

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Creek Community Charter School

CDS Code: 30-10306-0139352

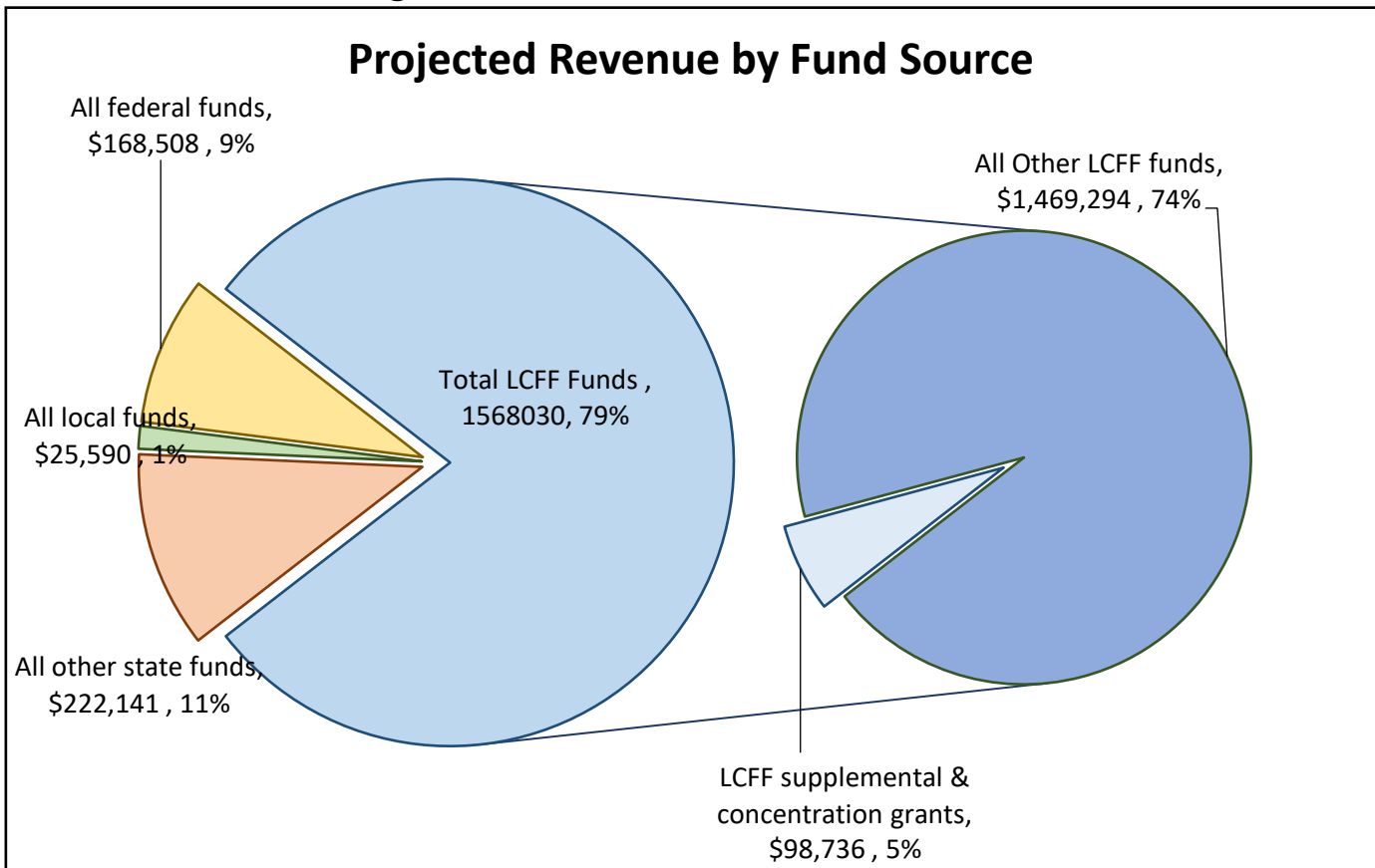
School Year: 2021 – 22

LEA contact information: Sarah Bach714-594-3660sarahbach@sycamorecreekcharter.org

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 2021 – 22 School Year

Projected Revenue by Fund Source

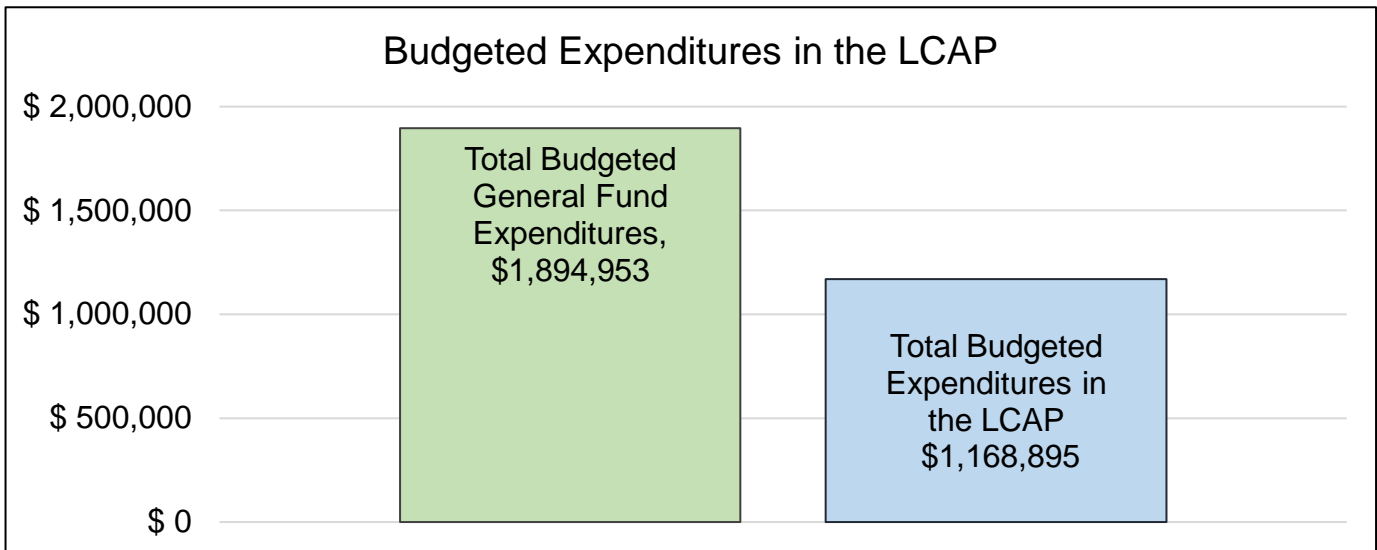


This chart shows the total general purpose revenue Sycamore Creek Community Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sycamore Creek Community Charter School is \$1,984,268.66, of which \$1,568,030.00 is Local Control Funding Formula (LCFF), \$222,140.66 is other state funds, \$25,590.00 is local funds, and \$168,508.00 is federal funds. Of the \$1,568,030.00 in LCFF Funds, \$98,736.00 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 Sycamore Creek Community Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sycamore Creek Community Charter School plans to spend \$1,894,952.63 for the 2021 – 22 school year. Of that amount, \$1,168,894.69 is tied to actions/services in the LCAP and \$726,057.94 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

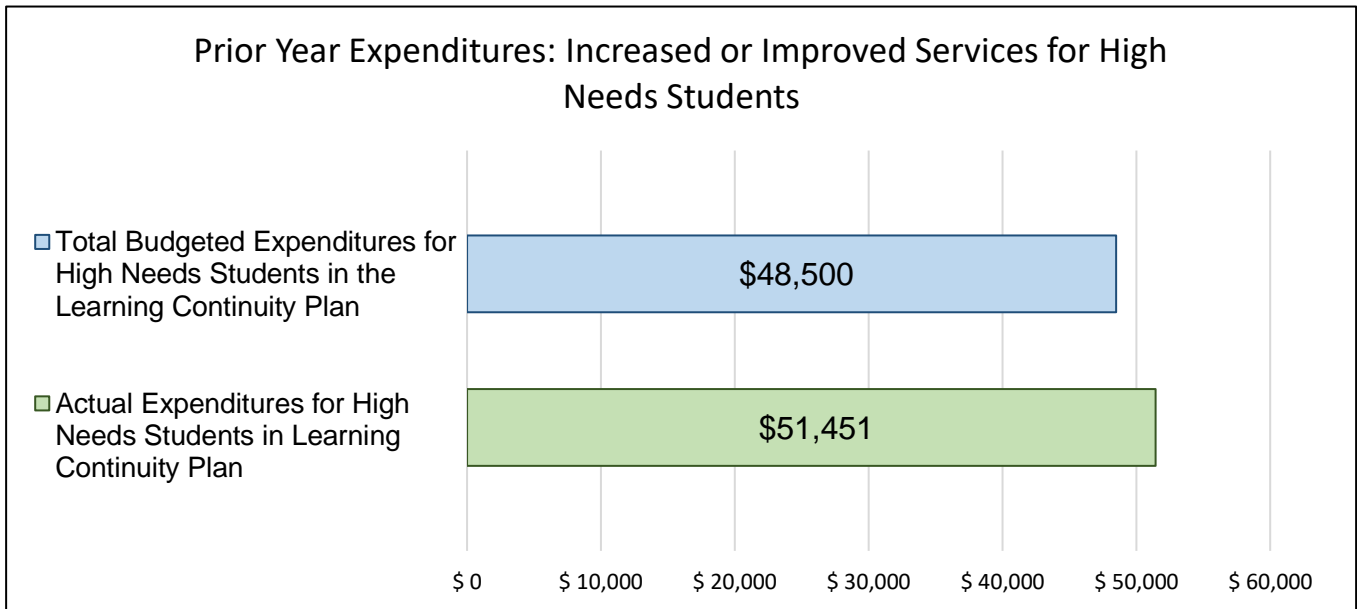
General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan: food services, travel expenses, memberships, insurance, housekeeping, rent, audit fees, back office services, district oversight, field trips, legal fees, payroll fees, substitutes, phone and internet, and employee benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sycamore Creek Community Charter School is projecting it will receive \$98,736.00 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Creek Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Creek Community Charter School plans to spend \$264,239.40 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Sycamore Creek Community Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sycamore Creek Community 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.

