion of Faculty Meeting minutes</td>
</tr>
<tr>
<td>demonstrate goal met</td>
<td></td>
<td>demonstrated goal met</td>
<td>demonstrated goal met</td>
<td>demonstrated goal met</td>
<td>demonstrated goal met</td>
</tr>
</tbody>
</table>
### Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7: Course and grade level schedule will show how all academic content is available to all students</td>
<td>Course and grade level schedule shows how all academic content is available to all students</td>
<td>Course and grade level schedule showed how all academic content is available to all students</td>
<td></td>
<td></td>
<td>Course and grade level schedule will show how all academic content is available to all students</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Instruction and Curriculum</td>
<td>SICS will provide instruction conducive to student learning with appropriate state-standards and Waldorf-standards instructional materials throughout the school year. Costs for this action are included under Goal 5.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>Administrative Supervision</td>
<td>SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary. Costs for this action are included under Goal 5.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Student Engagement</td>
<td>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 integration of 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. Costs for this action are included under Goal 5, 7-9.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3.4</td>
<td>Social Inclusion</td>
<td>SICS provides a program through the social inclusion program where students are encouraged to develop positive attitudes towards their learning environment and other people. Costs for this action are included under Goal 5 and 8.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3.5</td>
<td>Student Events</td>
<td>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. Other costs are included on other line items in this report. [5803 Field Trips, 5805 Fest, Athl, 4315 Grad, 4357 Fund]</td>
<td>$42,800.00</td>
<td>No</td>
</tr>
<tr>
<td>3.6</td>
<td>Academic Access</td>
<td>The E.D. will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels. Costs for this action are included under Goal 5</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3.7</td>
<td>Student Assessments</td>
<td>Conduct comprehensive grade assessments to ensure students are able to participate as fully as possibly in the broad curricular program. The costs for this and other RTI activities are included in Goal 7.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3.8</td>
<td>Student Health</td>
<td>Provide student hearing and vision screening. (Obj 5854) This and other general ed RTI activities are also part of efforts detailed in Goal 7. Note: Vision screening is generally provided pro bono.</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

No material differences. We have met the goals as planned. We expect additional field trip and other student activities to increase this year post-Covid restrictions.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

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

All planned actions took place to make progress toward the goal.

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

We do not expect any changes in this goal.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
### Goals and Actions

#### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4      | School Climate and Engagement  
4.1 School Attendance rates of higher than 93%;  
4.2 Low levels of chronic absenteeism;  
4.3 No middle school dropouts;  
4.4 Suspension rates of less than 3%; and  
4.5 Expulsion rates of less than 1%.  
4.6 SICS will generally strive to reduce the number of absences |

An explanation of why the LEA has developed this goal.

State Priorities: 5 – Pupil Engagement and 6 – School Climate

#### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 and 4.6: SICS ADA reports will demonstrate attendance goal met</td>
<td>2019-20 P-2 Attendance (ADA) rate: 96.48%</td>
<td>School Attendance rate of 93.9%</td>
<td></td>
<td></td>
<td>School Attendance rates of higher than 93%</td>
</tr>
<tr>
<td>4.2: Monthly and annual absence reports from our Student Information System will demonstrate goal met</td>
<td>2019-20 Chronic Absenteeism rate: 2.04%</td>
<td>Performance maintained or improved over prior year</td>
<td></td>
<td></td>
<td>Performance maintained or improved over prior year</td>
</tr>
<tr>
<td>4.3: SICS ADA reports will demonstrate attendance goal met</td>
<td>2019-20 Middle School Dropouts: 0</td>
<td>0 Middle School Dropouts</td>
<td></td>
<td></td>
<td>0 Middle School Dropouts</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>4.4: SICS annual suspension and expulsion reports will show a suspension rate of less than 3% and will demonstrate goal met</td>
<td>2019-20 Suspension rate: 0%</td>
<td>Suspension rate: 0%</td>
<td></td>
<td></td>
<td>Suspension rates of less than 3%</td>
</tr>
<tr>
<td>4.5: SICS annual suspension and expulsion reports will show an expulsion rate of less than 1% and will demonstrate goal met</td>
<td>2019-20 Expulsion rate: 0%</td>
<td>Expulsion rate: 0%</td>
<td></td>
<td></td>
<td>Expulsion rates of less than 1%</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Student Attendance</td>
<td>SICS will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents. Note: all costs for this goal (Action Items 4.1 - 4.4) are included under Goal 5.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Attendance Communication</td>
<td>Parents and students will be informed of our attendance policies specified in our Middle School Student Handbook / Parent Handbook, and SICS will communicate (e.g. mail, phone, emails) with parents of chronically absent students to improve attendance.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Middle School Students Engagement</td>
<td>Our middle school teachers will be mentored in how to work with middle school students</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4.4</td>
<td>Suspension/Expulsion Review and School Climate</td>
<td>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</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

No material differences. We have met the goals as planned. Note: all costs for this goal are included under Goal 5.

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

No material differences. Note: all costs for this goal are included under Goal 5.

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

Our actions helped meet our goals.

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

We haven't made changes to our goals, but we wish for the desired outcomes for attendance to improve next school year. We had a lot of Covid-related absences that affected our attendance rate more than usual. We hope there will be less of an impact by Covid next year in which case we expect our attendance rate to improve and be more similar to pre-Covid attendance rates.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Provide high quality Public Waldorf programs, faculty, staff, and administration</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

State Priorities: 1, 4, 6, 8  
Local Priorities: Local Priority #1: There is a continued strong community demand for a high quality, Public Waldorf school in the school district and geographical region.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>High enrollment</td>
<td>Enrollment: 280 students</td>
<td>Enrollment was near class-size limits set by the school's board</td>
<td></td>
<td></td>
<td>Maintain enrollment within class-size limits set by the school’s board</td>
</tr>
<tr>
<td>Waiting lists for most classes indicates strong demand</td>
<td>There are wait lists for every class</td>
<td>Wait lists for most classes</td>
<td></td>
<td></td>
<td>Wait lists for most classes</td>
</tr>
<tr>
<td>Survey feedback shows Waldorf one of strongest factors in families choosing SICS</td>
<td>Survey feedback shows Waldorf one of strongest factors in families choosing SICS</td>
<td>Survey feedback shows Waldorf one of strongest factors in families choosing SICS</td>
<td></td>
<td></td>
<td>Survey feedback shows Waldorf one of strongest factors in families choosing SICS</td>
</tr>
</tbody>
</table>

