

Public Hearing: 6/24/21

Agenda Item #8.D

Approval: 6/28/21

Agenda Item #6.D

Local Control and Accountability Plan 2021-22

Including:

- * 2021-22 LCFF Budget Overview for Parents**
- * Annual Update for the 2019-20 LCAP**
- * Annual Update for the 2020-21 Learning
Continuity and Attendance Plan**

**SunRidge
Charter School
(District 21- Fund 09)**

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	SunRidge Charter School
CDS Code:	4970961-4930350
LEA Contact Information:	Name: Kalen Wood Position: Director Email: kwood@twinhillsusd.org Phone: 707-824-2844
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,435,068
LCFF Supplemental & Concentration Grants	\$147,030
All Other State Funds	\$177,907
All Local Funds	\$469,932
All federal funds	\$0
Total Projected Revenue	\$3,082,907

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$3,144,760
Total Budgeted Expenditures in the LCAP	\$1,892,803
Total Budgeted Expenditures for High Needs Students in the LCAP	\$126,175
Expenditures not in the LCAP	\$1,251,957

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$135,423
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$135,423

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-20,855
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	This charter school supports a breakfast program and uses unrestricted general funds to do so. We hired a .20 FTE counselor for 20-21 and they are being funded by state COVID19 dollars for this year. We anticipate the need to remain in 22-23 and that position will be funded with

supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	supplemental funds in that year. An additional math teacher was also hired in 21-22 using COVID19 dollars and that position will be paid with supplemental dollars in future years. All these programs support high needs students and the cost exceeds the \$20,855.
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SunRidge Charter School

CDS Code: 4970961-4930350

School Year: 2021-22

LEA contact information:

Kalen Wood

Director

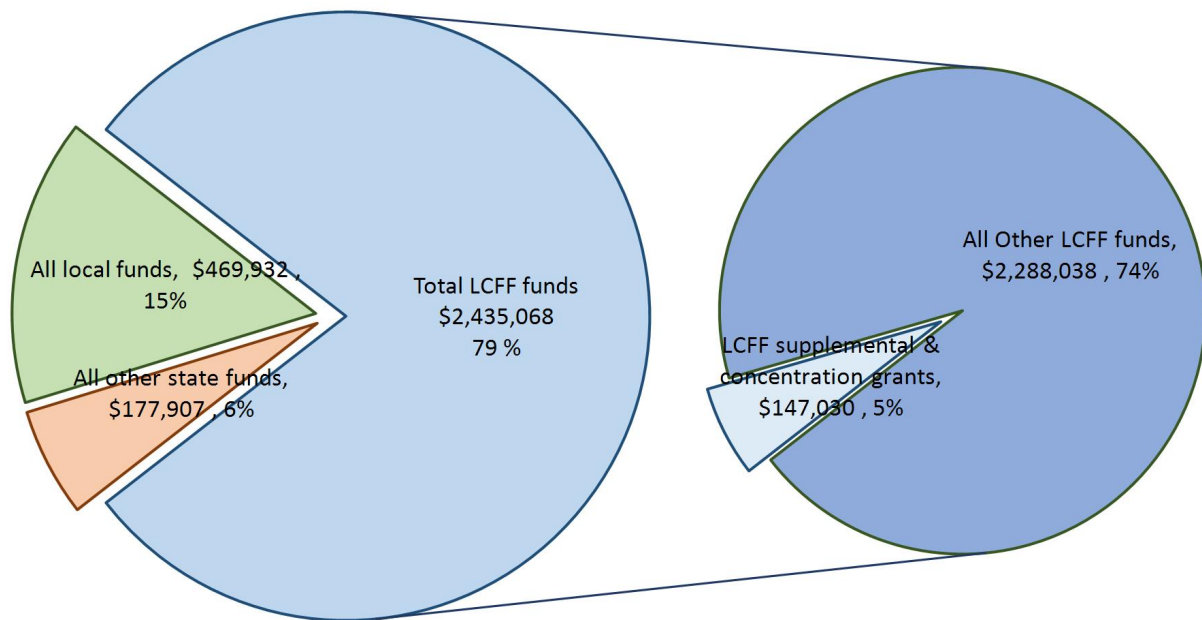
kwood@twinhillsusd.org

707-824-2844

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



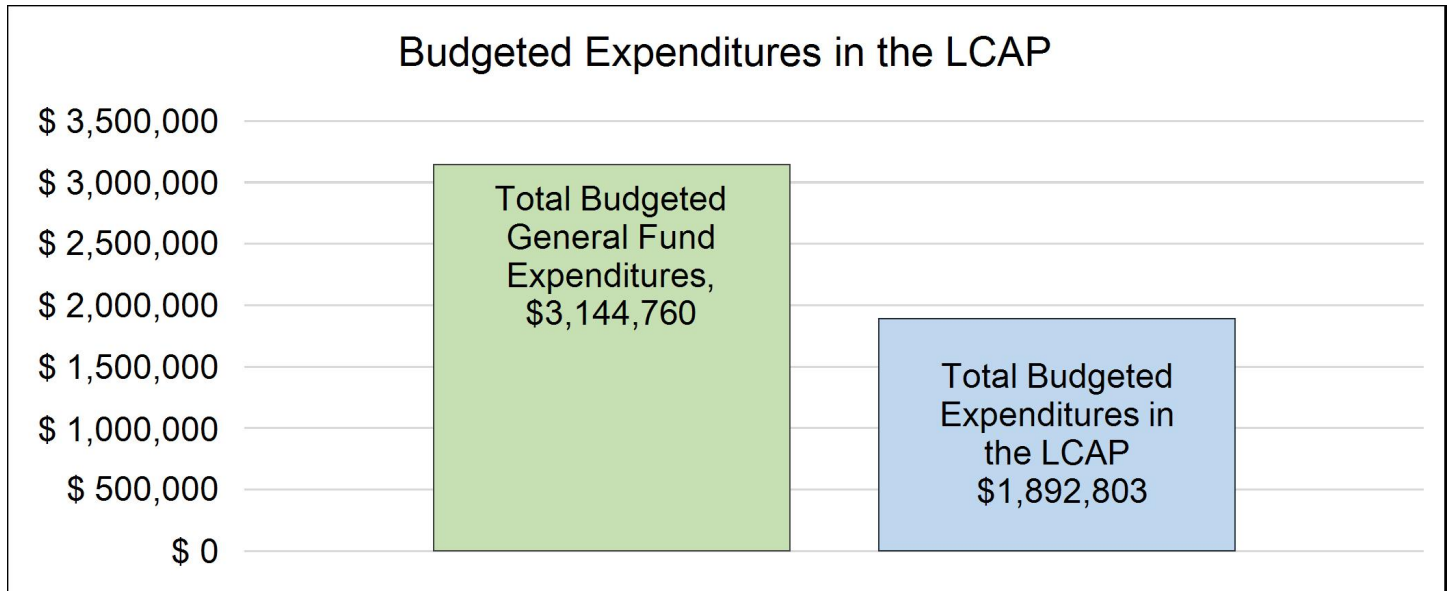
This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The total revenue projected for SunRidge Charter School is \$3,082,907, of which \$2,435,068 is Local Control Funding Formula (LCFF), \$177,907 is other state funds, \$469,932 is local funds, and \$0 is federal

funds. Of the \$2,435,068 in LCFF Funds, \$147,030 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 SunRidge 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.