In 2020 – 21, Sycamore Creek Community Charter School's Learning Continuity Plan budgeted \$48,500.00 for planned actions to increase or improve services for high needs students. Sycamore Creek Community Charter School actually spent \$51,451.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Creek Community Charter School	Dr. Sarah Bach, Executive Director	sarahbach@sycamorecreekcharter.org 714.594.3660

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All main classroom teachers will hold a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned. Each standard will be carefully assessed based on Alliance's comprehensive review of the average adherence of public Waldorf school teaching of standards. Please see the supplementary binder that details how SCCCS will co-align CCSS with our curricular model. Maintain a clean and safe school facility.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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<p>100% of main classroom teachers will hold a valid CA multiple subject credentials with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned</p>	<p>Everyone had a credential and appropriate EL authorization except one teacher who worked to gain emergency CLAD authorization; one teacher was on an intern credentialing program. SCCCS conferred with the county credentialing department to navigate specific requirements in order to ensure appropriate assignment for teachers.</p>
<p>Each standard will be carefully assessed based on Alliance’s comprehensive review of the average adherence of public Waldorf school teaching of standards. Please see the supplementary binder that details how SCCCS will co-align CCSS with our curricular model.</p>	<p>Lead teacher reviewed block plans of main classroom teachers and specialty teachers. With feedback from the lead teacher, they further coordinated their 4-5 week blocks with CCSS with Alliance standards. This coordination and review ensured alignment and adherence to all standards. Teachers met monthly to review block plans and their alignment with Alliance and CCSS standards. Detailed block plans and alignment with standards are further outlined in the supplementary binder.</p>
<p>100% of pupils will have access to our CCSS/Alliance standards materials and additional instructional materials as outlined in our charter petition</p>	<p>All students, including all student sub-groups, unduplicated students, and students with exceptional needs (English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth) had access to CCSS/Alliance standards and instructional materials as relevant to their grade level. Principle, Lead teacher and faculty reviewed all instructional material purchases to follow E.C. § 60119</p>
<p>Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.</p>	<p>An initial Facility Inspection Tool (FIT) inspection was completed in August 2019; all facilities were in compliance and good standing at that time. Another FIT inspection was conducted in December 2019 where all systems were inspected and rated in “Good” condition. Systems included: Gas leaks, mechanical, VAC and sewer; Interior surfaces; Overall cleanliness, pest /vermin infestation; Electrical; Restrooms and sinks; Fire safety and hazardous materials; Structural damage, roofs; and Playground, school grounds, windows, doors, gates and fences. At this inspection the facility was found to be in overall “Exemplary” condition. In March 2020, another FIT inspection was held with our Authorizer and SCCCS was in still compliance and good standing. Monthly site inspections were conducted by the Executive Director and followed the same systems review</p>

noted above in the FIT inspections. Due to the COVID-19 related school closure, monthly inspections were paused in April through the remainder of the 2019-20 school year due to not being on campus. Weekly work orders were submitted based on feedback at staff meetings. Any needs were corrected within 3 months of identifying the need.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire main classroom teachers who hold CA multiple subject credentials with English learner authorization and track expiration dates to ensure that credentials are cleared within the appropriate time frame. Director will annually review credential status.	\$220,000	\$194,475
Initial and annual verification of main classroom teacher multiple subject credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report; Annual publication of School Accountability Report Card.	N/A	N/A
All instructional materials will be appropriate for our co-alignment of CCSS and our application of Alliance's recommendation	\$46,500	\$9,348
Director and faculty will review all instructional materials to verify for applicable CCSS aligned content before purchase pursuant to E.C. § 60119	N/A	N/A
Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards	N/A	N/A
Monthly site inspection documents and Annual Facility Inspection Reports will be reviewed by Executive Director	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 1 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented. All teachers were appropriately credentialed, and students had all instructional materials

that they needed to access the curriculum. The difference in the funds was that the action/service was overbudgeted and no new curriculum was purchased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 1 actions and services in meeting the goal was that all classroom teachers held a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and were appropriately assigned. Each standard was carefully assessed based on Alliance's comprehensive review of the average adherence of public Waldorf school teaching of standards. SCCCS co-aligned CCSS with our curricular model. Maintained a clean and safe school facility.

Goal 2

A curriculum based on the Waldorf/Common Core Standards and the nine multiple intelligences will be taught to all students including ELL students. 100% of ELL students will gain academic content knowledge through the implementation of the CCSS. 80% of ELL students will gain English language proficiency through the implementation of the ELD curriculum and related SIOP instructional strategies.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annually, 100% of teachers will participate in at least three hours of Professional Development in Waldorf/CCSS. 100% of teachers will also participate in two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELL's.	100% of staff engaged in weekly professional development through many avenues. Time was dedicated each week at the staff meeting for the lead teacher and tenured Waldorf teacher to cover Waldorf methods to meet the intellectual, social/emotional, and physical aspects of our curriculum for our students.

	<p>Furthermore, selected staff that had not yet completed a Waldorf teacher training program attend Waldorf professional development of an additional approximately 12 hours monthly during the school year. Aside from these important trainings, our staff also engaged in CCSS trainings to further support the intersect between Waldorf and CCSS. Staff took advantage of additional opportunities provided throughout the year through our authorizer, OCBE, and LA County SELPA. Examples of selected trainings include ways to create an inclusive classroom environment for students with mild to moderate special needs, MTSS, positive behavioral approaches, improving self-care and peer support. Whenever possible, staff are given opportunities to visit other Waldorf schools to glean further instructional techniques to improve their own teaching methods.</p>
<p>Annually, 100% of ELL students will gain academic content knowledge through the implementation of the Waldorf/CCSS</p>	<p>Sycamore Creek provided a response to intervention program in conjunction with the Student Support Team option as needed. Special attention was given to create a robust support for English Learners through an English Language Development (ELD) program. Through these responsive programs, 100% of ELL students gained content knowledge in alignment with Waldorf and Alliance standards, as well as CCSS as it aligned with SCCCS' grade level curriculum.</p>
<p>80% of ELL students will reach English language proficiency within four years of initial classification as an English language learner through the implementation of SIOP instructional strategies, Waldorf/CCSS</p>	<p>SIOP, Waldorf and CCSS instructional strategies were employed continuously throughout the year while in-person, and as best as possible when the school shifted to virtual/distance learning mid-March through June 2020. It should be noted that this outcome projection is four years out; as SCCCS was in its first year, this achievement data is yet to be seen. Due to Covid-19, the summative testing was waived for the 2019-20 school year. Progress was determined through formative assessments in lieu of ELPAC Summative.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide teachers (including those who have ELL students) with professional development based on the Waldorf/Common Core State Standards	\$10,206	\$5,681
The Executive Director will review the Professional Development calendar and rosters to confirm evidence of participation by teachers in professional development activities.	N/A	N/A
ELL students participate in English Language Arts/Literacy instruction with appropriate instructional support	N/A	N/A
ELL student performance on the CAASPP statewide assessments; ELPAC Assessments; ILP folder; teacher assessments; annual report cards	N/A	N/A
ELL students participate in English Language Arts/Literacy instruction with appropriate instructional support. ELL students have access to ELD curriculum. Teachers of ELL students participate in SIOP professional development activities	N/A	N/A
Student performance on the ELPAC Assessment, ELD folder and reclassification documentation	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 2 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented. Though most actions and services did not cost, the cost of PD for curriculum alignment was not as much due to the pandemic and not starting a new curriculum on top of distance learning and concurrent online learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 2 actions and services in meeting the goal was that all students had curriculum based on the Waldorf/Common Core Standards. The nine multiple intelligences were taught to all students including EL students. 100% of EL

students gained academic content knowledge through the implementation of the CCSS. 80% of ELL students gained English language proficiency through the implementation of the ELD curriculum and related SIOP instructional strategies.

