

Local Control Accountability Plan and Annual Update (LCAP)

LEA Name	Contact Name and Title	Email and Phone
SEBASTOPOL INDEPENDENT CHARTER SCHOOL	Chris Topham, Executive Director	ctopham@sebastopolcharter.org 707-824-9700

Note: For Charter Schools, the number of years addressed in the LCAP may align with the term of the charter school's budget, which is one year. Year 2 and year 3 are not applicable as specified hereby.

2018-19 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Sebastopol Independent Charter School ("SICS" or "Sebastopol Charter") is a Kindergarten through 8th grade, California charter school located at 200 S. Main St. and 7905 Valentine St. in Sebastopol, CA. During the summer of 2018 the school will be moving to a unified campus located at 1111 Gravenstein Hwy N in Sebastopol. As of June 6, 2018 enrollment was 292 students. Since July 1995, SICS has provided to its students the Waldorf-inspired educational program described in the Charter and has complied with all applicable laws and with the MOU with the school's sponsoring school district, Sebastopol Union School District ("SUSD").

OUR SCHOOL

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

MISSION

The Sebastopol Independent Charter School provides an alternative option within the public school system for families and children from kindergarten through grade eight. The mission of the Charter School is to provide a balanced education to nurture the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community and society. Using a Waldorf education curriculum and teaching methods, the Charter School places equal emphasis on a solid academic foundation, artistic skills, social development and responsibility, physical fitness, and attention to the inner emotional life of each child.

LCAP Highlights

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

Goal 1:

- 1) Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing requirements as these pertain to Charter Schools.
- 2) Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum. Our 6-8 grades math curriculum have Common-Core aligned materials while integrating Common Core and Waldorf instructional materials throughout the grades.
- 3) School facilities are maintained clean, safe and in good repair. We've kept our two campuses in safe order with various upgrades.

Goal 2: SICS teachers will be provided with material and be trained on the implementation of Waldorf and Common Core State Standards.

We continue to provide faculty with material and training on the implementation of Waldorf and Common Core State Standards. The faculty has participated in staff development on how to address both Common Core and Waldorf standards throughout the grades.

All students will gain academic content knowledge with the implementation of the Waldorf and Common Core State Standards, including EL students gaining English language proficiency

Our faculty are able to deliver a Waldorf and Common Core blended curriculum to all students successfully, regardless of English proficiency.

Goal 3: SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school committees; and input for helping determine the school's goals, priorities, and decision-making.

We continue to provide plenty of opportunities for parents to volunteer and be involved.

Goal 4: Pupil Achievement and Pupil Outcomes

4.1: 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: (A) CAASPP Statewide assessments, (B) Academic Performance Index, (D) Percentage of EL pupils who make progress toward English proficiency on CELDT and (E) EL reclassification rate [Note: (C), (F) and (G) are not applicable].

Our students continue to score higher than students in surrounding schools on the standardized tests.

4.2: SICS will meet the annual academic targets as mandated by the State Board of Education

4.3: High Academic Achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts.

4.4: Waldorf and Common Core State Standards-based instruction

4.5: Positive Student Character Development;

4.6: School and Community Participation

Through various activities, such as field trips and festivals, we continue to provide opportunities for our students to have positive interactions with our community.

Goal 5: SICS will set and strive to meet targets in the following areas:

5.1: School Attendance rates of higher than 93%;

5.2: Low levels of chronic absenteeism;

5.3: No middle school dropouts;

5.4: Suspension rates of less than 3%; and

5.5: Expulsion rates of less than 1%.

5.6: SICS will generally strive to reduce the number of absences

Goal 6: 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 7: Ensure the long-term sustainability of the school

Goal 8: Improve facilities by unifying the school into a single site and providing room for program expansion. Develop a new school site in conjunction with The Charter Foundation.

We've been working diligently to develop a united K-8 campus for the fall of 2018. We have a use permit for building on the property purchased by The Charter Foundation.

8.1 Invest in school facilities and equipment for the new campus (portable classrooms, classroom furnishings, and telecom/network equipment)

8.2 Move into new school facilities prior to beginning or middle of 18-19 school year pending receipt of Certificate of Occupancy

8.3 Purchase miscellaneous supplies and equipment for the new campus

8.4 Operate an After-Care program with an after-care coordinator/teacher, kindergarten after-care teacher and assistant teacher for grades 1-8

8.5 Build a gardening space. Have a gardening coordinator help teachers with a gardening curriculum.

Goal 9: Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS).

Goal 10: Provide a strong social and emotional student support program.

Goal 11: Continue to develop Special Education expertise, resources, and overall program.

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

Greatest Progress

Based on the most recent Equity Dashboard released fall 2017, the charter school is pleased to report:

- Our English Language Arts is Green (second highest level). For All Students, the overall result was 31 points above level 3, which is considered a High level. We experienced a slight decrease in our score over last year of 8.5 points, labeled as Declined. A group of students labeled Two or More Races, scored Very High at 73.4 points above level 3 and an increase of 22.3 points over last year, labeled as Increased Significantly. Socioeconomically Disadvantaged students scored 8.6 points above level 3, labeled as Medium, and a decrease of 10.1 points, labeled as Declined. White students scored 34.7 points above level 3, labeled as High, and a decrease of 11 points, labeled as Declined.
- For Math we had an increase of 0.6 points over last year (Maintained) with a status of Medium (7.7 points below level 3) for All Students, labeled as Yellow (third highest level). Students with Disabilities scored 76.3 points below level 3, labeled as Low, but with an increase of 10.9 points, which was labeled as Increased. A group of students labeled Two or More Races, scored High at 23.8 points above level 3 and an increase of 20.1 points over last year, labeled as Increased Significantly. Socioeconomically Disadvantaged students scored 17.6 points below level 3, labeled as Medium, and an increase of 3.1 points, labeled as Increased, giving us a Green circle for that category. White students scored 4.6 points above level 3, labeled as Medium, and a decrease of 0.5 points, labeled as Maintained.

For Goals 7 and 8 (long-term sustainability and unifying the school), we experienced a large success during 2017-2018 as construction of a new school campus on the purchased land was begun. We are expecting completion during the summer of 2018 and a school start date for fall of 2018 on the new campus.

For Goal 9 we improved and expanded our academic student support through our response to intervention (RTI) program with a new RTI coordinator/teacher position.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not

Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our suspension rate is Orange (fourth level), labeled as Medium with a 1.3% increase. This represents three more suspensions than the previous year. We continue our efforts in parent engagement. We are in the process of restructuring our discipline system with consistent consequences while avoiding suspensions. We plan to have a faculty training in a restorative discipline system to avoid suspensions when possible.

We wish to improve and expand our academic student support through our response to intervention (RTI) program. We have added two RTI positions in the school for next year, in addition to revamping the role of the RTI coordinator/teacher.

We will spend considerable amount of time transitioning onto the new campus. We will need to establish a safety plan and various protocols for the new campus. We are pleased to now be able to offer an after-care program and gardening, which will be new programs for the school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

For English Language Arts, the group labeled as Students with Disabilities (18% of students) had a score that was labeled as Low, and there was a Decline of 14.3 points. Our special education department will be expanded next year by adding a full-time special-education credentialed teacher, in addition to our full-time special-education credentialed special education coordinator.