SunRidge Charter School plans to spend \$3,144,760 for the 2021-22 school year. Of that amount, \$1,892,803 is tied to actions/services in the LCAP and \$1,251,957 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

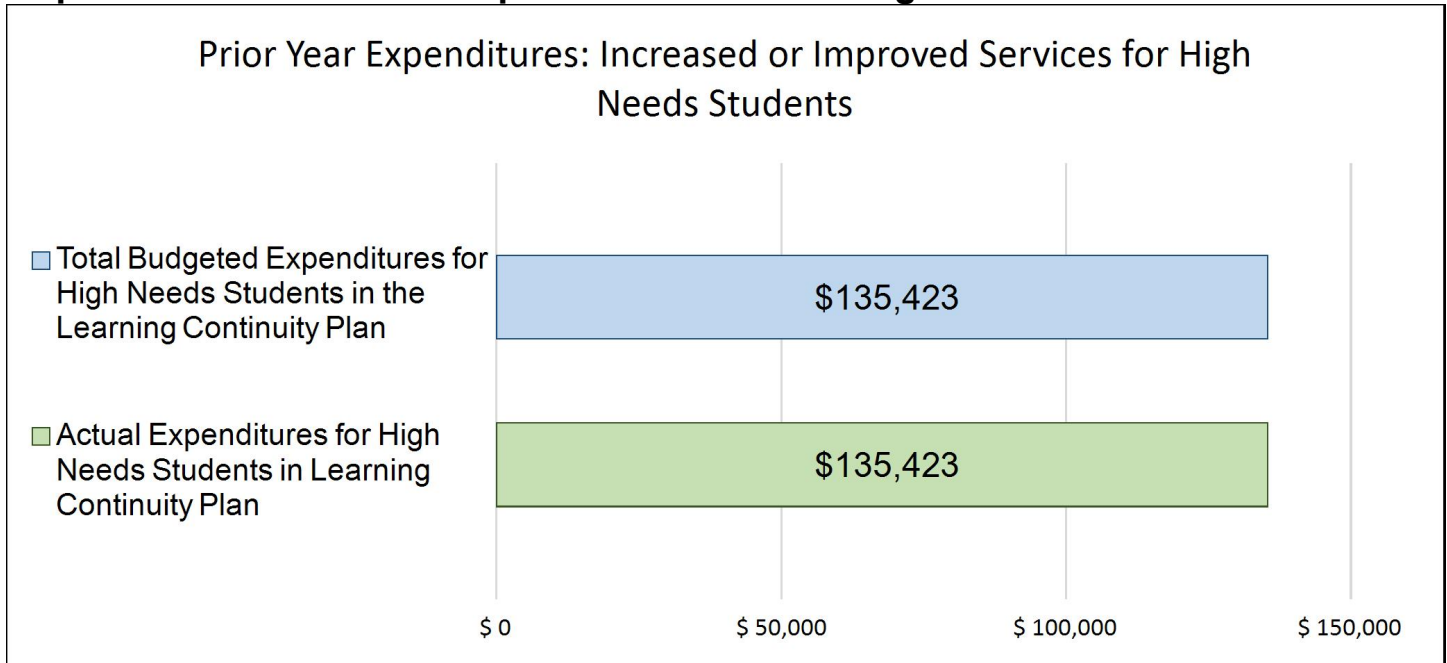
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, SunRidge Charter School is projecting it will receive \$147,030 based on the enrollment of foster youth, English learner, and low-income students. SunRidge Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. SunRidge Charter School plans to spend \$126,175 towards meeting this requirement, as described in the LCAP.

This charter school supports a breakfast program and uses unrestricted general funds to do so. We hired a .20 FTE counselor for 20-21 and they are being funded by state COVID19 dollars for this year. We anticipate the need to remain in 22-23 and that position will be funded with supplemental funds in that year. An additional math teacher was also hired in 21-22 using COVID19 dollars and that position will be paid with supplemental dollars in future years. All these programs support high needs students and the cost exceeds the \$20,855.

LCFF Budget Overview for Parents

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



This chart compares what SunRidge 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 SunRidge 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, SunRidge Charter School's Learning Continuity Plan budgeted \$135,423 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent \$135,423 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

LEA Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Kalen Wood Director	kwood@twinhillsusd.org 707-824-2844

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

To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Surveys 19-20 Continue to provide a safe, supportive environment as measured by surveys. Baseline 100% of Parents and 95% of staff surveys rated grounds and facilities highly for safety. 100% of the 5th graders and 7th graders feel safe most of the time at school.	Parent Survey completed by the school in May indicated: 78% of respondents reported their child feels safe at school. 93% reported the grounds are safe and clean. Parents, Faculty and Staff, and Students were surveyed through Youth Truth, a national non-profit organization, however, these results have not yet been analyzed. This is the first time we have participated and admin will be reviewing these results in preparation for the next school year. Results will be reported to the community in the fall.
Metric/Indicator Fit Assessment 19-20 Maintain clean and safe buildings and grounds as measured by FIT. Baseline FIT results are good.	Fit Survey Ratings are all good.

Expected	Actual
<p>Metric/Indicator Surveys and participation records</p> <p>19-20 Maintain current high level of parent involvement.</p> <p>Baseline Charter Council has four parent members and Parent Council has a parent representative from each of the 10 classes comprising the school. More than 90% of parents attend parent conferences. Charter outlines the many volunteer opportunities for parents and community.</p>	<p>Charter Council has three parent members and one community member in addition to faculty and staff members. Parent Council was not active during most of this year due to the pandemic. However a parent voices group was formed that created a stakeholder expectations document for the hybrid reopening. The director met with this group and with Parent Council leadership regularly. The director and faculty also met with a reinvigorated diversity and inclusion committee. Because of distance learning, regular and frequent parent and student conferences were held to connect and inform as well as parent evenings to discuss curriculum, technology. and distance learning.</p>
<p>Metric/Indicator Attendance, Suspension and Expulsion Records</p> <p>19-20 Attendance: 94% Chronic Truancy: 0% # Suspensions: Baseline is less than 1% and Expulsions are at 0%.</p> <p>Baseline Attendance: 94% Chronic Truancy: 0% # Suspensions: Baseline is less than 1% and Expulsions are at 0%.</p>	<p>Attendance: 97.8% Chronic Truancy: 0% Number of Suspensions: 0%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue maintenance services to ensure campus safety.	Salary and Benefits Classified and supplies 09-0000-2200-MAIN 2000-2999: Classified Personnel Salaries Base \$57,771	Salary and Benefits Classified and supplies 09-0000-2200-MAIN 2000-2999: Classified Personnel Salaries Base \$61,908