Goal 3

Parents will work in collaboration with administration and teachers to create and uphold SCCCS' vision and mission. Parental input will be solicited and considered regarding decisions which affect SCCCS community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annually, the Governing Board will have, at minimum, two parent members	The Governing Board was comprised of four parent members, and one member of the community.
Annually, the Parent Community Council will be comprised of 100% parents.	The PCC was 100% comprised of parents and legal guardians of SCCCS students.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School administration will work with the Parent Community Council to recruit all parents including those parents of unduplicated pupils and those with exceptional needs to the PCC. Flyers in both English and Spanish, classroom newsletters in both English and Spanish, and monthly parent meetings that occur at days and times that allow for parent participation of all parents including those parents of unduplicated pupils and those with exceptional needs will promote parent participation will be provided.	\$5,000	\$6,220

Parent Community Council meeting agendas and minutes identify parents who form part of the PCC.

N/A

N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 3 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented. There was a slight increase to the cost of communication with parents to include using the SIS, application, and mailing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 3 actions and services in meeting the goal was that parents worked in collaboration with administration and teachers to create and uphold SCCCS' vision and mission. Parental input was solicited and considered regarding decisions which affect the SCCCS community.

Goal 4

SCCCS will increase the number of students, including all student subgroups as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth, scoring the equivalent of advanced or proficient in State Assessment Program by 8th grade. 95% of all students in grades 3-8 will participate in each component of the CAASPP for which SCCCS' is held accountable. 95% of ELL students will advance a minimum of one performance level per the ELPAC each academic year until they are reclassified as Fluent English Proficient (FEP). A significant portion of ELL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Annually, at least 95% participation rate in the CAASPP statewide assessments; there will be a 20% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth scoring proficient or higher on the CAASPP statewide assessment.</p>	<p>Due to COVID-19, all CAASPP assessments were waived. As a result, SCCCS does not have participation rates or performance data from CAASPP for the 2019-20 school year.</p> <p>In line with SCCCS' assessment plan, classroom teachers conducted developmentally appropriate assessments for all grade levels. Teachers provided trimester progress reports, held Parent-Teacher conferences and wrote up narrative reports in all subject areas. These completed assessments were then delivered to the parent/guardian of students.</p>
<p>95% of ELL students will advance at least one performance level per the or ELPAC each academic year</p>	<p>Due to COVID-19, ELPAC testing was waived and formative testing was done throughout the year.</p>
<p>At least 25% of ELL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment</p>	<p>Both the ELPAC summative and CAASPP were waived for the 2019-20 school year due to COVID-19. Formative testing was done throughout the year to support ELL students. As students cannot be reclassified without the ELPA summative, and those assessments were waived due to the pandemic, we do not have any reclassification data for the 2019-20 school year.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for teachers to assist them in delivering Waldorf/Common Core State Standards. Teachers will use state assessment results and other assessment results to plan curriculum. Teachers will create and deliver lessons using the methods of Waldorf education—through the use of direct instruction, storytelling, manipulatives, visual and performing arts and movement.</p>	<p>N/A</p>	<p>N/A</p>
<p>CAASPP Score reports</p>	<p>N/A</p>	<p>N/A</p>
<p>Teachers will use rich oral language curriculum to foster language development in ELL students. Small group work and usage of SIOP instructional strategies.</p>	<p>\$38,360</p>	<p>\$22,616</p>

Teachers will provide SOIP by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.		
ELPAC Score Reports; ELL Reclassification documentation; ELD Folder in conjunction with ELD curriculum assessments and annual report cards	N/A	N/A
Analysis and review of ELPAC results, and CAASPP statewide assessment scores	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 4 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented with a slight decrease in the use of SIOP since there was a decrease in music, arts, gardening, handwork, movement, and games due to COVID protocols and a number of students doing distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenge of implementing Goal 4 actions and services in meeting the goal was that students did not take the CAASPP due to the pandemic. There was less spent than budgeted due to a decrease in electives due to COVID protocols and a number of students doing distance learning.

Goal 5

SCCCS' attendance rate will increase each year and maintain a level of absenteeism less than 3%. Students will not have more than five absences in any school year. Students will not be chronically absent. SCCC will retain and promote 95% of 7th and 8th grade students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage increase from original baseline until 97% or higher attendance rate occurs.	Since there was no prior year, the baseline for the 2019/2020 school year was 95.12%
90% of enrolled students will not have more than five absences during any one school year.	72.15% of students had 5 or less absences in the 2019/2020 school year. This is due to the fact that many students were previously homeschooled and were unaccustomed to daily in person attendance. Furthermore, because of the small number of students (67) at the start of the year the number of students in this category had a greater impact on the metric percentage.
Percentage of enrolled students with chronic absenteeism during any one school year will be not more than 10% of students.	Chronic absenteeism accounted for 11.11% of enrolled students. This is due to the number of prior homeschooled students as well as medically fragile students who missed more school than typical. Because of the low number of students at the start of the year, a handful of students had a larger effect on the chronic absenteeism measure.
95% of the 7th and 8th grade classes will be comprised of students who enrolled at SCCCS the prior academic year	Because this was SCCCS's first year there is no prior year to compare.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
SCCCS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled to support high attendance rates. SCCCS will recognize students who have achieved excellent attendance with an incentive program three times per year.	\$5,000	\$63
Monthly, Quarterly, and Annual ADA reports.	\$5,500	\$3,500

Track student attendance and notify parents when their children have excessive absences. Hold meetings with parents of students with chronic absenteeism problems.	N/A	N/A
End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.	\$7,116	\$7,112
Track student chronic absenteeism rates and notify parents if their children have chronic absenteeism. Hold meetings with parents of students with chronic absenteeism problems to determine how to support families to ensure higher attendance rates and work with families to correct chronic absenteeism.	N/A	N/A
Evidence of success is determined by monthly, quarterly, and annual attendance reports.	N/A	N/A
SCCCS will offer an academically engaging learning environment for all its students, including members of all subgroups, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth.	\$2,906	\$2,906
Student re-enrollment documentation as verified by our student information system and SARC	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 5 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented. The difference in funding was a lack of use of attendance incentives to encourage positive daily attendance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 5 actions and services in meeting the goal was that SCCCS' attendance rate was measured differently based on some students attending in-person and other students doing distance learning.

Goal 6

SCCCS will maintain a suspension rate less than 3%. SCCCS will maintain an annual expulsion rate of less than 1%. Pupil expulsions will only occur when legally required by the severity of the infraction. SCCCS students and staff will adhere to the School Safety Plan.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annually, there will be a measurable decrease in the number of student suspensions from the baseline until it is less than 3%.	For the initial school year, SCCCS had less than 3% suspension rate. With no prior year data, SCCCS does not have comparative rates for suspensions.
Annually, 1% or fewer of enrolled students will be expelled	SCCCS had an expulsion rate of 0%.
100% of staff will participate in at least four hours of Safe School training; Students will participate in monthly Fire, Earthquake or Safety drills. 90% of parents, staff and students will rate the sense of safety and connectedness at SCCCS as satisfactory or above.	100% of staff participated in Safe Schools training, totalling more than the minimum 4 hours expected. In-person CPR trainings and online trainings also supported emergency operation safety plans that include fire, earthquake or emergency, and shelter in place. The school conducted emergency drills that exceeded the state-mandated requirements. Regular drills were a part of our school's activities and were coordinated with the schedule adopted by the pre-school and elementary school where SCCCS is co-located.

A survey was conducted to stakeholders to ascertain both in-person and distance learning safety and connectedness. 90% of the school community (parent/guardian, staff and students) rated their sense of safety and connectedness on campus as satisfactory or above.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Teachers will be trained and follow SCCCS's MTSS which includes inclusive behavior teaching methods and a positive behavioral discipline approach. Principal will work with teachers and families to manage student behavior issues and concerns. Administration and faculty will use feedback from parent surveys in order to improve school climate.	N/A	N/A
Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 as well as CBEDS-ORA. Discipline Incidents will be used as evidence	N/A	N/A
Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly Fire, Earthquake, and safety drills	N/A	N/A
Professional Development agenda and annual drill calendars. Results of surveys regarding safety and connectedness of parents, staff and students.	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no funds budgeted for Goal 6, but the actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 6 actions and services in meeting the goal was that SCCCS maintained a suspension rate less than 3%. SCCCS maintained an annual expulsion rate of less than 1%. Pupil expulsions did not occur. SCCCS students and staff adhered to the School Safety Plan.

Goal 7

SCCCS students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will have access to and enroll in our academic and educational program as outlined in our school’s Charter.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will have access to and enroll in all core and non-core subjects content areas available.</p>	<p>SCCCS provides a warm and inclusive learning environment for all students. All children, including all subgroups had access and were enrolled in all SCCCS core and non-core subject areas including Handwork, music, art, Spanish, Games (PE), special activities, and all academics. SCCCS employs a push-in program for special needs students and a Universal Design for Learning approach to meet all students with and among their peers.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>All academic content areas will be available to all students, including student subgroups, at the appropriate grade levels. Through specific outreach to unduplicated pupils and those with exceptional needs by ensuring identification of students in these categories through enrollment data, orientations, classroom knowledge, and teacher meetings. Faculty meetings will discuss specific needs of children identified in these categories to determine appropriate strategies, and accommodations for children identified as having exceptional needs, and/or other unduplicated categories. Plans will involve a team approach from teachers, assistants, and administration to ensure all academic content is available through creative supports to reach all students.</p>	<p>N/A</p>	<p>N/A</p>
<p>Student, teacher, course, and grade level schedules.</p>	<p>N/A</p>	<p>N/A</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no funds budgeted for Goal 7 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 7 actions and services in meeting the goal was that SCCCS students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth had access to and enroll in our academic and educational program as outlined in our school's Charter.