For English Language Arts, the group labeled as Hispanic (11% of students) had a score that was labeled as Low at 20.2 points below level 3, but there was an Increase of 9.9 points compared to the previous year. Our Hispanic students who have a disability we expect to benefit from the expanded special education students. Hispanic students without a disability we expect to benefit from our expanded RTI services and an After Care program.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Out of the three categories listed to address in this section, we have one category with a significant amount of low-income students (29% of all students are categorized as Socioeconomically Disadvantaged). We believe that by prioritizing our efforts on the restorative discipline program training, psychological counseling expansion, special education expansion, after care and RTI

expansion, we provide the most needed assistance to this group. See Goals 9-11 for more details as well as the “Increased or Improved Services” section at the end of the LCAP.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 2,898,958

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 2,456,767

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

4350	General Office Supplies	6,500	
4353	Development/PR Supplies	200	
4370	General Custodial Supplies	3,000	
4381	General Maintenance Supplies	1,950	*
4400	Noncapitalized Equipment	3,100	*
5400	Insurance	20,843	
5500	Utilities	28,000	
5501	Operation & Housekeeping Services	31,675	*
5601-4	Lease Expense	239,716	
5607	Equipment Rental / Leases	7,853	
5610	Other Space Rental	1,212	*
5630	Repairs and Maintenance	34,700	
5823	Legal Fees (excl SpEd)	3,000	*
5825	Advertising	1,500	
5830	Professional / Consulting Services	13,000	*
5840	Computer Tech Services	1,000	
5899	New Site Costs / Move	2,500	*
5900	Communications (Phone, Internet)	21,042	*
6900	Depreciation	21,400	*
	Total not included in LCAP	442,191	

* Some costs from the referenced object code are included in the LCAP.
Only excluded costs are shown here

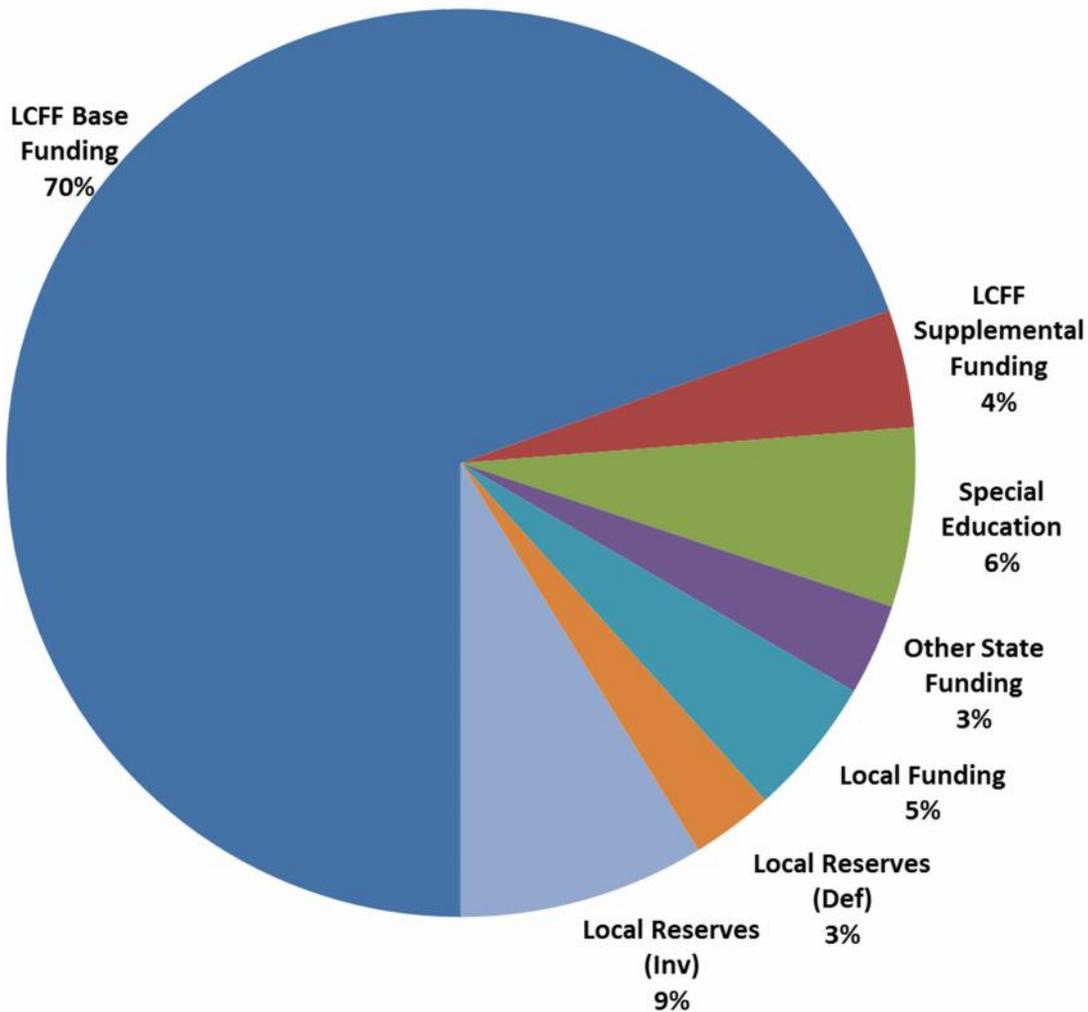
DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 2,342,683

2018-19 Revenues and Funding Summary



Total School Funding Profile 2018-19 Budget

Source	Amount	% of Total
LCFF Base Funding	\$ 2,209,536	69.5%
LCFF Supplemental Funding	133,147	4.2%
Total LCFF	\$ 2,342,683	73.7%
Special Education (State + Federal)	202,806	6.4%
Other State Funding (Lottery, Mandate, One-Time)	103,650	3.3%
Local Funding (Donations, Grants, Programs)	157,059	4.9%
Local Reserves (Deficit)	92,760	2.9%
Total Funding for Expenses	2,898,958	91.2%
Local Reserves (Investment)	278,000	8.8%
Total Funding for Expenses + Investment	\$ 3,176,958	100.0%

