Public Hearing: 6/26/24 Agenda Item #4-D
Approval: 6/27/24 Agenda Item #6-D

Local Control and Accountability Plan 2024-25

Including:

- 2024-25 LCFF Budget Overview for Parents
- 2023-24 LCAP Annual Update
- Local Performance Indicator Self-Reflection

SunRidge School

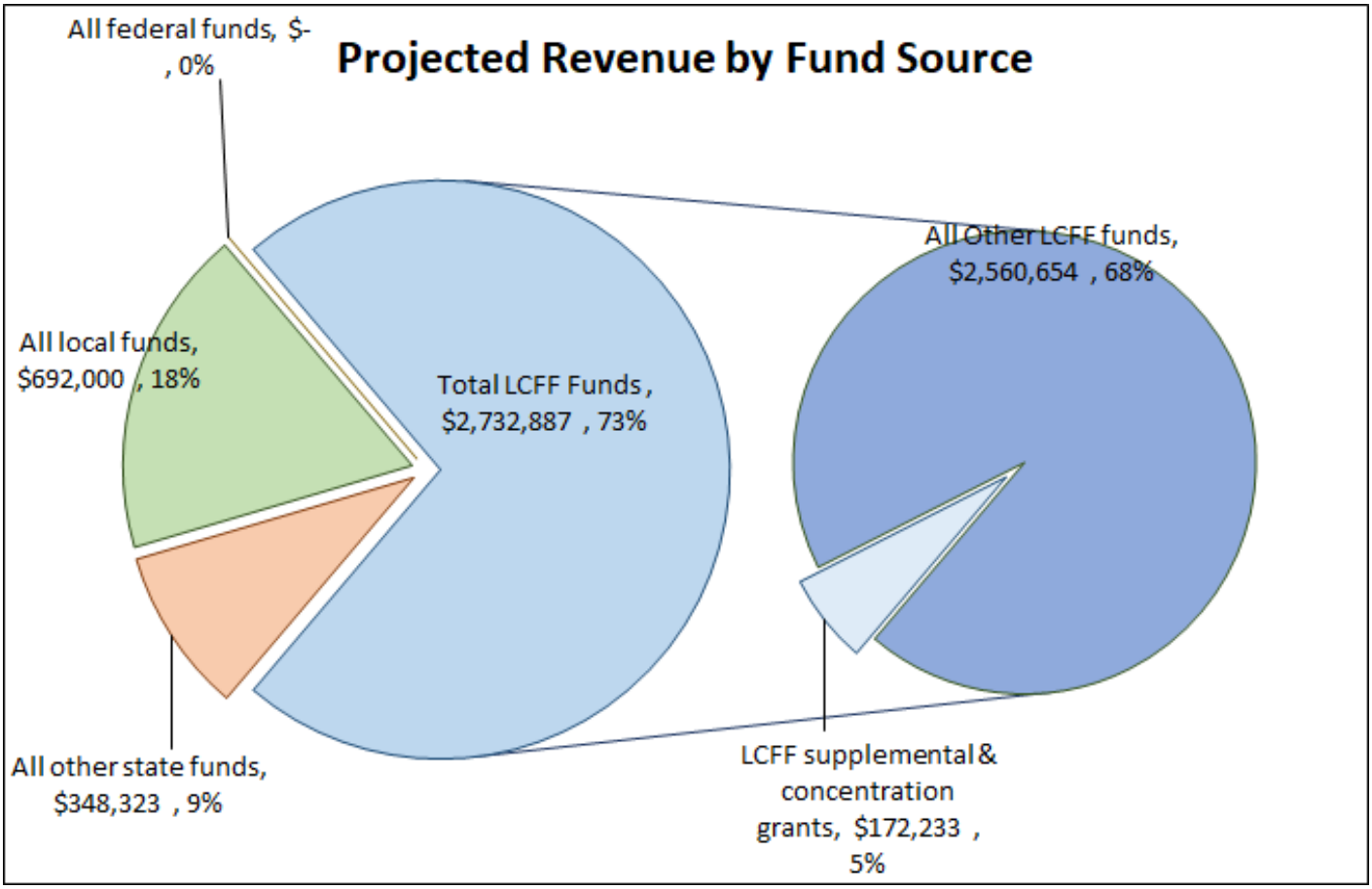
(District 21- Fund 09)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SunRidge Charter School
CDS Code: 4970961-4930350
School Year: 2024-25
LEA contact information:
Karina Haedo
Principal
kertel@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 2024-25 School Year

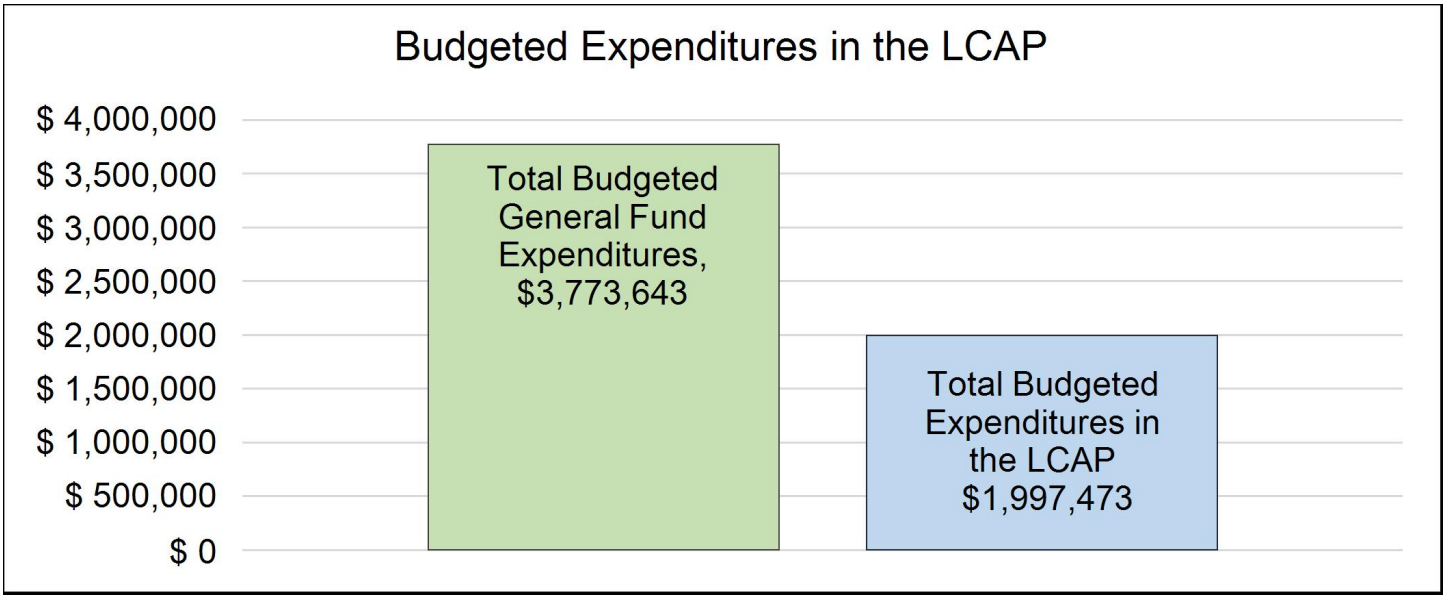


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SunRidge Charter School is $3,773,210, of which $2,732,887 is Local Control Funding Formula (LCFF), $348,323 is other state funds, $692,000 is local funds, and $0 is federal funds. Of the $2,732,887 in LCFF Funds, $172,233 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SunRidge Charter School plans to spend $3,773,643 for the 2024-25 school year. Of that amount, $1,997,473 is tied to actions/services in the LCAP and $1,776,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