Goal 8

All students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate grade level proficiency in Language Arts/Literacy, Mathematics, History, Civics and Social Science, life, earth and space, and physical science, Visual and Performing Arts, Health, World Language(s), Applied Arts according to the Waldorf/Common Core

Standards and the nine multiple intelligences. All students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate grade level proficiency in Mathematics according to the Waldorf/Common Core standards and the nine multiple intelligences. Visual and Performing Arts according to Waldorf/Common Core State Standards and the nine multiple intelligences.

All 5th and 7th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate grade level proficiency in Physical Education according to Waldorf/Common Core State Standards and the nine multiple intelligences.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annually, 85% of all TK through 8th grade students will progress one grade/skill level each academic year, as evidenced by benchmark assessments and student portfolios.	Benchmark, portfolio, and formative assessments were conducted during the school year for all grade levels. However, due to a school closure because of COVID-19 staff was not able to do a follow-up assessment to determine grade/skill level.
Annually, 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth at every grade level will score Proficient or above on the CAASPP in Language Arts/Literacy	Due to COVID-19 SCCCS exercised the option to opt out of CAASPP for the 2019/2020 school year.
Annually, 85% of TK through 8th grade students will progress one grade/skill level each academic year in mathematics, according to benchmark assessments and students' portfolios.	Benchmark, portfolio, and formative assessments were conducted during the school year for all grade levels. However, due to a school closure because of COVID-19 staff was not able

	to do a follow-up assessment to determine grade/skill level in mathematics.
Annually, an average of 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth at every grade level score will score proficient or above on the CAASPP statewide test in the area of Mathematics	Due to COVID-19 SCCCS exercised the option to opt out of CAASPP for the 2019/2020 school year.
Annually, 85% of TK through 8th grade students will progress one grade/skill level each academic year in social studies	Benchmark assessments were conducted during the school year for all grade levels however, due to a school closure because of COVID-19 staff was not able to do a follow-up assessment to determine grade/skill level in social studies.
Annually, 85% of Kindergarten through 8th grade students will progress one grade/skill level each academic year in Science	Due to COVID-19 SCCCS exercised the option to opt out of CAST for the 2019/2020 school year.
An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate competence in Visual and Performing Arts each year.	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth participated competently in Visual and Performing Arts for the 2019/2020 school year.
An average of 85% of all 5th and 7th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate competence in Physical Education each year	Due to COVID-19 SCCCS exercised the option to opt out of Physical Fitness testing for the 2019/2020 school year.
An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate competence in Health each year.	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth demonstrated competence in Health during the 2019/2020 through informal assessments.

An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate competence in the World Language(s) being taught each year.	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth demonstrated competence through participation in Spanish, the World Language taught in the 2019/2020 school year.
An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate competence in the Applied Arts being taught each year.	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth will demonstrate competence in the Applied Arts being taught each year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine multiple intelligences of through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.	N/A	N/A
CAASPP test results, student portfolio assessment (ELA)	N/A	N/A
CAASPP test results, Main Lesson Book assessment	N/A	N/A
Benchmark assessments, students' Main Lesson Books and California Standards Test	N/A	N/A
Benchmark observation of their class performances (plays) and visual creations	N/A	N/A
Observations of their skills and written assessments	N/A	N/A

Benchmark assessments	N/A	N/A
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no funds budgeted for Goal 8 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of implementing Goal 8 actions and services in meeting the goal was that all students demonstrated grade level proficiency in Language Arts/Literacy, Mathematics, History, Civics and Social Science, life, earth and space, and physical science, Visual and Performing Arts, Health, World Language(s), Applied Arts according to the Waldorf/Common Core Standards and the nine multiple intelligences. All 5th and 7th grade students demonstrated grade level proficiency in Physical Education according to Waldorf/Common Core State Standards and the nine multiple intelligences.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional cleaning, servicing of cleaning equipment i.e. vacuum, PPE such as disinfecting wipes and sprays in classrooms, small cohorts, little to no mixing of	\$1,470	\$1,470	N

<p>cohorts, cohorts assigned to designated areas to limit intermixing, hand sanitizing and hand washing at specific points in the day, daily temperature checks before coming into classrooms and when necessary throughout the day, physical distancing in classrooms, shade for outdoor classroom environment, remove extraneous furniture from classrooms and store.</p>			
<p>All supplies that are made available for in-person learning are equitably provided for distance learning. Many extra items were purchased in order to ensure there was no need to share items among students, teachers or classrooms to avoid commingling and reduce potential of virus spread that would normally be shared such as high quality paint brushes, block and stick beeswax crayons, high quality colored chalk, manipulatives (glass beads for mathematics), dice, individual paint sets, weaving boards, balls, beeswax for modeling, and high quality colored pencils, individual dry erase and chalkboards, woodworking materials for individual outdoor sitting benches and work stations, gardening items such as hand trowels, gloves, and play items such as jump ropes.</p>	\$3,000	\$3,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The actions were implemented and expended for in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SCCCS opened five days a week for in person instruction on September 28, 2020 yet continued to offer distance learning to families who made that choice. SCCCS served the most vulnerable students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and students who need to attend in person based on SCCCS’s tiered re-engagement plan. The attendance rate for in-person and distance learning combined was 98.5%. The greatest success of returning to in-person learning was the growth of school culture and positive school climate. The students, teachers, staff, and parents were very happy to be back on campus. Several families did choose to remain in distance learning for the remainder of the year since the routine was set and older siblings could babysit younger siblings if their schools did not open.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extra support staff for teachers in virtual learning synchronous classes to aid virtual learners with curriculum to increase services to EL students, students with little to no home support, and foster/homeless students	\$5,000	\$6,750	Y
Purchase of Clever Bridge for School Pathways Information System to protect Student Privacy while online	\$750	\$1,610	N
Extra wellness support classes for virtual students i.e. yoga, meditation, relaxation to increase services during distance learning for students with little/no home support, and foster/homeless students	\$4,000	\$3,000	Y
Internet Upgrades for connectivity in three classrooms where none previously existed and upgrades in three other classrooms to allow for more users and signal to reach the outdoor Kindergarten classroom	\$4,500	\$824	N
10 T-Mobile Hotspots for teachers while awaiting internet upgrades, and to support access for virtual students when teaching is in an outdoor classroom environment for in-person students. Also, used to provide for families without reliable connectivity at home	\$2,400	\$2,400	N
Professional Development: Monthly Waldorf Teacher Trainings to improve services	\$2,500	\$1,701	Y
Staff WIFI, technology, device stipends to aid with home connectivity when needed, reaching families when not on the school site to increase learning and supports for EL students, students with limited/no access, students with little/no home support, and foster/homeless students.	\$5,000	\$3,325	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The actions were implemented and expended for distance learning. SCCCS was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All positions, especially, teachers, office staff, and

paraprofessionals, focused on ensuring mental health and well-being, school connectedness, student engagement, mentoring, and additional academic support. SCCCS also incorporated additional technology and technological support to ensure parents and students had access to the programs thus variance in the budgeted costs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In regard to the successes of the distance learning program in the 2020-21 school year. Continuity of instruction was a priority as evidenced by the pacing guides and lesson plans; moreover, SCCCS implemented formative assessments in ELA and Math two times per year to monitor student progress. SCCCS was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. SCCCS ensured student participation through daily attendance checks, phone calls and emails to students and parents, and ensured student progress through weekly grade checks, assessment results, work completion, and participation in intervention programs including small group, individual, and/or after-school tutoring. The professional development on distance learning at SCCCS actually began in April of 2020 and has continued throughout the 2020-21 school year. Teachers have received professional development and planning time to lesson plan, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment.

SCCCS provided professional development and resources to increase the skills of teachers to change their instructional delivery from site-based classroom to distance learning and simultaneous instruction. SCCCS provided professional development and resources to increase the skills of staff to set-up and utilize Google Classroom, Google Meets, and Zoom meetings, to track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes, identify time value and assignment completion, engaging students in a virtual world, focus on standards and skills, how to deliver instruction, cross-curricular alignment, and how to develop and optimize class time. The Administrator monitored teachers by attending live lessons, verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. This year, the professional development planned for Waldorf instruction was completed internally by the Executive Director rather than by an external consultant. In addition, SCCCS provided support to teachers and staff by building and nurturing staff relationships to juggle simultaneous instruction and the fatigue of the digital environment. This was achieved through weekly meetings, activities, competitions, welcoming rituals, engagement with colleagues, and optimistic closures. All students, parents, teachers, and staff had and still have access to full-time, daily technological support to ensure the success of learning.