Sebastopol Charter

2018-19 Budget - LCAP Index

Object	ITEM	Projected YE 2017-18	Budget 2018-19	2018-19 LCAP Goals	§ Not Incl in LCAP
EXPENSES					
SALARIES					
CERTIFICATED	1100	Teacher Salaries	747,887	787,899	2.2.1, 6.1, 11.1, 4.1-4.4, 5.1-5.6, 9.1, 10.1-10.6
	1140	Teacher Substitute Salaries	2,000	4,000	6.1
	1300	Certificated Supervisors (1.2 FTE)	108,650	129,305	6.1, 1.1-1.3, 1.6, 2.2.2, 3.1-3.5, 4.1-4.4, 4.7.1, 5.1
	1153	Stipends for faculty/staff leadership	23,600	7,100	2.1, 4.5, 6.1, 6.5, 10.2
		SUBTOTAL	882,137	928,304	
CLASSIFIED	2100	Specialty Instructor & Aides Salaries	338,718	326,557	6.1, 2.2.1, 4.1-4.4, 5.1-5.6, 9.1, 10.1-10.6
	2200	Counselling / Support Salaries	4,016	9,720	6.1, 10.8
	2900	Other Classified Salaries	5,143	80,223	6.1, 8.4
	2140	Classified Substitute Salaries	12,000	15,000	6.1
	2153	Classified Stipends	4,750	3,000	6.1,
		SUBTOTAL	364,627	434,500	
ADMIN	2300	Classified Directors	81,715	0	6.1, 1.1-1.3, 1.6, 7.1-7.5,
	2400	Classified Admin / Office	103,932	140,448	1.6, 5.1-5.6, 6.1, 7.4,
		SUBTOTAL	185,647	140,448	
TOTAL SALARIES			1,432,411	1,503,251	
BENEFITS	3101-2	STRS	123,573	150,314	6.1.5, 9.1, 10.1-10.6, 11.1,
all employees	3301-2	FICA / OASDI / SS	34,653	35,771	6.1.6, 11.1, 9.1, 10.1-10.6
	3301-2	Medicare	20,770	21,797	6.1.6, 9.1, 10.1-10.6, 11.1,
	3401-2	Health Insurance	211,760	230,652	6.1.7, 9.1, 10.1-10.6, 11.1,
	3401-2	Dental	35,690	31,725	6.1.7, 9.1, 10.1-10.6, 11.1,
	3401-2	Vision Insurance	1,721	1,671	6.1.7, 9.1, 10.1-10.6, 11.1,
	3501-2	State Unemployment Ins (%)	716	752	6.1.8, 9.1, 10.1-10.6, 11.1,
	3501-2	SUI / SEF - Local Experience Charge	1,500	1,800	6.1.8, 9.1, 10.1-10.6
	3601-2	Worker's Compensation	18,908	17,438	6.1.9, 9.1, 10.1-10.6, 11.1,
	3901-2	Retirement Contribution (401a)	22,643	23,748	6.1.10, 9.1, 10.1-10.6,
		TOTAL BENEFITS	471,934	515,667	
		Benefits as % of Salaries	33.8%	34.3%	
TOTAL SALARIES AND BENEFITS			1,904,345	2,018,918	
		Salary & Benefits % of Total Cost	72.8%	69.6%	
PROGRAM/SUPPLIES					
	4100	Textbooks & Readers	5,800	6,000	1.4.1, 11.1
	4200	Teacher Reference Material's	700	800	1.4.1, 11.1
	4350-99	General Materials and Supplies	19,688	27,750	4.6.1, 4.6.2, 4.6.3, 8.3.3, 8.5
	4300-49	Classroom Materials and Supplies	50,716	47,970	1.4.2, 6.6, 11.1
	4400	Noncapitalized Equipment	104,895	33,600	8.3 (partial)
	4430	General Student Equipment	25,683	42,500	1.4.3, 11.1, 8.3.4, 8.6, 8.7
		SUBTOTAL - PROGRAM / SUPPLIES	207,482	158,620	
CONTRACTS & SERVICES					
	5200	Conferences & Travel	3,980	7,500	2.3, 6.3, 11.1, 11.2
	5204	Recruitment	1,000	1,500	6.2
	5205	Training & Prof Development	31,995	15,800	6.3, 2.3, 7.3, 10.7, 11.1, 11.2
	5300	Dues & Memberships	6,396	7,180	7.2, 11.1
	5400	Insurance	18,821	20,843	
	5501	Operation & Housekeeping Services	29,376	53,275	1.5, 6.6 (partial)
	5500	Utilities	25,570	28,000	
	5601-4	Lease Expense	195,808	239,716	11.1 (partial)
	5630-40	Repairs and Maintenance	22,000	34,700	11.4 (partial)
	5610	Other Space Rental (Events/Storage)	6,240	4,662	4.6.4 (partial)
	5607	Equipment Rental / Leases	5,300	7,853	
	5801	SUSD Oversight Fee	21,986	23,427	7.1
	5803	Field Trips / Student Transportation	30,000	36,000	4.6.6
	5821-3	Legal & Audit Costs - Standard	15,350	15,500	7.5 (partial)
	5825+62	Advertising/Public Relations/Recruiting	1,315	1,500	
	5830	Professional / Consulting Services	30,800	14,200	4.7.2, 6.6, 9.2
	5832	Mentors / Lecturers	4,225	5,150	3.6, 6.4,
	5833	Contracted Business Services	0	64,494	7.4.2
	5800-54	Other Services	8,021	9,000	4.6.5, 4.7.3 (partial), 9.3
	5811	SPED - NPA / IEP Services & Assmnts	42,400	62,460	11.1
	5834	SPED - Professional/Consulting Services	14,305	1,350	11.1, 11.3
	5899	New Site Costs / Move	40,324	24,500	8.2, 8.3.2
	5900	Communications (Phone, Internet)	18,269	21,409	3.4 (partial)
		SUBTOTAL - CONTRACTS & SERVICES	573,481	700,019	
DEPRECIATION					
	6900	Depreciation (Bldgs, Equip) [non-cash]	-	21,400	8.1.1, 8.1.2, 11.4
		SUBTOTAL - DEPRECIATION	-	21,400	
TOTAL NON-PERSONNEL EXPENSES			780,963	880,039	
TOTAL EXPENSES			2,685,308	2,898,958	442,191
OTHER USES OF FUNDS					
	9430-40	Investment (Buildings & Equipment)	230,000	468,600	8.1.1, 8.1.2, 11.4
	9430-40	Other Long-Term Assets (Lease Deposits)	14,300	32,300	

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Some general notes on the 2017-18 Annual Update:

1. The school's teachers and administration engage in a plethora of initiatives, activities, and functions that cut across many of the goals listed in this LCAP. It is not efficacious or practical to calculate the time spent and related cost of salary and benefits that apply to each of the goals and sub-goals detailed in this LCAP. As such, we have listed the full cost of the school's salaries and benefits in Goal 12.4 – 12.7 (12d-g). We have referenced these sub-goals whenever teacher or administrative effort was expected in meeting the below goals.

Goal 1

BASIC SERVICES:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 – Basic Services

Local Priorities: Charter Petition Elements 2 & 3

Annual Measureable Outcomes

Expected

Actual

Expected

Actual

100% of teachers holding adequate credentials and appropriately assigned	100% of teachers holding adequate credentials and appropriately assigned
Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials were purchased
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; Most instructional materials are Waldorf program aligned
Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned
Updated and active maintenance and safety log and site inspection documents	Maintenance and safety needs reported by school staff on regular basis.
Daily cleanliness spot checks by School Administrators and/or Staff	Inspections and walk-throughs conducted on a regular basis.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1: SICS conducts credential review as part of teacher hiring process	SICS conducted credential review as part of teacher hiring process	Incl in Goal 6.1: M&A	Incl in Goal 6.1: M&A
1.2: SICS conducts regular audits of Charter School teacher credentials to ensure compliance	SICS conducted regular audits of Charter School teacher credentials to ensure compliance	Incl in Goal 6.1: M&A	Incl in Goal 6.1: M&A
1.3: SICS informs credentialed staff when credentials are near expiration	SICS informed credentialed staff when credentials are near expiration	Incl in Goal 6.1: M&A	Incl in Goal 6.1: M&A
1.4: Executive Director works with admin staff and teachers to ensure adequate	Executive Director worked with admin staff and teachers to ensure adequate budget	1.4.1: \$7,200 1.4.2: \$47,420	1.4.1: \$6,500 1.4.2: \$50,716

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
budget and admin for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment.	and admin for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment.	1.4.3: \$5,500	1.4.3: \$25,683
1.5: General cleaning by custodial services and school community will maintain campus cleanliness	General cleaning by custodial services and school community maintained campus cleanliness	\$19,430	\$18,663
1.6: Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable	Monthly and annual facility inspections were screened for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration were done	Incl in Goal 6.1: M&A	Incl in Goal 6.1: M&A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Core teachers held a valid CA Teaching Credential or were working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing.

Students had access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum

School facilities were maintained clean, safe and in good repair. During 2017-18 the Operations team in conjunction with an IT consultant implemented an online maintenance work order system using the Trello app which did away with the old paper and pencil log. The school hired a new handyman midway through the year to assist in maintaining the facilities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Several teachers were in the CalState Teach program for their multiple-subject credential due to the difficulty of finding qualified teachers with a clear credential. One teacher finished the induction program to clear the multiple-subject credential.

Materials needed to implement the school's curriculum were purchased.

School facilities were maintained regularly and some unexpected repairs were properly addressed in a timely fashion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In general estimated actual expenditures were in line with budgeted amounts with the exception of 1.4.3: Classroom Equipment (+20.1K see below).