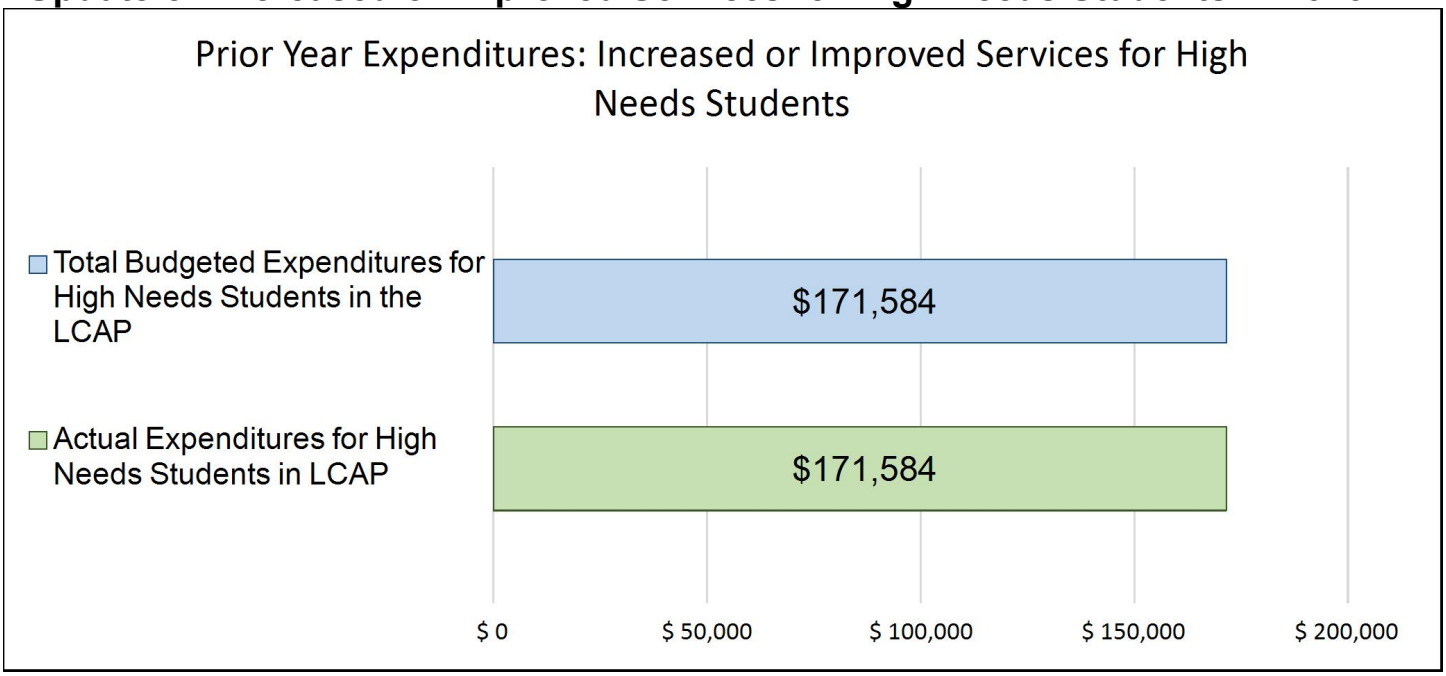
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, SunRidge Charter School is projecting it will receive $172,233 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 $172,233 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what SunRidge Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2023-24, SunRidge Charter School's LCAP budgeted $171,584 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent $171,584 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

Goals and Actions

Goal

Goal #	Description
1	To provide every student, including unduplicated students and students with disabilities, 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	2019 Grades 3-8 ELA: 69% Met or Exceeded Standard Grades 3-8 Math: 46% Met or Exceeded Standard	CAASPP scores not yet available	2022 Grades 3-8 ELA: 68.5% Met or Exceeded Standards Grades 3-8 Math: 43.2% Met or Exceeded Standards.	SunRidge students took the CAASPP assessment during the Spring of 2023. Students in grades 3-8, 72.83% met or exceeded the standards for ELA. Students in grades 3-8, 48.3% met or exceeded the math standards.	Increase by 5% number of students who Met or Exceeded Standard
HIghly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified	100% of our teachers are highly qualified.	100% of our teachers are highly qualified.	Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials, Teacher Survey, Parent Survey Student Survey	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Maintain high quality standards- aligned curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	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.	Data for the 2022 indicates participation rates only.	2023 Assessment: 70% of 5th graders and 86% of 7th graders scored in the Healthy Fitness Zone.	2024 Assessment: 93% of 5th graders and 82% of 7th graders scored 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.	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.	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.	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.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	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.
Common Core	Common Core State Standard Implementation in Spring of 2022	Providing a baseline with the CAASPP 2022 scores not yet available. Professional development did not occur due to COVID.	Teachers are develop and implementing units and lesson development with Common Core State Standards using existing curriculum	Teachers are developing and implementing units and lesson development with Common Core State Standards using	Maintain and increase knowledge and practice of integrating CCSS/NGSS as documented by teacher input via survey or staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and exploring new materials.	existing curriculum and exploring new materials.	meeting and professional development.

Goal Analysis

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 Goal Implementation in the Previous Year
CAASPP Assessment Implementation: SunRidge students in grades 3-8 took the CAASPP assessment in Spring 2023.
Results: 72.83% of students met or exceeded the standards for ELA, and 48.3% met or exceeded the math standards.
Analysis: These results indicate strong performance in ELA but highlight a need for improvement in math. The data suggests targeted interventions in math may be necessary.

Teacher Qualifications:
Implementation: All teachers at SunRidge are highly qualified.
Analysis: Maintaining a 100% highly qualified teacher rate supports effective instruction and positively impacts student achievement.

Standards-Aligned Instructional Materials:
Implementation: SunRidge utilizes a variety of instructional materials, including those aligned with state standards, such as social studies and math textbooks purchased in the 2020-21 school year.
Analysis: The continued use of these materials ensures alignment with educational standards and supports consistent instructional quality.

Surveys (Teacher, Parent, Student)
Implementation: Surveys were conducted to gather feedback on instructional materials and overall educational experience.
Analysis: Survey feedback provides valuable insights for continuous improvement and ensures that the school addresses the needs and concerns of all stakeholders.

Physical Fitness Test
Implementation: SunRidge successfully implemented the Physical Fitness Test in grades 5th and 7th.
Analysis: The implementation successfully demonstrated commitment to health and physical fitness.

Course Access

Implementation: All students have access to core academic subjects (English, Math, Science, and Social Sciences) as well as music, fine and practical arts, movement, Spanish, gardening, and library.
Analysis: Ensuring broad course access supports a well-rounded education and promotes student engagement across various disciplines.

Support for Unduplicated Students and Students with Special Needs
Implementation: Support programs were provided as identified in Actions and Services.
Analysis: Tailored support for unduplicated students and those with special needs helps bridge achievement gaps and ensures equitable access to educational opportunities.

Common Core Implementation
Implementation: Teachers are developing and implementing units and lesson plans aligned with Common Core State Standards using existing curriculum and exploring new materials.
Analysis: This ongoing development aligns instructional practices with current standards, promoting consistency and rigor in teaching and learning.

Substantive Differences in Planned Actions and Actual Implementation
Planned Actions: The goal was to provide all students with access to a broad course of study, ensure the use of standards-aligned materials, and offer targeted support for unduplicated students and those with special needs.
Actual Implementation: While most planned actions were carried out as intended, the implementation of certain support programs for math intervention was less effective than anticipated, as evidenced by the lower CAASPP math scores. Additionally, while the goal of exploring new materials for Common Core implementation was initiated, it remains an ongoing process.

Conclusion
Overall, SunRidge Charter School successfully carried out most of its planned actions for the previous year. The strong performance in ELA, high teacher qualifications, and broad course access were key achievements. However, the need for targeted math interventions and ongoing development of Common Core-aligned materials remain areas for focus. Continued efforts in these areas will help ensure that all students achieve their full potential.

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

Math teacher, amounts in boxes 1.2 and 1.5, was on leave for a portion of the year resulting in a lower expense amounts. Special education amount, 1.3, included an instructional assistant but not were hired for the year. Technology purchases did not happen this year.. Other expense differences are immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis of Effectiveness of Specific Actions During the Three-Year LCAP Cycle
CAASPP Assessment and Math Interventions

Effectiveness: The actions taken to support ELA instruction have been highly effective, as evidenced by 72.83% of students meeting or exceeding ELA standards. This indicates that the instructional strategies, materials, and teacher effectiveness in ELA have produced the desired results.
Ineffectiveness: In contrast, only 48.3% of students met or exceeded math standards, highlighting a significant area for improvement. This suggests that the current math interventions and instructional strategies were less effective and did not produce the desired outcomes. The loss of a math teacher affected this outcome.

Teacher Qualifications
Effectiveness: The strategy of maintaining a 100% highly qualified teacher rate has been highly effective. Qualified teachers are crucial for delivering high-quality instruction, which likely contributed to the strong performance in ELA and overall positive school climate.

Standards-Aligned Instructional Materials
Effectiveness: The use of standards-aligned instructional materials, particularly the social studies and math textbooks purchased in the 2020-21 school year, has been effective in ensuring that the curriculum meets state standards. This alignment supports consistent instructional quality and has likely contributed to student success in ELA.

Surveys (Teacher, Parent, Student)
Effectiveness: Conducting regular surveys has been effective in gathering feedback and informing decision-making. This continuous feedback loop ensures that the school's actions remain responsive to the needs and concerns of all stakeholders, contributing to overall educational effectiveness.