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	09-0000-3**2-MAIN 3000-3999: Employee Benefits Base \$27,177 09-0000-4380-MAIN 09-0000-4400-MAIN 4000-4999: Books And Supplies Base \$15,000	09-0000-3**2-MAIN 3000-3999: Employee Benefits Base \$26,531 09-0000-4380-MAIN 09-0000-4400-MAIN 4000-4999: Books And Supplies Base \$8,649
1.2 Provide custodial services to keep campus safe.	Salary and Benefits Classified and supplies 09-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$28,081 09-0000-3**2-OPER 3000-3999: Employee Benefits Base \$8,237 09-0000-4370-OPER 09-0000-4390-OPER 4000-4999: Books And Supplies Base \$14,000	Salary and Benefits Classified and supplies 09-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$27,954 09-0000-3**2-OPER 3000-3999: Employee Benefits Base \$7,895 09-0000-4370-OPER 09-0000-4390-OPER 4000-4999: Books And Supplies Base \$12,230
1.3 Ensure a safe respectful learning environment through student programs: Continue 7th & 8th grade Being Adept Substance Abuse Prevention Education Continue Cyber Civics in 6-8th grades Provide Suicide Prevention Education (continued) Student Leadership Developed through Three Streams Training	Professional Development 09-0000-5800/5830/5840-LCAP 5000-5999: Services And Other Operating Expenditures Base \$16,500	Professional Development 09-0000-5800/5830/5840-LCAP 5000-5999: Services And Other Operating Expenditures Base \$6,523
1.4 Continue to offer volunteer opportunities for parent involvement.	Safety/Security 09-0000-5862-000 5000-5999: Services And Other Operating Expenditures Base \$2,000	Safety/Security 09-0000-5862-000 5000-5999: Services And Other Operating Expenditures Base \$873
1.5 Monitor school attendance and follow SARB process.	Office staff monitors student attendance 09-0000-5840-ASIS	Office staff monitors student attendance 09-0000-5840-ASIS

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Base \$3,000	5000-5999: Services And Other Operating Expenditures Base \$1,794

Goal Analysis

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

All actions and services were implemented except the Suicide Prevention Education which was scheduled but then preempted by the March school closure.

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

This was a successful year implementing the LCAP goals despite the challenges of school closure in March! There were many challenges in pivoting to the use of technology to continue instruction and interaction without any time to prepare or plan. School safety became focused on the requirements necessary during the pandemic. New and more frequent communication was implemented and a parent portal was developed. Town halls, parent forums, surveys, and email communication all were employed to foster connection and the sharing of information as parents couldn't be on campus. The director communicated with the Coordinator of the SARB process to understand and implement how to respond to attendance issues during distance learning.

Goal 2

To provide every student with the opportunity to attain increasing levels of achievement that prepares them for high school, college and career readiness, with curriculum that is rigorous, Waldorf-inspired and aligned with Common Core standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of highly qualified teachers 19-20 Maintain 100% highly qualified teachers. Baseline 100% of students have highly qualified teachers.	100% of teachers were highly qualified.
Metric/Indicator CAASPP 19-20 Maintain (or increase) the number of students meeting or exceeding standards at 83% for the school-wide average in ELA and increase the school wide math average by 5%. Baseline Increase by 5% the number of students meeting or exceeding standards: Spring 2016 CAASPP results: 3-8 grades: ELA 80% met or exceeded standards	CAASPP was not administered this year.

Expected	Actual
Math 57% met or exceeded standards Science: 5th grade, 86% met or exceeded 8th grade, 85% met or exceeded standards	
Metric/Indicator Standards Aligned Materials 19-20 100% of students will have high quality, standards-aligned instructional materials Baseline Williams Act	Standards Aligned Instructional Materials - 100% of students had access to standards aligned instructional materials.
Metric/Indicator Physical Fitness Test Results 19-20 At least 85% of the students score in the Healthy Fitness Zone. Baseline 92% of the 5th graders and 89% of 7th graders score in the Healthy Fitness Zone.	The physical fitness test was not administered due to school closure.
Metric/Indicator Course Access 19-20 All students have access to grade level specialty courses including Handwork, P.E., music, and art. Baseline All students have access to grade level specialty courses including Handwork, P.E., music, and art.	All students had access to core academic subjects. Google Classroom and Zoom were used to continue instruction during the pandemic and essential standards were prioritized.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide highly qualified teachers in all classrooms.	Salary and Benefits Certificated 09-0000-1100-0000 09-1400-1100-0000 1000-1999: Certificated Personnel Salaries Base \$755,788 09-0000-3**1-0000 09-1400-3**1-0000 3000-3999: Employee Benefits Base \$270,340	Salary and Benefits Certificated 09-0000-1100-0000 09-1400-1100-0000 1000-1999: Certificated Personnel Salaries Base \$842,680 09-0000-3**1-0000 09-1400-3**1-0000 3000-3999: Employee Benefits Base \$290,452
2.2 Continue 40% RSP position to extend RTI reading and math support.	Salary and Benefits Certificated 09-0000-1100-ELMP 1000-1999: Certificated Personnel Salaries Supplemental \$26,222 09-0000-3**1-ELMP 3000-3999: Employee Benefits Supplemental \$8,664	Salary and Benefits Certificated 09-0000-1100-ELMP 1000-1999: Certificated Personnel Salaries Supplemental \$30,078 09-0000-3**1-ELMP 3000-3999: Employee Benefits Supplemental \$9,607
2.3 Increased math position to a 1.0FTE Math/Science position. Will explore ways to provide math support during the school day.	Salary and Benefits Certificated and Classified 09-0000-1130-TUTO 1000-1999: Certificated Personnel Salaries Supplemental \$0 09-0000-3**1-TUTO 3000-3999: Employee Benefits Supplemental \$0 09-0000-2100-TUTO 2000-2999: Classified Personnel Salaries Supplemental \$0 09-0000-3**2-TUTO 3000-3999: Employee Benefits Supplemental \$0	Salary and Benefits Certificated and Classified 09-0000-1130-TUTO 1000-1999: Certificated Personnel Salaries Supplemental \$0 09-0000-3**1-TUTO 3000-3999: Employee Benefits Supplemental \$0 09-0000-2100-TUTO 2000-2999: Classified Personnel Salaries Supplemental \$0 09-0000-3**2-TUTO 3000-3999: Employee Benefits Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.	Salary and Benefits Classified, Instructional Materials 09-0000-2100-IAEM 2000-2999: Classified Personnel Salaries Supplemental \$11,157 09-0000-3**2-IAEM 3000-3999: Employee Benefits Supplemental \$3,257 09-0000-4310-ELMP 4000-4999: Books And Supplies Supplemental \$5,000 09-0000-5840-ELMP 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000	Salary and Benefits Classified, Instructional Materials 09-0000-2100-IAEM 2000-2999: Classified Personnel Salaries Supplemental \$5,207 09-0000-3**2-IAEM 3000-3999: Employee Benefits Supplemental \$1,324 09-0000-4310-ELMP 4000-4999: Books And Supplies Supplemental \$501 09-0000-5840-ELMP 5000-5999: Services And Other Operating Expenditures Supplemental \$0
2.5 Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.	Salary and Benefits Classified 09-0000-2100-IAEM 2000-2999: Classified Personnel Salaries Supplemental \$11,158 09-0000-3**2-IAEM 3000-3999: Employee Benefits Supplemental \$3,257	Salary and Benefits Classified 09-0000-2100-IAEM 2000-2999: Classified Personnel Salaries Supplemental \$5,07 09-0000-3**2-IAEM 3000-3999: Employee Benefits Supplemental \$1,324
2.6 Purchase and provide materials that support common core standards instruction.	Instructional Materials including technology equipment. 09-1100-4310-LOTT 09-6300-4310-LOTT 4000-4999: Books And Supplies Lottery \$24,689	Instructional Materials including technology equipment. 09-1100-4310-LOTT 09-6300-4310-LOTT 4000-4999: Books And Supplies Lottery \$30,374
2.7 Collaborative Planning and mentoring for primary grades teachers to develop instructional units integrating Common Core standards with existing curriculum.	Salary and Benefits Certificated substitute costs 09-0000-114x-SUBS (50%) 09-6500-114x-SUBS (50%) 1000-1999: Certificated Personnel Salaries Base \$8,062	Salary and Benefits Certificated substitute costs 09-0000-114x-SUBS (50%) 09-6500-114x-SUBS (50%) 1000-1999: Certificated Personnel Salaries Base \$9,512

