SEBASTOPOL CHARTER
A Public Waldorf School

REGULAR MEETING OF THE BOARD OF DIRECTORS

Monday, June 22, 2026 @ 6:00 pm

At 1111 Hwy 116 N, Sebastopol, CA 95472 (Assembly Building)

Sebastopol Charter welcomes your participation in the School's Board of Directors meetings. A public meeting is to conduct the affairs of the school in public. We are pleased you are in attendance and hope you will attend these meetings often.

- This meeting will be conducted per the Brown Act, Government Code Section 54950 et seq.

This meeting is being held in a wheelchair-accessible location. To request disability-related accommodations to participate in the meeting, please contact

- Kristi Darling, the School's Office Manager, at 707-824-9700 ext. 301 or kdarling@sebastopolcharter.org at least three business days before the meeting date.
- Agendas and informational packets are available to members of the public. These are posted online at https://sebastopolcharter.org/about/board/
- PUBLIC COMMENT INSTRUCTIONS: The public may comment at board meetings**. If you wish to speak, please fill out a "Request to Speak" form and hand it to the Board President**. Your name will be called when it is your turn to speak. Bear in mind that your comments become part of the public record.
  1. **Items not on the agenda:** Each speaker may speak for up to three minutes, with fifteen minutes allotted for public comment on non-agenda items. Note that the Board cannot discuss items not on the agenda and will therefore not respond substantively to comments addressing such items.
  2. **Items on the agenda:** Before the Board begins considering an agenda item, the interested public will have the opportunity to comment on that particular item. Each speaker may speak for up to three minutes, with thirty minutes total allotted for public comment on each agenda item. Note that once the Board begins its discussion, the item is closed for public comment unless the Board re-opens public comment.

BOARD MEETING CODE OF CONDUCT

- Express gratitude and appreciation
- Maintain open, respectful body language
- Give your full listening attention
- Stand in the other's shoes
- Use a normal tone of voice
- Don't interrupt
- Own your mistakes
- Be brief and respect others
- Take the high road
- Monitor your inner thoughts
- Give each other the benefit of the doubt
- Don't talk behind others' backs
- Use respectful language

SCHOOL VERSE

This is our school

Let peace dwell here

Let warmth flood our hearts

Light fill our heads

And good flow from our hands

Let us remember

That many hands built this place

So that many hearts could make a school

SEBASTOPOL CHARTER
A Public Waldorf School

REGULAR MEETING OF THE BOARD OF DIRECTORS

June 22, 2026 @ 6:00pm

Held at 1111 Hwy 116 N Sebastopol, CA 95472 (Assembly Building)

AGENDA

OPEN SESSION

Procedural

A. CALL TO ORDER

Meeting called to order by Board Chair at: _____pm

B. ROLL CALL

		Present	Absent	Late	Arrival Time
Matt Langley, Chair	(ML)				
Chaz Mathias, Vice Chair	(CM)				
Jennifer Klein, Director	(JK)				
Ryan Hole, Director	(RH)				
Leslie Hassan-Seidman, Director	(LHS)				

Others Attending: Chris Topham (CT)
Faculty Representative:

Communications

PUBLIC COMMENT (ON ITEMS NOT ON THE AGENDA)
This is an opportunity for members of the public to address the Board on items not included on the agenda. According to the Brown Act requirements, board members are limited in their responses.

A. PUBLIC COMMENT (ON ITEMS NOT ON THE AGENDA)
B. OFFICIAL CORRESPONDENCE: None
C. NEXT MEETING: REGULAR BOARD MEETING – **August 31, 2026 @ 6:00pm**

Procedural

A. ADJUSTMENT OF AGENDA
B. APPROVAL AND ADOPTION OF AGENDA
Motion:

	Moved By:		(ML)		(CM)	
	Seconded By:		(JK)		(RH)	
Consent	Action:				(LHS)	**Agenda Items**

All matters listed under the consent agenda are considered routine by the Board and will be approved/enacted in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, these items will not be discussed before the Board votes on them.

A. MINUTES FROM June 15, 2026, BOARD MEETING

Staff Recommendation: Approve all consent agenda items
Motion:

Moved By:		(ML)		(CM)	
Seconded By:		(JK)		(RH)	
Action:				(LHS)	

Items Scheduled for Consideration (Action may be taken on items discussed):

PUBLIC COMMENT ON ITEMS ON THE AGENDA: If you wish to speak on an item on the agenda (including closed session agenda items), please fill out a "Request to Speak" form and hand it to the Board President. Your name will be called when it is your turn to speak. Bear in mind that your comments become part of the public record. Before the Board begins considering an agenda item, the interested public will have the opportunity to comment. Each speaker may speak for up to three minutes, with thirty minutes allotted for public comment on each agenda item. Once the board begins its discussion, the item is closed for public comment.

A. 2025-2026 ANNUAL OPERATING BUDGET

Staff Recommendation: Consideration and Approval of the 2026-2027 Annual Operating Budget

Motion:

Moved By:		(ML)		(CM)	
Seconded By:		(JK)		(RH)	
Action:				(LHS)	

B. 2025-2026 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP), INCLUDING FEDERAL ADDENDUM AND LOCAL INDICATORS

Staff Recommendation: Consideration and Approval of the 2026-2027 LCAP and related documents

Motion:

Moved By:		(ML)		(CM)	
Seconded By:		(JK)		(RH)	
Action:				(LHS)	

C. EXECUTIVE DIRECTOR CONTRACT

Staff Recommendation: Approve Executive Director Contract

Motion:

Moved By:		(ML)		(CM)	
Seconded By:		(JK)		(RH)	
Action:				(LHS)	

ADJOURNMENT - The meeting was adjourned at: _____pm

SEBASTOPOL CHARTER
A Public Waldorf School

REGULAR MEETING OF THE BOARD OF DIRECTORS

June 15, 2026 @ 6:00pm

Held at 1111 Hwy 116 N Sebastopol, CA 95472 (Assembly Building)

MINUTES

OPEN SESSION

Procedural

A. CALL TO ORDER

Meeting called to order by Board Chair at: **6:02pm**

B. ROLL CALL

		Present	Absent	Late	Arrival Time
Matt Langley, Chair	(ML)	Y			
Chaz Mathias, Vice Chair	(CM)	Y			
Jennifer Klein, Director	(JK)			Y	6:08pm
Ryan Hole, Director	(RH)		Y		
Leslie Hassan-Seidman, Director	(LHS)	Y			

Others Attending: Chris Topham (CT), Jeff Clanton
Faculty Representative: Laura De Rojas

Communications

PUBLIC COMMENT (ON ITEMS NOT ON THE AGENDA)
This is an opportunity for members of the public to address the Board on items not included on the agenda. According to the Brown Act requirements, board members are limited in their responses.

A. PUBLIC COMMENT (ON ITEMS NOT ON THE AGENDA)
B. OFFICIAL CORRESPONDENCE: None
C. NEXT MEETING: REGULAR BOARD MEETING – **June 22, 2026 @ 6:00pm**

Procedural

A. ADJUSTMENT OF AGENDA
B. APPROVAL AND ADOPTION OF AGENDA

Motion: Move to approve and adopt agenda

Moved By:	ML	(ML)	Y	(CM)	Y
Seconded By:	CM	(JK)	-	(RH)	-
Action:	Approved			(LHS)	Y

Consent Agenda Items

All matters listed under the consent agenda are considered routine by the Board and will be approved/enacted in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, these items will not be discussed before the Board votes on them.

A. MINUTES FROM May 11, 2026, BOARD MEETING
B. MAY 2026 REGULAR WARRANTS
C. MAY 2026 LOCAL PAYMENTS REGISTERS
D. DMS FINANCIAL REPORT - THROUGH APRIL 30, 2026
E. 2024-2025 IRS Form 990 and FTB Form 199

Staff Recommendation: Approve all consent agenda items
Motion: Move to approve all consent agenda items

Moved By:	ML	(ML)	Y	(CM)	Y
Seconded By:	CM	(JK)	-	(RH)	-
Action:	Approved			(LHS)	Y

(Reports and other items scheduled for information):

EXECUTIVE DIRECTOR'S REPORT
FACULTY REPORT
CHARTER FOUNDATION REPORT
BOARD OF DIRECTORS' REPORTS
OTHER REPORTS (Task Forces, etc.)

Items Scheduled for Consideration (Action may be taken on items discussed):

PUBLIC COMMENT ON ITEMS ON THE AGENDA: If you wish to speak on an item on the agenda (including closed session agenda items), please fill out a "Request to Speak" form and hand it to the Board President. Your name will be called when it is your turn to speak. Bear in mind that your comments become part of the public record. Before the Board begins considering an agenda item, the interested public will have the opportunity to comment. Each speaker may speak for up to three minutes, with thirty minutes allotted for public comment on each agenda item. Once the board begins its discussion, the item is closed for public comment.

PUBLIC HEARING

A. 2026-2027 LOCAL INDICATOR SELF-REFLECTION
Review and Discuss Draft 2026-2027 Local Indicators

B. 2026-2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)
Review and Discuss Draft 2026-2027 LCAP

C. 2026-2027 LCAP FEDERAL ADDENDUM
Review and Discuss Draft 2025-2026 Draft LCAP Federal Addendum

D. 2026-2027 ANNUAL OPERATING BUDGET
Review and Discuss Draft 2025-2026 Annual Operating Budget

REGULAR MEETING

A. APPROVE APPLICATION FOR FEDERAL FUNDING FOR TITLE 1 FOR **2026-2027** THROUGH THE CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Staff Recommendation: Approve application for Federal Funding for Title 1 through CARS

Motion: Move to approve application for Federal Funding for Title 1 through CARS

Moved By:	ML	(ML)	Y	(CM)	Y
Seconded By:	JK	(JK)	Y	(RH)	-
Action:	Approved			(LHS)	Y

B. EDUCATION PROTECTION ACCOUNT REPORT 2026-2027: Review and consider approval of 2026-2027 EPA Report.

Staff Recommendation: Approve 2026-2027 Education Protection Account Report

Motion: Move to approve 2026-2027 Education Protection Account Report

Moved By:	JK	(ML)	Y	(CM)	Y
Seconded By:	LHS	(JK)	Y	(RH)	-
Action:	Approved			(LHS)	Y

SEBASTOPOL CHARTER ANNUAL MEETING

A. BOARD DIRECTOR - NOMINATIONS **(Directors Seeking Reelection)** FOR 2026-2027
"A Director seeking reelection must be nominated by a Director not himself or herself." (Note: all quotes in Annual Meeting section are from the corporation's Bylaws)

The following current Directors announced their intention to seek reelection:

1. Matt Langley	3. Jennifer Klein	5. Leslie Hassan-Seidman
2. Chaz Mathias	4. Ryan Hole	

The following Directors were nominated…….by…….:

Nominee:	Nominated By:	Nominee:	Nominated By:
1. Chaz Mathias	Matt Langley	4.Leslie Hassan-Seidman	Matt Langley
2. Jennifer Klein	Matt Langley	5. Matt Langley	Leslie Hassan-Seidman
3. Ryan Hole	Matt Langley		

B. BOARD DIRECTOR – ELECTIONS FOR 2026-2027

"Each Director shall cast one vote during a public meeting for each Directorship to be filled, and Directors will be re-elected or elected on the basis of a simple majority of Directors present and voting."

"The Corporation shall have at least three (3) and no more than seven (7) directors…"

"Directors shall be elected at each annual meeting of the Board for one (1) year terms. Each one (1) year term commences at the beginning of the fiscal year subsequent to the election."

[Fiscal Year begins July 1]

Nominee	Tally of Votes (Y/N)					Result
	ML	CM	SM	RH	JK	
1. Matt Langley	Y	Y	Y	-	Y	Approved
2. Chaz Mathias	Y	Y	Y	-	Y	Approved
3. Jennifer Klein	Y	Y	Y	-	Y	Approved
4. Ryan Hole	Y	Y	Y	-	Y	Approved
5. Leslie Hassan-Seidman	Y	Y	Y	-	Y	Approved

C. BOARD OFFICERS - ELECTION

"Officers shall be elected by the Board of Directors at a noticed meeting and each officer shall hold office until he or she resigns…or until his or her successor shall be elected, whichever occurs first."

The Officers of the Board shall be a Chairperson of the Board, and a Vice Chairperson, all of whom shall concurrently serve as members of the Board.

The following officers announced their intention to resign their office:

Officer:	Office:
1.	Chairperson

2.	Vice Chairperson

The following candidates were put forth as nominees:

Nominee:	Office:
1. Matt Langley	Chairperson
2. Chaz Mathias	Vice Chairperson

The following officers were elected:

Nominee & Office	Tally of Votes (Y/N)					Result
	ML	CM	JK	RH	LHS	
1. Matt Langley - Chairperson	Y	Y	Y	-	Y	Approved
2. Chaz Mathias - Vice Chairperson	Y	Y	Y	-	Y	Approved

Memo: The following officers retain their office for 2026-2027:

1. Matt Langley 2. Chaz Mathias

D. BOARD REGULAR MEETING CALENDAR FOR 2026-2027:

(2nd Monday of the month except where noted.)