Physical Fitness Test
Effectiveness: The commitment to high standards of physical fitness has been successfully demonstrated in student scores.

Course Access
Effectiveness: Ensuring all students have access to a broad range of core academic subjects and enrichment activities has been effective in promoting a well-rounded education. This approach supports student engagement and holistic development, which are key components of the Waldorf educational philosophy.

Support for Unduplicated Students and Students with Special Needs
Effectiveness: The support programs for unduplicated students and those with special needs have been effective in providing tailored assistance. This targeted support helps bridge achievement gaps and ensures equitable access to educational opportunities.
Ineffectiveness: However, the effectiveness of these support programs in math needs further examination, as the overall math performance was lower than desired.

Common Core Implementation
Effectiveness: The ongoing development and implementation of Common Core-aligned units and lesson plans have been moderately effective. While the integration of these standards supports consistency and rigor, the process of exploring and adopting new materials remains incomplete, indicating room for further improvement.

Summary of Grouped Actions and Metrics
Effective Actions and Metrics

Teacher Qualifications and ELA Performance:
Highly qualified teachers contributed to strong ELA performance, with 72.83% of students meeting or exceeding standards.

Standards-Aligned Instructional Materials and Overall Academic Quality:
Use of aligned materials ensured curriculum quality, supporting positive student outcomes in ELA.

Physical Fitness Test
SunRidge successfully implemented the Physical Fitness Test in grades 5th and 7th.

Surveys and Stakeholder Satisfaction:
Regular feedback through surveys informed continuous improvement, contributing to overall school effectiveness.

Course Access and Holistic Education:
Broad course access promoted well-rounded education, aligning with Waldorf principles and enhancing student engagement.

Ineffective Actions and Metrics
Math Interventions and CAASPP Math Performance:
Current interventions did not adequately improve math performance, with only 48.3% meeting or exceeding standards.

Support Programs for Unduplicated Students and Math Performance:
Although support programs were in place, their impact on math achievement was limited, indicating a need for enhanced strategies.

Conclusion
Overall, the actions taken during the three-year LCAP cycle have been effective in several key areas, particularly in supporting ELA performance, maintaining teacher qualifications, and ensuring broad course access. However, the ineffectiveness in improving math performance and the need for further development of Common Core-aligned materials highlight areas for targeted improvement. By addressing these gaps, the LEA can enhance the overall effectiveness of its educational strategies and better meet the needs of all students.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	May 2021 Youth Truth Survey data was not available.	January 2022 Youth Truth survey data indicates 88% of parents feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 78% of parents feel the school is a safe place to learn.	January 2024 Youth Truth survey data indicates 83% of parents feel the school is a safe place to learn.	Address and create a high rate of parent confidence in site safety.
Suspension Rate	0% baseline for suspensions and expulsions	5 students were suspended in the 2021-22 for a total of 5.5 days 2.5% suspension rate.	2 students were suspended in the 2021-2022 for a total of 3 days 1.7% suspension rate.	2 students were suspended in the 2023-2024 for a total of 3 days 1.7% suspension rate.	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 students and 76% of 8th grade students felt safe at school.	January 2022 Youth Truth survey data indicates 90% of students feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 65% of students feel the school is a safe place to learn.	January 2024 Youth Truth survey data indicates 63% of students feel the school is a safe place to learn.	Address and create a high rate of student confidence in site safety.
FIT Survey	All ratings are good.	N/A No testing due to COVID	All rating are "GOOD"	All rating are "GOOD"	Maintain positive FIT ratings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance including Chronic Absenteeism	2019-20 Attendance: 94% Chronic Absenteeism: 16.7%	2020-21 Attendance: 97.8% Chronic Absenteeism: 5.1%	2021-22 Attendance: 90.4% Chronic Absenteeism: 31.4%	2022-2023 Attendance: 93.4% Chronic Absenteeism: 33.4%	Increase attendance to 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	January 2022 Youth Truth Staff Survey indicates: 94% feel there are clear rules for students against hurting other people 94% feel safe from harm while at school 88% feel adults at school try to stop bullying and harassment	January 2023 Youth Truth Staff Survey indicates: 79% feel there are clear rules for students against hurting other people 100% feel safe from harm while at school 95% feel adults at school try to stop bullying and harassment	January 2024 Youth Truth Staff Survey indicates: 100% of staff believe there are clear rules for students against hurting other people (e.g., bullying, hitting, or pushing). 95% of staff feel safe from harm while at school. 90% of staff feel adults at school try to stop bullying and harassment	Continue to provide SEL and other supports to maintain safe and positive learning environment.

Goal Analysis

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 Goal Implementation in the Previous Year

CAASPP Assessment
Implementation: SunRidge students in grades 3-8 took the CAASPP assessment in Spring 2023.
Results: 72.83% of students met or exceeded the standards for ELA, and 48.3% met or exceeded the math standards.
Effectiveness: The ELA results indicate that the actions taken to improve literacy, such as employing highly qualified teachers and utilizing standards-aligned materials, were effective. However, the math results suggest that the interventions and strategies for improving math proficiency were less effective and require further enhancement.

Teacher Qualifications
Implementation: All teachers at SunRidge are highly qualified.
Effectiveness: This high qualification rate is a strong indicator of instructional quality and has likely contributed to the positive ELA outcomes and overall educational environment.

Standards-Aligned Instructional Materials
Implementation: SunRidge utilizes a variety of instructional materials, including those aligned with state standards, such as social studies and math textbooks purchased in the 2020-21 school year.
Effectiveness: The use of these materials has ensured curriculum alignment with state standards, supporting consistent and high-quality instruction, particularly in ELA.

Surveys (Teacher, Parent, Student)
Implementation: Regular surveys were conducted to gather feedback from teachers, parents, and students.
Effectiveness: Feedback from the surveys has been instrumental in identifying areas of strength and areas needing improvement, thus guiding the school’s decision-making processes.

Course Access
Implementation: All students have access to core academic subjects (English, Math, Science, and Social Sciences) and enrichment programs such as music, fine and practical arts, movement, Spanish, gardening, and library.
Effectiveness: Providing broad course access has supported a well-rounded education, enhancing student engagement and overall learning experiences.

Support for Unduplicated Students and Students with Special Needs
Implementation: Support programs were provided as identified in Actions and Services.
Effectiveness: Tailored support has helped address the specific needs of unduplicated students and those with special needs, promoting equity in educational opportunities. However, the lower math performance indicates a need for more effective support in this area.

Common Core Implementation
Implementation: Teachers have been developing and implementing units and lesson plans aligned with Common Core State Standards, using existing curriculum and exploring new materials.
Effectiveness: While progress has been made, the ongoing process of integrating new materials suggests that the full potential of Common Core implementation is yet to be realized.

Substantive Differences in Planned Actions and Actual Implementation
Math Interventions:

Planned Actions: Implement targeted math interventions and professional development for teachers to enhance math instruction.
Actual Implementation: The interventions and professional development provided were insufficient to achieve the desired improvement in math proficiency, as reflected in the CAASPP results.
Common Core Materials:

Planned Actions: Fully integrate new Common Core-aligned materials into the curriculum.
Actual Implementation: The exploration and integration of new materials are ongoing, indicating a delay in fully implementing this action.

Dashboard Data Analysis
Safety Perceptions:
Parent Survey (January 2023): 83% of parents feel the school is a safe place to learn.
Student Survey (January 2024): 63% of students feel the school is a safe place to learn.
Effectiveness: There is a disparity between parent and student perceptions of safety, indicating that while parents generally feel the school is safe, a significant portion of students do not share this sentiment. This highlights the need for improved safety measures and communication with students.

Attendance and Chronic Absenteeism:
Attendance (2022-2023): 93.4%
Chronic Absenteeism: 33.4%
Effectiveness: While overall attendance is relatively high, the high rate of chronic absenteeism indicates that the actions taken to address absenteeism were not sufficiently effective.

Suspension Rate:
Data: 2 students were suspended in the 2023-2024 school year, resulting in a 1.7% suspension rate.
Effectiveness: The low suspension rate suggests effective behavior management and a positive school climate.
Staff Perceptions:

Faculty Survey (January 2024):
100% of staff believe there are clear rules for students against hurting others.
95% of staff feel safe from harm while at school.

90% of staff feel adults at school try to stop bullying and harassment.
Effectiveness: These high percentages indicate that staff feel confident in the school's safety measures and disciplinary policies, reflecting effective actions in this area.