1.4.2 Student/Classroom Materials and Supplies: The school spent an additional \$3.3K on student/classroom materials and supplies bringing the total to \$50.7K which represents \$174 per enrolled student in the school. This amount was fully funded by the school whereas prior to 2017-18 the school had asked parents to donate/contribute towards supplies both in cash and in-kind.

1.4.3 Classroom Equipment:

The school invested an additional \$13.7K into its musical instruments library. As of June 2018 the school instrument library will comprise 139 instruments (76.4% coverage). All school families who have requested instruments have been provided one and additional instruments have been added beyond that amount to cover anticipated additional requests in 2018-19. Storage space for instruments continues to be a limiting factor.

The school invested an additional \$9.1K into new Chromebook computer equipment (35 units) and a charging cart for technology class, computer training, and mandated testing.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school has had positive results and will continue to follow a strategy of recruiting experienced Waldorf teachers and sponsor the CTC credentialing process to ensure they meet both Waldorf and CTC requirements. For 2018-2019, we were able to hire core teachers who have the CTC credential. We have one teacher still in a credential program.

Our goal to provide a common core and Waldorf balanced curriculum will continue into the following year.

School facilities will continued to be maintained, clean, safe and in good repair

Goal 2

SICS teachers will be provided with material and be trained on the implementation of Waldorf and Common Core State Standards; and All students will gain academic content knowledge with the implementation of the Waldorf and Common Core State Standards, including EL students gaining English language proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: 2 - Implementation of Academic Content and Performance Standards as these pertain to the Charter School

Local Priorities: Charter Petition Elements 2 & 3

Annual Measureable Outcomes

Expected

Actual

Faculty meetings and staff development activities address content standards

Faculty meetings and staff development activities addressed content standards

Lesson plans and curriculum align with Waldorf and Common Core State Standards as applicable to the charter school

Lesson plans and curriculum aligned with Waldorf and Common Core State Standards as applicable to the charter school

Annual end of year reports demonstrate attainment of academic knowledge and skills development/performance aligned with Waldorf and Common Core performance standards

Annual end of year reports demonstrated attainment of academic knowledge and skills development/performance aligned with Waldorf and Common Core performance standards

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2.1: Continue Waldorf and Common Core standards alignment work until completion.

Continued Waldorf and Common Core standards alignment work until completion.

\$5,000

\$5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2: Continue to dedicate faculty meeting and other staff time to study and develop standards; continue to update student assessment rubrics to align with standards work.	Continued to dedicate faculty meeting and other staff time to study and develop standards; continued to update student assessment rubrics to align with standards work.	2.2.1: Faculty costs incl in Goal 6.1 Core Waldorf 2.2.2: Mgmt & Admin costs incl in Goal 6.1 M&A	2.2.1: Faculty costs incl in Goal 6.1 Core Waldorf 2.2.2: Mgmt & Admin costs incl in Goal 6.1 M&A
2.3: All core academic teachers will participate in annual professional development which will include, as appropriate, implementation of the Common Core State Standards, including EL students gaining English language proficiency, along with implementation of Waldorf standards.	All core academic teachers participated in annual professional development which included, implementation of the Common Core State Standards, including EL students gaining English language proficiency, along with implementation of Waldorf standards.	Incl in Goal 6.3.1 and 6.3.2	Incl in Goal 6.3.1 and 6.3.2

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In most of the Waldorf curriculum, with the exception of some of the middle school math curriculum and some aspects of the special education curriculum, teachers do not use textbooks but rather teach from source materials using narrative, graphic, and artistic techniques. Students create their own lesson books and artistic renderings documenting their learning experience. Source and reference materials used by teachers are both Waldorf and common-core aligned. When worksheets or textbooks are used these are common-core aligned. Students have gained the appropriate proficiencies as expected.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have met the goals as planned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. Refer to referenced goals for more information.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No significant changes made.

Goal 3

SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school committees; and input for helping determine the school's goals, priorities, and decision-making

State and/or Local Priorities addressed by this goal:

State Priorities: 3 – Parent Involvement]

Local Priorities: Charter Petition Elements 2 & 3

Annual Measureable Outcomes

Expected

Actual

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

SICS has parents on the charter school board and committees

SICS has parents on the charter school board and committees

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

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

3.1: Continue to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.)

Continued to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.)

Staff costs incl in Goal 6.1

Staff costs incl in Goal 6.1

3.2: Continue to provide parent volunteer

We continued to provide parent volunteer

Staff costs incl in Goal

Staff costs incl in Goal

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers.	opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers.	6.1	6.1
3.3: Continue to provide opportunities for parent participation on the school's board, on school committees, and in school programs	We continued to provide opportunities for parent participation on the school's board, on school committees, and in school programs	Staff costs incl in Goal 6.1	Staff costs incl in Goal 6.1
3.4: Continue to provide an annual survey to allow parents a formal venue for feedback and input to the school's administration. (See also: Section: Stakeholder Engagement).	We provided an annual survey to allow parents a formal venue for feedback and input to the school's administration.	\$300	\$360
3.5: Continue ED "open door" and open communication policy to meet with school parents to hear their ideas, concerns, and inputs	We continued the ED "open door" and open communication policy to meet with school parents to hear their ideas, concerns, and inputs	Staff costs incl in Goal 6.1	Staff costs incl in Goal 6.1
3.6: Offer opportunities for speakers from inside and outside of the school community and other parent education events and activities. Incl in obj 5832	We had several speakers from inside and outside of the school community and other parent education events and activities.	\$1,200	\$1,260

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We had good parent involvement in various school activities. We've had an especially high volunteer needs related to our move to a new campus, which have been mostly well met by parent volunteers. We had a parent make presentations to groups of parents based on grade levels of children about modeling technology use. We had a successful pizza fundraiser implemented by the 7th grade class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have continued to receive plenty of involvement, volunteering and good participation in surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. Refer to referenced goals for more information.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to continue this goal. Volunteer opportunities (and school needs) will expand with the move to the new campus and subsequent build-out. Board member recruitment efforts were increased during the year including announcements and descriptions in the school newsletter.

Goal 4

Pupil Achievement and Pupil Outcomes // Course Access

4.1: 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: (A) CAASPP Statewide assessments, (B) Academic Performance Index, (D) Percentage of EL pupils who make progress toward English proficiency on CELDT and (E) EL reclassification rate [Note: (C), (F) and (G) are not applicable]; and

4.2: SICS will meet the annual academic targets as mandated by the State Board of Education

4.3: High Academic Achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts.

4.4: Waldorf and Common Core State Standards-based instruction

4.5: Positive Student Character Development;

4.6: School and Community Participation

Course Access

4.7: 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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 – Pupil Achievement; 8 – Pupil Outcomes; and 7 – Course Access

Local Priorities: Charter Petition Elements 2 & 3

Annual Measureable Outcomes

Expected

Actual

4.1 CAASPP scores will show that SICS students score at an equal or higher proficiency rate than local surrounding schools

CAASPP scores showed that SICS students scored at a higher proficiency rate than local surrounding schools