August 31 (early due to Labor Day)	February 8
September 19 (Saturday board retreat)	March 8
October 5	April 1 (earlier due to spring break)
November 9	May 10
December 7	June 7 at 5pm (LCAP / Budget Public Hearing / Budget Approval)
January 11, 2027	

Motion: Move to approve Board Regular Meeting Calendar for 2026-2027

Moved By:	CM	(ML)	Y	(CM)	Y
Seconded By:	ML	(JK)	Y	(RH)	-
Action:	Approved			(LHS)	Y

ITEMS FOR FUTURE AGENDA:

ADJOURNMENT - The meeting was adjourned at: **8:14pm**

Signed _____ Date _____
Matt Langley - Board Chairperson

Signed _____ Date _____
Kristi Darling - Board Secretary

Sebastopol Independent Charter School

2026-27 July Budget

DMS
DELTA MANAGED SOLUTIONS

SEBASTOPOL CHARTER
A Public Waldorf School

Sebastopol Independent Charter School
2026-27 July Budget - Summary Analysis

SUMMARY OF RESULTS

This July Budget projects a budget deficit of ($79,827).
This is an decrease of ($411,501) from the FY25-26 Estimated Actuals projected surplus of $331,675.
This will allow Sebastopol Independent Charter School to end this FY with an Unrestricted fund balance of $1,676,753, which is 36.2% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next two fiscal years, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this coming fiscal year is $1,536,234, which represents 122 days of operating costs on average.
The June 30 ending cash balance this coming fiscal year is projected to be $1,564,315, which represents 124 days of average operating costs.
This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = increase of $6,017, or 0.1% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are $55,166 higher than FY25-26 Estimated Actuals mainly due to State COLA augmentation.

Federal Revenues: This consists of Title I-IV (ESSA), federal special education (IDEA), and federal food programs (NSLP).
Federal Revenues are projected at ($13,944) lower than FY25-26 Estimated Actuals due to decrease in SPED student count.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, ELOP, and any one-time grants .
Other State Revenues are projected at $79,598 higher than FY25-26 Estimated Actuals primarily due to SS/PD & LRE block grants.

Other Local Revenues: This category includes any non-LCFF local revenue sources.
Other Local Revenues are projected at ($114,802) lower than FY25-26 Estimated Actuals due to net impact of recording ERC ($255K) revenue in 25/26.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of $417,518, or 9.9% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are $373,508 higher than FY25-26 Estimated Actuals due to a number of things, 1) A 1.5% increase over the current salary schedule across the board reflecting an average of about 3.7%, 2) Significant increases in expected healthcare costs, and 3) Additional staff - .4 FTE SPED Teacher; .5 FTE Facility Maintenance worker and .75 FTE unfilled SPED Para position.

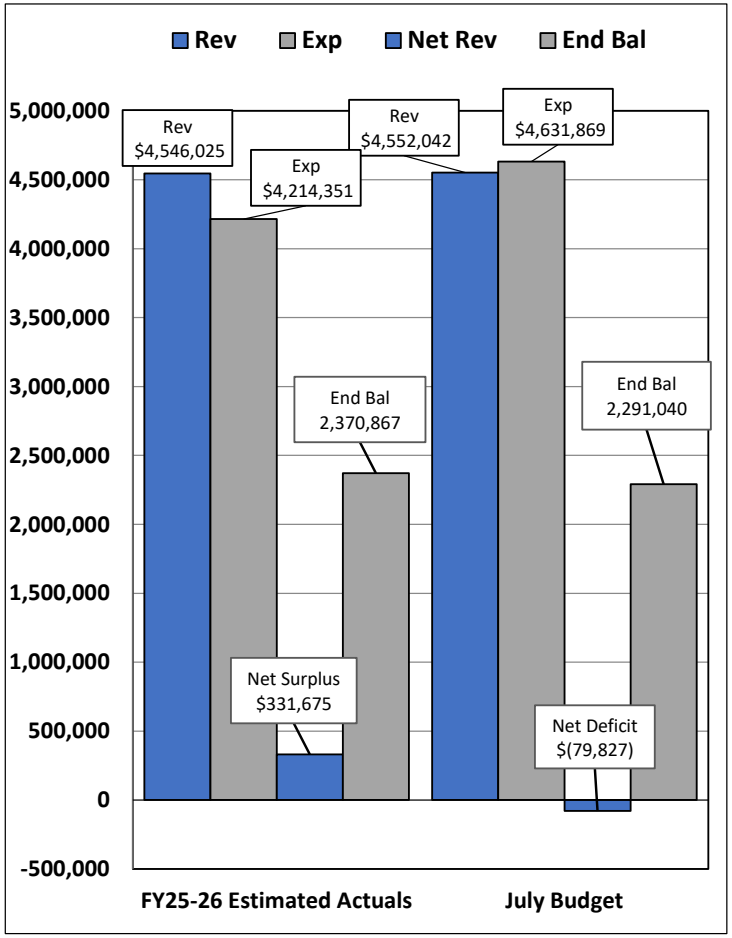
Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $41,954 higher than FY25-26 Estimated Actuals due to higher student investment in educational materials/supplies and higher maintenance and custodial supplies.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be $1,549 higher than FY25-26 Estimated Actuals which is virtually unchanged from last year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.
These costs are projected $508 higher than FY25-26 Estimated Actuals, reflecting updated depreciation expenses and EOY SELPA payment.

Sebastopol Independent Charter School
2026-27 July Budget
BUDGET SUMMARY

	FY25-26 Estimated Actuals	July Budget	Change
Projected Enrollment:	**282**	**281**	**(1)**
Projected P-2 ADA:	**273.76**	**269.76**	**(4.00)**
Revenues:			
General Purpose Entitlement	$ 3,320,540	$ 3,375,706	$ 55,166
Federal Revenue	146,360	132,416	(13,944)
Other State Revenue	352,975	432,573	79,598
Other Local Revenue	726,150	611,348	(114,802)
TTL Revenues	**$ 4,546,025**	**$ 4,552,042**	**$ 6,017**
Expenditures:			
Certificated Salaries	$ 1,673,508	$ 1,815,217	$ 141,709
Non-Certificated Salaries	575,944	660,066	84,122
Benefits	728,662	876,339	147,678
Books/Supplies/Materials	159,708	201,662	41,954
Services/Operations	1,033,036	1,034,585	1,549
Capital Outlay	36,723	37,000	277
Other Outgo	6,769	7,000	231
TTL Expenditures	**$ 4,214,351**	**$ 4,631,869**	**$ 417,518**
Net Revenues/(Deficit)	**$ 331,675**	**$ (79,827)**	**$ (411,501)**
Beginning Balance July 1	**$ 2,039,192**	**$ 2,370,867**	
Ending Balance June 30	**2,370,867**	**2,291,040**	
Components of Ending Fund Balance			
a. Net Investment in Capital Assets	**616,113**	**595,954**	
Other LT Assets (Deposits)	**18,333**	**18,333**	
b. Restricted			
c. Unrestricted Net Position	**1,736,421**	**1,676,753**	
Unrestricted ENDING BALANCE AS % OF OUTGO	**41.2%**	**36.2%**	
# of Months Average Expenditure	**4.94**	**4.34**	



Sebastopol Independent Charter School
2026-27 July Budget
Budget Detail & Estimated Actuals Comparison

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
Enrollment (CALPADS)	**282**	**281**	**(1)**		
Average Daily Attendance (P-2)	**273.76**	**269.76**	**(4.00)**		
REVENUES					
General Purpose Entitlement					
8011 LCFF General Entitlement	427,230	558,437	131,207	31%	
8012 EPA Entitlement	54,752	53,952	(800)	-1%	
8019 Prior Year Unrestricted Revenue	34,267	-	(34,267)	-100%	
8096 In-Lieu-Of Property Taxes	2,804,291	2,763,317	(40,974)	-1%	
TTL General Purpose Entitlement	**3,320,540**	**3,375,706**	**55,166**	**2%**	**Increase due to State COLA augmentation**
Federal Revenue					
8181 Federal IDEA SpEd Revenue	74,181.00	55,945	(18,236)	-25%	
8182 SpEd - Discretionary Grants	3,192.00	3,583	391	12%	
8220 School Nutrition Program-Federal	32,104	36,527	4,423	14%	
8290 Other Federal Revenue	36,883	36,360	(523)	-1%	
TTL Federal Revenue	**146,360**	**132,416**	**(13,944)**	**-10%**	**Decrease mainly due to a drop in SPED student counts**
Other State Revenue					
8520 School Nutrition Program-State	80,476	82,693	2,217	3%	
8550 Mandated Cost Reimbursements	5,625	5,834	209	4%	
8560 State Lottery Revenue	76,636	76,636	(0)	0%	
8590 Other State Revenue	190,239	267,411	77,172	41%	
TTL Other State Revenue	**352,975**	**432,573**	**79,598**	**23%**	**Increase due to SS/PD and LRE block grants**
Other Local Revenue					
8660 Interest Income	37,000	25,000	(12,000)	-32%	
8662 Investment Gain	(0)	-	0	-100%	
8699 Other Revenue	471,409	223,380	(248,029)	-53%	
8792 Transfer from COE	217,741	362,968	145,227	67%	
TTL Other Local Revenue	**726,150**	**611,348**	**(114,802)**	**-16%**	**Decrease due to the revenue recording of ERC in 25/26**
TTL REVENUES	**4,546,025**	**4,552,042**	**6,017**	**0%**	
EXPENDITURES					
1000 - Certificated Salaries					
1100 Teacher Compensation	1,252,121	1,380,985	128,863	10%	
1130 Substitute Teacher Compensation	9,225	7,385	(1,840)	-20%	
1150 Teacher Stipends/Extra Duty	58,978	39,000	(19,978)	-34%	
1200 Student Support	32,008	41,898	9,890	31%	
1300 Certificated Administrators	315,675	342,700	27,025	9%	

Sebastopol Independent Charter School
2026-27 July Budget
Budget Detail & Estimated Actuals Comparison

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
1350 Administrator Stipends/Extra Duty	5,501	3,250	(2,251)	-41%	
TTL Certificated Salaries	**1,673,508**	**1,815,217**	**141,709**	**8%**	
2000 - Non - Certificated Salaries					
2100 Instructional Aides	330,398	345,977	15,580	5%	
2130 Classified Substitutes	25,870	24,885	(985)	-4%	
2150 Instructional Aides Stipends	2,386	7,294	4,908	206%	
2300 Classified Administrators	87,009	94,460	7,450	9%	
2350 Classified Administrator Stipends	95	100	5	5%	
2400 Clerical & Technical Staff	99,554	119,787	20,233	20%	
2900 Other Classified Positions	30,632	67,563	36,932	121%	
TTL Non - Certificated Salaries	**575,944**	**660,066**	**84,122**	**15%**	
3000 - Employee Benefits					
3101 STRS Certificated	314,535	345,296	30,761	10%	
3212 Voluntary Retirement Classified	15,808	20,119	4,311	27%	
3301 OASDI/Medicare Exp	65,554	77,274	11,720	18%	**Amounts include both Certificated & Classified calculations**
3401 Health Care Certificated	216,740	280,826	64,086	30%	
3402 Health Care Classified	87,430	110,712	23,282	27%	
3501 Unemployment Insurance	1,081	1,238	157	15%	**Amounts include both Certificated & Classified calculations**
3601 Workers' Comp Certificated	20,608	13,974	(6,633)	-32%	
3602 Workers' Comp Classified	6,907	5,086	(1,821)	-26%	
3901 Other Benefits Cert	-	14,544	14,544	0%	**Cash-in-Lieu Program**
3902 Other Benefits Class	-	7,272	7,272	0%	**Cash-in-Lieu Program**
TTL Employee Benefits	**728,662**	**876,339**	**147,678**	**20%**	
4000 - Books/Supplies/Materials					
4100 Textbooks & Core Curriculum	9,846	15,900	6,054	61%	
4200 Other Reference Materials	12	100	88	733%	
4310 Materials & Supplies	30,205	53,847	23,642	78%	
4320 Office Supplies	7,594	-	(7,594)	-100%	
4330 Meals & Events	3,301	-	(3,301)	-100%	
4350 Other Supplies	16,806	34,859	18,053	107%	
4390 Other Supplies	9,415	-	(9,415)	-100%	
4400 Non-Capitalized Equipment	7,505	9,465	1,960	26%	
4700 School Nutrition Program	75,025	87,491	12,466	17%	
TTL Books/Supplies/Materials	**159,708**	**201,662**	**41,954**	**26%**	

Sebastopol Independent Charter School
2026-27 July Budget
Budget Detail & Estimated Actuals Comparison