Conclusion
Overall, the actions taken during the three-year LCAP cycle have been effective in several key areas, including ELA performance, maintaining teacher qualifications, ensuring broad course access, and creating a safe and supportive environment for staff. However, the ineffectiveness in improving math performance, the high rate of chronic absenteeism, and the lower sense of safety among students indicate areas where the current strategies need enhancement. Addressing these gaps with targeted actions will help achieve the desired goals more effectively and ensure a better learning environment for all students.

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

Expense differences are immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis of Effectiveness of Specific Actions During the Three-Year LCAP Cycle
Parent and Student Safety Perceptions
Parent Survey (January 2023): 78% of parents feel the school is a safe place to learn.
Effectiveness: This indicates a relatively high level of parental satisfaction with school safety, suggesting that safety measures and communication with parents have been effective.

Student Survey (January 2024): 65% of students feel the school is a safe place to learn.
Ineffectiveness: A lower percentage of students feeling safe compared to parents indicates a potential gap in the perception of safety measures or their implementation, suggesting a need for enhanced strategies to improve students' sense of safety.

Suspension Rate
Data: In the 2023-2024 school year, 2 students were suspended for a total of 3 days, resulting in a 1.7% suspension rate.
Effectiveness: The low suspension rate indicates effective behavior management and a positive school climate. This suggests that disciplinary actions are effective and that proactive measures to address student behavior are working.

FIT Survey
Data: All ratings are "GOOD."

Effectiveness: The positive FIT survey results indicate that the physical fitness standards are high and students are achieving the desired outcome.

Attendance and Chronic Absenteeism
Data: 2022-2023 Attendance was 93.4%, with Chronic Absenteeism at 33.4%.
Ineffectiveness: While overall attendance is fairly high, the chronic absenteeism rate is a significant concern. This indicates that while many students attend regularly, a substantial number are frequently absent, necessitating targeted interventions to address the underlying causes of chronic absenteeism.

Faculty Survey (January 2024)
Data:
100% of staff believe there are clear rules for students against hurting other people.
95% of staff feel safe from harm while at school.
90% of staff feel adults at school try to stop bullying and harassment.
Effectiveness: These high percentages indicate that staff feel confident in the school's safety measures and disciplinary policies. This suggests that the actions taken to create a safe and supportive environment for staff have been highly effective.

Summary of Grouped Actions and Metrics
Effective Actions and Metrics
Parent and Faculty Perception of Safety:
High percentages of parents and staff feeling that the school is a safe place reflect effective safety policies and communication.

Behavior Management:
A low suspension rate indicates effective behavior management strategies and a positive school environment.

Ineffective Actions and Metrics
Student Perception of Safety:
A lower percentage of students feeling safe compared to parents and staff indicates a need for improved student-targeted safety measures and communication.

Chronic Absenteeism:
The high rate of chronic absenteeism suggests that current attendance interventions are not sufficiently effective and need to be revised or enhanced to better support students who are frequently absent.

Conclusion
Overall, the specific actions taken during the three-year LCAP cycle have been effective in several key areas, such as ensuring safety perceptions among parents and staff, maintaining low suspension rates, and managing school facilities. However, the lower sense of safety among students and the high chronic absenteeism rate indicate areas where the current strategies are less effective and need improvement.

Addressing these issues with targeted actions will help achieve the desired goals more effectively and ensure a better learning environment for all students.

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

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

Plan Summary [2024-25]

General Information

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

SunRidge is a K-8 Public Waldorf Charter School serving 240 students in beautiful rural Sebastopol, Sonoma County. We are located on a 10+ acre site that provides beautiful classrooms, a full sports field, a multipurpose room, a library, and gardens. 80.2% of our students are Caucasian, 9.5% are Hispanic, 8.2% are of multi-ethnicity, 0.8% are Asian-American 0.8% are African-American and 0.4% are Filipino. 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, imovement, handwork, art, instrumental music, and gardening. Social-emotional learning is emphasized through the multi-year relationship with main lesson teachers, a school counselor and a team of teachers that interact with students throughout the grades. Special Education and a multi-tiered system of support provide a network of instructional strategies for helping all students access learning.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In June of 2023, Star Renaissance assessment data indicates that 79.9% of students in grades 3-8 are proficient in Reading. More specifically

- 84.2% of 3-5th graders and 70.2% 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 54.6% of all students in grades 3-8 are proficient in Math. More specifically, 58.4% of 3-5th graders and 72% of 6-8 graders scored as proficient.According to the CA dashboard data from 2023, our scores in ELA were 41.4 points above the

standard. Math results were 5.8 points below the state standard. Both these scores were an increase from the previous year's results. This increase in student scores is attributed to

an increase in curricular and instructional predictability.

SunRidge students took the CAASPP assessment during the Spring of 2023. Students in grades 3-8, 72.83% met or exceeded the standards for ELA. Students in grades 3-8, 48.3% met or exceeded the math standards.

The 22-23 attendance rate is 92.39%. We have continued to use Google Classroom for providing information and assignments in grades 6-8. The middle school has also implemented Aeries for communicating grades and assignments to students and families. This year the middle school piloted the Eureka Math Curriculum. We improved our rate of chronic absenteeism. Although the California Dashboard for 2023 designates our chronic absenteeism rate as "high." There is improvement from a 90.4% attendance rate in 2022. We work with a Multi-Tiered System of Support to support academic as well as social and emotional well-being, through monitoring systems, benchmarks, and assessments. We hired a counselor to provide additional social and emotional learning support to faculty, staff, and students. The counselor facilitated social and emotional learning sessions for grades Kindergarten through 8th and met with small groups of students and individual students with identified needs. The counselor also provided teachers with social and emotional learning activities and support. We have

initiated self-awareness skills and behavioral regulation for all students school-wide by implementing the Zones of Regulation program. We have trained our faculty and staff in recognizing signs of distress, and providing additional social and emotional support as indicated. All faculty participated in suicide prevention training to build skills in recognizing and addressing self -threat. We hired additional staff to support general education teachers to provide Response-to-Intervention support.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Star Renaissance assessments were used in the fall, winter and spring to guide instruction and identify students who needed support. A continued need to provide intervention services in addition to special education services is evident.The Youth Truth surveys indicate students are seeking more engagement and academic rigor. During the 2023-24 school year, we experienced a teacher shortage. Our 4th-grade teacher left the school mid-year and we were unable to hire a qualified teacher to fill this position for the remainder of the school year. As a result, we were however, able to hire to long term subs.

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
SunRidge Charter School administrators met with educational partners, such as Parent Council, Charter Council, and community members	Attended Parent Council, Charter Council meetings to discuss our three LCAP goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in charter council meetings, during weekly faculty meetings, and in parent council meetings.
In January, we conducted three surveys, the Youth Truth Parent Survey, the Youth Truth Staff School Survey, and the Youth Truth Middle School Survey.	One-hundred-sixty-nine community members participated in the parent survey, representing all grades in our school from TK through eighth. Our sixth, seventh and eighth-grade classes took the middle school survey.
Full time faculty	Worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.
Parents, Staff, Community Members	182 community members responded to surveys to define the school's core values
Parents, Staff, Community Members and Full Time faculty	Underwent an in-depth review to rework core values and the SunRidge Mission Statement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Twin Hills district formed a Budget Advisory Committee. The committee reviewed the four different budgets for the elementary

and charter schools. The committee is composed of certificated staff, classified staff, Board Members, and community members and helped educate more community members regarding the financial situation of the school and the district.