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	09-0000-3**1-SUBS (50%) 09-6500-3**1-SUBS (50%) 3000-3999: Employee Benefits Base \$1,650	09-0000-3**1-SUBS (50%) 09-6500-3**1-SUBS (50%) 3000-3999: Employee Benefits Base \$1,358
2.8 Deleted - Study skills will be embedded in curriculum	Professional services 09-0000-5800/5830-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000	Professional services 09-0000-5800/5830-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$0
2.10 Continue to provide art, music, P.E., Spanish and other enrichment classes.	Professional Services P.E. is included in the highly qualified teachers section. 09-0000-5830-SPEC 09-9041-5830-SPEC 5800: Professional/Consulting Services And Operating Expenditures Base \$37,000 09-9041-2100-SPEC Music & Spanish taught by classified specialty instructors. 2000-2999: Classified Personnel Salaries Other \$36,239 09-9041-3**2-SPEC 3000-3999: Employee Benefits Other \$7,904	Professional Services P.E. is included in the highly qualified teachers section. 09-0000-5830-SPEC 09-9041-5830-SPEC 5800: Professional/Consulting Services And Operating Expenditures Base \$19,003 09-9041-2100-SPEC Music & Spanish taught by classified specialty instructors. 2000-2999: Classified Personnel Salaries Other \$39,799 09-9041-3**2-SPEC 3000-3999: Employee Benefits Other \$8,322
2.11 Increase office assistant hours to provide administrative support.	Salary and Benefits Classified 09-0000-2400-ADMN 2000-2999: Classified Personnel Salaries Base \$14,853 09-0000-3**2-ADMN 3000-3999: Employee Benefits Base \$4,356	Salary and Benefits Classified 09-0000-2400-ADMN 2000-2999: Classified Personnel Salaries Base \$4,345 09-0000-3**2-ADMN 3000-3999: Employee Benefits Base \$2,373

Goal Analysis

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

All actions and services were implemented except we were not able to find qualified applicants for the 3-5th grade and middle school instructional aide positions. Social science and math text books were researched for the 2020-21 school year. During the distance learning portion of the year, staff were reassigned to provide small group and technical support.

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

SunRidge has highly qualified and dedicated teachers in all positions. Collaborative planning occurred in team meetings and on teacher inservice days. Due to the March school closure, the CAASPP testing was suspended. We were not able to complete all the specialty courses and laid off specialty instructors for the 2021-22 school year due to some courses not being feasible during distance learning. The office assistant increased hours continued to facilitate the breakfast snack program to eligible (and purchasing) families.

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
Purchase of disinfection equipment - hydrostatic sprayer, ultra-violet light, cleaning supplies, etc.	\$10,000		Yes
Purchase of Personal Protective Equipment	\$5,100		Yes
Purchase of plexiglass shields, touch-less towel dispensers, hand sanitizer stations	\$2,000	\$1,112	Yes
Adjusted supervision schedules, instructional assistant schedules, and bell schedule.		\$4,313	No
Educational specialist and instructional assistants are assigned to work with students who have experienced learning loss or who are at risk.			No
Additional RSP aide time to mitigate learning loss	\$2,500	\$2,510	Yes
.8FTE math/science position increased by .2 FTE to mitigate learning loss and CAASPP coordination	\$9,000	\$17,643	Yes

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.

We also rented handwashing stations and porta potties as part of the health protocols.

Analysis of In-Person Instructional Offerings

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

Given the impact of the COVID-19 pandemic, in-person instruction in a hybrid model was implemented in April of 2021 in alignment with state and local health orders. SunRidge offered distance learning through Zoom and Google Classroom and prepared to offer a hybrid model with stable groups when it is possible. We offered a full distance learning component alongside the hybrid model. Each stable group attended school for 2 days and learned from home for 3 days. Those in the full distance learning program continued to learn from home with a schedule that included live instruction and support. Students with special needs were scheduled for support both on-campus and through virtual sessions.

The school website's postings of The SunRidge COVID Handbook, The COVID -19 Safety Plan, and the district's COVID-19 Safety Plan can be accessed through this link: <http://www.sunridgeschool.org/covid-info.html>

SR is committed to meeting students' needs and prepared for both on-site and remote instruction. The director, faculty, staff, and parents were flexible and innovative and worked together to provide care and safety as we reopened in the hybrid model. Outdoor eating and learning areas were created, a waterproof shade covering was installed in one area, and students had frequent outside classroom experiences. Teachers continued to provide daily zoom instructions on their distance learning days. Drop off and pick up of supplies occurred every week. 200 Chromebooks and 24 hotspots were provided to students who needed them. About 30% of families chose to stay in full distance learning once the hybrid model was possible. This percentage decreased as the weeks went by.

The following safety precautions were implemented:

- Campus was open only to students, staff, and essential maintenance support. The campus was closed to parents and visitors.
- Social distancing per county orders was taught and maintained at all times.
- Face Coverings were required at all times per county orders.
- Entrances and Exits. Specific locations for drop-off and pick-up for classes were implemented and signage provided instructions. Routes were assigned and taught.
- A Designated Care Room was available for sick individuals to be isolated, assessed, and wait to be taken home.
- Classrooms will be arranged to ensure proper social distancing of students and teachers. Desks will face forward.
- Hygiene practices including frequent hand washing and coughing into an elbow, were taught, modeled, and enforced. Materials and supply sharing were limited.
- Common Areas had signage to limit the mixing of groups and support handwashing and physical distancing practices.

Proper disinfecting procedures were followed, especially of high-touch areas.

- Ill staff and students were instructed to stay home.
- Records of all people entering campus were maintained and a daily self-screening health check implemented.

The MOU with the Teachers' Association was adhered to.

In both hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes providing teachers with information for instructional planning and supporting students with feedback. Faculty held frequent conferences and the school implemented Star Renaissance in the Spring of 2021 to assess student levels in English language arts and math.

Students at risk of learning loss or who demonstrate learning loss, as demonstrated on the above-mentioned assessments, teacher observation, formative assessment, and work samples were provided with small group support, office hours and 1 to 1 assistance by their class teacher or other personnel.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and provide technology for faculty.	\$10,000	\$31,184	Yes
Purchase and provide hotspots for families and teachers who need them.	\$4,800	\$3,600	Yes
Faculty and parent groups met with director to develop hybrid and distance learning model.			No
Provide faculty with professional learning opportunities outside their workday to improve skills necessary for distance learning instruction.	\$6,500	\$996	Yes
Provide digital learning platforms for teachers to use with students and their families	\$10,000	\$3,000	Yes
Provide middle school social studies curriculum that can be used in both distance learning and hybrid models.	\$5,000	\$18,369	Yes
Provide middle school math curriculum that can be used in both distance learning and hybrid models.	\$5,000	\$3,383	Yes
Plan space and safety guideline to provide assessments, IEPs meetings and services for students with IEPs	\$500		Yes
Purchase and provide instructional materials and technology to students	\$45,400	\$32,326	Yes

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.

There were no substantive differences between planned actions/expenditures.

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.