### Actions
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Employee Compensation and core Waldorf program</td>
<td>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, school operations and support functions, and effective school management and administration. Costs are Core Waldorf salary and benefits costs.</td>
<td>$1,246,020.00</td>
<td>No</td>
</tr>
<tr>
<td>5.2</td>
<td>Employee Retention and Recruitment</td>
<td>Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed. (Obj 5204). Management costs related to this goal are included in M&amp;A salary costs</td>
<td>$2,000.00</td>
<td>No</td>
</tr>
<tr>
<td>5.3</td>
<td>Professional Development</td>
<td>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 program induction stipends are included in Obj 1153 – see 5.5 below, and object 5832) (Obj 5200, 5205).</td>
<td>$27,015.00</td>
<td>No</td>
</tr>
<tr>
<td>5.4</td>
<td>Professional Services</td>
<td>Provide for outside mentors, lecturers and teachers for training, instruction and consultation (incl in Obj 5830 and 5832)</td>
<td>$9,600.00</td>
<td>No</td>
</tr>
<tr>
<td>5.5</td>
<td>Internal Mentoring</td>
<td>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 5.1. obj 1xxx) Note: $8,500 incl in 5.1 and $1,000 incl in 5.4 above.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>5.6</td>
<td>Enhanced Academics (Math/Spanish)</td>
<td>Enhanced Academics (Math/Spanish) salary and benefits costs</td>
<td>$122,043.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>5.7</td>
<td>Waldorf Specialty Programs</td>
<td>Waldorf Specialty Programs: Music/Practical Arts/Movement/Games salary and benefits costs</td>
<td>$251,353.00</td>
<td>No</td>
</tr>
<tr>
<td>5.8</td>
<td>Other Salary and Benefits Costs</td>
<td>Other Programs / M&amp;A salary and benefits costs including ELOP / After School; Food Program, M&amp;A costs</td>
<td>$588,105.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

| No material differences. We have met the goals as planned. |

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

| No material differences. |

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

| The actions we planned were effective. |

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

| Our enrollment was affected by Covid-related issues, but we expect that our enrollment will stabilize for next year. |

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Ensure the long-term sustainability and financial stability of the school.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

State Priorities: 1, 4, 6, 8
Local Priorities: Local Priority #2
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.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board retention and recruitment</td>
<td>Board members are asked to commit to at least a 2-year term</td>
<td>Board members will strive to serve for at least 2 years.</td>
<td></td>
<td></td>
<td>Board members will strive to serve for at least 2 years.</td>
</tr>
<tr>
<td>Positive feedback from sponsoring district</td>
<td>SICS has a positive working relationship with SUSD.</td>
<td>SICS continues to have a positive relationship with SUSD.</td>
<td></td>
<td></td>
<td>SICS will continue having a positive relationship with SUSD.</td>
</tr>
<tr>
<td>Positive Annual Audit results</td>
<td>SICS received positive audit results. No audit exceptions were noted and no corrective actions were required.</td>
<td>SICS received positive audit results. No audit exceptions were noted and no corrective actions were required.</td>
<td></td>
<td></td>
<td>SICS will continue to receive positive audit results, and respond effectively to any exceptions.</td>
</tr>
</tbody>
</table>

Actions
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Authorizing District Relations</td>
<td>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. Obj 5801</td>
<td>$26,362.00</td>
<td>No</td>
</tr>
<tr>
<td>6.2</td>
<td>Charter School Support</td>
<td>Continue membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA and CSDC) and to leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success. Obj 5300</td>
<td>$7,310.00</td>
<td>No</td>
</tr>
<tr>
<td>6.3</td>
<td>Board Governance</td>
<td>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. Note: advocacy organization membership benefits (6.2 above) also include training opportunities and materials for board members.</td>
<td>$1,000.00</td>
<td>No</td>
</tr>
<tr>
<td>6.4</td>
<td>Financial Management</td>
<td>Continue strong history of prudent fiscal management. Continue a Business Services consortium with other regional Waldorf charter schools in order to retain local financial leadership and to leverage and share financial leadership resources more effectively. The consortium may provide a springboard for further resource-sharing and leveraging among and between the schools. Maintain Operations Manager position to provide fiscal and payroll technician services along with coordinating and supporting the daily operations of the school. Note: Operations Manager costs included in Action 5.1 M&amp;A. Obj 5833</td>
<td>$79,142.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>6.5</td>
<td>Financial Compliance</td>
<td>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 business services consortium staff.</td>
<td>$12,800.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

No material differences. We have met the goals as planned.

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

No material differences.

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

The actions to meet this goal were effective and met.

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

No changes planned.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS).</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

State Priorities: 1, 3, 4, 5, 6, 8
Local Priorities: Local Priority #4
To provide additional academic support to students in order to increase student success and pupil achievement within the general education environment. This goal also specifically addresses increasing and improving services to unduplicated pupils and specific subgroups (See “Demonstration of Increased or Improved Services for Unduplicated Pupils” section below).
Implement an integrated Multi-Tiered System of Support as a way to help serve the whole child and systematically support all students.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics covered under Goal 3</td>
<td>Metrics covered under Goal 3</td>
<td>Metrics covered under Goal 3</td>
<td></td>
<td></td>
<td>Metrics covered under Goal 3</td>
</tr>
</tbody>
</table>

Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>RTI Program</td>
<td>Further develop RTI program in 2022-23</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>7.2</td>
<td>Student Assessments for MTSS</td>
<td>Conduct Benchmark Assessments, along with other ongoing student assessments</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>7.3</td>
<td>Student Health Screening</td>
<td>Conduct Hearing and Vision screening tests</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>7.4</td>
<td>RTI Program - Total Costs</td>
<td>Total Budgeted expenditures for Goal 9 - academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS), including the items listed above.</td>
<td>$202,461.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7.5</td>
<td>Title I - Program Costs</td>
<td>Title I - Targeted Student Assistance Program costs</td>
<td>$23,644.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

No material differences. We have met the goal as planned.