4.2 Performance maintained or improved over prior year

Performance maintained overall over prior year

4.3 CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP

CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP

Expected

Actual

reports will demonstrate goal met or progress	reports demonstrated goal met or sufficient progress made
4.4 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 demonstrated goal met
4.5 Teacher observations and Faculty Meeting minutes will demonstrate goal met	Teacher observations and Faculty Meeting minutes demonstrated goal met
4.6 Event review portion of Faculty Meeting minutes will demonstrate goal met	Event review portion of Faculty Meeting minutes demonstrated goal met
4.7 Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students	Course and grade level schedule as indicated in approved charter showed how all academic content is available to all students
4.2 Performance maintained or improved over prior year	Performance maintained over prior year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 & 4.3: SICS will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout the school year.	SICS provided instruction conducive to student learning with appropriate CCSS instructional materials throughout the school year.	Staff costs incl in Goal 6.1	Staff costs incl in Goal 6.1
4.2 & 4.3: SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary.	SICS education leaders regularly reviewed progress towards targets, assess needs, and implement improvement plans as necessary.	Staff costs incl in Goal 6.1	Staff costs incl in Goal 6.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																
4.4: 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 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.	SICS provided a school model where students acquire and practice a range of essential skills that are Waldorf, CA and CC standards based; and SICS implemented the Waldorf curriculum and Common Core State Standards, to develop and use the best instructional practices that met the varied needs of all students as applicable to the specific academic program of the charter school.	Staff costs incl in Goal 6.1	Staff costs incl in Goal 6.1																																
4.5: SICS provides a program through the social inclusion program where students are encouraged to develop positive attitudes towards their learning environment and other people	SICS provided a program through the social inclusion program where students were encouraged to develop positive attitudes towards their learning environment and other people	\$1,000	\$1,000																																
4.6: 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.	SICS provided a space where students had the opportunity for involvement in responsible actions and social service in their local community; and SICS offered festivals that involved students, parents and teachers. SICS also offered varied field trip opportunities to expand the horizons of learning beyond the classroom and into the community and natural environment.	<table border="1"> <tr><td>4.6.1</td><td>\$ 1,300</td></tr> <tr><td>4.6.2</td><td>\$ 1,400</td></tr> <tr><td>4.6.3</td><td>\$ 4,500</td></tr> <tr><td>4.6.4</td><td>\$ 5,300</td></tr> <tr><td>4.6.5</td><td>\$ 750</td></tr> <tr><td>4.6.6</td><td>\$36,000</td></tr> <tr><td>4.6.7</td><td>\$ 3,000</td></tr> <tr><td></td><td>\$52,250</td></tr> </table>	4.6.1	\$ 1,300	4.6.2	\$ 1,400	4.6.3	\$ 4,500	4.6.4	\$ 5,300	4.6.5	\$ 750	4.6.6	\$36,000	4.6.7	\$ 3,000		\$52,250	<table border="1"> <tr><td>4.6.1</td><td>\$ 3,703</td></tr> <tr><td>4.6.2</td><td>\$ 1,800</td></tr> <tr><td>4.6.3</td><td>\$ 2,300</td></tr> <tr><td>4.6.4</td><td>\$ 3,864</td></tr> <tr><td>4.6.5</td><td>\$ 860</td></tr> <tr><td>4.6.6</td><td>\$ 30,000</td></tr> <tr><td>4.6.7</td><td>\$ 2,200</td></tr> <tr><td></td><td>\$ 44,727</td></tr> </table>	4.6.1	\$ 3,703	4.6.2	\$ 1,800	4.6.3	\$ 2,300	4.6.4	\$ 3,864	4.6.5	\$ 860	4.6.6	\$ 30,000	4.6.7	\$ 2,200		\$ 44,727
4.6.1	\$ 1,300																																		
4.6.2	\$ 1,400																																		
4.6.3	\$ 4,500																																		
4.6.4	\$ 5,300																																		
4.6.5	\$ 750																																		
4.6.6	\$36,000																																		
4.6.7	\$ 3,000																																		
	\$52,250																																		
4.6.1	\$ 3,703																																		
4.6.2	\$ 1,800																																		
4.6.3	\$ 2,300																																		
4.6.4	\$ 3,864																																		
4.6.5	\$ 860																																		
4.6.6	\$ 30,000																																		
4.6.7	\$ 2,200																																		
	\$ 44,727																																		
4.7.1: The E.D. will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels.	The E.D. ensured that all academic content areas were available to all students, including student subgroups, at all grade levels.	Staff costs incl in Goal 6.1	Staff costs incl in Goal 6.1																																
4.7.2: Conduct comprehensive 2nd grade assessments to ensure students are able to participate as fully as possible in the broad Waldorf curricular program.	We conducted comprehensive 2nd grade assessments to ensure students were able to participate as fully as possible in the broad Waldorf curricular program.	\$ 2,500	\$ 600																																

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7.3: Provide student hearing and vision screening. (Obj 5854) Note: Vision screening is generally provided pro bono.	We provided student hearing and vision screening. (Obj 5854) Note: Vision screening is generally provided pro bono.	\$ 1,600	\$1,400

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All our students have been effectively integrated into all our classes. We offer a broad curriculum with mandatory participation in all our classes.

4.6: Field Trips/Elimination of Class Fundraising: This was the first year where the school fully funded the 8th Grade end of year trip (\$18,000 or \$600 per student) where the students traveled to Ashland Oregon to attend several plays at the Oregon Shakespeare Festival, participate in a river rafting trip, and lodge at Southern Oregon University. This also eliminated the burden placed on parents of extensive fundraising activities to fund the trip which had previously been a source of aggravation and burnout on the parent body. Eliminating the fundraising also contributed towards higher levels of upper grade volunteerism (and less burnout), higher parent satisfaction, and an improved school climate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are pleased with the results of all our students participating in the full curriculum with appropriate support where needed. We prioritized broadening our availability of string instruments for participation in our strings instrumental music classes. We also increased our science materials inventory.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals overall are in line with or below budgeted amounts. Field Trip costs were \$6.0K less than budgeted primarily due to Grade 7 and 8 activity including cancellation of the Age of Sail field trip due to SFMNMPA taking the Balclutha out of service, Grade 8 not participating in the Westminster Woods field trip, and one less camping trip than budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expect that we will need to continue expanding our string instruments and science materials inventory. We plan to invest in Restorative Discipline training for next year.

Goal 5

SICS will set and strive to meet targets in the following areas:

- 5.1: School Attendance rates of higher than 93%;
- 5.2: Low levels of chronic absenteeism;
- 5.3: No middle school dropouts;
- 5.4: Suspension rates of less than 3%; and
- 5.5: Expulsion rates of less than 1%.
- 5.6: SICS will generally strive to reduce the number of absences

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Charter Petition Elements 2 & 3

Annual Measureable Outcomes

Expected

Actual

5.1 School Attendance rates of higher than 93%

2017-18 P-2 Attendance (ADA) rate: 95.92%

5.2 Performance maintained or improved over prior year

2017-18 Chronic Absenteeism rate: 7.05% (> prior year)

5.3 0 Middle School Dropouts

2017-18 Middle School Dropouts: 0

5.4 Suspension rates of less than 3%

2017-18 Suspension rate: 1.01% (~same as prior year)