Continuity of Instruction

The actual plan follows this analysis:

The faculty was amazing in pivoting quickly to learn about Zoom and Google Classroom and began recording lessons, posting assignments, and teaching parents and students how to use technology to access classes, instructions and assignments and to upload assignments and other evidence of their engagement. A parent portal was developed by a faculty member which streamlined the process. Within two weeks every student or employee who needed a computer or hotspot had one provided. Teachers were provided training in distance learning strategies and technology through webinars and collegial meetings, and two employees were identified as site tech mentors.

Students with IEPs were scheduled for support. Small groups, individual conferences, and office hours were offered to provide additional supports. We were fortunate to not have any active COVID-19 cases among employees or students.

Math textbooks were purchased for 4-8th grades. Social Studies textbooks were purchased for 6-8th grades.

The plan was implemented successfully as evidenced by the students' portfolios of work, Star Renaissance results, survey responses, and feedback from parent evenings, town halls, parent forums, and emails.

Plan:

SR's program follows the following guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade-level appropriate assessments and adjust support based on student results.
6. Provide weekly communication regarding assignments through Google Classroom and parent letters

Note: The terms 'synchronous learning' and 'asynchronous learning' are defined as:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real-time where a group of students is engaging in learning simultaneously and through live instruction and interaction

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or Zoom and by phone.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan includes a combination of synchronous and asynchronous learning. SR acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day.

The distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support.

Teachers will be provided with classroom aide support for small group instruction as needed.

Teachers will use electronic tools and platforms to provide instruction such as live classroom instruction.

Google classroom will be used throughout the school year including during fully remote and hybrid instruction.

teachers will provide frequent feedback on assignments and a rubric for subject studies.

2020-21 Learning Continuity and Attendance Plan for SunRidge Charter School Page 11 of 19

Daily School Schedule:

Kindergarten Day is 8:30 -11:30

Grades 1-8 Day is 8:30 -12:30

8:30-9:30 Main Lesson for Grades 1, 3, 5, 7/ Written work, videos, etc. Grades 2, 4, 6, 8

9:30-10:30 Main Lesson for Grades 2, 4, 6, 8/ Written work, videos, etc. Grades 1,3,5,7

10:30-11:00 Snack/Break

11:00-11:30 English Language Arts/ Math/Art/Sciences/Independent Work/Class Meetings

11:45-12:30 English Language Arts/Math/Art/Sciences/Independent Work/ Class Meetings

12:30 -1:00 Lunch

All grades receive 30 minutes of Handwork and 30 minutes of Movement activities per week.

6-8th grade Orchestra Thursday 1:00-1:45

1:00 -2:00 Independent Work time/ Small Groups

Grades 1-3 have 20 minutes of independent work in reading/math practice

Grades 4-8 have 30 minutes of independent work in LEA/math/main lesson subject studies

The hybrid Model would follow this schedule with Zoom sessions and recordings provided for those learning from home.

Access to Devices and Connectivity

Laptops and iPads were purchased to replace outdated-faculty and staff devices, Document cameras and device mounts were purchased to facilitate different faculty and staff videotaping needs.

Families who did not have access to devices or the internet were provided with Chromebooks and hotspots. Staff helped problem-solve technological and connectivity issues for families.

Paper packets were created to support those families, especially in the younger grades, who wished to minimize screen time or who had limited access to the internet.

Pupil Participation and Progress

There are multiple ways to assess student progress and understanding of grade and subject level content. These include assessing weekly paper packets exchanged between home and school, submitted assignments, assessments in ELA and math, quizzes and exams, portfolios of main lesson work, projects, presentations, and other student work, and rubrics for each three-week subject study. Assessment will serve both formative and summative purposes.

Distance Learning Professional Development

Teachers and staff have been provided with opportunities to train through video recordings, conferences, and webinars through SCOE and other organizations. 3 staff members have been identified as technological support for faculty in addition to the district IT coordinator. Weekly faculty meetings include time for tech tips and an optional hour weekly provides additional specific support to faculty. More professional development will be provided as needs are determined.

Staff Roles and Responsibilities

Students at risk for learning loss or who demonstrate learning loss will be provided support through virtual small groups by faculty and staff including the Educational Specialist, class teachers, middle school math teacher, and assistants. Assistant time has been shared across the grades.

Supports for Pupils with Unique Needs

Distance Learning Supports specific to English Language Learners, Homeless Youth or Foster Youth will be put in place where applicable.

Students with Disabilities

SR provides instructional support to all students with 504s and IEPs. Students needing extra help are supported through SSTs, the attendance plan, and tiered interventions.

Individualized Education Program (IEP) Addenda: The school has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in an in-person model.

Students with disabilities are included in all offerings of school instructional models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention is provided in small groups or one-to-one to those students who need additional instructional and/or social and emotional attention.

Distance Learning Supports specific to English Language Learners, Homeless Youth or Foster Youth will be put in place where applicable.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessment to monitor student progress and potential learning loss.			No
Time for faculty and staff to communicate and collaborate regarding student needs.			No
Add .2 FTE to math science position to mitigate learning loss.	\$9,000	\$17,643	Yes
Add 2 days to RSP aide position.	\$2,500	\$2,510	Yes

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.

Each of these actions was implemented.

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.

Analysis:

The students in grades 3-8 were administered the STAR Renaissance Learning assessments in Math and Reading in May of 2021:
3-5th grades scored an average of 20% proficient in Math and 41% proficient in Reading
6-8th grades scored an average of 41% proficient in Math and 86% proficient in Reading

This is our baseline and we plan to continue to use Star Renaissance next year to assess student progress. We expect the lower reading scores in the younger grades due to the emphasis on a slower pace for reading instruction emphasizing Waldorf methods. We are pleased that our upper grades demonstrate a high level of reading proficiency. Math is the area where significant learning loss occurred. The Expanded Learning Opportunity plan for next year prioritizes student support through small groups led by instructional assistants and faculty including special ed personnel. The results show that we need to emphasize math instruction and support for the 2021-22 school year.

Faculty collaborated and worked towards teaching with greater emphasis on the essential standards in ELA and Math utilizing the rubrics of our newly revised student progress reports as a guide. Summer collaboration and professional development opportunities will prioritize math instruction.

2020-21 Plan:

Teachers will teach grade-level essential standards and identify and remediate learning gaps through formative assessment, feedback on assignments, quizzes, and tests. A monthly rubric will provide parents and students with feedback and grades related to standards, assignments, and projects.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for the depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction but also schedule small group sessions to provide additional support.

Similarly, students who require even more intensive (Tier 3) support will be provided small group and/or 1 on 1 instruction and may be referred to the SST process to identify and provide additional support.

Pupil Learning Loss Strategies

For all students including low-income pupils, pupils with exceptional needs, foster youth, and students experiencing homelessness, the primary means of addressing learning loss and accelerating learning is to teach essential grade-level standards and provide tiered instruction through synchronous instructional time. At Tier 1, all students receive standards-aligned instruction focused on essential standards. Tier 2 support will be provided primarily through synchronous small group instruction and Tier 3 includes individual sessions that are targeted to identified students and met through teaching strategies and supports.

Effectiveness of Implemented Pupil Learning Loss Strategies

Frequent assessment and feedback will be provided through monthly rubrics and office hours. Parent conferences in October and semester reports will provide formative and summative progress reports. Attendance data will be monitored and communication between all staff supporting identified students will be ongoing.

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.