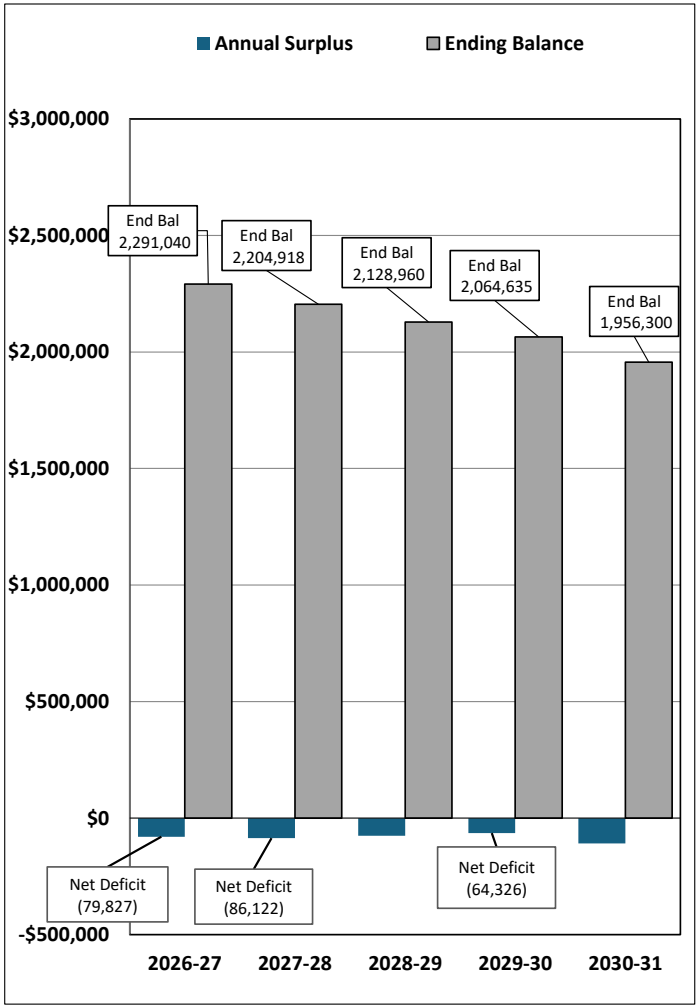
Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
5000 - Services & Operations					
5100 SpEd Consultants and Vendors Subagreements	188,304	-	(188,304)	-100%	**Reclassed SPED services to Object 5880**
5200 Travel & Conferences	8,120	24,153	16,033	197%	
5204 Recruiting	-	5,100	5,100	0%	
5205 Training & Prof Dev	-	1,734	1,734	0%	
5210 Mileage Reimbursements	174	200	26	15%	
5300 Dues & Memberships	9,876	10,584	708	7%	
5400 Insurance	54,204	66,296	12,092	22%	
5500 Operations & Housekeeping	21,974	6,732	(15,242)	-69%	
5510 Utilities (General)	21,120	-	(21,120)	-100%	
5515 Utilities (Gas)	-	5,000	5,000	0%	
5516 Utilities (Electric)	948	-	(948)	-100%	
5517 Utilities (Garbage)	5,757	6,620	863	15%	
5519 Utilities (Water)	22,160	17,882	(4,278)	-19%	
5520 Janitorial Services	32,500	34,000	1,500	5%	
5610 Facility Rents & Leases	227,570	230,360	2,790	1%	
5620 Equipment Leases	9,824	13,706	3,882	40%	
5630 Maintenance & Repair	49,757	15,750	(34,007)	-68%	
5800 Professional Services - Non-instructional	28,188	17,000	(11,188)	-40%	
5810 Legal	39,864	60,000	20,136	51%	
5820 Audit & CPA	25,000	27,250	2,250	9%	
5825 DMS Business Services	84,892	86,459	1,567	2%	
5830 Non-Instructional Software Licenses/Fees	17,808	-	(17,808)	-100%	
5835 Field Trips	35,782	27,120	(8,662)	-24%	
5840 Advertising & Recruitment	3,773	4,000	227	6%	
5850 Oversight Fees	32,427	33,757	1,330	4%	
5860 Service Fees	2,572	1,750	(822)	-32%	
5870 Livescan Fingerprinting	2,357	2,000	(357)	-15%	
5880 Instructional Vendors & Consultants	82,142	288,936	206,794	252%	**Includes all SPED services and YMCA contract**
5890 Misc Other Outside Services	4,075	4,500	425	10%	
5900 Communications	2,590	-	(2,590)	-100%	
5910 Telephone	6,672	6,500	(172)	-3%	
5930 Postage	501	1,000	499	100%	
5940 Technology	12,102	36,196	24,094	199%	**Includes E-Rate upgrade, SCOE IT Services and all other technology services vendors**
TTL Services & Operations	**1,033,036**	**1,034,585**	**1,549**	**0%**	
6000 - Capital Outlay					
6900 Depreciation	36,723	37,000	277	1%	
TTL Capital Outlay	**36,723**	**37,000**	**277**	**1%**	

Sebastopol Independent Charter School
2026-27 July Budget
Budget Detail & Estimated Actuals Comparison

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
7000 - Other Outgo					
7282 All other transfers to County Offices	6,769	7,000	231	3%	
TTL Other Outgo	**6,769**	**7,000**	**231**	**3%**	
TTL EXPENDITURES	**4,214,351**	**4,631,869**	**417,518**	**10%**	
Net Revenues/(Deficit)	**331,675**	**(79,827)**	**(411,501)**		
Beginning Fund Balance	**2,039,192**	**2,370,867**			
Net Revenues	**331,675**	**(79,827)**			
ENDING BALANCE	**2,370,867**	**2,291,040**			
Components of Ending Fund Balance					
a. Net Investment in Capital Assets	**616,113**	**595,954**			
Other LT Assets (Deposits)	**18,333**	**18,333**			
b. Restricted					
c. Unrestricted Net Position	**1,736,421**	**1,676,753**			
Unrestricted ENDING BALANCE AS % OF OUTGO	**41.2%**	**36.2%**			
# of Months Average Expenditure	**4.94**	**4.34**			

Sebastopol Independent Charter School
2026-27 July Budget
Multi-Year Projection Summary

Description	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment:	**281**	**281**	**281**	**281**	**281**
Projected P-2 ADA:	**269.76**	**269.76**	**269.76**	**269.76**	**269.76**
Revenues:					
General Purpose Entitlement	3,375,706	3,487,404	3,594,684	3,706,473	3,822,017
Federal Revenue	132,416	135,541	138,587	141,602	144,684
Other State Revenue	432,573	417,131	425,656	434,278	386,648
Other Local Revenue	611,348	623,326	635,699	648,481	661,684
TTL Revenues	**4,552,042**	**4,663,402**	**4,794,625**	**4,930,833**	**5,015,032**
Expenditures:					
Certificated Salaries	1,815,217	1,851,521	1,888,552	1,926,323	1,964,849
Non-Certificated Salaries	660,066	673,267	686,733	700,467	714,477
Benefits	876,339	905,176	935,176	966,394	998,883
Books/Supplies/Materials	201,662	208,075	214,692	221,519	228,563
Services/Operations	1,034,585	1,067,485	1,101,431	1,136,456	1,172,595
Capital Outlay	37,000	37,000	37,000	37,000	37,000
Other Outgo	7,000	7,000	7,000	7,000	7,000
TTL Expenditures	**4,631,869**	**4,749,524**	**4,870,583**	**4,995,159**	**5,123,367**
Net Revenues	**(79,827)**	**(86,122)**	**(75,958)**	**(64,326)**	**(108,335)**
Beginning Fund Balance	**2,370,867**	**2,291,040**	**2,204,918**	**2,128,960**	**2,064,635**
Net Revenues/(Deficit)	**(79,827)**	**(86,122)**	**(75,958)**	**(64,326)**	**(108,335)**
ENDING BALANCE	**2,291,040**	**2,204,918**	**2,128,960**	**2,064,635**	**1,956,300**
Components of Ending Fund Balance					
a. Net Investment in Capital Assets	**595,954**	**574,894**	**552,934**	**529,541**	**505,541**
Other LT Assets (Deposits)	**18,333**	**18,333**	**18,333**	**18,333**	**18,333**
b. Restricted					
c. Unrestricted Net Position	**1,676,753**	**1,611,691**	**1,557,693**	**1,516,761**	**1,432,426**
Unrestricted ENDING BALANCE AS % OF OUTGO	**36.2%**	**33.9%**	**32.0%**	**30.4%**	**28.0%**
# of Months Average Expenditure	**4.34**	**4.07**	**3.84**	**3.64**	**3.36**



Sebastopol Independent Charter School
2026-27 July Budget
2026-27 Cash Flow

Description	26-27 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		**1,446,429**	**1,645,663**	**1,536,234**	**1,634,806**	**1,624,161**	**1,671,580**	**1,660,370**	**1,590,921**	**1,603,016**	**1,757,378**	**1,724,515**	**1,556,577**		
CASH INFLOWS															
REVENUES															
LCFF State Aid	558,437	27,922	27,922	50,259	50,259	50,259	50,259	50,259	50,259	50,259	50,259	50,259	50,259	-	**558,437**
Education Protection Account	53,952	-	-	13,488	-	-	13,488	-	-	13,488	-	-	13,488	-	**53,952**
In-Lieu-Of Property Taxes	2,763,317	-	165,799	331,598	221,065	221,065	221,065	221,065	221,065	387,638	257,652	128,826	128,826	257,652	**2,763,317**
Federal Revenues	132,416	3,044	3,044	3,044	36,605	3,044	3,044	3,044	36,605	3,044	3,044	3,044	17,427	14,384	**132,416**
Other State Revenues	432,573	15,834	15,834	23,613	48,606	145,232	23,613	23,613	77,847	23,613	23,613	23,613	42,772	(55,232)	**432,573**
Local Revenues	611,348	19,898	19,898	84,417	40,667	35,667	85,167	40,417	34,167	84,167	40,417	34,167	84,167	8,130	**611,348**
TOTAL REVENUES	**4,552,042**	**66,698**	**232,497**	**506,420**	**397,203**	**455,267**	**396,637**	**338,399**	**419,943**	**562,210**	**374,985**	**239,910**	**336,940**	**224,933**	**4,552,042**
EXPENDITURES															
Certificated Salaries	1,815,217	32,674	162,049	162,049	162,049	162,049	162,049	162,049	162,049	162,049	162,049	162,049	129,639	**32,410**	**1,815,217**
Classified Salaries	660,066	33,003	39,604	58,746	58,746	58,746	58,746	58,746	58,746	58,746	58,746	58,746	46,997	**11,749**	**660,066**
Benefits	876,339	23,252	71,393	78,169	78,169	78,169	78,169	78,169	78,169	78,169	78,169	78,169	62,536	**15,634**	**876,339**
Books & Supplies	201,662	16,805	16,805	16,805	16,805	16,805	16,805	16,805	16,805	16,805	16,805	16,805	11,764	**5,042**	**201,662**
Services & Operations	1,034,585	51,729	62,075	92,078	92,078	92,078	92,078	92,078	92,078	92,078	92,078	92,078	78,266	**13,812**	**1,034,585**
Capital Outlay	37,000	-	-	-	-	-	-	-	-	-	-	-	-	**37,000**	**37,000**
Other Outgo	7,000	-	-	-	-	-	-	-	-	-	-	-	-	**7,000**	**7,000**
TOTAL EXPENSES	**4,631,869**	**157,464**	**351,926**	**407,848**	**407,848**	**407,848**	**407,848**	**407,848**	**407,848**	**407,848**	**407,848**	**407,848**	**329,202**	**122,646**	**4,631,869**
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		**350,000**	**50,000**	-	-	-	-	-	-	-	-	-	-		**400,000**
Net Change in Payables		**(60,000)**	**(40,000)**	-	-	-	-	-	-	-	-	-	-		**(100,000)**
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-		-
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-		-
NET INFLOWS/OUTFLOWS		**290,000**	**10,000**	-	-	-	-	-	-	-	-	-	-		
ENDING CASH BALANCE		**1,645,663**	**1,536,234**	**1,634,806**	**1,624,161**	**1,671,580**	**1,660,370**	**1,590,921**	**1,603,016**	**1,757,378**	**1,724,515**	**1,556,577**	**1,564,315**		
Days Cash On Hand		**131**	**122**	**130**	**129**	**133**	**132**	**126**	**127**	**140**	**137**	**124**	**124**		

Sebastopol Independent Charter School
2026-27 July Budget
2027-28 Cash Flow

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		**1,564,315**	**1,723,236**	**1,662,514**	**1,761,571**	**1,750,454**	**1,671,443**	**1,660,732**	**1,590,906**	**1,566,284**	**1,721,126**	**1,687,887**	**1,519,449**		
CASH INFLOWS															
REVENUES															
LCFF State Aid	670,135	33,507	33,507	60,312	60,312	60,312	60,312	60,312	60,312	60,312	60,312	60,312	60,312	-	**670,135**
Education Protection Account	53,952	-	-	13,488	-	-	13,488	-	-	13,488	-	-	13,488	-	**53,952**
In-Lieu-Of Property Taxes	2,763,317	-	165,799	331,598	221,065	221,065	221,065	221,065	221,065	387,638	257,652	128,826	128,826	257,652	**2,763,317**
Federal Revenues	135,541	3,116	3,116	3,116	37,469	3,116	3,116	3,116	37,469	3,116	3,116	3,116	17,839	14,723	**135,541**
Other State Revenues	417,131	15,269	15,269	22,770	46,871	18,429	22,770	22,770	39,994	22,770	22,770	22,770	41,245	103,432	**417,131**
Local Revenues	623,326	20,288	20,288	86,071	41,464	36,366	86,836	41,209	34,837	85,816	41,209	34,837	85,816	8,289	**623,326**
TOTAL REVENUES	**4,663,402**	**72,180**	**237,979**	**517,355**	**407,181**	**339,288**	**407,587**	**348,473**	**393,677**	**573,141**	**385,059**	**249,861**	**347,526**	**384,096**	**4,663,402**
EXPENDITURES															
Certificated Salaries	1,851,521	33,327	165,290	165,290	165,290	165,290	165,290	165,290	165,290	165,290	165,290	165,290	132,232	**33,058**	**1,851,521**
Classified Salaries	673,267	33,663	40,396	59,921	59,921	59,921	59,921	59,921	59,921	59,921	59,921	59,921	47,937	**11,984**	**673,267**
Benefits	905,176	24,017	73,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	64,593	**16,148**	**905,176**
Books & Supplies	208,075	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	12,138	**5,202**	**208,075**
Services & Operations	1,067,485	53,374	64,049	95,006	95,006	95,006	95,006	95,006	95,006	95,006	95,006	95,006	80,755	**14,251**	**1,067,485**
Capital Outlay	37,000	-	-	-	-	-	-	-	-	-	-	-	-	**37,000**	**37,000**
Other Outgo	7,000	-	-	-	-	-	-	-	-	-	-	-	-	**7,000**	**7,000**
TOTAL EXPENSES	**4,749,524**	**161,722**	**360,817**	**418,299**	**418,299**	**418,299**	**418,299**	**418,299**	**418,299**	**418,299**	**418,299**	**418,299**	**337,655**	**124,643**	**4,749,524**
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		**179,946**	**44,987**	-	-	-	-	-	-	-	-	-	-		**224,933**
Net Change in Payables		**68,517**	**17,129**	-	-	-	-	-	-	-	-	-	-		**85,646**
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-		-
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-		-
NET INFLOWS/OUTFLOWS		**248,463**	**62,116**	-	-	-	-	-	-	-	-	-	-		
ENDING CASH BALANCE		**1,723,236**	**1,662,514**	**1,761,571**	**1,750,454**	**1,671,443**	**1,660,732**	**1,590,906**	**1,566,284**	**1,721,126**	**1,687,887**	**1,519,449**	**1,529,320**		
Days Cash On Hand		**137**	**132**	**140**	**139**	**133**	**132**	**126**	**124**	**137**	**134**	**121**	**121**		