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

No material differences.

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

We have been very pleased with our expanded student support services.

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

We do not plan to have any changes to the planned goal, metrics, desired outcomes or actions for the coming year. We are very proud of our student support system and the implementation by our staff.
A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Provide a strong social and emotional student support program as part of an effective overall Multi-Tiered System of Support (MTSS).</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

State Priorities: 1, 3, 4, 5, 6, 8  
Local Priorities: Local Priority #5  
To provide additional behavioral, social, & emotional support to students in order to increase student success and pupil achievement within the general education environment. This goal also specifically addresses increasing and improving services to unduplicated pupils and specific subgroups (See “Demonstration of Increased or Improved Services for Unduplicated Pupils” section below).  
Implement an integrated Multi-Tiered System of Support as a way to help serve the whole child and systematically support all students.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Parent Survey Results</td>
<td>The survey indicated parents supportive of the school’s social emotional program.</td>
<td>The survey indicated parent support of the school’s social emotional program.</td>
<td></td>
<td></td>
<td>The survey will indicate parents supportive of the school’s social emotional program.</td>
</tr>
<tr>
<td>Positive Student Survey Results</td>
<td>The survey indicated students supportive of the school’s social emotional program.</td>
<td>The survey indicated student support of the school’s social emotional program.</td>
<td></td>
<td></td>
<td>The survey will indicate parents supportive of the school’s social emotional program.</td>
</tr>
<tr>
<td>Positive Community feedback</td>
<td>SICS received positive feedback from a broader community regarding its social-emotional program.</td>
<td>SICS continues to receive positive feedback from a broader community.</td>
<td></td>
<td></td>
<td>SICS will continue to receive positive feedback from a broader community.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>regarding its social-emotional program.</td>
<td></td>
<td></td>
<td>regarding its social-emotional program.</td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Restorative Discipline</td>
<td>Continue to dedicate staff time to Student Support and Restorative Discipline activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>8.2</td>
<td>SEL Student Support Coordinator</td>
<td>Continue to support the availability of having a designated Social Emotional Learning (SEL) Student Support Coordinator / Restorative Discipline Coordinator supervised by the Student Support Services Director.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>8.3</td>
<td>Parent Involvement</td>
<td>Continue parent involvement in social-emotional issues.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>8.4</td>
<td>Collegiality Development</td>
<td>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.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>8.5</td>
<td>Collaborative Governance</td>
<td>Continue to develop effective and efficient processes for decision-making and giving and receiving input/feedback via faculty working in faculty meetings along with the ED</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>8.6</td>
<td>Diversity Development</td>
<td>Engage in efforts to improve welcoming and appreciation of diversity among students and parents</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>8.7</td>
<td>Restorative Discipline Development</td>
<td>Continue to improve Restorative Discipline methods</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>8.8</td>
<td>Student Counseling</td>
<td>Invest in counseling for students without an IEP, but with an emotional need for individualized counseling how the action contributes to increasing or improving services</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>8.9</td>
<td>SC/EM Total Program Cost</td>
<td>Total Budgeted expenditures for Goal 8 - Social and Emotional Student Support Program including the items listed above. Please note that costs related to additional teacher and administrative support activities to support the Social and Emotional Student Support Program are included in the schools Core Waldorf Program and M&amp;A Activities.</td>
<td>$39,814.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

No material differences. We have met the goal as planned.

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

No material differences

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

We found our actions to be generally effective in meeting this goal.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We do not plan to have any changes. The school will continue to strive to provide a strong social and emotional student support program as part of an effective overall Multi-Tiered System of Support (MTSS) as time and funding permit.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Continue to develop Special Education expertise, resources, and overall program</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

State Priorities: 1, 2, 4, 8  
Local Priorities: Local Priority #6  
Provide mandated special education services and programs

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals met or progress made on all IEP goals</td>
<td>SICS has made progress on all IEP goals</td>
<td>SICS continues to make progress on all IEP goals</td>
<td></td>
<td></td>
<td>SICS will continue to make progress on all IEP goals</td>
</tr>
<tr>
<td>All IEP services delivered</td>
<td>All IEP services were delivered</td>
<td>SICS continues to make progress on all IEP goals</td>
<td></td>
<td></td>
<td>SICS will continue to make progress on all IEP goals</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Special Education Resources</td>
<td>Total Special Education budget for 2022-23 (Rsc 33xx and 65xx)</td>
<td>$338,719.00</td>
<td>No</td>
</tr>
<tr>
<td>9.2</td>
<td>Special Education Staff Retention and Recruitment</td>
<td>Recruit and retain highly qualified and high-quality teachers and staff. Hire experienced teachers and staff as needed.</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

No material differences. We have met the goal as planned.

<table>
<thead>
<tr>
<th>An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No material differences.</td>
</tr>
</tbody>
</table>

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

The schools actions were generally effective in making progress towards this goal of providing an excellent special education program.

<table>
<thead>
<tr>
<th>A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have revised the job description for the Assistant Principal of Student Support Services. This position will continue to oversee special education programs, but will include more student interactions.</td>
</tr>
</tbody>
</table>

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>140,245</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.62%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>5.62%</td>
</tr>
</tbody>
</table>

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

Required Descriptions

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

General: Multi-Tiered System of Supports

Students with identified learning disabilities often receive extra help through our special education programs, which include academic and mental health support. However, students from low-income families and/or other ethnic subgroup backgrounds may not always qualify for special education help, yet they are not achieving academically at the level of students from other subgroups 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.

The California Department of Education has identified implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. In particular, Sebastopol Charter’s MTSS 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. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: [https://www.cde.ca.gov/ci/cr/ri/](https://www.cde.ca.gov/ci/cr/ri/) for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach for unduplicated pupils and all students.)

“... MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional
integration of services and supports to quickly identify and meet the needs of all students. California’s ... educational system requires a multifaceted approach.... “one coherent system of education” (that) offers an opportunity to build the foundation for educational excellence. ... MTSS affords a full range of academic, behavioral, and social support for all students to achieve.”

Reference: CDE website: https://www.cde.ca.gov/ci/cr/ri/

Sebastopol Charter’s MTSS System consists of two components:
1) Response to Instruction and Intervention (RTI2) [referred to as “RTI” at Sebastopol Charter]
2) Social Emotional Learning (SEL): This of (a) Social Inclusion, and (b) Restorative Discipline

These articles and policy briefs focus on the effectiveness and benefits of a MTSS:

Research Brief: Multi-tier System of Support (MTSS) (PDF)
A brief by Orla Higgins Averill and Claudia Rinaldi on MTSS.

Kansas MTSS. The Integration of MTSS and RtI (PDF)
The Kansas Multi-Tier System of Support.

Florida’s Multi-tiered System of Support
An overview of Florida’s MTSS implementation.

Multi-Tier System of Support .
An article in District Administration magazine.

Program / Action #1: RTI / Academic Student Support: (See Goal 7 above: $156,268); Also note that the school will spend an additional $228,435 using ESSER, AB86, and Title I funds on Expanded Learning / Academic Support efforts.

Various studies have shown that when underachieving students receive more academic support, care, and intervention during various stages of their education, there will tend to be 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 unduplicated pupils and other sub groups. We are implementing a research-based program called Response to Intervention (RTI), which is coordinated by our Student Support Services Director in collaboration with the school’s 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). These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: https://www.cde.ca.gov/ci/cr/ri/ for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.)

Additional 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


In 22-23 the school plans to have the Student Support Services Director overseeing the RTI needs in grades 1-8 and assign RTI teachers as needed. RTI will include providing a reading support program for selected students.
Please see Appendix C for the progress of the unduplicated students in our benchmark assessments.

Program / Action #2: Social and Emotional Student Support: (See Goal 8 above: $99,268). Note: additional costs are included in Program/Action #1 (e.g. Counseling Services).

The school has trained teachers in the “Social Inclusion” student support program/ system, Restorative Discipline, and social-emotional support for teachers. We also provide counseling for any students who need it, including through our RTI program. See http://www.socialsustain.com/ for more information about the “Social Inclusion” program. The school’s social-emotional learning (SEL) 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 dedicated time every week in faculty meetings discussing individual cases and planning support activities. The teachers discuss specific intervention activities with an average of one to two hours spent per week by each full-time faculty member in student support activities. The school has appointed an experienced teacher as the social and emotional student support coordinator with a stipend. The Student Support Services Director also supports the social-emotional program and arranges counseling as needed.

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 six of the eight 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. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: https://www.cde.ca.gov/ci/cr/ri/ for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.) Research studies, as well as the broad array of state initiatives directed at improving school climate and supporting the emotional, social, and behavioral development of students, have shown that Social and Emotional Support programs are 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 findings that social and emotional support programs are of extremely high benefit to low-income students and an effective use of supplemental funds are 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 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.”

During 2018-2019, the whole faculty was trained on restorative discipline issues by Restorative Resources. During faculty meetings we provide updates on progress in restorative situations and teachers share about situations possibly requiring restorative assistance. The school is dedicated to continuing the restorative discipline system. We have a teacher dedicated as the restorative discipline coordinator. 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. We also feel that it will continue to reduce the number of suspensions.

“Restorative Discipline is a whole-school relational approach to building a positive school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.” (The Institute for Restorative Justice and Restorative Dialogue at the University of Texas at Austin, 2018) [https://irjd.org/restorative-discipline-in-schools/]

School restorative practices vary widely, but most such practices bring together those who were harmed and those who did the harm (along with adults representing the interests of the school community) for the purpose of mutual understanding, self-responsibility, community accountability, repairing of harm (including relationships) and reintegration of the person causing the harm back into the school community, as a substitute to harsh punishments, including suspensions (Lyubansky 2016).