SunRidge administrators and faculty met with educational partners, including staff, teachers, parents, students, and community members during the 2023-2024 school year to discuss our three goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in parent council meetings, Charter Council meetings and during weekly faculty meetings. In January, we conducted three surveys, the Youth Truth Parent Survey, the Youth Truth Middle School Survey, and the Youth Truth School Staff Survey. One Hundred and Sixty Nine respondents took the survey. We reviewed the results in the Charter Council meeting, in faculty meetings, and in
2024-25 Local Control and Accountability Plan for Twin Hills Union School District Page 5 of 49
Parent Council meetings. faculty worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To create and sustain a safe, supportive, and fully equipped environment for all students, including unduplicated students and students with disabilities, teachers, staff, and parents.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We recognize that for optimal learning to take place, all educational partners including students, parents, faculty, and staff must feel safe and secure, both physically and emotionally, on campus. This includes maintaining facilities in good repair and well-stocked classrooms with appropriate educational resources and training.
This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate)
This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including our only two numerically significant subgroups (Socioeconomically Disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Youth Truth Survey Middle School	63% of Middle School Students said they felt safe at school			80% of Middle School Students said they felt safe at school	
1.2	Youth Truth SurveyParent	83% of Families feel their students are safe at school			90% of Families feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					their students are safe at school	
1.3	Community Building Events	100% of community events were held on campus			100% of community events were held on campus	
1.4	Middle school students and teachers, who received training in technology.	100% of 5-8 grade students and teachers received Digital literacy training			100% of 5-8 grade students and teachers received Digital literacy training	
1.5	Faculty Trained in PBIS and SEL practices.	100% of full time faculty and staff trained in PBIS and SEL practices.			100% of full time faculty and staff trained in PBIS and SEL practices.	
1.6	SEL activities with students.	100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.			100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.	
1.7	Staff Trained in Emergency Preparedness Drills	100% of full time staff were trained in Emergency Preparedness			100% of full time staff were trained in Emergency Preparedness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	School Counselor	100% of counseling support provided in SEL services			100% of counseling support provided in SEL services	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Building Events	Resume community building events including festivals, field trips, and inperson parent informational meetings.	$1,100.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Emergency and Safety Training	Emergency and safety training for all faculty and staff.		No
1.3	School counselor	Provides support services for students with disabilities and other students (Res7435)	$48,000.00	Yes
1.4	Facility Maintenance	Maintain all facilities in good repair.	$181,308.00	No
1.5	Anti-Bias Training	Anti-bias professional development for faculty and staff and Middle School Students		No
1.6	Training - General Ed	Total General Ed Training [Excl RTI and SpEd Training]	$5,660.00	No
1.7	Training - RTI	Additional RTI Training will be delivered to RTI Faculty and Staff		Yes
1.8	Special Education Teacher	Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant.	$110,314.00	Yes
1.9	School Learning Extension	Provide small group instruction and individual tutoring through before and/or after school support sessions, including support for students in special education program. Continue 40% RTI reading and math support.	$70,230.00	Yes
1.10	Instructional Assistants	Provide instructional assistant support for underachieving students in Math and ELA.	$31,474.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educational partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The aim of this goal is to increase understanding of our curriculum and state standards and to provide meaningful and accurate reports on student achievement and progress. This goal meets state priorities 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes).
This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including our only two numerically significant subgroups (Socioeconomically Disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Parent Survey	82% of parents feel that they receive information about what my child should learn and be able to do			90% of parents feel that they receive information about what my child should learn and be able to do	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Youth Truth SurveyParent	79% of parents feel engaged at school			85% of parents feel engaged at school	
2.3	Parent-Teacher Conferences	70% of parents met with their child's teacher at least one time to discuss student progress.			90% of parents met with their child's teacher at least one time to discuss student progress.	
2.4	Class Parent Evenings	50% of general education teachers presented and explained the curriculum through the grades in a parent meeting.			100% of general education teachers presented and explained the curriculum through the grades in a parent meeting.	
2.5	Revise Core Values	Core Values surveys were provided to 100% of faculty, parents, and staff. 33.8% responded.			80% response from faculty, staff, and parent community	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core Curriculum/Enhanced Academics Implementation	Curriculum/Enhanced Academics (Math & Foreign Language) staff salaries and benefits costs (costs for .20 FTE Math only, cost for Foreign Language included with Goal/Action 3.6).	$20,823.00	No
2.2	ELA and Mathematics Skills through the Grades Chart	Create a skill expectation continuum for ELA and mathematics through the grades.	$0.00	No
2.3	Homework Expectations	Create and communicate homework expectations.		No
2.4	Parent Education	Provide quality parent education events		No
2.5	Subject Through the Grades Chart	Distribute and explain “subject through the grades” guide.		No
2.6	Parent-Teacher Meetings	Parent-Teacher Meetings		No
2.7	New Report Card Template	Create a new report card template aligned with state standards.		No
2.8	Purchase ELA Curriculum	Create vertical midline expectations and support in ELA for grades 1-8 (See Goal/Action 3.7 for available funding)		No

Action #	Title	Description	Total Funds	Contributing
2.9	Purchase Math Curriculum	Create vertical midline expectations and support in Math for grades 1-8 (See Goal/Action 3.7 for available funding)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a high quality education aligned with the core principles of Public Waldorf Education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a “school of choice,” we offer an education aligned with the core principles of Public Waldorf Education. SunRidge School pedagogy aligns the view of human development according to Waldorf education with the best practices of public education. Reference: Alliance for Public Waldorf Education, https://www.publicwaldorf.org/
This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate) This is a schoolwide goal, which is applicable to the same extent to all subgroups at SR, including our only two numerically significant subgroups (Socioeconomically disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Highly Qualified Teachers	100% of teachers are highly qualified			100% of teachers are highly qualified	
3.2	Provide fine and practical art, music, movement, Spanish, gardening, and other enrichment classes	80% of enrichment program staffed			100% of enrichment program staffed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Professional Development	50% of teachers participated in professional development regarding Public Waldorf education			100% of teachers participated in professional development regarding Public Waldorf education	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Qualifications	3.1 Hire and maintain highly qualified, credentialed teachers with Waldorf teacher training.	$1,110,450.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Alliance for Public Waldorf Education and Charter School Development Center	3.2 Continue membership with the Alliance for Public Waldorf Education and the Charter School Development Center	$3,000.00	No
3.3	Professional Development	3.3 Continue professional development for faculty and staff in alignment with the core principles of Public Waldorf Education		No
3.4	Arts Curriculum	3.4 Maintain and strengthen arts curriculum.		No
3.5	State Standards Alignment	3.5 Confirm and analyze alignment of common core state standards as articulated by the Alliance for Public Waldorf Education		No
3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	3.6 Faculty Salaries and Benefits for delivering Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education.	$381,214.00	No
3.7	-Waldorf Program Class Materials and Supplies	3.7 Cost of Waldorf Program Class Materials and Supplies. Includes Enrichment Programs and Class Fund Accounts	$33,900.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$172,233	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.726%	0.000%	$0.00	6.726%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** School counselor **Need:** actions will address all needs including the needs unduplicated students. **Scope:**	School counseling provides screening for mental wellness for all students	Increase in counseling provided to identified student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	**Action:** Training - RTI **Need:** Identify student needs in regard to targeted instruction **Scope:** Schoolwide	General: Multi-Tiered System of Support The Student Study Team meets weekly to ensure the Multi-Tiered System of Support (MTSS) meets the needs of all learners and that Child Find is in place to identify students in need of additional support. In addition, an MTSS tracking system is used to monitor student interventions and referrals for Special Education and 504 assessments. The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Sebastopol School's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students and in particular our unduplicated pupils. "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Reference: The California Department of Education website, https://www.cde.ca.gov/ci/cr/ri/	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Multi-Tiered System of Support are provided to the entire school. Specific services for low-income students, foster youth, and English learners are action based. Low-Income student actions will include: Contact with parents/students to determine if they have special or unmet needs. Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified. Coordination and communication with shelters to engage students. Coordination and communication with homeless agencies to make them aware of Twin Hills Union School District's homelessness services. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer. Supports specific to Foster Youth will include: Case management to support all eligible foster youth. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail. Monitoring of attendance/engagement and communication with teachers and administrators when needed. Referrals to both district and community agencies for additional support/resources as needed. Collaboration with Student Hearing and Placement and Special Education agencies so that any new youth entering the district are placed in the appropriate	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school in a timely manner. Supports specific to English Learners will include: Students will receive both integrated and designateLow-Income student actions will include: Contact with parents/students to determine if they have special or unmet needs. Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified. Coordination and communication with shelters to engage students. Coordination and communication with homeless agencies to make them aware of Twin Hills District Homeless Services.	
1.8	**Action:** Special Education Teacher **Need:** IEP Students **Scope:** Schoolwide	See description for Action 1.8	See Goal 1 Metrics

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Anti-Bias Training **Need:** See description for Action 1.5 **Scope:**	See description for Action 1.5	youth truth survey
1.9	**Action:** School Learning Extension **Need:** See description for Action 1.9 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.9	See Goal 1 Metrics
1.10	**Action:** Instructional Assistants **Need:** Differentiated student support **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.10	star renaissance assessments

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

These funds will be spent on the students attending SunRidge's K-8 program. A 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) Middle School students received support on anti bias training, specifically for the LGTQIA population. We found qualified applicants for the instructional aide positions last year These services are increasing for unduplicated students by providing additional instructional support for students not proficient in Math and ELA.