Analysis:

A basic tenet of Waldorf Education is that teachers stay with their class for multiple years and students stay with the same group of students through the years. These relationships provide a basis for safety, predictability, and trust. Social-Emotional Learning is built into the curriculum and teaching practices. We've noticed also that the way the state standards are expected to be taught now encourages a growth mindset and more opportunities to express one's understanding with less emphasis on the one right answer.

Though it was challenging, especially in the younger grades, to transform a relationship-based, hands-on, and sensory-rich educational experience into a virtual classroom, we did manage to stay connected and find new ways to appreciate the technology that helped us to do so. It was definitely a challenge for parents as well however a new appreciation for education and partnership may be the silver lining!

Through many opportunities to communicate and connect through the instructional lessons, as well as office hours and conferences, SEL needs were addressed. Personnel helped individual students and families with tech issues or emotional supports and reached out to show care and concern to those who were not consistently attending school. Referrals to community resources were offered when needed and highlighted in school bulletins. We have determined that having a counselor on site one day a week would be of great benefit next year.

2020-21 Plan:

SunRidge's social-emotional curriculum is built into the developmental pedagogy that defines the instructional program. Social-emotional supports include daily check-ins, office hours, whole-class meetings focused on building community, small group and individual in-person interactions. Students stay with teacher for multiple years and a team of teachers and staff enrich the curriculum with handwork, movement and small group and/or individual instruction as needed to support all learners, including unduplicated students. Staff have been assigned to communicate frequently with struggling students and families to support connection and engagement.

Parent education and parent meetings every 4-8 weeks strengthen the home-school partnership in addition to daily office hours and weekly updates.

SunRidge provides information regarding community resources to support mental health and social and emotional well being of pupils and staff through the weekly bulletin. The district insurance group provides faculty and staff with mental health updates and services. Training opportunities for SEL, including trauma informed teaching, have been offered.

A counselor supports students with an IEP designating counseling services.

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.

Analysis:

Attendance was at 98%, an increase of 4% from last year. Students that were not engaged or not attending received phone calls and emails to the parents from the teacher and admin staff. The director made weekly calls or emails to families that missed 3 or more days. Some families had school personnel working closely with them to encourage attendance and participation. 7th and 8th-grade cohorts were established to support middle school students who needed in-person support prior to the school reopening in the hybrid model.

Plan:

SR recognizes that schools play a significant role in the lives of children and their families. SR strives to continue to be a guiding presence for the children and families, both educationally and socially. Engagement was initiated via surveys, town halls, written communication to parents, and live zoom meetings for individual classes. It is recognized that daily contact with students is essential to the education and social well being of each child.

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (AERIES) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Home Learning or SHS is met through the following:

- participating in the daily class meeting
- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- contacts between any THUSD staff member and a student or their parent/guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from home learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

Reengagement Process

Tier 1

- Office staff will make daily phone calls for each day a student is marked absent by the teacher.

- Teachers may also make contact with the student and parent.

Tier 2

- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal.
- As part of the re-engagement strategy, the school site principal will attempt to reach out and determine the cause for the absence and will:

Ensure that communication with the parent is working, phone dialer, emails, and internet access;

Determine if there is a breakdown in communication and make any corrections; and

Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.

- The parents will be informed that continued absences from distance learning could include:

A conference with the principal;

Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

Tier 3

- If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. The school administrator may develop an Attendance Plan that includes Teacher engagement
- Both reward and consequences for further attendance;

Review of the family circumstance for outside connection with health and social service

Make a recommendation to transitioning the student to full in-person learning, if possible.

Analysis of School Nutrition

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

Analysis:

The following plan was implemented. Breakfast snacks were provided in weekly packets every Tuesday and this continued during the hybrid model as well. Fewer families took advantage of this opportunity during this year than the year prior.

SunRidge provides a morning snack to all students who pay for it or are eligible through the the free or reduced meal program . The food service employee enters student information into the database and wears appropriate PPE. All food is individually prepackaged. During distance learning, a weekly Tuesday pickup is offered. The food employee brings the food curbside to the family. During in-person instruction in the hybrid model, the food will be made available daily to those on-site and arrangements will be made so that food is sent home with students for the days they are not on campus. Students will be scheduled at different times for their lunch

eating both inside and outside in designated seating areas. Students will be seated 6 feet from each other and will not sit across from each other. Students will be trained to use hand sanitizer or wash hands before eating.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	N/A			Yes

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 weren't additional actions.

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.

SunRidge will continue to provide Chrome books and hot spots to families and staff who need them. Charter Council and faculty input and surveys of parents and staff prioritized providing more instructional aides to support learning and extended learning opportunities and tutoring, professional development to support learning recovery, adding a part-time counselor position, adding an intervention position to provide additional special education and RTI services including management of SSTs and increasing intervention for reading and math, and rebuilding the specialty program to provide socio-emotional supports through access to art, music, gardening, and practical skills.

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

SunRidge implemented Star Renaissance assessments for Math and Reading in May of 2021. These assessments indicated that math scores averaged 30% proficient and reading scores averaged 74% proficient. These results provided the rationale for adding more math support through ELO funds. Star Renaissance assessments will be used at least twice next year to monitor progress in conjunction with formative and summative assessments already in place. An interventionist coordinating with teacher and parents to identify and support students and increasing instructional staff support through small group and push-in support under the guidance of the classroom teacher are part of the plan for addressing pupils with unique needs.

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 are no substantive differences.

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.

There were many lessons learned during our reflection and analysis. Providing small group support for students with unique needs (socio-economically disadvantaged, English learners, students with disabilities, foster and homeless youth) was effective during full attendance and during distance learning. The students benefited from small group instruction, individualized support, and parent-teacher collaboration. The May 2021 parent and faculty surveys informed the planning for the new LCAP for 2021-24. Actions in the 2021-24 LCAP include: continuing to provide Chromebooks and hotspots to those students and staff who need them, adding a part-time counselor and a full-time intervention teacher, providing professional development to support learning recovery, budgeting for extended day learning opportunities, and tutoring, and increasing small group math and reading support.

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.

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.

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.
- 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.
- 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.
- 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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,417,362.00	1,451,123.00
Base	1,263,815.00	1,324,080.00
Lottery	24,689.00	30,374.00
Other	44,143.00	48,121.00
Supplemental	84,715.00	48,548.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,417,362.00	1,451,123.00
1000-1999: Certificated Personnel Salaries	790,072.00	882,270.00
2000-2999: Classified Personnel Salaries	159,259.00	139,720.00
3000-3999: Employee Benefits	334,842.00	349,186.00
4000-4999: Books And Supplies	58,689.00	51,754.00
5000-5999: Services And Other Operating Expenditures	37,500.00	9,190.00
5800: Professional/Consulting Services And Operating Expenditures	37,000.00	19,003.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,417,362.00	1,451,123.00
1000-1999: Certificated Personnel Salaries	Base	763,850.00	852,192.00
1000-1999: Certificated Personnel Salaries	Supplemental	26,222.00	30,078.00
2000-2999: Classified Personnel Salaries	Base	100,705.00	94,207.00
2000-2999: Classified Personnel Salaries	Other	36,239.00	39,799.00
2000-2999: Classified Personnel Salaries	Supplemental	22,315.00	5,714.00
3000-3999: Employee Benefits	Base	311,760.00	328,609.00
3000-3999: Employee Benefits	Other	7,904.00	8,322.00
3000-3999: Employee Benefits	Supplemental	15,178.00	12,255.00
4000-4999: Books And Supplies	Base	29,000.00	20,879.00
4000-4999: Books And Supplies	Lottery	24,689.00	30,374.00
4000-4999: Books And Supplies	Supplemental	5,000.00	501.00
5000-5999: Services And Other Operating Expenditures	Base	21,500.00	9,190.00
5000-5999: Services And Other Operating Expenditures	Supplemental	16,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	37,000.00	19,003.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	171,766.00	154,357.00
Goal 2	1,245,596.00	1,296,766.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$28,600.00	\$25,578.00
Distance Learning Program	\$87,200.00	\$92,858.00
Pupil Learning Loss	\$11,500.00	\$20,153.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$127,300.00	\$138,589.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$4,313.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		\$4,313.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$28,600.00	\$21,265.00
Distance Learning Program	\$87,200.00	\$92,858.00
Pupil Learning Loss	\$11,500.00	\$20,153.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$127,300.00	\$134,276.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Kalen Wood Director	kwood@twinhillsusd.org 707-824-2844