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

See Goals 7 and 8 above: Multi-Tiered System of Support (MTSS). Through academic RTI and social-emotional learning, we are providing the services we feel that our unduplicated students need to be successful.
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The charter school doesn't qualify for concentration grant funding.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$2,480,570.00</td>
<td>$321,845.00</td>
<td>$229,810.00</td>
<td>$75,923.00</td>
<td>$3,108,148.00</td>
<td>$2,758,944.00</td>
<td>$349,204.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Credential Review</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Credential Audit</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Credential Updates</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Instructional Materials</td>
<td>All</td>
<td>$44,232.00</td>
<td>$16,218.00</td>
<td></td>
<td></td>
<td>$60,450.00</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Campus Cleanliness</td>
<td>All</td>
<td>$27,510.00</td>
<td></td>
<td></td>
<td></td>
<td>$27,510.00</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>Campus Safety &amp; Maintenance</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Parent Volunteering for Events</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Parent Volunteering in the Classroom</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Parent Volunteering in Governance</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Annual Survey</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Executive Director Availability</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Parent Education</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Instruction and Curriculum</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Administrative Supervision</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Student Engagement</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Social Inclusion</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Student Events</td>
<td>All</td>
<td>$33,300.00</td>
<td></td>
<td>$9,500.00</td>
<td></td>
<td>$42,800.00</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Academic Access</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>Student Assessments</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>Student Health</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Student Attendance</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Attendance Communication</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Middle School Students Engagement</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Suspension/Expulsion Review and School Climate</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Employee Compensation and core Waldorf program</td>
<td>All</td>
<td>$1,246,020.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,246,020.00</td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>Employee Retention and Recruitment</td>
<td>All</td>
<td>$2,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Professional Development</td>
<td>All</td>
<td>$17,015.00</td>
<td>$10,000.00</td>
<td></td>
<td></td>
<td>$27,015.00</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
<td>Professional Services</td>
<td>All</td>
<td>$9,600.00</td>
<td></td>
<td></td>
<td></td>
<td>$9,600.00</td>
</tr>
<tr>
<td>5</td>
<td>5.5</td>
<td>Internal Mentoring</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.6</td>
<td>Enhanced Academics (Math/Spanish)</td>
<td>All</td>
<td>$122,043.00</td>
<td></td>
<td></td>
<td></td>
<td>$122,043.00</td>
</tr>
<tr>
<td>5</td>
<td>5.7</td>
<td>Waldorf Specialty Programs</td>
<td>All</td>
<td>$51,353.00</td>
<td></td>
<td>$200,000.00</td>
<td></td>
<td>$251,353.00</td>
</tr>
<tr>
<td>5</td>
<td>5.8</td>
<td>Other Salary and Benefits Costs</td>
<td>All</td>
<td>$495,598.00</td>
<td>$80,507.00</td>
<td>$12,000.00</td>
<td></td>
<td>$588,105.00</td>
</tr>
<tr>
<td>6</td>
<td>6.1</td>
<td>Authorizing District Relations</td>
<td>All</td>
<td>$26,362.00</td>
<td></td>
<td></td>
<td></td>
<td>$26,362.00</td>
</tr>
<tr>
<td>6</td>
<td>6.2</td>
<td>Charter School Support</td>
<td>All</td>
<td>$7,310.00</td>
<td></td>
<td></td>
<td></td>
<td>$7,310.00</td>
</tr>
<tr>
<td>6</td>
<td>6.3</td>
<td>Board Governance</td>
<td>All</td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6</td>
<td>6.4</td>
<td>Financial Management</td>
<td>All</td>
<td>$79,142.00</td>
<td></td>
<td></td>
<td></td>
<td>$79,142.00</td>
</tr>
<tr>
<td>6</td>
<td>6.5</td>
<td>Financial Compliance</td>
<td>All</td>
<td>$12,800.00</td>
<td></td>
<td></td>
<td></td>
<td>$12,800.00</td>
</tr>
<tr>
<td>7</td>
<td>7.1</td>
<td>RTI Program</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.2</td>
<td>Student Assessments for MTSS</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.3</td>
<td>Student Health Screening</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.4</td>
<td>RTI Program - Total Costs</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$202,461.00</td>
</tr>
<tr>
<td>7</td>
<td>7.5</td>
<td>Title I - Program Costs</td>
<td>Unduplicated Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$23,644.00</td>
</tr>
<tr>
<td>8</td>
<td>8.1</td>
<td>Restorative Discipline</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.2</td>
<td>SEL Student Support Coordinator</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.3</td>
<td>Parent Involvement</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.4</td>
<td>Collegiality Development</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.5</td>
<td>Collaborative Governance</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.6</td>
<td>Diversity Development</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.7</td>
<td>Restorative Discipline Development</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.8</td>
<td>Student Counseling</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>8</td>
<td>8.9</td>
<td>SC/EM Total Program Cost</td>
<td>English Learners Foster Youth Low Income</td>
<td>$39,814.00</td>
<td></td>
<td></td>
<td></td>
<td>$39,814.00</td>
</tr>
<tr>
<td>9</td>
<td>9.1</td>
<td>Special Education Resources</td>
<td>Students with Disabilities</td>
<td>$71,320.00</td>
<td>$215,120.00</td>
<td>$52,279.00</td>
<td></td>
<td>$338,719.00</td>
</tr>
<tr>
<td>9</td>
<td>9.2</td>
<td>Special Education Staff Retention and Recruitment</td>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2022-23 Contributing Actions Tables

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,495,911</td>
<td>140,245</td>
<td>5.62%</td>
<td>0.00%</td>
<td>5.62%</td>
<td>$242,275.00</td>
<td>0.00%</td>
<td>9.71%</td>
<td>Total:</td>
<td>$242,275.00</td>
</tr>
</tbody>
</table>

#### Totals by Type
- **LEA-wide Total:** $0.00
- **Limited Total:** $0.00
- **Schoolwide Total:** $242,275.00

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3.7</td>
<td>Student Assessments</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.1</td>
<td>RTI Program</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.2</td>
<td>Student Assessments for MTSS</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.3</td>
<td>Student Health Screening</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.4</td>
<td>RTI Program - Total Costs</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$202,461.00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.1</td>
<td>Restorative Discipline</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>8.2</td>
<td>SEL Student Support Coordinator</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.3</td>
<td>Parent Involvement</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.4</td>
<td>Collegiality Development</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.7</td>
<td>Restorative Discipline Development</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.8</td>
<td>Student Counseling</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.9</td>
<td>SC/EM Total Program Cost</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$39,814.00</td>
<td></td>
</tr>
</tbody>
</table>
2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>1.4 - Instructional Materials</td>
<td>No</td>
<td>57,950</td>
<td>101,614</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.5 - Campus Cleanliness / Janitorial</td>
<td>No</td>
<td>24,560</td>
<td>22,914</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>2.1-2.5 Volunteer Fingerprinting Costs</td>
<td>No</td>
<td>2,000</td>
<td>3,150</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>2.4 Annual Survey</td>
<td>No</td>
<td>380</td>
<td>384</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>2.6 Parent Education</td>
<td>No</td>
<td>1,500</td>
<td>797</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>3.5 Student Events</td>
<td>No</td>
<td>28,225</td>
<td>27,306</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>3.8 Student Hearing and Vision Screening (incl in 7.1-7.3)</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>5.1 Salaries and Benefits By Program (excl 7 and 8)</td>
<td>No</td>
<td>2,154,216</td>
<td>2,152,015</td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Employee Recruitment</td>
<td>No</td>
<td>1,500</td>
<td>3,126</td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>5.3 Professional Development (excl 7 &amp; 8)</td>
<td>No</td>
<td>24,360</td>
<td>22,260</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
<td>5.4 Outside Mentoring</td>
<td>No</td>
<td>3,000</td>
<td>1,000</td>
</tr>
<tr>
<td>6</td>
<td>6.1</td>
<td>6.1 Authorizing District Fee</td>
<td>No</td>
<td>24,267</td>
<td>22,684</td>
</tr>
<tr>
<td>6</td>
<td>6.2</td>
<td>6.2 Charter School Support</td>
<td>No</td>
<td>7,390</td>
<td>7,310</td>
</tr>
<tr>
<td>6</td>
<td>6.3</td>
<td>6.3 Board Training</td>
<td>No</td>
<td>1,000</td>
<td>1,400</td>
</tr>
<tr>
<td>6</td>
<td>6.4</td>
<td>6.4 Financial Management</td>
<td>No</td>
<td>71,301</td>
<td>71,301</td>
</tr>
<tr>
<td>6</td>
<td>6.5</td>
<td>6.5 Financial Compliance (Audit)</td>
<td>No</td>
<td>11,500</td>
<td>12,810</td>
</tr>
<tr>
<td>7</td>
<td>7.1</td>
<td>7.1-7.3: RTI Program (see Contr Actions Table)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.1</td>
<td>8.1 - 8.8: Soc/Em Program (see Contr Actions Table)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7.1-7.3: RTI Program (see Contr Actions Table)</td>
<td>Yes</td>
<td>156,268</td>
<td>163,287</td>
<td>6.71%</td>
<td>7.60%</td>
</tr>
<tr>
<td>8</td>
<td>8.1 - 8.8: Soc/Em Program (see Contr Actions Table)</td>
<td>Yes</td>
<td>99,268</td>
<td>98,653</td>
<td>4.26%</td>
<td>4.59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>123,124</td>
<td>$255,536.00</td>
<td>$261,940.00</td>
<td>($6,404.00)</td>
<td>10.97%</td>
<td>12.19%</td>
<td>1.00%</td>
</tr>
</tbody>
</table>
## 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,145,258</td>
<td>123,124</td>
<td>0</td>
<td>5.74%</td>
<td>$261,940.00</td>
<td>12.19%</td>
<td>24.40%</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