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	
Staff-to-student ratio of certificated staff providing direct services to students	n/a	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,560,654	172,233	6.726%	0.000%	6.726%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,661,321.00	$117,164.00	$218,988.00	$0.00	$1,997,473.00	$1,833,488.00	$163,985.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Building Events	All	No					$0.00	$1,100.00	$1,100.00				$1,100.00	
1	1.2	Emergency and Safety Training	All Students with Disabilities	No												
1	1.3	School counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		$0.00	$48,000.00		$48,000.00			$48,000.00	
1	1.4	Facility Maintenance	All Students with Disabilities	No					$148,108.00	$33,200.00	$181,308.00				$181,308.00	
1	1.5	Anti-Bias Training	All	No			All Schools									
1	1.6	Training - General Ed	All	No			All Schools		$3,660.00	$2,000.00		$5,660.00			$5,660.00	
1	1.7	Training - RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income										
1	1.8	Special Education Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$70,529.00	$39,785.00	$70,529.00		$39,785.00		$110,314.00	
1	1.9	School Learning Extension	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income			$67,230.00	$3,000.00	$70,230.00				$70,230.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Instructional Assistants	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$31,474.00	$0.00	$31,474.00				$31,474.00	
2	2.1	Core Curriculum/Enhanced Academics Implementation	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8		$20,823.00	$0.00	$20,823.00				$20,823.00	
2	2.2	ELA and Mathematics Skills through the Grades Chart	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8th grade		$0.00	$0.00	$0.00				$0.00	
2	2.3	Homework Expectations	All Students with Disabilities	No			Specific Schools: SunRidge School 3rd-8th grade									
2	2.4	Parent Education	All Students with Disabilities	No			Specific Schools: SunRidge School tk-8th									
2	2.5	Subject Through the Grades Chart	All Students with Disabilities SWD	No												
2	2.6	Parent-Teacher Meetings	All	No			Specific Schools: SunRidge School tk-8th									
2	2.7	New Report Card Template	All	No			All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SunRidge School tk-8									
2	2.8	Purchase ELA Curriculum	All Students with Disabilities	No			All Schools Specific Schools: SunRidge School 1-8									
2	2.9	Purchase Math Curriculum	All Students with Disabilities	No			All Schools Specific Schools: SunRidge School 1-8									
3	3.1	Teacher Qualifications	All	No					$1,110,450.00	$0.00	$1,110,450.00				$1,110,450.00	
3	3.2	Alliance for Public Waldorf Education and Charter School Development Center	All	No					$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.3	Professional Development	All	No			All Schools Specific Schools: SunRidge Schoole k-8									
3	3.4	Arts Curriculum	All	No			All Schools Specific Schools: SunRidge School k-8									
3	3.5	State Standards Alignment	All Students with Disabilities IEP Students	No			All Schools Specific Schools: SunRidge School tk-8									
3	3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	All	No			All Schools Specific Schools:		$381,214.00	$0.00	$170,407.00	$32,357.00	$178,450.00		$381,214.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SunRidge School tk-8									
3	**3.7**	-Waldorf Program Class Materials and Supplies	All	No			All Schools Specific Schools: SunRidge School tk-8		$0.00	$33,900.00	$2,000.00	$31,147.00	$753.00		$33,900.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,560,654	172,233	6.726%	0.000%	6.726%	$172,233.00	0.000%	6.726 %	**Total:**	$172,233.00
								LEA-wide Total:	$0.00
								Limited Total:	$101,704.00
								Schoolwide Total:	$70,529.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	School counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		
1	**1.7**	Training - RTI	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	**1.8**	Special Education Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$70,529.00	
1	**1.9**	School Learning Extension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$70,230.00	
1	**1.10**	Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$31,474.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,100,216.00	$1,967,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Teachers	No	$1,185,951.00	$1,166,187
1	**1.2**	1.0 FTE Intervention Teacher	No	$44,826.00	$34,438
1	**1.3**	Special Education Teacher	No Yes	$97,275.00	$69,755
1	**1.4**	Departmental team collaborative planning	No	$14,155.00	$12,500
1	**1.5**	School Learning Extension	No Yes	$118,152.00	$101,459
1	**1.6**	Enrichment Program	No	$261,168	$269,108
1	**1.7**	Professional Development	No	$6,961.00	$2,053
1	**1.8**	Technology Education and Chromebooks	No	$17,800.00	$65
1	**1.9**	Counselor	No	$62,512.00	$57,137

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.10**	Instructional Assistants	No Yes	$58,791.00	$50,594
1	**1.11**	Technology Coordinator	No		
2	**2.1**	Social Emotional Learning	No	$4,850.00	$4,750
2	**2.2**	Attendance	No	$1,825.00	$1,825
2	**2.3**	Parent Outreach	No	$15,200.00	$15,736
2	**2.4**	Custodial Services	No	$210,750.00	$181,642

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
171,584	$171,584.00	$171,584.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Special Education Teacher	Yes	$0.00	$19,531.00		
1	**1.5**	School Learning Extension	Yes	$116,081.00	$101,459.00		
1	**1.10**	Instructional Assistants	Yes	$55,503.00	$50,594.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,486,001	171,584	0.0%	6.902%	$171,584.00	0.000%	6.902%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023/2024	13.90	11.90	1.0	1.0				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

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

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

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language			3			

Support for Teachers and Administrators

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

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

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

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

SunRidge Charter School prides itself on the involvement of students' parents in all aspects of the school. Parent participation includes volunteers in the classroom, on field trips, and organizing festivals, fundraising, and special events. Each class teacher holds parent evenings four times a year to discuss curriculum, pedagogy, and current events in the classroom. The SunRidge Parent Council has been revitalized this year. There is a parent representative in most classes by which supports teacher appreciation events and other information is disseminated. A parent group is active and diligent in creating a stakeholder engagement document delineating the roles of parents, students, faculty, and staff during distance learning. Parent Council is able to meet monthly to discuss school issues, organize fundraising events, provide parent input to the school, and promote a healthy social and cultural life in the school. The Parent Council Chairperson updates a Facebook school community page. SunRidge is governed by a 7-9 member Charter Council comprised of 3-4 faculty members, 2-4 parents, and 1 non-parent community member that also meets monthly. The School Director attends all Charter Council meetings serving as a non-voting member of the Charter Council with whom s/he collaborates on all major school decisions. The SunRidge Charter stipulates that the school will operate in a collaborative manner, where stakeholder input is encouraged and valued. The school bulletin is issued twice a month and all school announcements provide information to the parent community. Input from educational partners on a full array of areas including the educational program, safety, operations, and social and emotional climate is gathered in annual surveys sponsored by Youth Truth. This year's surveys were given to students in grades 6-8th grades, and all parents and faculty/staff. Parents are welcome to contact the Charter Council Chairperson or the director with any questions. Contact information is located on the school website.

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

Based on the analysis of educational partner input and local data, our LEA has identified three primary focus areas for improvement in building relationships between school staff and families: strengthening curricular expectations, improving pupil behavior, and promoting regular school attendance. The following strategies will guide our efforts:

Strengthening Curricular Expectations:
Enhanced Communication of Curriculum Goals: We will implement regular informational sessions and distribute detailed guides that clearly outline curricular goals, expectations, and academic standards. This ensures that families are well-informed and can support their children's learning at home.
Parent-Teacher Collaboration: Establishing quarterly curriculum nights and parent-teacher workshops where families can engage directly with educators to discuss curriculum content, assessment methods, and ways to support student learning.
Interactive Learning Platforms: Introducing digital platforms in the Middle School that provide families with real-time access to student progress.

Improving Pupil Behavior:
Behavioral Expectations Workshops: Conducting workshops for families to explain school behavioral policies, expectations, and positive reinforcement strategies. This helps create a consistent approach to behavior management between home and school.
Positive Behavior Support Programs: Implementing school-wide positive behavior interventions and supports (PBIS) that involve families in recognizing and rewarding positive student behavior, thereby fostering a collaborative effort in promoting good conduct.
Behavioral Feedback System: Developing a communication system that provides regular updates to families about their child's behavior, including both positive feedback and areas for improvement, encouraging continuous dialogue and joint problem-solving.

Promoting Regular School Attendance:
Attendance Awareness Campaigns: Launching campaigns that highlight the importance of regular school attendance and its impact on academic achievement. This includes distributing informational materials and hosting events that educate families on the benefits of consistent attendance.
Support Services for Attendance Barriers: Providing resources and support for families facing challenges that hinder regular attendance, such as transportation issues, health concerns, or socio-economic difficulties. This might involve collaboration with community organizations to offer comprehensive support.
Attendance Tracking and Incentives: Establishing a robust attendance tracking system that involves families by sending regular attendance reports and recognizing students and families for improved and perfect attendance records through awards and celebrations.

Through these targeted efforts, we aim to create a stronger partnership between school staff and families, thereby enhancing curricular understanding, promoting positive student behavior, and ensuring regular attendance. By fostering open communication, mutual support, and active engagement, we are committed to building a collaborative school community that supports every student's academic and personal growth.
This narrative highlights specific strategies and actions the school will take to address the identified areas for improvement, fostering a stronger partnership between school staff and families to support student success.