Plan Summary [2021-22]

General Information

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

SunRidge is a K-8 Public Waldorf Charter School serving 265 students in Sebastopol, Sonoma County. We are located on a 10+ acre site that provides beautiful classrooms, a full sports field, a multipurpose room, library, and gardens. 75.4% of our students are Caucasian, 12.7% are Hispanic, 10.9% are of multi-ethnicity, and less than 1% are African-American or Asian-American. Our faculty and staff are dedicated and collaborative in blending Common Core standards with Waldorf's developmental pedagogy. Parents participate in bringing the school's mission and vision to vibrant life through volunteering in the classroom, and through councils, committees, and special events, thus creating a unique school culture that values inclusion, care, and respect. SunRidge students are well prepared academically for the high schools they matriculate to and the academic program is enhanced by a specialty program that includes Spanish, movement, handwork, art, instrumental music and gardening. Social-emotional learning is emphasized through the multi-year relationship with main lesson teachers and a team of teachers that interact with students throughout the grades. Special Education and a multi-tiered system of supports provide a network of instructional strategies for helping all students access learning.

Reflections: Successes

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

Star Renaissance assessment data indicates that 74% of students in grades 3-8 are proficient in Reading. More specifically - 62% of 3-5th graders and 86% of 6-8th graders scored as proficient. This supports our understanding that while Waldorf methods start reading instruction slightly later than traditional schools, our middle school students demonstrate a high level of proficiency. Star Renaissance assessment data indicates that 30% of all students in grades 3-8 are proficient in Math. More specifically, 20% of 3-5th graders and 41% of 6-8 graders scored as proficient.

According to the CA dashboard data from 2019, our scores in ELA were 27.2 points above the standard. Math results were 10.9 points below the state standard. Both these scores were a drop from the previous year's results. This decrease in student scores is attributed to 4 grades (grades 3-6) making a transition from a paper and pencil test to a digital test. In addition, in that year (2018-19) the middle school students did not have a consistent math teacher.

The 20-21 attendance rate was 98%.

We successfully navigated distance learning with the development of a parent portal and a quick pivot to digital instruction through the use of Zoom and Google Classroom. Access to technology devices and training was provided for employees, students, and families.

SunRidge reopened in a hybrid model safely and effectively.

Faculty evaluated positively the math and social science textbooks, as well as other curricula, purchased and implemented last year.

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.

Math is an area for significant improvement based on the dashboard and local data. With the math curriculum purchased last year in grades 4-8, and with more math instructional support identified as a need for both the LCAP and ELO funding plans going forward, we anticipate an increase in CAASPP math scores in the spring of 2021. Additionally, students will continue to be taught keyboarding and digital test-taking skills so that they are able to demonstrate their learning in the digital format. Star Renaissance assessments will be used at least twice next year to monitor student progress.

We will continue to monitor attendance in in-person learning to maintain the increase in attendance evident in distance and hybrid learning.

LCAP Highlights

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

The key features of this year's LCAP are based on staff, parent and student surveys, and meetings with Charter Charter Council and faculty.

The first key feature is providing more special education and instructional support for learning recovery through increasing personnel for special education and multi-tiered supports through small group and individual tutoring and extended day learning opportunities. In addition, learning recovery is addressed through social-emotional learning (SEL) inherent in Waldorf pedagogy which includes multi-year relationships with a team of teachers, instructional aide support in all classes, and specialty classes that incorporate SEL through movement, Spanish, art, music, gardening, projects, and presentations.

CAASPP Assessments: Data for two groups is available from the 2019 test administration - white and socioeconomically disadvantaged. ELA scores for 2019 for students in grades 3-8 were 27.2 points above the state standard. However, these scores were a decline of 33.1 points from the previous year. (Socio-economically disadvantaged students declined by 14.9 points; white students by 33.4 points.) Math scores for 2019 were 10.9 points below standard and a decline of 33.4 points from the previous year. (Socio-economically disadvantaged students declined by 24 points; white students by 30.6 points.)

This decline is attributed to four grades transitioning from a paper and pencil test to a digital test. Math instruction will be supported through an intervention teacher, extended day learning opportunities, and instructional aide time providing more small groups and individual support. Instruction and practice will also be provided in keyboarding and digital test-taking for grades 3-8.

A third feature is to maintain improved attendance through a consistent response to tardies and unexcused absences.

We continue to provide an excellent learning environment through continuing previous goals and good choice programs such as the Being Adept Substance Education for the 7th and 8th grades.

We continue to provide a safe, well-maintained site that incorporates features such as student gardens and permaculture, including rain catchment and composting.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

SunRidge provided many opportunities for teachers, parents, and community members when gathering data and information. During the 2020-21 school year, parents were surveyed multiple times as part of planning for distance learning and the hybrid model. A parent group met regularly in consultation with the director to create a stakeholder expectation document for the hybrid model and also held 3 parent forums. A survey for parents and staff in May of 2021 gathered input based on the 8 state priorities that then informed both the ELO and the LCAP. Director Wood also met twice monthly with the parent council leadership to discuss community needs. Town Halls were held on August 5 and March 10. Director Wood discussed goals and actions with the Charter Council (faculty, classified staff, parents, and community members) and at staff meetings. Bi-monthly reports to the Board of Trustees by the director include actions taken to support and improve student learning, parent involvement, social-emotional learning activities, and extracurricular opportunities.

Student work was closely reviewed due to distance learning. Portfolios of student work were reviewed by the director and star renaissance data was reviewed for instructional planning.

Charter Council Approval: June 14, 2021

Board Meeting for Public Hearing of LCAP and Budget: June 24, 2021

Board Meeting for Approval of LCAP and Budget: June 29, 2021

A summary of the feedback provided by specific stakeholder groups.

Discussions with faculty, parents, and Charter Council members emphasized an intention to rebuild the community after more than a year of distance learning and to focus on learning recovery and social-emotional supports.

Parents indicated a strong appreciation for the Waldorf pedagogy and curriculum, the dedicated efforts of the teachers and staff, and a high concern for instructional support, including more instructional aide time for reading and math. Socio-emotional curriculum and professional development as well as adding a counseling position were also identified as important focuses. The faculty also emphasized more instructional aide support, after-school homework support, adding a counselor position, math support, and rehiring for the specialty instructor program.

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

The LCAP was influenced by stakeholder input in these ways: add a 1.0 FTE intervention coordinator to support math and reading instruction/learning and the SST process; provide expanded day learning opportunities before and/or after school; add a .2 FTE counselor position; reinstate a garden instructor with a curriculum that addresses social-emotional learning; offer professional development for learning recovery and social-emotional learning, and continue to provide Chromebooks to students and staff who need them.