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

Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

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

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

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

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

**Engaging Educational Partners**
Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

**Local Control and Accountability Plan:**

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

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

Goals and Actions

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

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

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

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

• Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

• Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

• Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- Consistently low-performing student group(s) goal requirement: An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

**Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

**Requirements and Instructions**

*Projected LCFF Supplemental and/or Concentration Grants:* Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
Table 2: Contributing Actions Table (for the coming LCAP Year)

Table 3: Annual Update Table (for the current LCAP Year)

Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —
Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

• **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

• **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

• **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
• 10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

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

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

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

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

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
   - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)
   - This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)
   - This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
   - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
   - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
   - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
   - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

   The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  
  This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022
Appendix A

CAASPP Results
In English Language Arts and Math

CAST Results in Science
English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

School: Sebastopol Independent Charter
CDS Code: 49-70938-6113039 | County: Sonoma | District: Sebastopol Independent Charter

Report Options

Year: 2020–21  Grade: All Grades  Student Group: All Students (Default)  School Type: All Schools

Selections Applied  Clear Selections

ELA

Percent of students within each achievement level

Mathematics

Percent of students within each achievement level

VIEW ELA DETAILED TEST RESULTS  VIEW MATH DETAILED TEST RESULTS
### Science

*California Science Test (CAST)*

- **View Test Results**
- **Search / Compare Results**
- **Understanding Results**
- **Research Files**

---

#### Detailed Test Results for:
**School: Sebastopol Independent Charter**

- **CDS Code:** 49-70938-6113039  |  **County:** Sonoma  |  **District:** Sebastopol Independent Charter

---

#### Report Options

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Group:</th>
<th>School Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21</td>
<td>All Students (Default)</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

---

**PLEASE NOTE:** Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

To learn more about the results displayed below, please visit the [Understanding Results](https://preview.cde.ca.gov/sb/ViewReportCAST?ps=true&lstTestYear=2021&lstTestType=X&lstGroup=1&lstGrade=8&lstSchoolType=A&lstCounty=49) page.

---

**2020–21 Detailed Test Results**

**Results for All Students**

---

**SCIENCE**

- **▼ Data Detail - All Students (accessible data)**

  **Achievement Level Distribution**

---

https://preview.cde.ca.gov/sb/ViewReportCAST?ps=true&lstTestYear=2021&lstTestType=X&lstGroup=1&lstGrade=8&lstSchoolType=A&lstCounty=49
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

### Science Achievement Level Descriptors

#### Overall Achievement

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>All High School</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Enrolled</td>
<td>28</td>
<td>31</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>59</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>27</td>
<td>30</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>57</td>
</tr>
<tr>
<td>Number of Students with Scores</td>
<td>27</td>
<td>30</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>57</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>216.0</td>
<td>415.2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>14.81 %</td>
<td>13.33 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>14.04 %</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>37.04 %</td>
<td>46.67 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>42.11 %</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>44.44 %</td>
<td>40.00 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>42.11 %</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>3.70 %</td>
<td>0.00 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1.75 %</td>
</tr>
</tbody>
</table>

#### Science Scale Score Ranges

#### Domains

Domain Descriptors provide a more detailed look at students’ performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the domain level percentages may not add to 100% due to rounding.

**LIFE SCIENCES: Focusing on structures and processes in living things, ecosystems, heredity and biological evolution**

<table>
<thead>
<tr>
<th>Area Performance Level</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>All High School</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>18.52 %</td>
<td>13.33 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>15.79 %</td>
</tr>
<tr>
<td>Near Standard</td>
<td>66.67 %</td>
<td>70.00 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>68.42 %</td>
</tr>
<tr>
<td>Below Standard</td>
<td>14.81 %</td>
<td>16.67 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>15.79 %</td>
</tr>
</tbody>
</table>
**PHYSICAL SCIENCES:** Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

<table>
<thead>
<tr>
<th>Area Performance Level</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>All High School</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard  🏆</td>
<td>18.52 %</td>
<td>16.67 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>17.54 %</td>
</tr>
<tr>
<td>Near Standard  🏆</td>
<td>66.67 %</td>
<td>70.00 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>68.42 %</td>
</tr>
<tr>
<td>Below Standard  🏆</td>
<td>14.81 %</td>
<td>13.33 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>14.04 %</td>
</tr>
</tbody>
</table>