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

Based on the analysis of educational partner input and local data, our LEA has identified several strategies to improve engagement with underrepresented families from our large white socio-economically disadvantaged population. Our initiatives include:

Enhanced Communication:

Simplified Messaging: Providing clear and concise communication through multiple channels, including texts, phone calls, and printed materials, to ensure all families receive important information in an accessible format.
Flexible Event Scheduling: Scheduling parent-teacher conferences, school meetings, and events at various times, including evenings, to accommodate working families.
Family Welcome Partners: Establishing a family welcome system at the school that provides resources, support services, and a space for parents to connect with staff and each other.

Empowering Family Involvement:
Parent Advisory Committees: Creating parent advisory committees with representation from socio-economically disadvantaged families to ensure their voices are included in school decision-making processes.
Regular Feedback Collection: Conducting surveys and focus groups to gather continuous input from families, allowing the school to address their concerns and needs promptly.

Supportive Programs and Partnerships:
Parent Education and Support: Offering workshops on topics such as supporting student learning, understanding school expectations, and accessing community resources.
By implementing these strategies, we aim to create a supportive and inclusive environment where socio-economically disadvantaged families feel valued and actively engaged in their children's education. Our goal is to build strong relationships that enhance the overall educational experience for all students.

These narratives highlight specific actions and strategies aimed at improving the engagement of underrepresented families in a school with a large socio-economically disadvantaged white population, focusing on communication, accessibility, trust-building, empowerment, and support.

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	2
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, our Waldorf Inspired charter school has identified several key strengths and areas of progress in building partnerships for student outcomes. Our holistic and

community-focused approach has fostered strong relationships among students, families, staff, and the broader community, contributing significantly to our students' academic and personal development. The following highlights our current strengths and progress:

Holistic Education Model:
Integrated Curriculum: Our Waldorf education model, which integrates arts, academics, and practical skills, has been highly praised by educational partners for its ability to engage students deeply and holistically. This approach nurtures well-rounded individuals and fosters a love for learning.
Emphasis on Social-Emotional Development: By prioritizing social-emotional learning alongside academic achievement, we create a supportive and nurturing environment that enhances student well-being and resilience, leading to improved student outcomes.

Strong Family Engagement:
Parent Participation: Our school has a robust tradition of parent involvement, with many parents actively participating in classroom activities, festivals, and school governance. This high level of engagement fosters a strong sense of community and partnership in the educational process.
Regular Communication: We maintain open and consistent communication with families through weekly newsletters, parent-teacher meetings, and community forums. This transparency and collaboration ensure that families are well-informed and involved in their children's education.

Community Integration:
Local Partnerships: Our school has established strong partnerships with local businesses, artists, and community organizations. These partnerships enrich our educational offerings and provide students with real-world learning experiences.
Service Learning Projects: Engaging students in community service projects fosters a sense of responsibility and connection to the community, enhancing their civic awareness and leadership skills.

Professional Development:
Ongoing Teacher Training: We invest in continuous professional development for our teachers, focusing on Waldorf pedagogy, child development, and innovative teaching practices. This commitment to teacher growth ensures that our educators are well-equipped to meet the diverse needs of our students.
Collaborative Culture: Our school culture promotes collaboration among teachers, staff, and families, creating a cohesive and supportive educational environment. Regular faculty meetings and collaborative planning sessions enable us to share best practices and address challenges collectively.

Student-Centered Approach:
Individualized Learning Plans: We prioritize individualized learning plans tailored to each student's strengths, needs, and interests. This personalized approach supports academic achievement and personal growth, fostering a sense of ownership and motivation in students.
Focus on Arts and Creativity: Our strong emphasis on arts and creativity in the curriculum has been shown to enhance critical thinking, problem-solving, and emotional expression, contributing to overall student success.
Overall, our Waldorf charter school’s commitment to holistic education, strong family and community partnerships, and continuous professional development has created a vibrant and supportive learning environment. These strengths and our ongoing progress in building partnerships have significantly contributed to positive student outcomes, preparing our students for lifelong success.

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

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has identified several focus areas for improvement in building partnerships for student outcomes. Our goal is to deepen the engagement and collaboration between school staff, families, and the community to support our students' holistic development. The following areas have been identified as priorities for enhancement:

Enhanced Family Engagement:

Improving Communication Channels: While we have strong communication practices, we recognize the need to enhance the frequency and clarity of our communications. We will continue to implement more robust digital platforms, such as a dedicated school app and an updated website, to ensure families have real-time access to important information, updates, and resources.
Expanding Parent Education Programs: We will offer additional workshops and seminars focused on Waldorf education principles, child development, and effective ways parents can support their children's learning at home. This will help parents feel more connected to and involved in their children's educational journey.

Strengthening Community Partnerships:
Building Local Collaborations: Although we have some partnerships with local businesses and organizations, we aim to expand these relationships to provide more diverse learning experiences for our students.
Community Resource Integration: We will work to integrate more community resources into our school programs, such as guest speakers, local artists, and environmental experts, to enhance our curriculum and provide students with real-world learning experiences.

Professional Development for Staff:
Focused Training on Family Engagement: We will provide targeted professional development for our teachers and staff on effective family engagement strategies, including cultural competency training and techniques for fostering stronger home-school connections.

Increasing Student Voice and Agency:
Student-Led Conferences and Projects: We will introduce more opportunities for students to take the lead in their learning, such as student-led parent-teacher conferences and project-based learning presentations that involve family and community members.
Feedback Mechanisms: Implementing regular surveys and feedback sessions with students to understand their needs and interests better, ensuring that our partnership initiatives are aligned with their goals and aspirations.

Creating a Welcoming School Environment:
Inclusive School Culture: We aim to foster a more inclusive and welcoming school culture by celebrating diversity and promoting equity. This includes hosting multicultural events and creating spaces where all families feel valued and respected.
By focusing on these areas for improvement, our Waldorf-inspired charter school seeks to build stronger, more meaningful partnerships with families and the community. These efforts will enhance student outcomes by creating a supportive, collaborative, and enriching educational environment.

This response outlines specific areas where the school plans to enhance its partnerships to support student outcomes, emphasizing family engagement, community collaboration, professional development, student agency, and an inclusive school culture.

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

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school is committed to enhancing the engagement of underrepresented families in building partnerships for student outcomes. While we currently hold regular parent evenings, parent-teacher conferences, and parent education events, we recognize the importance of reaching out to all families, including those who may be underrepresented or less engaged. The following strategies will guide our efforts:

Enhanced Communication and Outreach:
Personalized Invitations: Ensuring personalized invitations are sent to underrepresented families for all parent engagement events, emphasizing the value of their participation in their child's education.
Cultural Sensitivity: Incorporating cultural sensitivity into our communications to ensure all families feel respected and welcomed. This includes translating materials into languages spoken by underrepresented families and providing interpretation services as needed.

Tailored Parent Education Programs:
Relevant Topics: Offering parent education workshops that address the specific needs and interests of underrepresented families, such as navigating the education system, understanding Waldorf principles, and supporting children's learning at home.

Community Engagement Initiatives:
Local Partnerships: Strengthening partnerships with local community organizations and leaders to facilitate outreach efforts and build trust within underrepresented communities.
Community Events: Hosting community events that celebrate diversity and showcase student achievements, inviting underrepresented families to participate and engage with school staff and other families.

Feedback and Collaboration:
Listening Sessions: Holding listening sessions or focus groups with underrepresented families to gather feedback on their needs, concerns, and ideas for enhancing family engagement. This input will inform our ongoing efforts and ensure they are responsive to community voices.
Parent Advisory Group: Continuing a parent advisory group that includes representation from underrepresented families, providing a platform for ongoing dialogue and collaboration in decision-making processes.

Celebrating Cultural Diversity:
Cultural Awareness Events: Organizing cultural awareness events that highlight the rich diversity within our school community, encouraging mutual understanding and appreciation among all families.
Student Showcases: Showcasing student performances and projects that reflect the cultural backgrounds and traditions of underrepresented families, fostering a sense of pride and inclusion.
Through these initiatives, our Waldorf-inspired charter school aims to strengthen partnerships with underrepresented families, ensuring they feel valued, supported, and actively engaged in their children's education. By fostering a collaborative and inclusive school environment, we believe we can enhance student outcomes and promote lifelong learning for all students.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has demonstrated strong strengths and notable progress in seeking input for decision-making processes. We prioritize gathering diverse perspectives from stakeholders to inform our educational practices and enhance student outcomes. The following highlights our current strengths and progress:

Comprehensive Parent Surveys:
Regular Administration: We conduct annual parent surveys to gather feedback on various aspects of our school's operations, curriculum, and community engagement efforts. These surveys are designed to capture insights and suggestions from parents regarding their children's educational experiences and overall satisfaction with our programs.
Actionable Feedback: The data collected from these surveys are carefully analyzed to identify trends, strengths, and areas for improvement. We use this information to make informed decisions that positively impact student learning and support our commitment to continuous improvement.