SCCCS adapted the roles and responsibilities of all staff as a result of COVID-19 because all staff transitioned to working remotely and later in person. Since the roles and responsibilities of Charter School staff were designed for full-time, in-person, classroom-based

instruction, all roles and responsibilities shifted to distance learning in a virtual environment. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students. Campus supervisors helped make phone calls to families. Paraprofessionals provided intervention under the direction of a credentialed teacher. Administrator and a hired on staff substitute taught classes in the event of a teacher absence. Teachers provided technological support. IT shifted to providing training and problem solving on devices and connectivity directly to students, parents, staff, and teachers. Food service shifted to providing grab and go lunches. Teachers shifted to providing distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and simultaneous instruction (In-person and on distance learning).

SCCCS serves 19.7% socioeconomically disadvantaged (“SED”) students, 4.5% English Learners (“ELs”), 0.7% Reclassified Fluent English Proficient (“RFEP”) students, 7.6% students with disabilities (“SWD”), 0% foster youth (“FY”), and 1.5% homeless students. SCCC continues to provide ELD to all students who are identified as EL through integrated ELD in-person or in the live lessons with paraprofessionals present in the live lesson to provide immediate support and designated ELD in ELA class provided by the fully credentialed teacher. EL students also receive tutoring support for their lessons through the live lesson platform or in person. SCCC has continued to provide high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, Google meetings, or Zoom meetings. The Administrator monitors contact with students and parents through daily and weekly communication with teachers and interventionists. The SWD received services through HIPPA compliant Zoom meetings by SCCC staff or contracted service providers. For push-in services, the Specialized Academic Instructors attend the Google Meets with the students to understand the classroom teachers’ expectations and to provide immediate support. For pull-out services, the Specialized Academic Instructors provide services to support the classroom expectations and to progress toward each student’s IEP goals. SCCC has a Liaison who provides support to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child’s education, school supplies, interventions, and additional academic support. Students who are Foster Youth, Homeless Youth, EL and/or SED are prioritized for interventions, assignment support, and direct support by teachers and paraprofessionals during office hours where students can work one-on-one in the afternoon so the teacher and student can work through assignments together. In addition, students can access online interventions 24 hours a day, 7 days a week.

The challenges have been juggling all the changes listed above in order to ensure high-quality, rigorous education for all students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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RTI: ELA and ELD Program (added hours this year)	\$4,000	\$4,000	Y
Reading Horizons curriculum to help with language arts learning loss and English Learners	\$2,000	\$6,576	N
Director time dedicated to providing technical support to parents/guardians teachers, and students; and classroom assistance both virtual and in-person for teachers.	\$10,000	\$10,000	Y
Small group instruction by the teacher, small group intervention by the teacher, one-one supports by the teacher or paraprofessional	\$6,000	\$6,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was an increased cost in Reading Horizon from the planned actions and/or budget expenditures for addressing student learning loss. In fact, mitigating student learning loss has been of paramount importance to SCCCS.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The successes of mitigating student learning loss in the 2020-21 school year have been achieved through a relentless effort to ensure students receive the interventions that they need to be successful. This has been achieved through paraprofessionals, teachers, supplemental intervention materials and online programs, and tutoring opportunities for students. The students have not been allowed to fail. The success of the program lies with the relationships and partnerships with the parents and families. The families trust SCCCS to educate their children. The workshops provided to parents have allowed parents the opportunity to understand how to support their children. The challenges of student learning loss were addressing the social emotional well-being as students experienced isolation, depression, and “Zoom Fatigue.” SCCCS focused on the whole child and Waldorf activities as well as increasing student engagement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The successes in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year included daily contact with students, mentorship, professional development on STAT, mindfulness to support teachers and staff to address personal mental health and social emotional well-being to better support students who have experienced trauma. The greatest success for supporting mental health and social emotional well-being was hosting multiple acknowledgement activities throughout the school year to recognize academic achievement and character development. This practice gave the students a boost in confidence and something to look forward to. A challenge was to provide enough resources to students, parents, teachers, and staff on stress management, Waldorf tenets, and social services in the community because the system was stretched thin.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SCCCS is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance was clearly articulated to students and parents prior to the start of school to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student was not attending school or participating in synchronous or asynchronous instructional strategies, the teacher reported the student as absent, and the office staff called home immediately. Translation in English and Spanish is provided. If there was no response, a teacher, administrator also followed-up with parents. Still no response, the office staff sent home a certified letter encouraging the parents to reach out to the teacher(s) to set up a re-engagement plan. A home visit also took place with two employees with appropriate safety precautions to meet with the student and/or parent to encourage attendance at school and develop the re-engagement plan. Other strategies that were used were contact from a former teacher or other employee with a positive relationship with the student, an employee reaching out to mentor the student, and an administrator reaching out to the parent to develop the re-engagement plan. The tiered re-engagement strategies included identifying a mentor employee for daily check in, setting up interventions and/or tutoring, student served as a peer mentor to a student in a lower grade, setting up an SST meeting, ensuring that the relationship with the teacher and the class peers took priority to ensure student engagement and school connectedness, and ensuring there was time every day for daily live interactions with the teacher and class peers. Much of the challenge was that much of the contact was remote, losing the connectedness which comes from face to face, in person conversations.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The success of the school nutrition program was that SCCCS provided nutritionally balanced meals during distance learning to students and during lunch times during in-person instruction. The challenge was ensuring that students who were experiencing food insecurity came to pick up meals and visited a local food bank. Often, SCCCS had more meals prepared than we had students pick them up.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Continuity Planning Committee	Reopening committee meetings (director and staff) throughout the Spring and Summer 2020 to develop multiple plans for reopening schools and prepare for the implementation of distance learning.	\$2,000	\$2,000	Y
Mental Health and Social Emotional Wellness	Counseling Services	\$5,000	\$8,000	Y
Professional Development for School Counselor	Counseling Services	\$10,800	\$6,235	N
Pupil Engagement and Outreach	Provide Teaching Staff and Director, and Counselor to monitor student attendance and engagement in order to implement strategies to improve	\$7,000	\$7,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was a slight increase in regard to Counseling Services, but between the services and the professional development, SCCCS implemented the planned actions and/or budget expenditures for the additional plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

SCCCS has learned many lessons from implementing in person and distance learning programs in 2020-21. The development of the LCAP includes focus on student achievement, mental health and social emotional well-being in a safe, inclusive, and supportive environment, and parent and community involvement and engagement, especially for our significant subgroups. SCCCS has specifically addressed actions and services to improve instruction and achievement for all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss will continue to be assessed through the use of formative assessments in English and Math, student attendance, grades, work completion, and other assessments. The administrator, teachers, and staff will continue to monitor the progress of students through data teams and analysis. They will then develop and adjust interventions for students to ensure that students with learning loss, especially those with unique needs, are provided intensive or strategic interventions on a daily basis.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions and services identified as contributing toward meeting the increased or improved services requirement. SCCCS considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCAP. SCCCS was principally directed on educating and supporting the most vulnerable youth served. SCCCS designed the LCAP to effectively address the education program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or

potential learning loss of the students. The actions in the LCAP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCAP were effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions included professional development on online instruction, trauma informed instruction, STAT, and Waldorf; purchasing computers and hotspots; interventions and after-school tutoring provided by teachers and paraprofessionals; social emotional professional development and supports for students, teachers, and staff; intervention instructional materials; staff support to include mentorship, counseling, engaging with families, tracking student interventions, teaching electives, coaching teachers, overseeing student interventions; robust parent education; and, resources to support teachers, staff and families.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

SCCCS has taken an analytical approach in the development of the 2021-2024 LCAP. SCCCS analyzed the Charter School thoroughly in the 2020-21 school year which examined verifiable data, and DataQuest for suspension rate, as well as internal data on attendance, suspensions, and satisfaction rate. SCCCS has included stakeholders in the process of developing the LCAP with parents, teachers, and staff through Parent, Guardian, Community Council, parent workshops, professional development sessions, and surveys, and with students through daily engagement and surveys. SCCCS is committed to evaluating the 2019-20 LCAP and the 2020-21 LCP in order to evaluate whether the actions and services are truly effective in meeting the LCAP goals. SCCCS is committed to contributing to the healthy growth of the whole child at each stage of development.

Through this process, SCCCS has learned how to effectively provide high-quality, rigorous distance learning, but the strength of the program is to continue to provide instruction in a seat-based model. Students need to be at school with their peers, teachers, and staff to best learn rather than in isolation. SCCCS has learned that the focus of mental health and social emotional well-being is vital to the academic and overall success of the students. With specific attention to English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, SCCCS will continue with a rigorous professional development program, social emotional learning, and mental health supports like counseling, parent engagement, and Waldorf tenets.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Creek Community Charter School	Dr. Sarah Bach, Executive Director	sarahbach@sycamorecreekcharteg.org 714.594.3660

Plan Summary [2021-22]

General Information

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

Sycamore Creek Community Charter School (SCCCS), a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status which is currently authorized by the Orange County Board of Education. SCCCS currently serves 127 students in grades TK-7 who benefit from small class sizes, an inclusive community, a public Waldorf education, and a focus on the whole child. In the 2021-22 school year, SCCCS will have its first class of grade 8, thus becoming a TK-8 Charter School. Parents choose SCCCS for the Waldorf instruction and personalized education for their children. SCCCS is committed to being transparent and remaining accountable to its stakeholders.