**EARTH AND SPACE SCIENCES:** Focusing on Earth’s place in the universe, Earth’s systems, and Earth and human activity

<table>
<thead>
<tr>
<th>Area Performance Level</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>All High School</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard  🏆</td>
<td>22.22 %</td>
<td>13.33 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>17.54 %</td>
</tr>
<tr>
<td>Near Standard  🏆</td>
<td>66.67 %</td>
<td>76.67 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>71.93 %</td>
</tr>
<tr>
<td>Below Standard  🏆</td>
<td>11.11 %</td>
<td>10.00 %</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>10.53 %</td>
</tr>
</tbody>
</table>

[Science Area Achievement Level Descriptors](#)
Appendix B – Local Indicators
Local Performance Indicator Self-Reflection

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA)</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebastopol Independent Charter School</td>
<td>Chris Topham</td>
<td><a href="mailto:ctopham@sebastopolcharter.org">ctopham@sebastopolcharter.org</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
<td>707-824-9700</td>
</tr>
</tbody>
</table>

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.
Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.
Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Teacher Misassignments</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access to Instructional Materials</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facility Conditions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)</td>
<td>0</td>
</tr>
</tbody>
</table>

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.
Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Sebastopol Charter has adopted standards based on California standards and Waldorf education standards for Language Arts and Mathematics. We use Eureka Math Squared for grades 1-8 math instruction. We use SuperKids for reading and writing instruction in grades 1-3. Our teachers in upper grades have received professional development in Writing Revolutions. The board of directors annually review the CAASPP scores to make sure that the students are progressing and achieving according to the school’s goals. Students in grades 1-8 are also assessed periodically with Illuminate Fastbridge benchmark assessments in Language Arts and Mathematics as part of the school’s ongoing assessments of students, in order to identify students needing extra assistance through the school’s multi-tiered system of support. The teachers who teach science have been trained in the Next Generation Science standards and implement those standards in their science instruction. We also incorporate the California standards in history and social science in our curriculum. We have parts of career technical education in classes such as woodwork, gardening, cooking, building and handwork. We have a full physical education/movement program for all students in grades 1-8. We incorporate proper health education standards in the academic curriculum. We have a strong visual and performing arts curriculum through instruction of singing in grades K-8, instruction of playing a flute instrument in grades 1-8, instruction of playing a string instrument (violin, viola, cello or bass) in grades 3-8, instruction of music theory in grades 3-8 and producing drama performances in grades 1-8. Students in grades 6-8 are taught Spanish as a world language.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Common Core State Standards for ELA</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ELD (Aligned to ELA Standards)</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Common Core State Standards for ELA</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ELD (Aligned to ELA Standards)</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Common Core State Standards for ELA</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ELD (Aligned to ELA Standards)</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technical Education</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Health Education Content Standards</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Physical Education Model Content Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>World Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the professional learning needs of groups of teachers or staff as a whole</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Identifying the professional learning needs of individual teachers</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Providing support for teachers on the standards they have not yet mastered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Optional Narrative (Limited to 1,500 characters)
6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

   We have adopted California standards-based curriculum for all subjects and we provide periodic professional development to teachers in implementing the standards properly. We provide proper instructional materials to students. Our CAASPP and CAST scores show strong progress and learning for our students. Most of our students have CAASPP and CAST scores that meet or exceed the standard.
Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit:

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students’ learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Rate the LEA’s progress in creating welcoming environments for all families in the community.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

The school sends a weekly newsletter to all families with information regarding school news and events. The school updated its website this year to make it more user friendly. The school has improved its digital enrollment platform. The teachers engage all families in regular newsletters, communication, parent conferences and reports. The teachers share resources for parent partnership opportunities to help the students' progress. Parents are informed of
their legal rights and they are encouraged to advocate for their children. We do our best in engaging
underrepresented families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for
improvement in Building Relationships Between School Staff and Families.

The school is looking at implementing Parent Square as a communication tool to make it easier for the school and
parents to communicate. We’re working on making attendance reporting better with a better communication between
parents and the school regarding attendance issues. Looking at next year, we’re planning more parent education
opportunities. The faculty engaged in a process of creating and implementing guidelines for healthy communication
between community members. The faculty's implementation of role modeling professional conduct is an important
priority for the school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve
engagement of underrepresented families identified during the self-reflection process in relation to Building
Relationships Between School Staff and Families.

Parents are engaged in many informal ways in supporting the students, such as volunteer opportunities in the
classrooms and field trips. We see the parents as partners in educating the students. We have a DEIA advisory
groups engage parents in different topics and parent education. We welcome and invite community members to our
regular school board meetings where policies and programs are decided. We communicate outcomes of decisions,
including to underrepresented families. The teachers do a fabulous job in communicating with all parents, including
underrepresented families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s
current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Building Partnerships</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Rate the LEA’s progress in providing professional learning and</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>support to teachers and principals to improve a school’s capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to partner with families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Rate the LEA’s progress in providing families with information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>and resources to support student learning and development in the home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Rate the LEA’s progress in implementing policies or programs for teachers to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>meet with families and students to discuss student progress and ways to work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>together to support improved student outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Rate the LEA’s progress in supporting families to understand and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>exercise their legal rights and advocate for their own students and all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)
1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

   The faculty engaged in a process of creating and implementing guidelines for healthy communication between community members with facilitation by a professional from Restorative Resources. The faculty’s implementation of role modeling professional conduct is an important priority for the school. The teachers do a good job in communicating with all parents, including underrepresented families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Now that most Covid-related restrictions have lifted, we are looking forward to having more opportunities for parent volunteering on campus, more parent education events on campus and more field trips.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   We expect that our teachers and staff will continue to communicate with underrepresented families which have been successful in their efforts.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

**Rating Scale (lowest to highest)** -
1. Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
4. Full Implementation
5. Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Seeking Input</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.
Parents are engaged in many informal ways in supporting the students, such as volunteer opportunities in the classrooms and field trips. We see the parents as partners in educating the students. We have had advisory groups engage parents in different topics. We welcome and invite community members to our regular school board meetings where policies and programs are decided. We communicate outcomes of decisions, including to underrepresented families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