Effective Data Utilization:
Data-Driven Decision Making: Our school utilizes local data sources, including student achievement data, attendance records, and demographic information, to inform instructional strategies and resource allocation. By analyzing these data points, we can tailor our educational interventions to meet the diverse needs of our students effectively.
Educational Partner Input: We actively seek input from educational partners, including teachers, staff, and community members, through collaborative meetings, forums, and advisory committees. This input is crucial in shaping school policies, programs, and initiatives that align with our educational mission and values.

Transparent and Inclusive Processes:
Open Communication Channels: We maintain open communication channels with stakeholders through regular updates, newsletters, and public meetings. This transparency ensures that our decision-making processes are accessible and inclusive, allowing stakeholders to stay informed and engaged.
Collaborative Decision Making: Our school fosters a collaborative decision-making culture where stakeholders are encouraged to participate in discussions, share perspectives, and contribute to the development of school-wide goals and priorities.

Community Engagement Initiatives:
Community Forums and Workshops: We organize community forums and festivals to gather input from a wide range of community members, including parents, alumni, and local residents. These forums provide valuable insights and perspectives that guide our strategic planning and initiatives.
In conclusion, our Waldorf-inspired charter school's commitment to seeking input for decision-making is reflected in our proactive approach to engaging stakeholders, utilizing data effectively, and fostering a collaborative culture. By leveraging these strengths and continuing to refine our processes, we aim to sustainably enhance student success and strengthen our school community.

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

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has identified several key focus areas for improvement in Seeking Input for Decision-Making. These focus areas are designed to ensure that our decision-making processes are inclusive, transparent, and reflective of the diverse perspectives within our school community.

Enhanced Communication Channels: We aim to improve our communication methods to ensure that all educational partners, including parents, teachers, students, and community members, are informed and engaged. This involves utilizing multiple platforms such as newsletters, and regular meetings to disseminate information and gather feedback effectively.

Continue to offer regular Stakeholder Meetings: We have established a routine schedule for stakeholder meetings. These meetings will continue to provide a structured forum for discussion, allowing educational partners to voice their opinions, share insights, and collaborate on school initiatives. We ensure these meetings are accessible to all, including offering virtual attendance options.

Surveys and Feedback Tools: Implementing regular surveys and feedback tools will help us gather comprehensive input from all educational partners. These tools will be designed to be user-friendly and inclusive, capturing diverse viewpoints on various school policies, programs, and decisions.

Professional Development on Collaboration: Providing professional development for our staff on effective collaboration and communication strategies will help enhance our ability to seek and integrate input from educational partners. Training will focus on active listening, conflict resolution, and fostering an inclusive environment for dialogue.

By focusing on these areas, our Waldorf-inspired charter school is committed to fostering a culture of collaboration and shared responsibility, ensuring that all educational partners are actively involved in shaping the future of our school. This approach aligns with our mission to create a supportive and participatory educational community.

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

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has identified several strategies to improve the engagement of underrepresented families in seeking input for decision-making. Recognizing the importance of including all voices in our community, we are committed to creating an inclusive and equitable environment that ensures every family has the opportunity to contribute meaningfully.

Targeted Outreach and Communication: We will enhance our communication strategies to reach underrepresented families more effectively. This includes personalized invitations to school events, meetings, and decision-making forums, as well as utilizing culturally relevant and multilingual communication channels to ensure accessibility and understanding.

Parent Liaisons and Community Ambassadors: We will establish a network of parent liaisons and community ambassadors who reflect the cultural and linguistic diversity of our school community. These individuals will serve as bridges between the school and underrepresented families, facilitating communication, encouraging participation, and ensuring their voices are heard.

Community Events and Informal Gatherings: Hosting regular community events and informal gatherings will provide opportunities for building relationships and trust with underrepresented families. These events will create a comfortable setting for families to share their insights and become more engaged with the school community.

By implementing these strategies, our Waldorf-inspired charter school aims to create a more inclusive and participatory environment for all families. This commitment aligns with our mission to foster a holistic, diverse, and supportive educational community where every family feels empowered to contribute to the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Overall Scores from Youth Truth
Engagement: The score is 3.23
Academic Challenge: The score is 3.56.
Culture: The score is 3.21.
Belonging & Peer Collaboration: The score is 3.41.
Relationships: The score is 3.15.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Belonging & Peer Collaboration: Scoring 3.41, this is in the 62nd percentile, indicating a stronger sense of belonging and collaboration among students.

The Relationships score is notably low, with the lowest-rated question being about teachers connecting classroom learning with students' lives outside of school.

Actions and Revisions:
Professional Development: Implement regular professional development sessions for teachers focused on building strong, supportive relationships with students and connecting curriculum content to real-life situations.
Feedback Mechanisms: Create regular opportunities for students to provide feedback on their experiences and interactions with teachers, using this feedback to improve teaching practices.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The relationships score is notably low, with the lowest-rated question being about teachers connecting classroom learning with students' lives outside of school. Identified Needs: The lower score in relationships suggests a need for improving the quality of relationships between students and teachers, as well as among students. Building stronger, more supportive relationships could be a focus area.

Actions and Revisions:
Professional Development: Implement regular professional development sessions for teachers focused on building strong, supportive relationships with students and connecting curriculum content to real-life situations.
Feedback Mechanisms: Create regular opportunities for students to provide feedback on their experiences and interactions with teachers, using this feedback to improve teaching practices.

Areas of Strength: The relatively high score in academic challenge suggests that the curriculum is rigorous for many students, which is positive. This strength can be leveraged to further push for academic excellence.The high score in peer relationships and belonging indicates that many students feel connected and work well with their peers. This positive peer collaboration can be built upon to further strengthen the sense of community.

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

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

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

In our Waldorf-inspired charter school, we employ a variety of locally selected measures and tools to ensure that all students have access to, and are enrolled in, a broad course of study. These measures are tailored to different grade spans, unduplicated student groups, and individuals with exceptional needs.

Measures and Tools:
Curriculum Audits and Alignment Checks:
Regular audits ensure the curriculum aligns with both Waldorf principles and state standards. Ensures coverage of core subjects and enrichment activities like arts, music, and physical education.

Enrollment Data Analysis:
Disaggregated by grade level, unduplicated student groups (such as socioeconomically disadvantaged students, English learners, foster youth), and students with exceptional needs.Tracks participation in various programs and subjects.

Individualized Education Plans (IEPs) and 504 Plans:
For students with exceptional needs, we regularly review and update IEPs and 504 Plans.Ensures these students have access to a broad curriculum tailored to their needs.

Student Surveys and Feedback:
Collects feedback on course offerings and accessibility. Identifies gaps or areas for improvement in course availability and student satisfaction.

Teacher and Staff Assessments:
Regular assessments and professional development to ensure teachers are equipped to deliver a broad and inclusive curriculum. Focus on differentiated instruction to meet diverse student needs.

Parent and Community Involvement:
Engagement through meetings and surveys to gather input on curriculum and course accessibility.
Helps in making informed decisions that reflect community needs and values.

By using these measures, our LEA ensures that all students, including those from unduplicated student groups and those with exceptional needs, have equitable access to a comprehensive and enriching educational experience.

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

All students receive the same comprehensive Waldorf curriculum, covering core academic subjects, arts, music, physical education, and handwork.

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

Socioeconomic Disparities:
Accessibility: Socioeconomically disadvantaged students face barriers such as transportation issues, making it difficult for them to participate in after-school programs and enrichment activities.

Training: Teachers require ongoing professional development to effectively differentiate instruction and integrate students with exceptional needs into the regular classroom environment.

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

Based on the results from our locally selected measures, the LEA has implemented and will continue to implement several key revisions, decisions, and actions to ensure all students have access to a broad course of study.

Revisions and Decisions:
Enhanced Funding and Resource Redistribution:
Securing additional funding through grants and partnerships.

Professional Development:
Providing ongoing training focused on differentiated instruction and inclusive teaching practices.
Offering specialized training for integrating students with exceptional needs into the regular curriculum.

Personalized Learning Support:
Developing personalized learning plans for students needing additional support.
Establishing a system for regular monitoring and assessment of student progress.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					