SCCCS will meet the needs of families desiring a Public Waldorf Education recognized by a focus on a “whole-child,” philosophy. SCCCS intends to educate children at the TK-8 level, applying arts-integrated curricula inspired by Waldorf methods, directed by natural, developmental rhythms that enrich student imagination, improve academic performance, and encourage empathetic response to their environment. Teaching emphasizes attention to all intelligence domains. Through experiential, hands-on methods, students will emerge capable of empathetic communication, problem solving, and critical thinking skills with the ability to serve as valuable members of a global community.

Our Mission is to educate students so they:

Think critically and independently while recognizing humanity’s interdependence with the local and global community;

Strive to control the outcome of their educational goals;

Stay committed to engaging the people, places, and learning opportunities around them in order to direct their intellectual, physical, and emotional growth;

Value differences in others by responding with empathy; and

See challenges as a natural part of life and an opportunity for growth.

SCCCS is filling a community need and meeting the interests of the community. SCCCS has small class sizes with an average student to teacher ratio of 25:1. SCCCS provides interventions to all students who are academically low performing during the school day through daily intervention. SCCCS hosts After School Tutoring. SCCCS provides deeper extension opportunities to all students who are academically high performing. SCCCS has instituted Positive Behavior Intervention and Supports (PBIS) based on the Waldorf tenets to create a safe setting where students are able to learn, and teachers are able to teach. SCCCS provides technology with a student to device ratio of 1:1 for those who need it, but the Waldorf model is most conducive for students to be learning experientially. SCCCS incorporates enrichment opportunities during the school day through broad access to courses. These strategies fill a community need and meet the interest for the community.

The Charter School is a diverse, 21st Century School. Based on the 2020 California School Dashboard, SCCCS's enrollment of 66 students was broken down by student group as follows: 19.7% socioeconomically disadvantaged ("SED") students, 4.5% English Learners ("ELs"), 0.7% Reclassified Fluent English Proficient ("RFEP") students, 7.6% students with disabilities ("SWD"), 0% foster youth ("FY"), 1.5% homeless students. As of the 2019-20 school year, enrollment by race and ethnicity at SCCCS was 31.8% Latinx, 21.2% two or more races, 40.9% White, 3% Filipino, and 1.5% Asian.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are Latinx students, White Students, and SED students. The above strategies that SCCCS utilizes are designed to be effective in meeting the needs of all of SCCCS's students and all of its subgroups. Specifically, the small class size ensures that no student's needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The social-emotional support for students through SCCCS's focus on Waldorf ensures that the whole child is supported, especially as to mental health and personal well-being.

Reflections: Successes

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

Since SCCCS began operation in the Fall of 2019, and the Smarter Balanced Assessment Consortium (SBAC) was suspended for Spring 2020 and optional in Spring 2021, there is no information on the Dashboard.

The successes that SCCCS has experienced are administering formative assessments in every grade level in the core subject areas, providing daily interventions to low achieving students, hosting parent meetings, maintaining consistent and supportive communication with families, and engaging students in the school community even for the children whose parents chose distance learning.

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.

SCCCS has identified areas that need significant improvement based on a review of formative assessments. SCCCS is committed to developing a broad goal to improve the academic achievement of all students. The steps that will be taken to address these areas of achievement in the goals, actions, and services.

Increase ELA Performance overall and for numerically significant subgroups. CAASPP ELA and final formative assessments will be used to determine all students' achievement in ELA.

Increase math performance overall and for numerically significant subgroups. CAASPP Math and final formative assessments will be used to determine all students' achievement in math.

Maintain Suspension Rate at less than 2%. Support Social Emotional Learning, ("SEL"), Diversity, Equity, and Inclusion ("DEI") and alternatives to suspension will be used to monitor student behavior. In 2019-20, less than 2% of SCCCS students were suspended compared to 3.5% of students statewide.

Increase Average Daily Attendance (ADA) rate to 95% or higher. In 2020, SCCCS had an average daily attendance rate of 95.1%.

In addition, SCCCS recognizes the importance of social emotional well-being of students and an active partnership with parents/guardians, staff, teachers, and community members. The goals reflect SCCCS's commitment to student mental health and an active school community.

LCAP Highlights

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for SCCCS which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) SCCCS will improve the Distance from Standard ("DFS") for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard by June 2022. SCCCS will improve grade level RIT scores for all students in reading and math as measured by NWEA MAP from Fall 2021 to Fall 2022; 2) SCCCS will support the social emotional well-being of all students aligned to the tenets of Waldorf and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students; and, 3) SCCCS's students, parents/guardians, teachers, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education as evidenced by events, surveys, and meeting minutes.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and students to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Community Council which includes parents of English Learners. The Parent Community Council will meet six times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision making process throughout the year and during LCAP

workshops. The decisions will consider the needs of SCCCS based on student achievement data to include SBAC, ELPAC, NWEA MAP, cumulative assessments, attendance and student demographic data to include the significant subgroups of Latinx students and socioeconomically disadvantaged students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. The LCAP 2021-24 was developed with input from key stakeholders including parents/guardians, staff, teachers, students, and community members. The stakeholders agreed that SCCCS develop three new goals in order to address the specific areas where growth is needed. In light of the feedback received from the Charter Renewal Petition, the LCAP goals were developed. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of State Standards, and 8) Course Access.

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.

SCCCS is not eligible for CSI.

Support for Identified Schools

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

SCCCS is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

SCCCS is not eligible for CSI.

Stakeholder Engagement

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

The process of how SCCCS engaged stakeholders for input before finalizing the LCAP included the following:

Posted the LCAP on the website with a link to a feedback email.

Administrative team reviewed and responded to the feedback emails.

Reviewed the goals and actions with teachers and staff during Professional Learning Communities.

Reviewed the goals and actions with parents/guardians at Parent Community Council meetings.

Emailed the LCAP and the Annual Update to all stakeholders with a link to a feedback email.

Reviewed the goals and actions with students at Student Council meetings.

Reviewed the goals and actions with the Board at Board meetings.

Consultation with LACOE Charter SELPA.

The purpose was for all stakeholders was to take ownership of the LCAP and its implementation. All stakeholders have been encouraged to provide the SCCCS Team with continuous feedback throughout the process and implementation.

Following the stakeholder meetings, the administrative team analyzed the feedback in order to include salient points in the LCAP. The most important areas of priority were academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing was held on: 6/24/21.

The LCAP was approved on: 6/24/21

A summary of the feedback provided by specific stakeholder groups.

Local Climate Survey Summary

Parents/Guardians

I believe that my child's teacher cares for their emotional & social well-being. 98.1%

I am happy with 5 days/week instruction. 94.2%

Teachers

I would benefit from a "virtual assistant" to support my virtual students while I am with in-person students. 75%

If you answered "yes" to the statement above, how many hours per day would you require assistance from a virtual assistant? 100% 1-2 hours daily

What assistance do you need to be on campus on a weekly basis? 100% a few hours per week.

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

Based on the stakeholder feedback received, the goals and actions were developed to address academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Waldorf Charter School decision making process.

SCCCS reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can hone in on the goals and actions that are the most important for the students as measured by the stakeholders.

Goals and Actions

Goal 1

Goal #	Description
1	SCCCS will improve the Distance from Standard (“DFS”) for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard by June 2022. SCCC will improve grade level RIT scores for all students in reading and math as measured by NWEA MAP from Fall 2021 to Fall 2022.

An explanation of why the LEA has developed this goal.