5.5 Expulsion rates of less than 1%

2017-18 Expulsion rate: 0.0%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 and 5.6: SICS will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents	SICS provided a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents	Admin costs included in Goal 6.1 M&A	Admin costs included in Goal 6.1 M&A
5.2: Parents and students will be informed of our attendance policies specified in our Student / Parent, and SICS will communicate (e.g. mail, phone, emails) with parents of chronically absent parents to improve attendance.	Parents and students were informed of our attendance policies specified in our Student / Parent, and SICS communicated (e.g. mail, phone, emails) with parents of chronically absent parents to improve attendance.	Admin costs included in Goal 6.1 M&A	Admin costs included in Goal 6.1 M&A
5.3: Our middle school teachers will be mentored in how to work with middle school students.	Our middle school teachers were mentored in how to work with middle school students.	Admin costs included in Goal 6.1 M&A	Admin costs included in Goal 6.1 M&A
5.4 and 5.5: 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	SICS assessed Suspension and Expulsion policies.	Admin costs included in Goal 6.1 M&A	Admin costs included in Goal 6.1 M&A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school's newly improved system of absence tracking, distinguishing absences as either excused or not excused, continued to make communication with parents more effective. The ED communicated with parents of students who had children with 5 or more tardies and/or unexcused absences.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The administration was able to target undesirable absences (not excused) more effectively and therefore to have better communication with parents. The continued and improved communication created clearer expectations and a better quality dialogue between executive director and parents. However, due to the October Wildfires and severe outbreaks of flu and pertussis higher absence rates were experienced throughout Sonoma, Marin, and Napa counties including at Sebastopol Charter. Chronic absenteeism rates increased as a result in particular due to vulnerable students who were impacted by the poor air quality following the wildfires and by illness outbreaks in the winter and spring. Even with the higher chronic absenteeism rates SICS was still below district, county, and statewide averages reported last year. Suspension rates were well below the 3% goal and at the same level as the prior year. There were a total of three suspensions to three students recorded during the year: one full-day suspension of a general education student and two partial-day suspensions of students with IEP's.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All work was performed by SICS Faculty and Staff as part of their general job assignment or outgrowth/stipend assignment. Budgeted staff costs are in line with Estimated Actuals. Refer to referenced goals for more information.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to implement the improved absence tracking system and to communicate with parents about tardies and absences. We plan to have professional development for the teachers about Restorative Discipline in 2018-2019 as a way to reduce suspensions.

Goal 6

Provide high quality Public Waldorf programs, faculty, staff, and administration

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 6, 8

Local Priorities: Local Priority #1

Identified Need: There is a continued strong community demand for a high quality, Public Waldorf school in the school district and geographical region.

Annual Measureable Outcomes

Expected

Actual

High enrollment : Maintain enrollment at or above 95% of capacity

Enrollment: 292 students (97% of capacity)

Waiting lists for most classes indicates strong demand: Wait lists for most classes.

There were wait lists for most classes during most of the the school year

Survey feedback shows Waldorf one of strongest factors in families choosing SICS

Survey feedback shows Waldorf one of strongest factors in families choosing SICS

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

6.1: Maintain competitive faculty and staff salaries and benefits; deliver a quality core Public Waldorf educational program along with a multi-tiered system of support,

We maintained competitive faculty and staff salaries and benefits; delivered a quality core Public Waldorf educational program along with a multi-tiered system of

See Exhibit below

See Exhibit below

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

enhanced Waldorf educational programs,
and effective school management and
administration

support, enhanced Waldorf educational
programs, and effective school
management and administration

Action/Service#	Bud Ref (Obj)	Budget Item	Budget	Est. Act.	Var.\$
6.1.1	1xx	Certificated Salaries	889,272	882,137	(7,135)
6.1.2	21xx	Specialty Instr Salaries	353,025	355,468	2,443
not incl in bud.	22xx	Counselling/Support Services		4,016	4,016
6.1.3	23xx-24xx	Classified Admin Sal	186,007	185,647	(360)
6.1.4	29xx	Other Classified	9,370	5,143	(4,227)
		Total Salaries	1,437,674	1,432,411	(5,263)
6.1.5	31xx	CalSTRS Plan (Certificated)	125,854	123,573	(2,281)
6.1.6	33xx	Soc Sec & Medicare	55,018	55,423	405
6.1.7	34xx	Health Benefits	267,179	249,171	(18,008)
6.1.8	35xx	State Unemp Ins	1,219	2,216	997
6.1.9	36xx	Worker's Compensation Ins	18,977	18,908	(69)
6.1.10	39xx	401a Retirement Plan (Classified)	23,403	22,643	(760)
		Total Benefits	491,650	471,934	(19,716)
		Total Salary and Benefits	1,929,324	1,904,345	(24,979)

Budgeted Expenditures by Program			Budget	Est. Act.	Var.\$
Program					
Multi-tiered System of Support (MTSS)	Tier 1	Core Waldorf	888,567	879,171	(9,396)
	Tier 2	Acad Supt (RTI)	143,230	125,585	(17,645)
		Student Supt (Soc/Em)	108,450	113,265	4,815
Tier 3	Special Ed	130,065	143,713	13,648	
Enhanced / Expanded Curricular Programs	Enhanced Academics	Math	57,292	63,088	5,796
		Spanish	60,418	61,643	1,225
	Enhanced Music/Prac Arts	Music (Strings/Orch)	64,786	64,609	(177)
		Chorus / Singing	8,202	-	(8,202)
		Handwork/Woodwork	92,476	86,762	(5,714)
	Enhanced - Other	Tech	6,230	4,069	(2,161)
Games/ Mvmt/ Sports		49,848	43,922	(5,926)	
Other	Other Prog (incl STT)	7,962	7,116	(846)	
M&A	Mgmt & Admin	311,798	311,402	(396)	
		Total Salary & Benefits	1,929,324	1,904,345	(24,979)

6.2: Recruit and retain highly qualified and
high quality teachers and staff. Hire

We recruited and retained highly qualified
and high-quality teachers and staff. Hired

\$1,500

\$1,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
experienced teachers and staff as needed. (Obj 5204)	experienced teachers and staff as needed.		
6.3: 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 BTSAs stipends are included in Obj 1153 – see 6.6 below, and object 5832) (Obj 5200, 5205)	We provided opportunities for professional development and mentoring. Provided access to appropriate training and development opportunities according to assessed development needs, including attendance at academic and professional conferences. Continued to develop ED and admin staff.	\$46,545	\$35,975
6.4: Provide for outside mentors, lecturers and teachers for training, instruction and consultation (incl in Obj 5832)	We provided for outside mentors, lecturers and teachers for training, instruction and consultation	\$3,200	\$4,225
6.5: 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 6.1. obj 1xxx)	We provided stipends for internal / peer-to-peer mentoring for teachers; school leadership; and other vital functions outside of normal duties	\$19,850 (excl STT)	\$20,350
6.6: Conduct a Summer Teacher Training program targeting public Waldorf charter school teachers, including current SICS teachers. Budget ref = mgmt code: STT. Note: costs to be offset by expected program registration revenue of \$60,000 (see obj 8699-STT)	We did not conduct a summer teacher training program during the summer of 2018 due to complications related to the move of the school to the new campus. We are still providing summer professional development opportunities for teachers in other programs. Note: the estimated actual expenditures were for one week (of three total weeks) of the training during the summer of 2017 which crossed over the 2016-17 year end into July and were recorded in 2017-18.	\$54,343	\$24,294

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SICS has established a strong reputation for providing a full Waldorf education. This year we were awarded recognition by the Alliance for Public Waldorf Education as the first "leading school" for "full membership" in the nation and the first charter school receiving a permission for the use of the sub-license of the term "public Waldorf" with agreement from the Association of Waldorf Schools of North America.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have effectively implemented a Waldorf curriculum. Teachers have been guided in following the school's established Waldorf curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In general estimated actual expenditures were in line with budgeted amounts with the exception of 6.3 Training and 6.6 Summer Teacher Training (see Goal 6.6 above for explanation).

6.3: Training was under budget by \$10.8K driven primarily by one teacher finishing her training program ahead of schedule and two teachers receiving training who left the school prior to completing their training. Additionally, the school annually provides an allowance for all full time teachers (and many part-time teachers) to attend one annual conference and one summer training; only ~70% took advantage of these opportunities.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expect that we will continue to implement a Waldorf curriculum with an effective mentoring system in the school.

Goal 7

Ensure the long-term sustainability and financial stability of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 6, 8

Local Priorities: Local Priority #2

Identified Need: 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.

Annual Measureable Outcomes

Expected

Actual

Board retention and recruitment: Board members will strive to serve for at least 2 years.

Board members who joined the board at least 2 years ago have all serves for at least 2 years. One board member who joined one year ago will continue next year.