Sebastopol Independent Charter School
2026-27 July Budget
2028-29 Cash Flow

Description	2028-29 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		**1,529,320**	**1,818,933**	**1,787,446**	**1,887,649**	**1,878,057**	**1,799,117**	**1,789,567**	**1,719,997**	**1,696,628**	**1,852,612**	**1,819,628**	**1,651,319**		
CASH INFLOWS															
REVENUES															
LCFF State Aid	777,415	38,871	38,871	69,967	69,967	69,967	69,967	69,967	69,967	69,967	69,967	69,967	69,967	-	**777,415**
Education Protection Account	53,952	-	-	13,488	-	-	13,488	-	-	13,488	-	-	13,488	-	**53,952**
In-Lieu-Of Property Taxes	2,763,317	-	165,799	331,598	221,065	221,065	221,065	221,065	221,065	387,638	257,652	128,826	128,826	257,652	**2,763,317**
Federal Revenues	138,587	3,186	3,186	3,186	38,311	3,186	3,186	3,186	38,311	3,186	3,186	3,186	18,239	15,054	**138,587**
Other State Revenues	425,656	15,581	15,581	23,236	47,829	18,805	23,236	23,236	40,811	23,236	23,236	23,236	42,088	105,546	**425,656**
Local Revenues	635,699	20,691	20,691	87,780	42,287	37,088	88,559	42,027	35,528	87,520	42,027	35,528	87,520	8,454	**635,699**
TOTAL REVENUES	**4,794,625**	**78,328**	**244,127**	**529,255**	**419,459**	**350,112**	**419,502**	**359,481**	**405,682**	**585,035**	**396,068**	**260,743**	**360,129**	**386,705**	**4,794,625**
EXPENDITURES															
Certificated Salaries	1,888,552	33,994	168,596	168,596	168,596	168,596	168,596	168,596	168,596	168,596	168,596	168,596	134,877	**33,719**	**1,888,552**
Classified Salaries	686,733	34,337	41,204	61,119	61,119	61,119	61,119	61,119	61,119	61,119	61,119	61,119	48,895	**12,224**	**686,733**
Benefits	935,176	24,813	76,186	83,418	83,418	83,418	83,418	83,418	83,418	83,418	83,418	83,418	66,734	**16,684**	**935,176**
Books & Supplies	214,692	17,891	17,891	17,891	17,891	17,891	17,891	17,891	17,891	17,891	17,891	17,891	12,524	**5,367**	**214,692**
Services & Operations	1,101,431	55,072	66,086	98,027	98,027	98,027	98,027	98,027	98,027	98,027	98,027	98,027	83,323	**14,704**	**1,101,431**
Capital Outlay	37,000	-	-	-	-	-	-	-	-	-	-	-	-	**37,000**	**37,000**
Other Outgo	7,000	-	-	-	-	-	-	-	-	-	-	-	-	**7,000**	**7,000**
TOTAL EXPENSES	**4,870,583**	**166,106**	**369,963**	**429,051**	**429,051**	**429,051**	**429,051**	**429,051**	**429,051**	**429,051**	**429,051**	**429,051**	**346,353**	**126,698**	**4,870,583**
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		**307,277**	**76,819**	-	-	-	-	-	-	-	-	-	-		**384,096**
Net Change in Payables		**70,115**	**17,529**	-	-	-	-	-	-	-	-	-	-		**87,643**
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-		-
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-		-
NET INFLOWS/OUTFLOWS		**377,392**	**94,348**	-	-	-	-	-	-	-	-	-	-		
ENDING CASH BALANCE		**1,818,933**	**1,787,446**	**1,887,649**	**1,878,057**	**1,799,117**	**1,789,567**	**1,719,997**	**1,696,628**	**1,852,612**	**1,819,628**	**1,651,319**	**1,665,094**		
Days Cash On Hand		**144**	**142**	**150**	**149**	**143**	**142**	**137**	**135**	**147**	**145**	**131**	**132**		

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sebastopol Independent Charter School	Chris Topham Executive Director	ctopham@sebastopolcharter.org 7078249700

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
2026-2027	16.767	15.767	0	0	0	0	0	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

Sebastopol Charter has adopted standards based on California standards and Waldorf education standards for Language Arts and Mathematics. We use Eureka Math Squared for grades 1-8 math instruction. We use SuperKids for reading and writing instruction in grades 1-3. Our teachers in upper grades have received professional development in Writing Revolutions. The board of directors annually reviews the CAASPP scores to make sure that the students are progressing and achieving according to the school's goals. Students in grades 1-8 are also assessed periodically with Illuminate Fastbridge benchmark assessments in Language Arts and Mathematics as part of the school's ongoing assessments of students, in order to identify students needing extra assistance through the school's multi-tiered system of support. The teachers who teach science have been trained in the Next Generation Science standards and implement those standards in their science instruction. We also incorporate the California standards in history and social science in our curriculum. We have parts of career technical education in classes such as woodwork, gardening, cooking, building, and handwork. We have a full physical education/ movement program for all students in grades 1-8. We incorporate proper health education standards in the academic curriculum. We have a strong visual and performing arts curriculum through instruction of singing in grades K-8, instruction of playing a flute instrument in grades 1-8, instruction of playing a string instrument (violin, viola, cello, or bass) in grades 3-8, instruction of music theory in grades 3-8 and producing drama performances in grades 1-8. Students in grades TK-8 are taught Spanish as a 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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

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

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				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language				4		

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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

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

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

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.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
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.	5

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

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

The school sends a weekly newsletter to all families with information regarding school news and events. The school has improved its digital enrollment platform. The teachers engage all families in regular newsletters, communication, parent conferences and reports. The teachers share resources for parent partnership opportunities to help the students' progress. Parents are informed of their legal rights and they are encouraged to advocate for their children. We do our best in engaging underrepresented families. The school uses emails, texts and voicemail messages in communicating various information with school families.

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

The school uses Parent Square as a communication tool to make it easier for the school to communicate with parents. We have strong attendance reporting with good communication between parents and the school regarding attendance issues. We provide lots of parent education opportunities. The faculty engaged in a process of creating and implementing guidelines for healthy communication between community members. The faculty's implementation of role modeling professional conduct is an important priority for the school. We established the values of being Safe, Responsible, and Respectful, which we have communicated many times during the school year. We also created Norms around these values, which were also communicated to our school 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 Building Relationships Between School Staff and Families.

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

Section 2: Building Partnerships for Student Outcomes

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

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.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
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.	5
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.	5

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

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

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

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

We are enjoying many opportunities for parent volunteering on campus, fundraising, parent education events on campus, and many field trips.

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

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

Section 3: Seeking Input for Decision-Making

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

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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
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.	4
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.	4

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

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

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

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

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

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

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

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.

Our LEA-specific survey gathered information that help our school leadership to determine priorities and plans that will serve all students, including subgroups.

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.

Our surveys indicated approval for where we are investing our focus and resources.

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.

We were pleased to find that our survey results indicated that we are on track with our current plans.

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)

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

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)

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

3. 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)

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

4. 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)

We will continue providing access to a broad course of study for all our students. We will continue to measure and evaluate that we are providing access to a broad course of study for all our students.
Additional Comments:
While we are proud of our general education tier one instruction, we continually find that there is an increase in student support needed in tiers 2 and 3. Student support continues to increase for academic support and emotional support. We have responded to the expanded support needs by expanding our student support services.

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.					

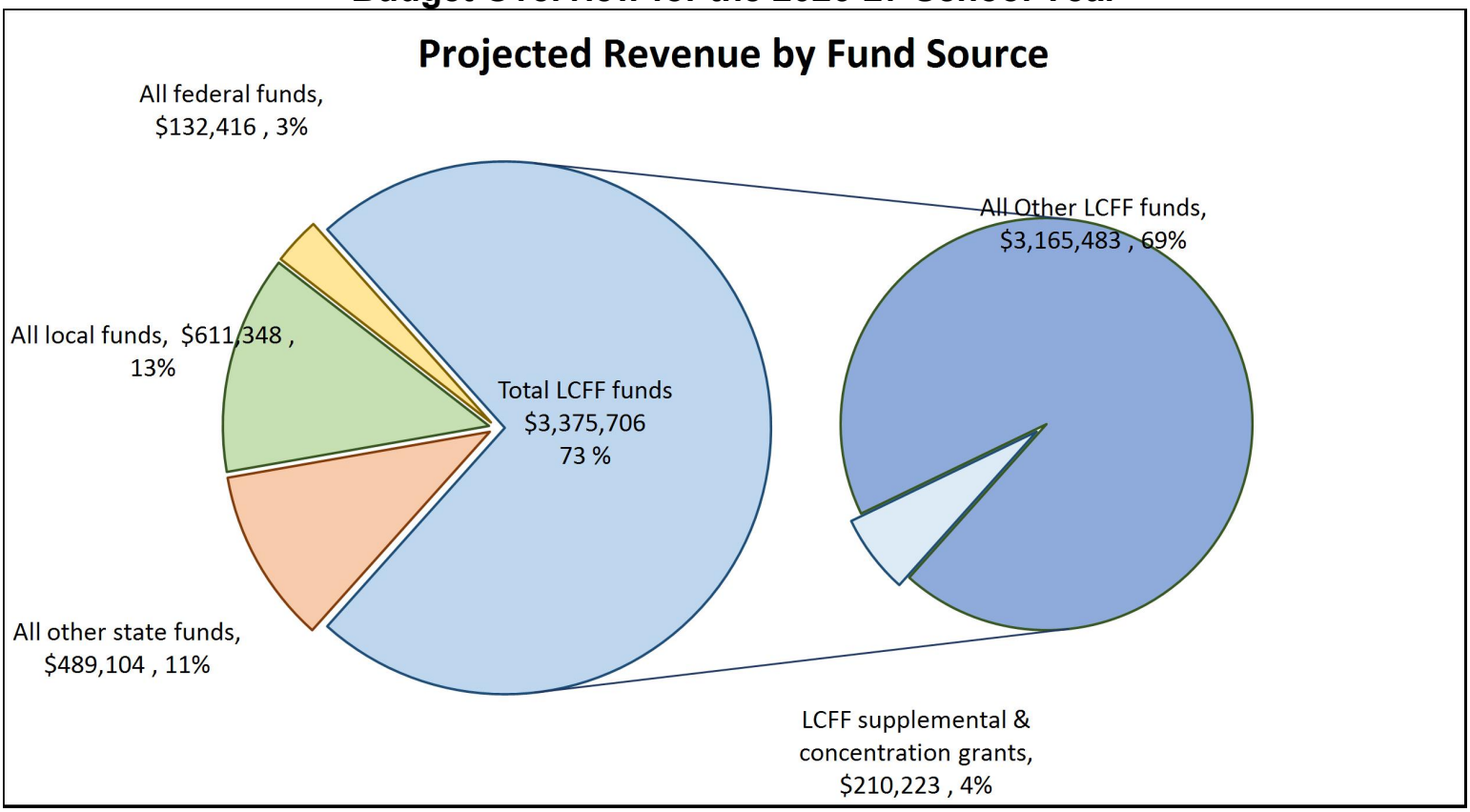
Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for 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.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sebastopol Independent Charter School
CDS Code: 49709386113039
School Year: 2026-27
LEA contact information:
Chris Topham
Executive Director
ctopham@sebastopolcharter.org
7078249700

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 2026-27 School Year

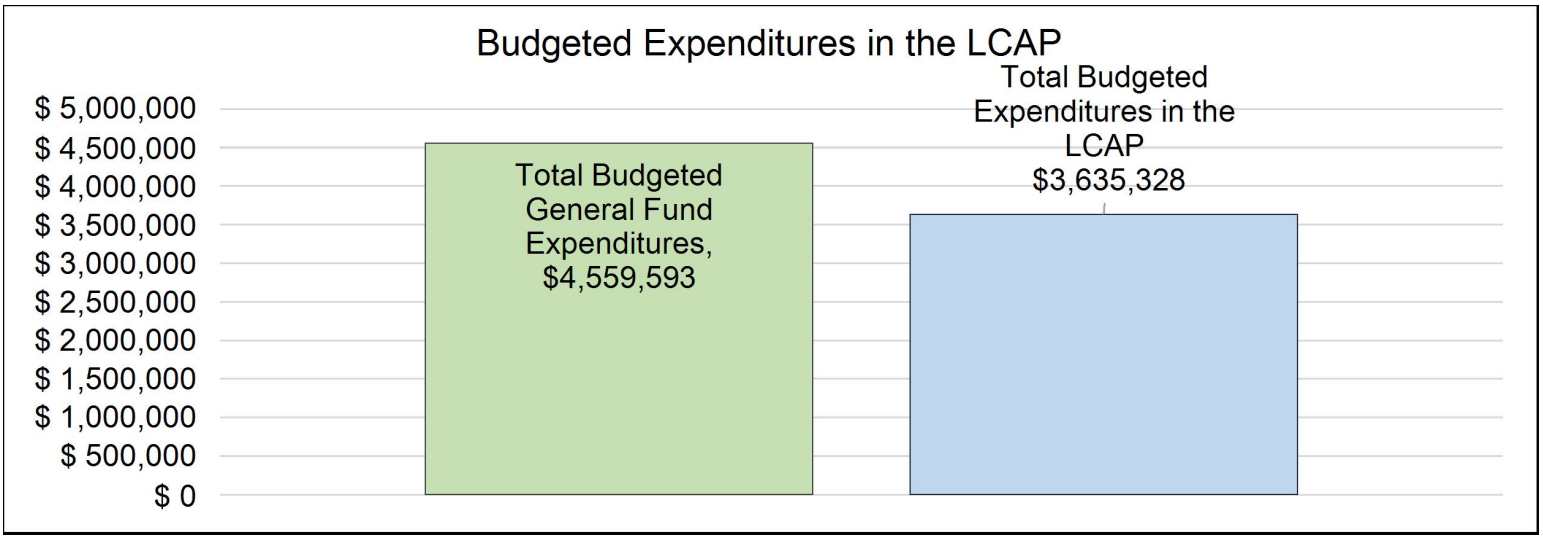


This chart shows the total general purpose revenue Sebastopol Independent Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sebastopol Independent Charter School is $4,608,574, of which $3375706 is Local Control Funding Formula (LCFF), $489104 is other state funds, $611348 is local funds, and $132416 is federal funds. Of the $3375706 in LCFF Funds, $210223 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sebastopol Independent Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