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepare them for success with curriculum that is aligned with the Common Core State Standards and the core principles of Public Waldorf Education.

An explanation of why the LEA has developed this goal.

This goal was developed based upon data, using the Dashboard released in Fall of 2019 and May 2021 local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for English Language Arts, the yellow range for Mathematics, Chronic Absenteeism in the yellow range and the suspension rate in the blue range.

All teachers are highly qualified and actions include increased reading and math support and continued technology support and instruction. Teachers will benefit from professional development for math and student engagement strategies, and more frequent data points to inform lesson planning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Grades 3-8 ELA: 69% Met or Exceeded Standard Grades 3-8 Math: 46% Met or Exceeded Standard				Increase by 5% number of students who Met or Exceeded Standard
Highly Qualified Teachers	100% of teachers are highly qualified				Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials, Teacher Survey,	Public Waldorf Education utilizes a variety of instructional				Maintain high quality standards- aligned curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Student Survey	materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.				
Physical Fitness Test	2019 Assessment: 92% of 5th graders and 89% of 7th graders scored in the Healthy Fitness Zone.				Maintain high number of students in the Healthy Fitness Zone.
Course Access	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.				Maintain 100% of students have access to core academic subjects.
UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.				Maintain and increase high quality support programs as identified in Actions and Services for UPC and students with special needs.
Star Renaissance	3-5th grades: 62% proficient in ELA and 20% proficient in math 6-8th grades: 86% proficient in ELA and 41% proficient in math				Increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	\$1,107,888.00	No
2	1.0 FTE Intervention Teacher	1.2 Add an intervention teacher to coordinate and provide reading and math interventions and SST process.	\$104,533.00	No
3	Special Education Teacher	1.3 Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant.	\$110,289.00	No
4	Departmental team collaborative planning	1.4 Team planning will occur monthly and may include 2-3 half days of release time annually.	\$11,390.00	No
5	School Learning Extension	Provide small group instruction and individual tutoring through before and/or after school support sessions. Continue 40% RTI reading and math support.	\$79,742.00	Yes
6	Enrichment Program	1.6 Provide fine and practical art, music, movement, Spanish, gardening, and other enrichment classes.	\$197,839.00	No
7	Professional Development	1. 7 Teachers will develop and implement units and lesson development with Common Core State Standards using existing curriculum and exploring new materials. Professional development and collaboration time will continue to support this work.	\$5,620.00	No

Action #	Title	Description	Total Funds	Contributing
8	Technology Education and Chromebooks	1.8 Provide and implement technology devices and technology training for learning and producing student work, including Cyber Civics program, in grades 6-8.	\$35,800.00	No
9	Counselor	1.9 Add a .2 FTE Counselor position (shared with district)	\$21,163.00	No
10	Instructional Assistants	1.10 Provide instructional assistant support for underachieving students in Math and ELA	\$46,433.00	Yes
11	Technology Coordinator	1.11 Technology Coordinator maintains devices, provides technical support to teachers and staff, and provides educational use updates. Paid at district level then charter pays to district through MOU.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

Learning takes place best when the school community fosters a safe, supportive, and respectful environment for all members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	May 2021 survey respondents indicated that 93% evaluated the school site as safe and clean and that 80% of students feel safe and connected at school. 78% indicated that the school seeks parent input and parent participation.				Maintain high rate of parent confidence in site safety and increase student sense of safety by 5%.
Suspension Rate	0% baseline for suspensions and expulsions				Maintain low rate of suspension and 0% expulsions.
Student Surveys	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 81% of 5th grade				Update based on Youth Truth Survey data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students and 76% of 8th grade students felt safe at school.				
FIT Survey	All ratings are good.				Maintain positive FIT ratings.
Attendance including Chronic Absenteeism	2019-20 Attendance: 94% Chronic Absenteeism: 16.7% 2020-21 Attendance: 97.8% Chronic Absenteeism: TBD				Maintain attendance above 95% and reduce chronic absenteeism by 5%.
Faculty Survey	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 92% of staff responding indicated the school was an emotionally safe place for children; 17% reported feeling that students are not respectful of staff; 75% reported that the school site and grounds were a safe place for children; 83% grounds and facilities are clean and well maintained				Update based on Youth Truth Survey data.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning	2.1 Continue to provide SEL and good choice programs, including Being Adept Substance Abuse Education and Suicide Prevention education. Continue student buddy program and 8th-grade playground supervisors for younger grades' recess.	\$5,000.00	No
2	Attendance	2.2 Monitor student attendance, send truancy letters, and support families to attend school consistently.	\$2,000.00	No
3	Parent Outreach	2.3 Continue parent and community volunteer program with outreach to UPC student parents, parent council members, and at IEP meetings.	\$15,670.00	No
4	Custodial Services	2.4 Provide custodial services, site and grounds maintenance.	\$149,436.00	No

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.43%	\$147,030

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.

SUnRidge School has less than 30% Unduplicated students. No funds designated to increased or improved services are contributing school-wide.

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

These funds will be spent on the students attending SunRidge's K-8 program. A part-time school counselor position was added and will support unduplicated students by providing academic, social-emotional, and behavioral support. Research indicates that counseling services support academic achievement in elementary school (Barna, J. Bratt, P. Professional School Counseling, 2007) We weren't able to find qualified applicants for the instructional aide positions last year and will redouble our efforts to find and retain highly qualified candidates. Adding a 1.0 intervention teacher will allow for targeted support so that unduplicated students, as well as other students, can have more access to small group and individual supports for learning and completing assignments. The intervention teacher will also support teachers by analyzing student achievement data, and assisting teacher teams in the implementation of common core standards and differentiation. These services are increasing for unduplicated students by providing additional instructional support for students not proficient in Math and ELA.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,545,643.00	\$196,896.00	\$150,264.00		\$1,892,803.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,790,333.00	\$102,470.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Teachers	\$1,107,888.00				\$1,107,888.00
1	2	All	1.0 FTE Intervention Teacher		\$104,533.00			\$104,533.00
1	3	All Students with Disabilities	Special Education Teacher	\$110,289.00				\$110,289.00
1	4	All	Departmental team collaborative planning	\$11,390.00				\$11,390.00
1	5	English Learners Foster Youth Low Income	School Learning Extension	\$76,696.00	\$3,046.00			\$79,742.00
1	6	All	Enrichment Program	\$30,841.00	\$16,734.00	\$150,264.00		\$197,839.00
1	7	All	Professional Development		\$5,620.00			\$5,620.00
1	8	All	Technology Education and Chromebooks		\$35,800.00			\$35,800.00
1	9	All	Counselor		\$21,163.00			\$21,163.00
1	10	English Learners Foster Youth Low Income	Instructional Assistants	\$46,433.00				\$46,433.00
1	11	All	Technology Coordinator					
2	1	All	Social Emotional Learning	\$5,000.00				\$5,000.00
2	2	All	Attendance	\$2,000.00				\$2,000.00
2	3	All	Parent Outreach	\$5,670.00	\$10,000.00			\$15,670.00
2	4	All	Custodial Services	\$149,436.00				\$149,436.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$123,129.00	\$126,175.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$123,129.00	\$126,175.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	School Learning Extension	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$76,696.00	\$79,742.00
1	10	Instructional Assistants	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$46,433.00	\$46,433.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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