Based on the local assessment data, stakeholder consultation, and examination of data, SCCC developed Goal 1 to increase student achievement in ELA and Math on the SBAC and NWEA MAP, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																				
SBAC ELA	SBAC ELA OUTCOMES 2022 will set baseline SBAC Assessment Results <table border="1"> <tr> <td>2022</td> <td>DFS</td> </tr> <tr> <td>Overall</td> <td>TBD</td> </tr> <tr> <td>White</td> <td>TBD</td> </tr> <tr> <td>Latinx</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>TBD</td> </tr> </table>	2022	DFS	Overall	TBD	White	TBD	Latinx	TBD	SED	TBD				SBAC ELA OUTCOMES 2024 SBAC Assessment Results <table border="1"> <tr> <td>2024</td> <td>DFS</td> </tr> <tr> <td>Overall</td> <td>TBD</td> </tr> <tr> <td>White</td> <td>TBD</td> </tr> <tr> <td>Latinx</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>TBD</td> </tr> </table>	2024	DFS	Overall	TBD	White	TBD	Latinx	TBD	SED	TBD
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NWEA MAP ELA Assessment Results	NWEA MAP ELA Outcomes Fall 2021 NWEA MAP ELA Assessment Results							NWEA MAP ELA Outcomes Spring 2024 NWEA MAP ELA Assessment Results					
	Grade	SED Average RIT by Grade Level	Latinx Average RIT by Grade Level	ALL SCCCS RIT Average by Grade Level	Normal Grade Level RIT				Grade	SED Average RIT by Grade Level	Latinx Average RIT by Grade Level	ALL SCCCS RIT Average by Grade Level	Normal Grade Level RIT
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	3	TBD	TBD	TBD	186.6				3	TBD	TBD	TBD	186.6
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	8	TBD	TBD	TBD	218.0				8	TBD	TBD	TBD	218.0
	K	TBD	TBD	TBD	136.6				K	TBD	TBD	TBD	136.6
	Average RIT	TBD	TBD	TBD					Average RIT	TBD	TBD	TBD	

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	100% 2020-21 Textbook Inventory				100% 2023-24 Textbook Inventory

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Waldorf Curriculum Fidelity	Ensure fidelity to Waldorf and the alignment to the core content programs to fully implement the high-quality program. Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff.	\$0	N
2	1.2 Professional Development	Teachers will be trained on best instructional strategies (culturally responsive strategies to scaffold student learning and differentiate instruction) for instruction, especially those who are also Foster Youth, Homeless Youth, and/or English Learners; ELA/ELD Framework and standards, Math standards and concepts, Science curriculum and NGSS concepts, and History standards aligned to the Waldorf standards.	\$23,605	Y
3	1.3 Data Informed Instruction	Use data to inform instruction, increase teacher/staff /administration capacity to access, disaggregate, analyze; establish routine/systems/protocols; train educational staff and administration to access data and develop data literacy focusing on NWEA MAP, SBAC, and other local assessments and utilize to inform instruction.	\$11,221	N
4	1.4 Administer NWEA MAP	Administer and report local assessments including NWEA MAP aligned to the assessment schedule a minimum of three times per year.	\$5,000	N
5	1.5 Adjust Master Schedule	Adjust master schedules to allow for additional time for intervention, teacher collaboration, and focus on base program.	\$0	N

Action #	Title	Description	Total Funds	Contributing
6	1.6 Professional Learning Communities	Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and Latinx students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.	\$0	Y
7	1.7 Universal Template	Develop a universal template that aligns State Standards to Waldorf Standards that teachers at each grade level can use to ensure appropriate lesson pacing.	\$0	N
8	1.8 Diversity, Equity, and Inclusion	Purchase supplemental curriculum to address issues of Diversity, Equity, and Inclusion for ELA and History to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$6,576	Y
9	1.9 Data Presentation	Prepare and present data to stakeholders: quarterly to SCCCS Board and PCC.	\$0	N
10	1.10 Procedures and Protocols	SCCCS administration will immediately: create protocols/tools/checklists to ensure staff understand what is expected of them; create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who); determine our evaluation cycles- who, when how often, and the format for evaluating educational staff; review and update the SCCCS schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).	\$0	N
11	1.11 Staffing	SCCCS currently staffs: Executive Director, 8 teachers, Psychologist, Speech Therapist, Special Education Coordinator, Homeless & Foster Youth Liaison, Adaptive Physical Educator, Occupational Therapist, Instructional Aides, Office Assistant, Community Development Coordinator	\$763,620	N
12	1.12 Intervention Teachers	Provide 1 Intervention Teacher to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$32,130	Y

Action #	Title	Description	Total Funds	Contributing
13	1.13 Paraprofessionals	Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$55,463	Y
14	1.14 After-School Tutoring/Intersession	Provide after-school tutoring/intersession for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$5,000	Y
15	1.15 Intervention Instructional Materials	Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative (NWEA MAP), summative, and State assessments (CAASPP, ELPAC).	\$0	Y
16	1.16 English Language Development	All ELs will receive daily ELD by level provided by an appropriately credentialed teacher following the ELA/ELD Framework.	\$0	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal 2

Goal #	Description
2	SCCCS will support the social emotional well-being of all students aligned to the tenets of Waldorf and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students.

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the teachers and staff indicated the need to prioritize the social emotional well-being of the students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	91% 2020-21 P-2 Attendance				>95% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	TBD% 2021-22 CA Dashboard				<10% 2023-24 CA Dashboard
Middle School Dropout Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Suspension Rate	<2% 2019-20 CA Dashboard				<1% 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Facilities in Good Repair	Good 2020-21 FITT Report				Good 2023-24 FITT Report
Broad Course of Study	100% of students have access to broad course of study 2020-21 Master Schedule				100% of students have access to broad course of study 2023-24 Master Schedule
Professional Development	2021 Baseline of Agendas, Reflections, and Sign-in Sheets 2020-21 Agenda/Sign-in Sheets				80% of teachers will value the PLCs as evidenced by reflections 2023-24 Agenda/Sign-in Sheets

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Clean, Safe Facility	Ensure the facility is clean, in good repair as measured by the FITT report and conducive to learning.	\$5,000	N
2	2.2 Student Health	Ensure that universal precautions by all staff to ensure the health of students	\$4,375	N
3	2.3 Waldorf/SEL Curriculum	Provide social emotional learning through a Public Waldorf curriculum and opportunities to ensure sound, healthy well-being.	\$0	N

Action #	Title	Description	Total Funds	Contributing
4	2.4 Campus Supervision	Provide supervision by school staff to provide a safe, healthy environment for students to support the social emotional well-being of students to improve social emotional skills and mental health. Priority for before and after school care will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$51,660	Y
5	2.5 Positive School Climate	Support school climate and culture through Waldorf tenets.	\$0	N
6	2.6 Positive Daily Attendance	Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	\$0	N
7	2.7 Attendance Policy	Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and interventions.	\$0	N
8	2.8 Chronic Absenteeism	Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.	\$0	N
9	2.9 Waldorf Tenets	A positive and rewarding school environment with music, arts, gardening, handwork, movement, and games.	\$93,600	N
10	2.10 Implement Alternatives to Suspension	Implement restorative justice practices, trauma-informed instruction, positive classroom management practices, and alternatives to suspension for all students especially Foster Youth, Homeless Youth, English Learners, and SED students.	\$0	Y
11	2.11 College and Career Readiness	Students will receive targeted instruction in College and Career Readiness to include core instruction (English, Math, Science, History), music instruction (flute and violin), and life skills (woodworking, blacksmithing, gardening, knitting).	\$0	N
12	2.12 School Supplies	Provide Waldorf related school supplies to students to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$20,000	Y

Action #	Title	Description	Total Funds	Contributing
13	2.13 Counseling	Provide all students with counseling opportunities, especially Socioeconomically Disadvantaged Students, English Learners and Homeless Youth, to include group counseling, individual counseling, and community supports to increase student achievement, attendance, connectedness, and self-esteem.	\$57,200	Y
14	2.14 Trauma Informed Instruction PD	Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$5,000	Y
15	2.15 Resources for Social Emotional Well-Being	Provide resources to students, parents, teachers, and staff on stress management and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$4,000	Y

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal 3

Goal #	Description
Goal #3	SCCCS's students, parents/guardians, teachers, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education as evidenced by events, surveys, and meeting minutes.

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated that there were additional opportunities for communication and collaboration with parents/guardians, teachers, staff, and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teachers	100% of teachers will be credentialed and appropriately assigned 2020-21 Credential Review				100% of teachers will be credentialed and appropriately assigned 2023-24 Credential Review
Student/Teacher/Parent Sense of School Safety and Connectedness	More than 80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey				80% of students/teachers/parents sense of school safety and connectedness 2023-24 Climate Survey
Satisfaction Survey	More than 80% of parents are satisfied with the (in-person) educational program at SCCCS 2020-21 Climate Survey				80% of parents are satisfied with the educational program at SCCCS 2023-24 Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey	Parents feel students feel safe at school 2020-21 Climate Survey				80% of students feel safe at school 2023-24 Climate Survey
Work Survey	More than 80% of teachers and staff feel content, supported, and included at work 2020-21 Climate Survey				80% of teachers and staff feel content, supported, and included at work 2023-24 Climate Survey
Parent Workshops	6 Parent Workshops 2020-21 Agenda/Sign-in Sheets				8 Parent Workshops 2023-24 Agenda/Sign-in Sheets
Parent Community Council	SCCCS will host 6 PCC meetings per year 2020-21 Agenda/Sign-in Sheets				SCCCS will host 6 PCC meetings per year 2023-24 Agenda/Sign-in Sheets

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Parent Education	Provide family workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, and the Waldorf model which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$3,605	Y
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, teachers, and staff.	\$20,839	N
3	3.3 Communication Application	Provide consistent communication to students, families, teachers, and staff through a Communication Application.	\$1,000	N
4	3.4 Student Engagement	Provide student engagement opportunities to include music, theatre, art, student council, and various competitions (Model United Nations, Sports, Math, Clubs) during the school day with practice after-school.	\$0	N
5	3.5 Parent Committees	Host various meetings and committees to engage and involve parents, guardians, and community members to advise the school program to include Parent Community Council. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$0	Y
6	3.6 DEI Task Force	Develop a task force on Diversity, Equity, and Inclusion.	\$0	Y
7	3.7 Annual Survey	Administer teachers, staff, students, and parent/guardian surveys to determine school safety, school connectedness, and satisfaction rates.	\$0	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7%	98,736

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

Required Descriptions

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

In the development of each action provided to SCCCS schoolwide, the needs of foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students were considered first as each action was analyzed to determine if the focus was specifically for these students or if these students should be prioritized to receive the services prior to all other students receiving the services. The LCFF regulations dictate that SCCCS provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be \$98,736 which is proportionate 7% to increase or improve services.