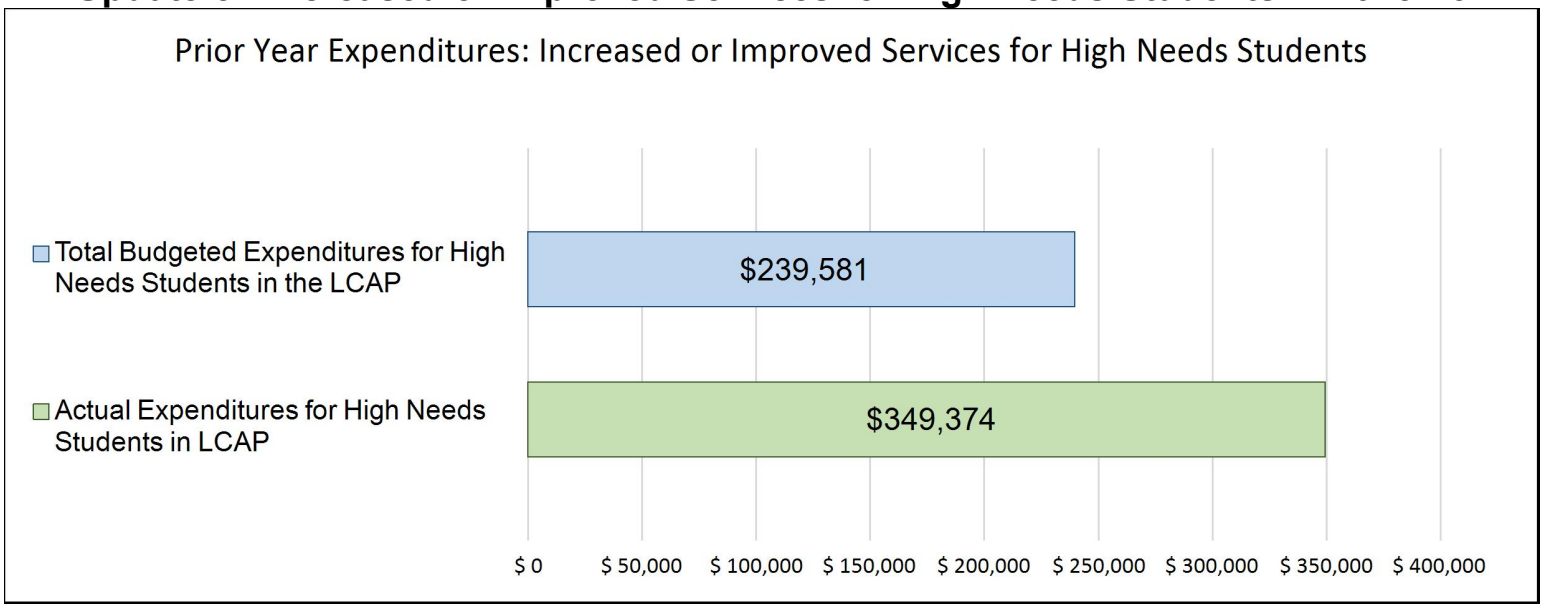
The text description of the above chart is as follows: Sebastopol Independent Charter School plans to spend $4559593 for the 2026-27 school year. Of that amount, $3635328 is tied to actions/services in the LCAP and $924,265 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sebastopol Independent Charter School is projecting it will receive $210223 based on the enrollment of foster youth, English learner, and low-income students. Sebastopol Independent Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sebastopol Independent Charter School plans to spend $239581 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Sebastopol Independent Charter School's LCAP budgeted $239581 for planned actions to increase or improve services for high needs students. Sebastopol Independent Charter School actually spent $349373.93 for actions to increase or improve services for high needs students in 2025-26.

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
Sebastopol Independent Charter School	Chris Topham Executive Director	ctopham@sebastopolcharter.org 7078249700

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Sebastopol Independent Charter School (“SICS” or “Sebastopol Charter”) is a Transitional Kindergarten through 8th grade, California charter school located at 1111 Gravenstein Hwy North in Sebastopol, CA. The school was founded in 1995, but we have only had eight years on our unified campus for all the grades TK-8. As of May 6, 2026 enrollment was 281 students. Since July 1995, SICS has provided its students the Waldorf-inspired educational program described in the Charter and has complied with all applicable laws and the MOU with the school’s sponsoring school district, Sebastopol Union School District (“SUSD”).

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

MISSION
The Sebastopol Independent Charter School provides an alternative option within the public school system for families and children from transitional kindergarten through grade eight. The mission of the Charter School is to provide a balanced education to nurture the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community

and society. Using a Waldorf education curriculum and teaching methods, the Charter School places equal emphasis on a solid academic foundation, artistic skills, social development and responsibility, physical fitness, and attention to the inner emotional life of each child.

Reflections: Annual Performance

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

The California Dashboard has provided us with results for reflection. The information provided in the Dashboard is based on results from the 2024-2025 school year. The comparison "grading" on the Dashboard is comparing data from the 2024-2025 school year with the 2023-2024 school year. The data for English Language Arts (ELA) and Mathematics is based on the CAASPP test results from 2024-2025 for our students in grades 3-8 who took the annual test. The scores provided in the Dashboard are based on a mix of the CAASPP results compared to the rest of the state and compared to our school's previous year's results. The Suspension rate is based on our suspension reporting in 2024-2025. The Suspension score provided in the Dashboard is based on a mix of the suspension rate compared to the rest of the state and compared to our school's previous year's suspension rate. The Chronic Absenteeism data is based on our attendance reporting in 2024-2025. The score for the Chronic Absenteeism provided in the Dashboard is based on a mix of the attendance results compared to the rest of the state and compared to our school's previous year's results.

The 2024-2025 ELA results place us in the "green" section, the second-best after the "blue" section. We scored 28.4 points above standard. The average score for California was 8.1 points below standard. Our score declined by 10.4 points compared to the 2023-2024 school year. The decrease in the ELA CAASPP score was not significant. Socioeconomically disadvantaged students had an average result of "green," up from the previous year's "yellow" designation for this group. These 64 students represented in this category had an average of 8.3 points above standard.

The Mathematics results indicate that we're in the "green" section, which is below blue. This represents an increase from the previous year's yellow indication for our school. We scored 2.9 points below standard. The average score for California was 42.4 points below standard. Our score increased by 11.7 points. The decline of the Math CAASPP score was not significant. Socioeconomically disadvantaged students had an average result of "green." These 64 students represented in this category had an average of 14.2 points below standard. This group had an increase of 26 points.

Our Suspension Rate result indicated that we're in the "blue" section. It states that 0.3% of students were suspended at least one day, which represents the equivalent of 1 student being suspended for one day. This is a decrease of 0.7% compared to the previous year. It's important to keep in mind that some student discipline situations result in automatic suspension based on the board-approved suspension and expulsion policy. In California, 2.9% of students were suspended at least one day.

Our Chronically Absenteeism result indicated that we're in the "green" section. 7.2% of our students were chronically absent. This rate was a 3.5% decrease from the previous year. Socioeconomically disadvantaged students had an average result of "orange." Of these 112 students represented in this category, 11.6% were chronically absent. Hispanic students had an average result of "orange." Of these 37 students represented in this category, 13.5% were chronically absent. Students with disabilities had an average result of "yellow." Of these 52

students represented in this category, 11.5% were chronically absent. White students had an average result of “green." Of these 217 students represented in this category, 7.4% were chronically absent. Chronically absenteeism, a primary cause of poor academic achievement, is defined as missing at least 10% of school days, including excused and unexcused absences. In California, 17.1% of students were chronically absent. In 2019, we had 4.4% Chronically Absent; in 2022, 21%; in 2023, 28%; in 2024, 10.8%; in 2025, 7.2%.

All our Local Indicators were given the result of “standard met.”

Reflections: Technical Assistance

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

N/A. We were not a recipient of Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

None / Not Applicable. Our charter school has not been identified for comprehensive support and improvement (CSI).

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners 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

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

According to our annual survey for parents, stakeholders are generally satisfied with the quality of instruction, the breadth and depth of the Waldorf-methods curriculum, the support that their children receive from teachers and staff, and the programs offered by the school. Stakeholders were generally pleased with the efforts that the school has undertaken to implement a more comprehensive student and community support process and policies. Parents shared that they are satisfied with the school's efforts to ensure students' physical and emotional safety. The highest priorities identified were to continue offering a quality Waldorf-methods curriculum, attract and retain high-quality teachers, and continue developing the new campus. Additional areas of desired focus included: continuing to improve student support and services, teacher development, and expanding the gardening program. It was noted that the school must include in its LCAP the goals listed in its charter petition.

The Executive Director and staff reviewed survey results, including all written comments received, and presented their findings along with the detailed survey results at one of the spring meetings of the school’s governing board. The board reviewed the results and provided guidance on the setting of school goals and priorities. In addition, the E.D. and staff reviewed and incorporated input and feedback from teachers, parent groups, board meeting discussions, and planning sessions into the LCAP update and budget.

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	1.1 BASIC SERVICES: Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing requirements as these pertain to Charter Schools. 1.2 Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum 1.3 School facilities are maintained clean, safe and in good repair	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual SARC Report on teacher credentials and Annual Report to District	100% of teachers holding adequate credentials and appropriately assigned	100% of teachers holding adequate credentials and appropriately assigned	100% of teachers holding adequate credentials and appropriately assigned	100% of teachers holding adequate credentials and appropriately assigned	None
1.2	Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials, supplies, and equipment	Instructional materials, supplies, and equipment	Instructional materials, supplies, and equipment	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			purchased and in stock or on order	purchased and in stock or on order	purchased and in stock or on order	
1.3	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorfmethods based curriculum	None
1.5	Daily / Monthly / Annual facility inspections as appropriate.	Positive bi-annual RESIG school facilities safety audit Updated and active maintenance and safety log and site inspection documents	Positive bi-annual RESIG school facilities safety audit Updated and active maintenance and safety log and site inspection documents	Positive bi-annual RESIG school facilities safety audit Updated and active maintenance and safety log and site inspection documents	Updated and active maintenance and safety log and site inspection documents	None
1.6	Daily cleanliness spot checks by School Administrators and/or Staff	Daily cleanliness spot checks by School Administrators and/or Staff	Daily cleanliness spot checks by School Administrators and/or Staff	Daily cleanliness spot checks by School Administrators and/or Staff	Daily cleanliness spot checks by School Administrators and/or Staff	None

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credential Review	SICS conducts credential review as part of teacher hiring process. General Note - Costs are included in Goal 5 M&A		No
1.2	Credential Audit	SICS conducts regular audits of Charter School teacher credentials to ensure compliance. General Note - Costs are included in Action 5.8: Other Programs / M&A.		No

Action #	Title	Description	Total Funds	Contributing
1.3	Credential Updates	SICS informs credentialed staff when credentials are near expiration. General Note - Costs are included in Action 5.8: Other Programs / M&A.		No
1.4	Instructional Materials	Executive Director works with admin staff and teachers to ensure adequate budget and admin for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment. SICS will continue to invest in computers and its instrument inventory. [Obj 41xx, 42xx, 4300-4349, 4430 excl RTI,SpEd,Grad]	$79,103.00	No
1.5	Campus Cleanliness	General cleaning by custodial services and school community will maintain campus cleanliness [Obj 555x]	$88,300.00	No
1.6	Campus Safety & Maintenance	Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable. General Note - Costs are included in Action 5.8: Other Programs / M&A.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Parent Involvement SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school task forces; and input for helping determine the school's goals, priorities, and decision-making.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	out for various events and classroom activities (e.g., Field Trips) show a	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	None.
2.2	SICS has parents on the charter school board and task forces	SICS has parents on the charter school board and task forces	SICS has parents on the charter school board and task forces	SICS has parents on the charter school board and task forces	SICS has parents on the charter school board and task forces	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general	None

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Volunteering for Events	Continue to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.).		No
2.2	Parent Volunteering in the Classroom	Continue to provide parent volunteer opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers.		No
2.3	Parent Volunteering in Governance	Continue to provide opportunities for parent participation on the school's board, on school task forces, and in school programs		No
2.4	Annual Survey	Continue to provide an annual survey to allow parents an additional formal venue for feedback and input to the school's administration. (See also: Section: Stakeholder Engagement).		No
2.5	Executive Director Availability	Continue ED "open door" and open communication policy to meet with school parents to hear their ideas, concerns, and inputs		No
2.6	Parent Education	Offer opportunities for speakers from inside and outside of the school community and other parent education events and activities. Incl in obj 5832		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pupil Achievement and Pupil Outcomes // Course Access 3.1 SICS students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in: CAASPP Statewide assessments, Academic Performance Index, and Percentage of EL pupils who make progress toward English proficiency on CELDT 3.2 SICS will meet the annual academic targets as mandated by the State Board of Education 3.3 High achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts. 3.4 Waldorf and Common Core State Standards-based instruction 3.5 Positive Student Character Development; 3.6 School and Community Participation 3.7 Course Access for SICS students, including all subgroups, will have access to and enroll in our broad educational program as outlined in the Charter School's approved charter	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