Positive feedback from sponsoring district: SICS will continue having a positive relationship with SUSD.

SICS has continues having a positive relationship with SUSD.

Positive Annual Audit results: SICS will continue to receive positive audit results.

SICS has continued to receive positive audit results.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1: 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.	We have continued a positive administrative and oversight relationship with sponsoring district. Attended SUSD board meetings on regular basis. Responded in timely manner to all district inquiries and needs. Worked collaboratively with SUSD board and administration as much as possible. Provide monthly, annual and other reports in a timely manner.	\$22,025	\$22,029
7.2: Continue membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA, CSDC, CEC), as well as community organizations (CoC), and to leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success.	We continued membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA, CSDC, CEC), as well as community organizations (CoC), and to leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success.	\$5,910	\$6,738
7.3: Continue strong governance tradition and continue board recruitment efforts, incl Board Training (incl in Obj 5205). Note that much of this work is carried on by the community volunteers who serve as board members and serve on various committees and initiatives.	We continued strong governance tradition and continued board recruitment efforts, incl Board Training.	\$1,000	\$1,000
7.4: Continue strong history of prudent fiscal management. Continue to develop internal school expertise in business and financial management resources and conduct all business and financial management in house. Provide additional resources to grow office staff to meet these long term needs.	We continued strong history of prudent fiscal management. Continued to develop internal school expertise in business and financial management resources and conducted all business and financial management in house. Provided additional resources to grow office staff to meet these long term needs.	Admin costs included in Goal 6.1 M&A	Admin costs included in Goal 6.1 M&A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.5: 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 internal school staff.	We conducted the Annual Audit and prepared filing of IRS Form 990 and CalFTB Form 199. The Forms 990 and 199 were prepared by internal school staff.	\$6,500	\$6,200

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

There were strong efforts by the school administration to work effectively with the SICS board, SUSD administration and board, charter school associations, auditors and legal counsel.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have successfully improved the in-house financial management system. We have positive and collaborative relationships with the SICS board, SUSD administration and board and charter school associations. We have been able to learn from past legal advice and implement decisions based on that expertise. In collaboration with the SICS board, we have managed productive committees to improve the school's operations, management and governance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In general estimated actual expenditures were in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expect that we will successfully continue maintaining the structures, relationships, and practices to ensure the long-term sustainability of the school.

Goal 8

Improve facilities by unifying the school into a single site and providing room for program expansion. Obtain and develop a new school site in conjunction with The Charter Foundation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Local Priority #3

Identified Need: The school is currently split into two separate campuses with limited space which cramps the school's ability to more effectively carry out its educational mission. The continued leasing of one of the campuses on a long-term basis is not viable. Both current campuses have limited classroom space and school grounds.

Annual Measureable Outcomes

Expected

Actual

Project Milestones achieved: Construction Begins

Construction near completion at end of 2017-18

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.1 Invest in school facilities and equipment for the new campus (portable classrooms, classroom furnishings, and telecom/network equipment)	We invested in school facilities and equipment for the new campus (portable classrooms, classroom furnishings, and telecom/network equipment)	8.1.1 \$390,000 8.1.2 \$ 65,000	8.1.1 \$230,000 (50%) 8.1.2 \$ 0 (moved to obj 4400)
8.2 Move into new school facilities prior to beginning or middle of 18-19 school year pending receipt of Certificate of Occupancy	We expect to move into new school facilities prior to beginning or middle of 18-19 school year pending receipt of	\$ 10,000	\$ 40,324

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Certificate of Occupancy		
8.3 Purchase miscellaneous supplies and equipment for the new campus	Funding transferred from Goal 8.1 to Goal 8.3. SICS also received Prop 39 Energy Efficiency Funds to install 2 new HVAC units at the new site. Additional equipment and furnishings purchased made.	\$ 5,000	\$104,895

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

We obtained and developed a new school site in conjunction with The Charter Foundation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We effectively obtained and developed a new school site in conjunction with The Charter Foundation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

8.1.1: Variance reflects timing difference between 2017-18 and 2018-19. Investment in modular classrooms will be completed in 2018-19 rather than 100% in 2017-18

8.1.2: Amounts were moved from investment to expense (4400) in line with board policy. Additionally, there were also timing differences between 2017-18 and 2018-19, due to timing delays in completing the new campus construction.

8.2: Timing differences (costs pulled into 2017-18 from 2018-19) due to timing of campus move and earlier than expected installation of assembly room modular (\$20K) along with higher than anticipated moving costs due to the complexity of moving two campuses at once.

8.3: (\$60.2K) The school received a Prop 39 Energy Efficiency Grant that was not anticipated in the original budget. 2017-18 Prop 39 expenditures are expected to be \$60.2K. Additionally, the school accelerated the purchase and installation of new network equipment for the new site (\$40.2K) which was originally anticipated to occur in 2018-19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We expect the one-time costs of moving to the new campus to be completed early in 2018-19. The school will make a significant investment in the new campus during 2018-19 and expects activity to reach a lower / steady state level over the ensuing years.

Goal 9

Provide an expanded academic student support / Response-to-Intervention (RTI) program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6, 8

Local Priorities: Local Priority #4

Identified Need: 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).

Annual Measureable Outcomes

Expected

Actual

Metrics covered under Goal 4

See Goal 4 outcomes above

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9.1: Further develop RTI program in 2017-18 (3 new hires / new roles)	We developed an improved RTI program in 2017-18	\$143, 230	\$125,585

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

We established a new position for RTI teacher/coordinator. We restructured the roles of the aides in first and second grades to focus more on RTI work. We reviewed the role and effectiveness of the work on a regular basis.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The RTI teacher/coordinator's work was very effective. The first and second grade RTI teachers focused more on helping struggling students, which resulted in an improvement in providing extra support in those grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs came in under budget due to the un-incurred benefits costs related to one 0.8 FTE teacher leaving the school mid-year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to continue the position of RTI teacher/coordinator. We plan to have two roving RTI teachers instead of RTI teachers in first and second grades only.

Goal 10

Provide a strong social and emotional student support program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6, 8

Local Priorities: Local Priority #5

Identified Need: 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)

Annual Measureable Outcomes

Expected

Actual

Positive *Parent* Survey Results: The survey will indicate parents are supportive of the school’s social emotional program.

The survey indicated parents are supportive of the school’s social emotional program.

Positive *Student* Survey Results: The survey will indicate students are supportive of the school’s social emotional program.

The survey indicated students are supportive of the school’s social emotional program.

Positive Community Feedback: SICS will continue to receive positive feedback from a broader community regarding its social-emotional program.

SICS continued to receive positive feedback from a broader community regarding its social-emotional program.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 10

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10.1: Continue to dedicate staff time to Student Support activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.	We continued to dedicate staff time to Student Support activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.	\$108,450	\$113,265
10.2: Continue to support the availability of having a designated Student Support Coordinator	We continued to support the availability of having a designated Student Support Coordinator	\$2,500	\$2,500
10.3 Continue parent involvement and advisory activities	We had some parent involvement.	Staff costs included in Goal 6.1	Staff costs included in Goal 6.1
10.4 Continue development of collegiality and collaboration among the faculty and staff via faculty and staff meetings and further development and referral to code of conduct	We continued the development of collegiality and collaboration among the faculty and staff via faculty and staff meetings and further development and referral to code of conduct	Staff costs included in Goal 6.1	Staff costs included in Goal 6.1
10.5 Continue to develop effective and efficient processes for decision-making and giving and receiving input/feedback via faculty working on committees together and teachers on the Faculty Council along with the ED	We continued to develop effective and efficient processes for decision-making and giving and receiving input/feedback via faculty working on committees together and teachers on the Faculty Council along with the ED	Staff costs included in Goal 6.1	Staff costs included in Goal 6.1
10.6 Engage in efforts to improve acceptance and appreciation of diversity among students and parents	We engaged in efforts to improve acceptance and appreciation of diversity among students and parents	Staff costs included in Goal 6.1	Staff costs included in Goal 6.1

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continued to provide a strong social and emotional student support program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We focused mostly on the social inclusion portion. We tackled new issues that included addressing a victim of cyber bullying, which resulted on more work within the cyber civics education. We also needed to engage middle school students in feeling supported during national attention to solving gun-related violence in schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures were in line with budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to focus more on training in restorative discipline practices next year, while continuing social inclusion and cyber civics work.