We will make sure that our faculty and staff members update their contact lists on a regular basis to ensure that they are reaching community members in their communication with school community members when seeking input for decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We expect that our teachers and staff will continue to communicate with underrepresented families which have been successful in their efforts.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Students from grades 6-8 responded to a survey that was created for these grade levels based on the Health Kids Survey format. The results indicated that the students feel well supported by their teachers. The students feel both physically and emotionally safe at the school. The students indicated that they know where to find help when needed and that they will get the help they need. Some students complained that they receive too much homework. Some students indicated that they are not always clear about school rules. As a result of this survey, the teachers and administration created a middle school student handbook to clarify rules and protocols. We have also clarified rules through posting posters in the classrooms (grades K-8) and the teachers go over all the expectations with the students periodically.
Additional Comments
We have a strong social inclusion curriculum in which students are taught to identify bullying and what to do in those situations. The 8th grade students are taught to monitor and intervene in social inclusion situations that need attention. We have implemented a restorative discipline curriculum in which most conflict is resolved through restorative practices facilitated by trained teachers. We have a discipline tracking system that informs teachers and parents about students' progress in various behavior situations.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The administration and the faculty work together in creating the weekly schedule to make sure that all students have access to a broad course of study. Our student support services team make sure that our multi-tiered system of support (MTSS) is supporting students with exceptional needs.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Through our faculty and student support services team evaluating CAASPP scores, DIBELS assessments and formative assessments by general education teachers, we make sure that all students are accessing a broad course of study regardless of abilities and needs. We compare our results over a multi-year span to ensure overall progress of the whole student body, in addition to sub-groups.
3. Identification of any barriers preventing access to a broad course of study for all students.

We are not experiencing a barrier preventing our school from providing access to a broad course of study for all students.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We will continue providing access to a broad course of study for all our students. We will continue to measure and evaluate that we are providing access to a broad course of study for all our students.

Additional Comments
While we are proud of our general education tier one instruction, we continually find that there is an increase of student support needed in tiers 2 and 3. Student support continues to increase for academic support and emotional support. We are responding to the continued support needs by expanding our student support services. We're hoping that extra funding for this expanding need will happen at the state level at some point.
Appendix C

Benchmark Assessment Results of Unduplicated Students
### School Name: Sebastopol Charter School

- **Fall Median %ile:** 65
- **Spring Median %ile:** 75

#### predicted
- **Predicted %ile:** 75

- **End of Year Median**
  - **Goal %ile:** 69
  - **Benchmark %ile:** 39

---

### Average

- **Fall Average:** 65.00
- **Spring Average:** 75.00

#### Predicted
- **Predicted Average:** 75.00

- **Goal %ile:** 69.00
  - **Benchmark %ile:** 39.00

---

### Median

- **Fall Median:** 65.00
- **Spring Median:** 75.00

#### Predicted
- **Predicted Median:** 75.00

- **Goal %ile:** 69.00
  - **Benchmark %ile:** 39.00

---

### Standard Deviation

- **Fall Standard Deviation:** 0.00
- **Spring Standard Deviation:** 0.00

#### Predicted
- **Predicted Standard Deviation:** 0.00

- **Goal %ile:** 0.00
  - **Benchmark %ile:** 0.00

---

### Min

- **Fall Minimum:** 65.00
- **Spring Minimum:** 75.00

#### Predicted
- **Predicted Minimum:** 75.00

- **Goal %ile:** 69.00
  - **Benchmark %ile:** 39.00

---

### Max

- **Fall Maximum:** 65.00
- **Spring Maximum:** 75.00

#### Predicted
- **Predicted Maximum:** 75.00

- **Goal %ile:** 69.00
  - **Benchmark %ile:** 39.00

---

National norms are based on the aggregated data from FAST users. They do not necessarily conform to the demographic distribution in the census. There is a standard error rate for all scores which varies by measure. See the knowledge base for more information.

© 2022 Illuminate Education Inc; All Rights Reserved
### Scores Of All Students In Group
**By Normative Categories:**

- Fall: 4%, 8%, 29%, 13%, 50%, 63%, 17%, 17%
- Spring: 4%, 8%, 29%, 13%, 50%, 63%, 17%, 17%

### Growth Of All Students In Group
**By Normative Categories:**

- Fall-Spring Growth: 8%, 21%, 25%

### School Name: Sebastopol Charter School
- **Fall Median %ile:** 42
- **Spring Median %ile:** 48
- **Predicted %ile:** 47
- **Goal %ile:** 70
- **Benchmark %ile:** 39

### Average
- **Fall Median %ile:** 41.50
- **Spring Median %ile:** 47.50
- **Predicted %ile:** 46.50
- **Goal %ile:** 70.00
- **Benchmark %ile:** 39.00

### Median
- **Fall Median %ile:** 41.50
- **Spring Median %ile:** 47.50
- **Predicted %ile:** 46.50
- **Goal %ile:** 70.00
- **Benchmark %ile:** 39.00

### Standard Deviation
- **Fall Standard Deviation:** 0.00
- **Spring Standard Deviation:** 0.00
- **Predicted Standard Deviation:** 0.00
- **Goal Standard Deviation:** 0.00
- **Benchmark Standard Deviation:** 0.00

### Min
- **Fall Min %ile:** 41.50
- **Spring Min %ile:** 47.50
- **Predicted Min %ile:** 46.50
- **Goal Min %ile:** 70.00
- **Benchmark Min %ile:** 39.00

### Max
- **Fall Max %ile:** 41.50
- **Spring Max %ile:** 47.50
- **Predicted Max %ile:** 46.50
- **Goal Max %ile:** 70.00
- **Benchmark Max %ile:** 39.00

---

National norms are based on the aggregated data from FAST users. They do not necessarily conform to the demographic distribution in the census. There is a standard error rate for all scores which varies by measure. See the knowledge base for more information.
Unduplicated Students - Math
2021-2022

Benchmarks

Fall
43%
57%

Spring
32%
68%