Additional information about the services is included in the Goal sections.

The contributing action titles are:

- 1.2 Professional Development
- 1.6 Professional Learning Communities
- 1.8 Diversity, Equity and Inclusion
- 1.12 Intervention Teachers
- 1.13 Paraprofessionals
- 1.14 After-School Tutoring/Intersession
- 1.15 Intervention Instructional Materials
- 2.4 Campus Supervision
- 2.10 Implement Alternatives to Suspension
- 2.12 School Supplies

2.13 Counseling

2.14 Trauma Informed Instruction Professional Development

2.15 Resources for Social Emotional Well-Being

3.1 Parent Education

3.5 Parent Committees

3.6 Diversity, Equity and Inclusion Task Force

Using the calculation tool provided by the state, SCCCS has calculated that it will receive \$98,736 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 7%. SCCCS has demonstrated that it has met the 7% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students.

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

Minimum Proportionality Percentage (MPP) will be 7%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for SCCCS to increase its support systems. This percentage serves as the benchmark with which SCCCS will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, SCCCS believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds
Totals	\$ 847,464	\$ 235,016	\$ -

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	1.1 Waldorf Curriculum Fidelity			
1	2	1.2 Professional Development	SED, EL, FY	\$ 3,605	\$ 20,000
1	3	1.3 Data Informed Instruction		\$ 11,221	
1	4	1.4 Administer NWEA MAP			\$ 5,000
1	5	1.5 Adjust Master Schedule			
1	6	1.6 Professional Learning Communities	SED, EL, FY		
1	7	1.7 Universal Template			
1	8	1.8 Diversity, Equity, and Inclusion	SED, EL, FY		
1	9	1.9 Data Presentation			
1	10	1.10 Procedures and Protocols			
1	11	1.11 Staffing		\$ 595,600	\$ 114,020
1	12	1.12 Intervention Teachers	SED, EL, FY		\$ 32,130
1	13	1.13 Paraprofessionals	SED, EL, FY		\$ 55,463
1	14	1.14 After-School Tutoring/Intersession	SED, EL, FY	\$ 5,000	
1	15	1.15 Intervention Instructional Materials	SED, EL, FY		
1	16	1.16 English Language Development			
2	1	2.1 Clean, Safe Facility			
2	2	2.2 Student Health		\$ 4,375	
2	3	2.3 SEL Curriculum			
2	4	2.4 Campus Supervision	SED, EL, FY	\$ 51,660	
2	5	2.5 Positive School Climate			
2	6	2.6 Positive Daily Attendance			
2	7	2.7 Attendance Policy			

Federal Funds	Total Funds	Total Personnel	Total Non-personnel
\$ 86,415	1,168,895	\$ 1,062,673	\$ 106,222

Local Funds	Federal Funds	Total Funds
		\$ -
		\$ 23,605
		\$ 11,221
		\$ 5,000
		\$ -
		\$ -
		\$ -
	\$ 6,576	\$ 6,576
		\$ -
		\$ -
	\$ 54,000	\$ 763,620
		\$ 32,130
		\$ 55,463
		\$ 5,000
		\$ -
		\$ -
	\$ 5,000	\$ 5,000
		\$ 4,375
		\$ -
		\$ 51,660
		\$ -
		\$ -
		\$ -

2	8	2.8 Chronic Absenteeism			
2	9	2.9 Waldorf Tenets		\$ 93,600	
2	10	2.10 Implement Alternatives to Suspension	SED, EL, FY		
2	11	2.11 College and Career Readiness			
2	12	2.12 School Supplies	SED, EL, FY	\$ 15,597	\$ 4,403
2	13	2.13 Counseling	SED, EL, FY	\$ 57,200	
2	14	2.14 Trauma Informed Instruction PD	SED, EL, FY	\$ 5,000	
2	15	2.15 Resources for Social Emotional Well-E	SED, EL, FY		\$ 4,000
3	1	3.1 Parent Education	SED, EL, FY	\$ 3,605	
3	2	3.2 Technology and Technological Support			
3	3	3.3 Communication Application		\$ 1,000	
3	4	3.4 Student Engagement			
3	5	3.5 Parent Committees	SED, EL, FY		
3	6	3.6 DEI Task Force	SED, EL, FY		
3	7	3.7 Annual Survey			

		\$ -
		\$ 93,600
		\$ -
		\$ -
		\$ 20,000
		\$ 57,200
		\$ 5,000
		\$ 4,000
		\$ 3,605
	\$ 20,839	\$ 20,839
		\$ 1,000
		\$ -
		\$ -
		\$ -
		\$ -

Contributing Expenditure Table

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)
1	1	1.1 Waldorf Curriculum Fidelity	LEA-wide	
1	3	1.3 Data Informed Instruction	LEA-wide	
1	4	1.4 Administer NWEA MAP	LEA-wide	
1	5	1.5 Adjust Master Schedule	LEA-wide	
1	6	1.6 Professional Learning Communities	LEA-wide	SED, EL, FY
1	7	1.7 Universal Template	LEA-wide	
1	8	1.8 Diversity, Equity, and Inclusion	LEA-wide	SED, EL, FY
1	9	1.9 Data Presentation	LEA-wide	
1	10	1.10 Procedures and Protocols	LEA-wide	
1	11	1.11 Staffing	LEA-wide	
1	12	1.12 Intervention Teachers	LEA-wide	SED, EL, FY
1	13	1.13 Paraprofessionals	LEA-wide	SED, EL, FY
1	14	1.14 After-School Tutoring/Intersession	LEA-wide	SED, EL, FY
1	15	1.15 Intervention Instructional Materials	LEA-wide	SED, EL, FY
1	16	1.16 English Language Development	LEA-wide	
2	1	2.1 Clean, Safe Facility	LEA-wide	
2	2	2.2 Student Health	LEA-wide	
2	3	2.3 SEL Curriculum	LEA-wide	
2	4	2.4 Campus Supervision	LEA-wide	SED, EL, FY
2	5	2.5 Positive School Climate	LEA-wide	

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 141,667	\$ 264,239
LEA-wide Total:	\$ 141,667	\$ 264,239
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
All		\$ -	No
All	\$ 11,221	\$ 11,221	No
All		\$ 5,000	No
All		\$ -	No
All		\$ -	Yes
All		\$ -	No
All		\$ 6,576	Yes
All		\$ -	No
All		\$ -	No
All	\$ 595,600	\$ 763,620	No
All		\$ 32,130	Yes
All		\$ 55,463	Yes
All	\$ 5,000	\$ 5,000	Yes
All		\$ -	Yes
All		\$ -	No
All		\$ 5,000	No
All	\$ 4,375	\$ 4,375	No
All		\$ -	No
All	\$ 51,660	\$ 51,660	Yes
All		\$ -	No

2	6	2.6 Positive Daily Attendance	LEA-wide	
2	7	2.7 Attendance Policy	LEA-wide	
2	8	2.8 Chronic Absenteeism	LEA-wide	
2	9	2.9 Waldorf Tenets	LEA-wide	
2	10	2.10 Implement Alternatives to Suspension	LEA-wide	SED, EL, FY
2	11	2.11 College and Career Readiness	LEA-wide	
2	12	2.12 School Supplies	LEA-wide	SED, EL, FY
2	13	2.13 Counseling	LEA-wide	SED, EL, FY
2	14	2.14 Trauma Informed Instruction PD	LEA-wide	SED, EL, FY
2	15	2.15 Resources for Social Emotional Well-E	LEA-wide	SED, EL, FY
3	1	3.1 Parent Education	LEA-wide	SED, EL, FY
3	2	3.2 Technology and Technological Support	LEA-wide	
3	3	3.3 Communication Application	LEA-wide	
3	4	3.4 Student Engagement	LEA-wide	
3	5	3.5 Parent Committees	LEA-wide	SED, EL, FY
3	6	3.6 DEI Task Force	LEA-wide	SED, EL, FY
3	7	3.7 Annual Survey	LEA-wide	

All		\$ -	No
All		\$ -	No
All		\$ -	No
All	\$ 93,600	\$ 93,600	No
All		\$ -	Yes
All		\$ -	No
All	\$ 15,597	\$ 20,000	Yes
All	\$ 57,200	\$ 57,200	Yes
All	\$ 5,000	\$ 5,000	Yes
All		\$ 4,000	Yes
All	\$ 3,605	\$ 3,605	Yes
All		\$ 20,839	No
All	\$ 1,000	\$ 1,000	No
All		\$ -	No
All		\$ -	Yes
All		\$ -	Yes
All		\$ -	No