State Priorities: 2 – State Standards; 4 – Pupil Achievement; 5 – Pupil Engagement; 7 – Course Access; and 8 – Pupil Outcomes
This is a schoolwide goal, which is applicable to the same extent to all subgroups at SICS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1: The CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools	CAASPP scores show that SICS students score at an equal or higher proficiency rate than local surrounding schools	CAASPP scores show that SICS students score at an equal or higher proficiency rate than local surrounding schools	CAASPP scores show that SICS students score at an equal or higher proficiency rate than local surrounding schools	CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools	None.
3.2	3.2: CAASPP Scores and CA Dashboard summary, will demonstrate goal met	CA Dashboard demonstrated goal met	CA Dashboard demonstrated goal met	CA Dashboard demonstrated goal met	Performance maintained or improved over prior year	None.
3.3	3.3: CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports will demonstrate goal met or progress	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports demonstrate goals met or progress	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports demonstrate goals met or progress	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports demonstrate goals met or progress	CAASPP reports; classroom-level reports, mid-year reports, end-of-theyear reports, and reports for all subgroups; CELDT; IEP reports will demonstrate goal met or progress	None.
3.4	3.4: Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson plans will demonstrate goal met	Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson plans demonstrate goal met	Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson	Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson	Charter petition exhibit and classroom work plans; project-based assessments; SICS master schedule; classroom lesson plans will	None.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			plans demonstrate goal met	plans demonstrate goal met	demonstrate goal met	
3.5	3.5: Teacher observations and Faculty Meeting minutes will demonstrate goal met;	Teacher observations and Faculty Meeting minutes demonstrate goal met;	Teacher observations and Faculty Meeting minutes demonstrate goal met;	Teacher observations and Faculty Meeting minutes demonstrate goal met;	Teacher observations and Faculty Meeting minutes will demonstrate goal met;	None.
3.6	3.6: Event review portion of Faculty Meeting minutes will demonstrate goal met	Event review portion of Faculty Meeting minutes demonstrate goal met	Event review portion of Faculty Meeting minutes demonstrate goal met	Event review portion of Faculty Meeting minutes demonstrate goal met	Event review portion of Faculty Meeting minutes will demonstrate goal met	None.
3.7	3.7: Course and grade level schedule will show how all academic content is available to all students	Course and grade level schedule shows how all academic content is available to all students	Course and grade level schedule shows how all academic content is available to all students	Course and grade level schedule shows how all academic content is available to all students	Course and grade level schedule will show how all academic content is available to all students	None.

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instruction and Curriculum	SICS will provide instruction conducive to student learning with appropriate state-standards and Waldorf-standards instructional materials throughout the school year. Costs for this action are included under Goal 5.		No
3.2	Administrative Supervision	SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary. Costs for this action are included under Goal 5.		No
3.3	Student Engagement	SICS provides a school model where students acquire and practice a range of essential skills that are Waldorf, CA and CC standards based; and SICS implements the integration of Waldorf curriculum and Common Core State Standards, to develop and use the best instructional practices that meet the varied needs of all students as applicable to the specific academic program of the charter school. Costs for this action are included under Goal 5, 7-9.		No
3.4	Social Inclusion	SICS provides a program through the social inclusion program where students are encouraged to develop positive attitudes towards their		No

Action #	Title	Description	Total Funds	Contributing
		learning environment and other people. Costs for this action are included under Goal 5 and 8.		
3.5	Student Events	SICS provides a space where students have the opportunity for involvement in responsible actions and social service in their local community; and SICS offers festivals that involve students, parents and teachers. SICS will also offer varied field trip opportunities to expand the horizons of learning beyond the classroom and into the community and natural environment. Other costs are included on other line items in this report. [5803 Field Trips, 5805 Fest, Athl, 4315 Grad, 4357 Fund)	$43,825.00	No
3.6	Academic Access	The E.D. will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels. Costs for this action are included under Goal 5		No
3.7	Student Assessments	Conduct comprehensive grade assessments to ensure students are able to participate as fully as possibly in the broad curricular program. The costs for this and other RTI activities are included in Goal 7.		Yes
3.8	Student Health	Provide student hearing and vision screening. (Obj 5854) This and other general ed RTI activities are also part of efforts detailed in Goal 7. Note: Vision screening is generally provided pro bono.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4.1 and 4.6: SICS ADA reports will demonstrate attendance goal met of higher than 93%	2024-25 P-2 Attendance (ADA) rate: 96.13%	2025-26 P-2 Attendance (ADA) rate: 96.86%	School Attendance rates of higher than 93%	School Attendance rates of higher than 93%	
4.2	4.2: Monthly and annual absence reports from our Student Information System will demonstrate goal met of having a low level of chronic absenteeism	2024-25 Chronic Absenteeism rate: 8.87%	2025-26 Chronic Absenteeism rate: 3.56%	Performance maintained or improved over prior year	Performance maintained or improved over prior year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	4.3: SICS ADA reports will demonstrate attendance goal met of having 0 middle school dropouts	2024-25 Middle School Dropouts: 0	2025-26 Middle School Dropouts: 0	0 Middle School Dropouts	0 Middle School Dropouts	
4.4	4.4: SICS annual suspension and expulsion reports will show a suspension rate of less than 3% and will demonstrate goal met	2024-25 Suspension rate: 0.2%	2025-26 Suspension rate: 1.2%	Suspension rates of less than 3%	Suspension rates of less than 3%	
4.5	4.5: SICS annual suspension and expulsion reports will show an expulsion rate of less than 1% and will demonstrate goal met	2024-25 Expulsion rate: 0%	2025-26 Expulsion rate: 0%	Expulsion rates of less than 1%	Expulsion rates of less than 1%	

Goal Analysis [2025-26]

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.

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.

Actions

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide high quality Public Waldorf programs, faculty, staff, and administration	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	High enrollment	Enrollment: 280 students	Enrollment: 281 students	Maintain enrollment within class-size limits set by the school's board	Maintain enrollment within class-size limits set by the school's board	
5.2	Waiting lists for most classes indicates strong demand	There are wait lists for most classes	There are wait lists for most classes	Wait lists for most classes	Wait lists for most classes	
5.3	Survey feedback shows Waldorf one of strongest	Survey feedback shows Waldorf one of	Survey feedback shows Waldorf one of strongest factors	Survey feedback shows Waldorf one of strongest factors	Survey feedback shows Waldorf one of strongest factors	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	factors in families choosing SICS	strongest factors in families choosing SICS	in families choosing SICS	in families choosing SICS	in families choosing SICS	

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Employee Compensation and core Waldorf program	Maintain competitive faculty and staff salaries and benefits; deliver a quality core Public Waldorf educational program, school operations and support functions, and effective school management and administration. Costs are Core Waldorf salary and benefits costs.	$1,635,923.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Employee Retention and Recruitment	Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed. (Obj 5204). Management costs related to this goal are included in administration salary costs	$5,000.00	No
5.3	Professional Development	Provide opportunities for professional development and mentoring. Provide access to appropriate training and development opportunities according to assessed development needs, including attendance at academic and professional conferences. Continue to develop ED and admin staff. Note: mentoring and program induction stipends are included in Obj 1153 – see 5.5 below, and object 5832) (Obj 5200, 5205).	$27,505.00	No
5.4	Professional Services	Provide for outside mentors, lecturers and teachers for training, instruction and consultation (incl in Obj 5830 and 5832 excl board training)	$5,500.00	No
5.5	Internal Mentoring	Provide stipends for internal / peer-to-peer mentoring for teachers; school leadership; and other vital functions outside of normal duties (incl in obj 1153 – see 5.1. obj 1xxx) Note: $10,000 incl in 5.1 and $1,000 incl in 5.4 above.		No
5.6	Enhanced Academics (Math/Spanish)	Enhanced Academics (Math/Spanish) salary and benefits costs	$195,111.00	No
5.7	Waldorf Specialty Programs	Waldorf Specialty Programs: Music/Practical Arts/Movement/Games salary and benefits costs	$284,053.00	No
5.8	Other Salary and Benefits Costs	Other Programs / M&A salary and benefits costs including ELOP / After School; Food Program, M&A costs	$385,575.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Ensure the long-term sustainability and financial stability of the school.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

State Priorities: 1, 4, 6, 8
Local Priorities: Local Priority #2
In addition to other measures of success noted elsewhere in this LCAP (e.g. high community demand for Public Waldorf education, and long-term facilities procurement/ security), other factors of success include: (1) Strong school leadership and governance; (2) Prudent fiscal management; (3) Strong relationships with authorizing district; (4) Strong relationships with charter advocacy and support organizations; and (5) Accountability and compliance with applicable regulations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Board retention and recruitment	Board members are asked to commit to at least a 2-year term	On average, board members commit to at least a 2-year term	Board members will strive to serve for at least 2 years	Board members will strive to serve for at least 2 years	
6.2	Positive feedback from sponsoring district	SICS has a positive working relationship with SUSD.	SICS has a positive working relationship with SUSD.	SICS will continue having a positive relationship with SUSD.	SICS will continue having a positive relationship with SUSD.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Positive Annual Audit results	SICS received positive audit results. No audit exceptions were noted and no corrective actions were required.	SICS received positive audit results. No audit exceptions were noted and no corrective actions were required.	SICS will continue to receive positive audit results, and respond effectively to any exceptions	SICS will continue to receive positive audit results, and respond effectively to any exceptions	

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Authorizing District Relations	Continue positive administrative and oversight relationship with sponsoring district. Attend SUSD board meetings on regular basis. Respond in timely manner to all district inquiries and needs. Work collaboratively with SUSD board and administration as much as possible. Provide monthly, annual and other reports in a timely manner. Obj 5801	$32,130.00	No
6.2	Charter School Support	Continue membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA and CSDC) and to leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success. Obj 5300	$10,103.00	No
6.3	Board Governance	Continue strong governance tradition and continue board recruitment efforts, incl Board Training (Obj 5832-partial). Note that much of this work is carried on by the community volunteers who serve as board members and serve on various committees and initiatives. Note: advocacy organization membership benefits (6.2 above) also include training opportunities and materials for board members.	$0.00	No
6.4	Financial Management	Continue strong history of prudent fiscal management. Continue a Business Services consortium with other regional Waldorf charter schools in order to retain local financial leadership and to leverage and share financial leadership resources more effectively. The consortium may provide a springboard for further resource-sharing and leveraging among and between the schools. Maintain Operations Manager position to provide fiscal and payroll technician services along with coordinating and supporting the daily operations of the school. Note: Operations Manager costs included in Action 5.1 M&A. Obj 5833	$94,468.00	No
6.5	Financial Compliance	Conduct Annual Audit and prepare filing of IRS Form 990 and CalFTB Form 199 (obj 5821). The Forms 990 and 199 will be prepared by business services consortium staff.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Metrics covered under Goal 3	Metrics covered under Goal 3	Metrics covered under Goal 3	Metrics covered under Goal 3	Metrics covered under Goal 3	

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	RTI Program	Further develop RTI program in 2023-24		Yes
7.2	Student Assessments for MTSS	Conduct Benchmark Assessments, along with other ongoing student assessments		Yes
7.3	Student Health Screening	Conduct Hearing and Vision screening tests		Yes

Action #	Title	Description	Total Funds	Contributing
7.4	RTI Program - Total Costs	Total Budgeted expenditures for Goal 9 - academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS), including the items listed above.	$201,668.00	Yes
7.5	Title I - Program Costs	Title I - Targeted Student Assistance Program costs	$26,232.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Provide a strong social and emotional student support program as part of an effective overall Multi-Tiered System of Support (MTSS).	Maintenance of Progress 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.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Positive Parent Survey Results	The survey indicated parents supportive of the school’s social emotional program.	The survey indicated parents were supportive of the school’s social-emotional program.	The survey will indicate parents supportive of the school’s social emotional program.	The survey will indicate parents supportive of the school’s social emotional program.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	Positive Student Survey Results	The survey indicated students supportive of the school's social emotional program.	The survey indicated that students were supportive of the school's social emotional program.	The survey will indicate parents supportive of the school's social emotional program	The survey will indicate parents supportive of the school's social emotional program	
8.3	Positive Community feedback	SICS received positive feedback from a broader community regarding its social-emotional program.	SICS received positive feedback from a broader community regarding its social-emotional program.	SICS will continue to receive positive feedback from a broader community	SICS will continue to receive positive feedback from a broader community	

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Restorative Discipline	Continue to dedicate staff time to Student Support and Restorative Discipline activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.		Yes
8.2	SEL Student Support Coordinator	Continue to support the availability of having a designated Social Emotional Learning (SEL) Student Support Coordinator / Restorative Discipline Coordinator supervised by the Student Support Services Director.		Yes
8.3	Parent Involvement	Continue parent involvement in social-emotional issues.		Yes
8.4	Collegiality Development	Continue development of collegiality, healthy school culture, and collaboration among the faculty and staff via faculty and staff meetings and further development and referral to code of conduct.		Yes
8.5	Collaborative Governance	Continue to develop effective and efficient processes for decision-making and giving and receiving input/feedback via faculty working in faculty meetings along with the ED.		No
8.6	Diversity Development	Engage in efforts to improve welcoming and appreciation of diversity among students and parents.		No
8.8	Student Counseling	Invest in counseling for students without an IEP, but with an emotional need for individualized counseling.		Yes

Action #	Title	Description	Total Funds	Contributing
8.9	SC/EM Total Program Cost	Total Budgeted expenditures for Goal 8 - Social and Emotional Student Support Program including the items listed above. Please note that costs related to additional teacher and administrative support activities to support the Social and Emotional Student Support Program are included in the schools Core Waldorf Program and M&A Activities.	$37,913.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Continue to develop Special Education expertise, resources, and overall program	Maintenance of Progress 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

State Priorities: 1, 2, 4, 8
Local Priorities: Local Priority #5
Provide mandated special education services and programs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Goals met or progress made on all IEP goals	SICS has made progress on all IEP goals	SICS has made progress on all IEP goals.	SICS will continue to make progress on all IEP goals	SICS will continue to make progress on all IEP goals	
9.2	All IEP services delivered	All IEP services were delivered.	All IEP services were delivered.	SICS will continue to deliver all IEP services	SICS will continue to deliver all IEP services	

Goal Analysis [2025-26]

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Special Education Resources	Total Special Education budget for 2023-24 (Rsc 33xx and 65xx)	$457,919.00	No
9.2	Special Education Staff Retention and Recruitment	Recruit and retain highly qualified and high-quality teachers and staff. Hire experienced teachers and staff as needed.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$210,223.00	$0

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
7.001%	0.000%	$0.00	7.001%

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
3.7	**Action:** Student Assessments **Need:** We need to identify students who may need additional support. **Scope:**	By providing student assessments, we will be able to identify students who may need additional support.	Our assessments by certificated employees will provide guidance for what level of support our students need.

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		
7.1	**Action:** RTI Program **Need:** Tier 1 and 2 support for students who need some extra support. **Scope:** Schoolwide	Our RTI program delivered by certificated and classified employees supports students on a tier 1 and 2 level. This is a level of support for students who don't qualify for special education but can receive the extra support they need in order to perform at or near grade level.	Our assessments will indicate that our RTI support is effective.
7.2	**Action:** Student Assessments for MTSS **Need:** We need to identify students who may need additional support through our MTSS program. **Scope:** Schoolwide	By providing student assessments through Illuminate Fastbridge, we will be able to identify students who may need additional support through our MTSS program.	Three times per year assessments in language arts and math through Illuminate Fastbridge.
7.3	**Action:** Student Health Screening **Need:** We need to make sure that our student's vision and hearing are good in order to access student learning. **Scope:** Schoolwide	Hearing and vision screening makes sure that our students have adequate hearing and vision to access student learning. If a student's screening results indicate a problem, we can notify the parents to get their child proper medical support.	The hearing and vision assessments will provide the data needed to determine whether a student needs medical support.

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
7.4	**Action:** RTI Program - Total Costs **Need:** Tier 1 and 2 support for students who need some extra support. **Scope:** Schoolwide	Our RTI program delivered by certificated and classified employees supports students on a tier 1 and 2 level. This is a level of support for students who don't qualify for special education but can receive the extra support they need in order to perform at or near grade level.	Our assessments will reflect that our RTI support is effective.
8.1	**Action:** Restorative Discipline **Need:** To avoid unnecessary suspensions and other punitive disciplinary actions, we use restorative discipline practices which has a more meaningful way to avoid most conflicts and discipline issues. **Scope:** Schoolwide	We use restorative discipline practices which has a more meaningful way to avoid most conflicts and discipline issues rather than resorting to harsher punitive discipline measures such as suspension when it's appropriate.	Our suspension rate will reflect that we have a low rate of suspensions.
8.2	**Action:** SEL Student Support Coordinator **Need:** We need a social-emotional learning coordinator to support students and teachers in using social-emotional practices and restorative practices to support students. **Scope:**	By educating teachers and students on social-emotional practices and restorative practices we expect to have less disciplinary issues and better student engagement.	Our suspension rate will reflect that we have a low rate of suspensions.

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		
8.3	**Action:** Parent Involvement **Need:** We value parent involvement in helping in volunteering efforts, participating in parent conferences, and communicating with teachers to support students. **Scope:** Schoolwide	Parent involvement helps our students to be better engaged in their learning.	We expect better scores in our student assessments. We expect less disciplinary issues which means a lower suspension rate.
8.4	**Action:** Collegiality Development **Need:** We want a healthy school culture and positive collaboration among faculty and staff. **Scope:** Schoolwide	A healthy school culture improves student learning through a positive learning environment.	Faculty meeting agendas indicate faculty and staff collaboration with discussions regarding supporting a healthy school culture.
8.8	**Action:** Student Counseling **Need:** Support students' mental health needs. **Scope:** Schoolwide	We know that students with a good mental health will perform better in their learning and peer relationships. We want to provide counseling for students who need mental health support.	Our counselor's schedule for meeting with students.

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
8.9	**Action:** SC/EM Total Program Cost **Need:** We need a social-emotional learning program to support students and teachers in using social-emotional practices and restorative practices to support students. This involves our student support services director's oversight. **Scope:** Schoolwide	By educating teachers and students on social-emotional practices and restorative practices we expect to have less disciplinary issues and better student engagement.	Our suspension rate will reflect that we have a low rate of suspensions.

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

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.

See Goals 7 and 8 above: Multi-Tiered System of Support (MTSS). Through academic RTI and social-emotional learning, we are providing the services we feel that our unduplicated students need to be successful.

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.

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

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	

2026-27 Total Planned 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	$3,002,772.00	$210,223.00	7.001%	0.000%	7.001%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,796,542.00	$498,181.00	$237,000.00	$103,605.00	$3,635,328.00	$3,079,894.00	$555,434.00

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	Credential Review	All	No			All Schools									
1	1.2	Credential Audit	All	No			All Schools									
1	1.3	Credential Updates	All	No			All Schools									
1	1.4	Instructional Materials	All	No			All Schools		$0.00	$79,103.00	$4,306.00	$74,797.00			$79,103.00	
1	1.5	Campus Cleanliness	All	No			All Schools		$0.00	$88,300.00	$88,300.00				$88,300.00	
1	1.6	Campus Safety & Maintenance	All	No			All Schools									
2	2.1	Parent Volunteering for Events	All	No			All Schools									
2	2.2	Parent Volunteering in the Classroom	All	No			All Schools									
2	2.3	Parent Volunteering in Governance	All	No			All Schools									
2	2.4	Annual Survey	All	No			All Schools									
2	2.5	Executive Director Availability	All	No			All Schools									
2	2.6	Parent Education	All	No			All Schools									
3	3.1	Instruction and Curriculum	All	No			All Schools									
3	3.2	Administrative Supervision	All	No			All 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
3	3.3	Student Engagement	All	No			All Schools									
3	3.4	Social Inclusion	All	No			All Schools									
3	3.5	Student Events	All	No			All Schools		$0.00	$43,825.00	$43,825.00				$43,825.00	
3	3.6	Academic Access	All	No			All Schools									
3	3.7	Student Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
3	3.8	Student Health	All	No			All Schools									
4	4.1	Student Attendance	All	No			All Schools									
4	4.2	Attendance Communication	All	No			All Schools									
4	4.3	Middle School Students Engagement	All	No			All Schools									
4	4.4	Suspension/Expulsion Review and School Climate	All	No			All Schools									
5	5.1	Employee Compensation and core Waldorf program	All	No			All Schools		$1,635,923.00	$0.00	$1,635,923.00				$1,635,923.00	
5	5.2	Employee Retention and Recruitment	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.3	Professional Development	All	No			All Schools		$0.00	$27,505.00	$27,505.00				$27,505.00	
5	5.4	Professional Services	All	No			All Schools		$0.00	$5,500.00	$5,500.00				$5,500.00	
5	5.5	Internal Mentoring	All	No			All Schools									
5	5.6	Enhanced Academics (Math/Spanish)	All	No			All Schools		$195,111.00	$0.00	$195,111.00				$195,111.00	
5	5.7	Waldorf Specialty Programs	All	No			All Schools		$284,053.00	$0.00	$3,196.00	$43,857.00	$237,000.00		$284,053.00	
5	5.8	Other Salary and Benefits Costs	All	No			All Schools		$385,575.00	$0.00	$320,771.00	$64,804.00			$385,575.00	

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
6	6.1	Authorizing District Relations	All	No			All Schools		$0.00	$32,130.00	$32,130.00				$32,130.00	
6	6.2	Charter School Support	All	No			All Schools		$0.00	$10,103.00	$10,103.00				$10,103.00	
6	6.3	Board Governance	All	No			All Schools		$0.00	$0.00			$0.00		$0.00	
6	6.4	Financial Management	All	No			All Schools		$0.00	$94,468.00	$94,468.00				$94,468.00	
6	6.5	Financial Compliance	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
7	7.1	RTI Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
7	7.2	Student Assessments for MTSS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
7	7.3	Student Health Screening	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
7	7.4	RTI Program - Total Costs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$190,668.00	$11,000.00	$201,668.00				$201,668.00	
7	7.5	Title I - Program Costs	Unduplicated Students	No			All Schools		$26,232.00	$0.00				$26,232.00	$26,232.00	
8	8.1	Restorative Discipline	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
8	8.2	SEL Student Support Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
8	8.3	Parent Involvement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
8	8.4	Collegiality Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All 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
8	8.5	Collaborative Governance	All	No			All Schools									
8	8.6	Diversity Development	All	No			All Schools									
8	8.8	Student Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
8	8.9	SC/EM Total Program Cost	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$37,913.00	$0.00	$37,913.00				$37,913.00	
9	9.1	Special Education Resources	Students with Disabilities	No			All Schools		$324,419.00	$133,500.00	$65,823.00	$314,723.00		$77,373.00	$457,919.00	
9	9.2	Special Education Staff Retention and Recruitment	Students with Disabilities	No			All Schools									

2026-27 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
$3,002,772.00	$210,223.00	7.001%	0.000%	7.001%	$239,581.00	0.000%	7.979 %	**Total:**	$239,581.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$239,581.00

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 (%)
3	**3.7**	Student Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
7	**7.1**	RTI Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
7	**7.2**	Student Assessments for MTSS	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
7	**7.3**	Student Health Screening	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
7	**7.4**	RTI Program - Total Costs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$201,668.00	
8	**8.1**	Restorative Discipline	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

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 (%)
8	8.2	SEL Student Support Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
8	8.3	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
8	8.4	Collegiality Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
8	8.8	Student Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
8	8.9	SC/EM Total Program Cost	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$37,913.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,635,328.00	$3,819,478.79

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**	Credential Review	No		
1	**1.2**	Credential Audit	No		
1	**1.3**	Credential Updates	No		
1	**1.4**	Instructional Materials	No	$79,103.00	57,570
1	**1.5**	Campus Cleanliness	No	$88,300.00	113,357.26
1	**1.6**	Campus Safety & Maintenance	No		
2	**2.1**	Parent Volunteering for Events	No		
2	**2.2**	Parent Volunteering in the Classroom	No		
2	**2.3**	Parent Volunteering in Governance	No		
2	**2.4**	Annual Survey	No		

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)
2	2.5	Executive Director Availability	No		
2	2.6	Parent Education	No		
3	3.1	Instruction and Curriculum	No		
3	3.2	Administrative Supervision	No		
3	3.3	Student Engagement	No		
3	3.4	Social Inclusion	No		
3	3.5	Student Events	No	$43,825.00	37,527.19
3	3.6	Academic Access	No		
3	3.7	Student Assessments	Yes		
3	3.8	Student Health	No		
4	4.1	Student Attendance	No		
4	4.2	Attendance Communication	No		
4	4.3	Middle School Students Engagement	No		

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)
4	4.4	Suspension/Expulsion Review and School Climate	No		
5	5.1	Employee Compensation and core Waldorf program	No	$1,635,923.00	1,769,665.76
5	5.2	Employee Retention and Recruitment	No	$5,000.00	5,791.78
5	5.3	Professional Development	No	$27,505.00	25,088.11
5	5.4	Professional Services	No	$5,500.00	5,930.67
5	5.5	Internal Mentoring	No		
5	5.6	Enhanced Academics (Math/Spanish)	No	$195,111.00	194,264.14
5	5.7	Waldorf Specialty Programs	No	$284,053.00	440,190.62
5	5.8	Other Salary and Benefits Costs	No	$385,575.00	190,264.60
6	6.1	Authorizing District Relations	No	$32,130.00	
6	6.2	Charter School Support	No	$10,103.00	9,875.90
6	6.3	Board Governance	No	$0.00	0
6	6.4	Financial Management	No	$94,468.00	83,954.93
6	6.5	Financial Compliance	No	$25,000.00	25,000.00

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)
7	7.1	RTI Program	Yes		
7	7.2	Student Assessments for MTSS	Yes		
7	7.3	Student Health Screening	Yes		
7	7.4	RTI Program - Total Costs	Yes	$201,668.00	323,739.66
7	7.5	Title I - Program Costs	No	$26,232.00	34,189.95
8	8.1	Restorative Discipline	Yes		
8	8.2	SEL Student Support Coordinator	Yes		
8	8.3	Parent Involvement	Yes		
8	8.4	Collegiality Development	Yes		
8	8.5	Collaborative Governance	No		
8	8.6	Diversity Development	No		
8	8.8	Student Counseling	Yes		
8	8.9	SC/EM Total Program Cost	Yes	$37,913.00	25,634.27

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)
9	**9.1**	Special Education Resources	No	$457,919.00	477,433.95
9	**9.2**	Special Education Staff Retention and Recruitment	No		

2025-26 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)
	$239,581.00	$349,373.93	($109,792.93)	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)
3	**3.7**	Student Assessments	Yes				
7	**7.1**	RTI Program	Yes				
7	**7.2**	Student Assessments for MTSS	Yes				
7	**7.3**	Student Health Screening	Yes				
7	**7.4**	RTI Program - Total Costs	Yes	$201,668.00	323,739.66		
8	**8.1**	Restorative Discipline	Yes				
8	**8.2**	SEL Student Support Coordinator	Yes				
8	**8.3**	Parent Involvement	Yes				
8	**8.4**	Collegiality Development	Yes				
8	**8.8**	Student Counseling	Yes				
8	**8.9**	SC/EM Total Program Cost	Yes	$37,913.00	25,634.27		

2025-26 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)
$2,982,058.00		0%	0.000%	$349,373.93	0.000%	11.716%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and

- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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
November 2024

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2026-2027

Date of Board Approval
06-22-2026

LEA Name
Sebastopol Independent Charter School

CDS Code:
49709386113039

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Sebastopol Independent Charter School is an independent charter school authorized by Sebastopol Union School District. We use federal funds to supplement and enhance local priority or initiatives funded with state funds by increasing or improving existing actions to support students in meeting the challenging state academic standards.

Our rationale/evidence for the selected uses of federal funds is to use the funds to assist in the successful completion of actions and goals described in our LCAP to ensure the academic achievement of all students, especially our low-income students or students who are identified for additional support.

For the School as a whole, we have determined that low-income, English learners and Students with Disabilities will receive supports beyond what other students receive through the delivery of targeted intervention/acceleration through a MTSS Process provided by both certificated classroom teachers, designated support teachers and paraprofessionals trained to deliver appropriate research based intervention curriculum. The School has committed to providing additional staff and to providing additional training for paraprofessionals aligned with standards-based instructional methods. Low-income students will receive support through the school counseling program for social-emotional needs and intervention for academic needs. At Sebastopol Charter, a Learning Center model for intervention has been in place with both the Resource Specialist and support teachers providing support to identified students. Counseling supports are available to students with social emotional needs.

Staffing continues to be funded to support the MTSS programs. The School employs school-based counseling support for Sebastopol Charter students. Ongoing recruitment and retention of the supervisory positions is a focus. Student attendance support services including Student Study Teams and Student Attendance Review Teams were utilized to support families and students in attending school regularly. Sebastopol Charter continues to utilize the social inclusion program as its' primary social-emotional curriculum. Staff has attended trainings on Restorative Practices, and implemented principles and practices consistent with this approach. We are continuing to investigate alternatives to suspension. Counseling supports were provided to students in an attempt to decrease the overall number of behavioral infractions. We are doing ongoing professional development on the Raising Lions classroom management system.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Sebastopol Independent Charter School aligns its use of federal funds with activities funded by state and local funds. Our LCAP is used as our school's strategic plan and so provides us with an overarching plan complete with metrics, stakeholder engagement, goals, actions, and analysis. The following are our goals that utilize state, local and federal funds.

Goal 1: Basic Services: Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner
authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing
requirements as these pertain to Charter Schools.

Goal 2: SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and
on school task forces; and input for helping determine the school's goals, priorities, and decision-making. We continue to provide plenty of
opportunities for parents to volunteer and be involved.

Goal 3: Pupil Achievement and Pupil Outcomes
SICS students, in all applicable grade levels, will score at an equal or higher proficiency rate than the authorizing district schools and/or other
local surrounding schools in ELA/Literacy and Math in: (A) CAASPP Statewide assessments, (B) Academic Performance Index, (C)
Percentage of EL pupils who make progress toward English proficiency on CELDT and (D) EL reclassification rate [Note: (C) and (D) are not
applicable this year]. Our students continue to score higher than students in surrounding schools on standardized tests.

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

Goal 5: Provide high-quality Waldorf-inspired programs, teachers, and staff
We continue to provide a high level of professional development and mentoring in order for our teachers to provide a high-quality Waldorf curriculum. We continue to attract Waldorf experienced teachers for positions.

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

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

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

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

When annually allocating federal resources, the School works with its varying stakeholders such as teachers, parents, staff, and leadership team to ensure that all federal fund appropriations are applicable to LCAP goal areas and further supplement state LCFF funds and other local resources.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used for Title 1, Part A School Allocations is the percent of students who qualify for Free & Reduced Price Meals (FRPM).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent charter school.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sebastopol Independent Charter School's LCAP Goal 2 describes parent and family engagement. LCAP Goal 2 provides details on how parents and families are engaged in the school community. The engagement opportunities are provided to families in the Annual Enrollmlent Packet provided to all families at the beginning of the year.

We provide assistance to parents in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children through various school/community events, communication systems, family opportunities to be involved (Open House, parent teacher conferences and school events).

We provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using appropriate use of technology (including education about the harms of social media and cell phones), as appropriate,. During these events parents engage in activities that assist in improving their children's achievement.

We educate teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school during professional development time and as needed throughout the year. The Executive Director continues to utilize a weekly email to communicate with the school community and the Parent Square communication system is used as needed to update families on activities and/or notification of emergency situations.

We coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including aftercare and meal programs. In addition, we offer festivals as community-building events, parent education meetings, parent conferences and grade-level meetings for parents.

We ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. We provide reasonable support for parental involvement activities as parents may request. Being a small community, parents are very willing to communicate their needs in the office, at meetings, via emails or with teachers/staff. Surveys are conducted annually. We have a very active parent community.

We provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports. All report cards and information are sent home. Surveys are sent home. As part of the LCAP process we seek input from parents and families and this is described in the educational partner engagement section of the LCAP.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with

disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We align the parent involvement items required in Section 1116 with the LCAP educational partner engagement process. As part of the LCAP process we seek input from parents and families and is listed in the educational partner engagement section of the LCAP.

ESSA Section 1112(b)(3): N/A. In the event the school is identified as Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LCAP will be utilized as the improvement plan and actions towards improving those outcomes will go through the educational partner process as required by LCAP planning (which includes parents and family member)

ESSA Section 1112(b)(7): The LEA aligns the parent involvement required in Section 1116 with the LCAP educational partner engagement process. Parent/Family Engagement efforts are documents and reported through the Local Indicator Process using a self-reflection tool: Priority 3 Parent Engagement. We are developing the capacity of staff to build trusting and respectful relationships with families. We are creating welcoming environments for all families by welcoming and professional Office Staff, Facilities, Teachers, and Events. We are supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. We are engaging in 2-way communication between families and educators using language that is understandable and accessible to families by providing: Parent Information Nights, Newsletters and Parent Conferences. We are 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 by Parent/Teacher Conferences. We are Supporting families to understand and exercise their legal rights and advocate for their own students and all students by Handbook and Annual Notifications. We are 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 by Surveys, Coffee with the Principal and Board Meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Our charter school operates as a schooolwide program. As a Schoolwide Program we: conduct an annual comprehensive needs assessment of the entire school through the LCAP process, provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement; use effective methods and instructional strategies that are based on scientifically based research strengthen the core academic program in the school; increase the amount and quality of learning time; provide the educational strategies for meeting the educational needs of historically underserved populations; provide strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include: counseling, pupil services, and mentoring services, and innovative teaching methods, evaluation and adjustments to action plans; instruction by highly qualified teachers; high-quality and ongoing professional development for teachers, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards; develop and implement strategies to attract high-quality highly qualified teachers to high-need schools; develop and implement strategies to increase parental involvement; include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program; ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; Coordinate and

integrate Federal, State, and local services and programs.

We operate as a School Wide Program. We provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards. Students are in the most need of services are identified as eligible if a student is not meeting the state academic achievement standards.

Our School Wide Program

- Uses program resources to help participating students meet state academic achievement standards expected for all students
- Ensures that program planning is incorporated into existing school planning
- Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I
- Provide instruction by highly qualified teachers
- Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians who work with participating students
- Provide strategies to increase parent involvement
- Coordinate and integrate federal, state, and local services and programs

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sebastopol Independent Charter School desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the school. The School shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students. Detailed description of processes and procedures for Education for Homeless Children can be found in BP 6173. These policies and procedures detail the following service categories we provide to homeless children and youths:

- School Liaison
- Enrollment
- Resolving Enrollment Disputes
- Transfer of Coursework and Credits
- Applicability of Graduation Requirements
- Eligibility for Extracurriculuar Activities
- Notification and Complaints

Highlights of these services include:

- Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies.
- Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in school.
- Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including early intervention services under Part C of the federal Individuals with Disabilities Education Act.
- Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a TK-8 program our students transition from elementary school to middle school easily. When transitioning from middle school to high school we utilize the services provided by the high schools that the students can choose to attend. We do not work with post-secondary education institutions as our highest grade level is grade 8. Sonoma County Office of Education provides resources if needed.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional growth and improvement is provided to teachers during beginning of the year professional development, ongoing early release days, County Office Workshops, and specialists in the field. The School partners with Sonoma County Office of Education's North Coast School of Educations' Teacher Induction Program to provide new teachers with a formalized induction program. Additionally, the School provides new teachers with mentors to provide ongoing coaching and support. LCAP Goal 1: Ensure that all teachers, as required by federal and state statute, are appropriately assigned and credentialed in the subject area for the pupils they are teaching and are considered highly qualified. Ensure all students receive instruction, aligned to California state content standards (including ELD Standards) and curriculum frameworks, as well as any necessary intervention and accommodations. LCAP includes professional Development/Collaboration. Provide release time for teacher collaboration and articulation across grade levels for ongoing work on the implementation of standards. Utilize early release days for ongoing professional development and learning. Collaboration Time: Ongoing support of the early release days to allow time for teachers to collaborate and plan in grade level and subject matter teams focusing on the ongoing implementation of the Standards, and data analysis to track students progress.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The sources of data our district uses to monitors and evaluate Title II, Part A activities is: California School Dashboard data (including Local Indicator reports), survey results, student achievement data (benchmark), Local Indicator Self-Reflection Tool, Teacher Survey data, ELPAC data, and student survey results. This data is analyzed annually as part of the planning process for the following year. Benchmark data is analyzed throughout the year to inform instruction.

Sebastopol Charter meaningfully consults with all education partners (teachers, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, organizations) to update and improve Title II, Part-A funded activities. This is completed through annual survey data, monthly staff meetings, monthly leadership meetings, surveys and parent meetings. After compiling information from all education partners, we determine what are common needs expressed throughout education partners and then needs based on each education partners group.

Our local community partners provide valuable resources to help coordinate other related strategies, program and activities within the community. Our Sonoma County Office of Education also provides valuable resources, support and training to our school districts in the county. By utilizing Sonoma County Office of Education resources we are able to quickly understand what various schools in the county are doing and use those ideas and success to improve our school community.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following actions from the LCAP describe how our LEA effectively assists Students:

- Multi-tiered systems of support (MTSS)
- Learning Center
- Professional Development/Collaboration
- Instructional Materials (specifically, Purchase additional instructional materials, as necessary, in core academic areas that align to the CCSS, NGSS and ELD standards.)
- Assessment/ Data Monitoring System/Differentiation

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our goal is to increase the effectiveness of our programs and our professional learning is focused on differentiation and personalized learning. The major focus is language learner strategies and best practices. Our school develops, implements, and administers effective programs and activities, including language instruction educational programs, to help English learners increase English language proficiency and meet the challenging state academic standards by providing additional staff, working with SCOE, tutorial, supplemental curricular materials. We determine effectiveness by evaluating ELPAC data, CA Dashboard data specific to EL students. Title III activities are focused on English learners and consistent with the purposes of Title III; enhance the core program; and are supplemental to all other funding sources for which the LEA is eligible.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We assist English learners in achieving English proficiency and meeting the challenging state academic standards. We do this through initial Identification and Enrollment of EL Learners, Placement of English Learners, Reclassification, Program Evaluation, Staffing and Professional Development, and an accountability plan for monitoring and implementation of EL program Schools will be held accountable for meeting English acquisition progress for English learners and meeting achievement goals for English learners in the following ways:
English Learner Progress Indicator: CA Dashboard data related to the percent of English Learners making progress towards English language proficiency will be analyzed each year. The School uses this data to evaluate the effectiveness of EL instructional programs and then focus training and resources in areas of identified need.

Academic Proficiency Growth: Leadership teams will evaluate annual SBAC, CA Dashboard EL data and other additional assessment data to ensure that English Learners are meeting academic achievement goals. Based on analysis of school-wide and district-wide data, we will reexamine how instructional programs are meeting the needs of English Learners and adjust the educational program as needed.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

FIXED TERM EMPLOYMENT AGREEMENT
BETWEEN
SEBASTOPOL INDEPENDENT CHARTER SCHOOL
AND
CHRISTOPHER WILLIAM TOPHAM

THIS AGREEMENT ("Agreement") is made and entered into as of the date fully executed by and between the Board of Directors ("Board") of the Sebastopol Independent Charter School, an independent public charter school ("SICS" or "the Charter School") and Christopher William Topham ("Chris Topham" or "Executive Director").

R E C I T A L S

The SICS Charter document authorizes the Board to hire the SICS Executive Director to assist the Board and to carry out the duties and functions set forth herein as the EXECUTIVE DIRECTOR DUTIES.

The Board wishes to hire Chris Topham as Executive Director and Chris Topham wishes to serve as Executive Director of SICS. The Board and Chris Topham wish to formalize the employment relationship pursuant to the terms and conditions set forth in this Agreement.

Accordingly, in consideration of these recitals and the mutual terms, conditions and covenants contained herein, the Board and Chris Topham hereby agree as follows:

A G R E E M E N T

1. **TERM.** Subject to the terms and conditions contained herein, the Board hereby employs the Executive Director from July 1, 2026 to June 30, 2029.

This is a redacted version for the board packet. Full contract available upon request.