Goal 11

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: Local Priority #6

Annual Measureable Outcomes

Expected	Actual
Goals met or progress made on all IEP goals: SICS will continue to make progress on all IEP goals	Goals met or progress made on all IEP goals
All IEP services delivered: SICS will continue to make progress on all IEP goals	All IEP services delivered
Grade 2 assessments completed: Grade 2 assessments will continue to be completed as planned	Grade 2 assessments completed

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11.1: Total Special Education budget for 2016-17 (Rsc 6500 and 6512) Note: these amounts are also included in the relevant line items above (see Goal 6)	Special Education and ERMHS services delivered to all students with IEPs.	See Exhibit below	See Exhibit below
11.2: Continue development of experienced	We continued the development of	See Exhibit below	See Exhibit below

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Waldorf Special Education Coordinator / Lead RSP in order to combine Waldorf expertise with Special Education training / certification to meet unique needs of the school.	experienced Waldorf Special Education Coordinator / Lead RSP in order to combine Waldorf expertise with Special Education training / certification to meet unique needs of the school.		
11.3 Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed. (17-18: SLP resource)	We recruited and retained highly qualified and high-quality teachers and staff. We hired experienced teachers and staff as needed.	See Exhibit below	See Exhibit below
11.4: Furnish, equip, and operationalize new Special Ed classrooms in old faculty office room	We furnished and equipped and made operational the new Special Ed classrooms in old faculty office room.	See Exhibit below	See Exhibit below

Action/ Service#	Bud Ref (Obj)	Budget Item	Budget	Est. Act.	Var.\$
11.1	Resources 3310, 6500, 6512	Total Special Education Budget	228,999	243,941	14,942
	1xxx	Certificated Salaries	95,394	105,344	9,950
	2xxx	Classified Salaries	1,500	8,881	7,381
	3xxx	Benefits	26,897	29,530	2,633
	4xxx	Prgrm Sup & Equip	5,200	4,720	(480)
	5xxx	Contracts & Svcs	93,200	81,896	(11,304)
	7xxx	Indirect Costs	6,808	13,580	6,772
11.2	5200	Conferences	2,850	3,200	350
11.3	5834	SpEd Contracted Services (SLP Contract)	36,575	13,555	(23,020)
11.4	5630 (partial)	Maintenance & Repairs (new SpEd classrooms)	750	1,399	649

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continue to develop Special Education expertise, resources, and overall program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Special Education department worked more effectively in its new space, named the Learning Center.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall Special Education related expenses and encroachment on LEA general education funding continue to grow faster than state and federal funding sources. This is a state-wide phenomenon.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to add another full-time, special education-credentialed teacher to replace a part-time, special education-credentialed teacher. Otherwise, we expect this goal to stay the same.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

General: The charter school engages its stakeholders and solicits and receives feedback on its performance and the needs of stakeholders on an ongoing basis. Specifically, the charter school consulted with and received feedback from teachers, administrators, staff, parents, and pupils on school performance and needs in a variety of ways including but not limited to: surveys, faculty meetings, board meetings, facility planning meetings, staff meetings, classroom discussions, class parent meetings, and one-on-one and small group discussions. Teachers, staff, and administrators meet regularly with parents, both individually and as a class group and that feedback is factored into school planning.

As part of its annual LCAP process the school has instituted an annual survey which is distributed to all parents of the school to obtain specific feedback on school performance as well as input into school goals and priorities. In addition, the school has also implemented an annual survey which is administered to our 7th and 8th grade students to obtain feedback on performance and input into goals. The results of the surveys were reviewed with the school's Board of Directors as well as with faculty and staff, where progress against existing goals was assessed and additional goals and actions were considered. The Executive Director and his staff are responsible for factoring all of the above into developing the LCAP, the annual update, and the budget and presenting these to the school community for review and comment. Detailed survey results and commentary were published in school newsletters as well as presented and at a school board meeting. LCAP Goal Setting was included on all regular board meeting agendas and discussed at those meetings from March through June. All board meeting agendas and related materials are published on the school's website along with board meeting dates and community participation is encouraged. Board meeting dates and times are published in school newsletters and the school's online calendar.

Annual Update: Feedback received over the course of the year, especially from the annual parent and student surveys, was factored into the development of the annual update. The parent survey was updated this year based on last year's experience in order to expand the range of feedback and improve the quality of feedback to provide more precise metrics for LCAP goals. The survey provided ample space for written comments so that parents could provide detailed feedback on school performance, priorities, and goals.

The results were included in the Annual Update and reviewed in a public hearing, input was received, and the annual update was modified accordingly. The final version was approved at a subsequent public board meeting. The Final LCAP is posted on the school's website once it has been approved by the board.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

General: 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 school has undertaken to implement a more comprehensive student and community support process and policies. The highest priorities identified were to continue to offer a quality Waldorf-methods curriculum and continuing to advance toward making a unified campus at the new site a reality. Additional areas of desired focus included: developing an after-school program, continuing to improve student support and services, teacher development, and attracting and retaining high-quality teachers. It was noted that the school is required to include in its goals and annual update the annual goals listed in the school's charter petition.

Annual Update: The Executive Director and his staff reviewed survey results including all written comments received and presented its findings along with the detailed survey results at one of the spring meetings of the school's governing board. The board reviewed the results and provided guidance on the setting of school goals and priorities. In addition, the E.D. and his staff reviewed and incorporated input and feedback from teachers, parent groups, board meeting discussions and planning sessions into the annual update and budget. Furthermore, an internal 5-year strategic plan was created for the administration in collaboration with the faculty and staff.

Goals, Actions, & Services

Strategic Planning Details and Accountability

General Notes: Some general notes on the 2018-19 LCAP:

1. The school's teachers and administration engage in a plethora of initiatives, activities, and functions that cut across many of the goals listed in this LCAP. While it is not efficacious or practical to calculate the time spent and related cost of salary and benefits that apply to each of the goals and sub-goals detailed in this LCAP we have attempted to break out salary and benefits by major academic program or business function. We have listed the full cost of the school's salaries and benefits as well as the break out by program/function in Goal 6.1 below. We have referenced these sub-goals whenever teacher, staff or administrative effort was expected in meeting the below goals.
2. In some cases (e.g. Training and Professional Development) the same budget line item/reference pertains to different goals and actions. We have referenced the primary Goal for the budget line/reference for situations where this has occurred.

From Elements 2 and 3 of Charter Renewal Petition [Goals 1 – 5]

Unchanged Goal

Goal 1

BASIC SERVICES:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 – Basic Services

Local Priorities: Charter Petition Elements 2 & 3

Identified Need:

Charter Petition Elements 2 & 3: State Priority 1 – Basic Services

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
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
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 purchased and in stock or on order
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 Waldorf program aligned	Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned
Daily / Monthly / Annual facility inspections as appropriate. [See General Note 2 above]	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
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

Planned Actions / Services

Actions 1.1 – 1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

All

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

- 1.1: SICS conducts credential review as part of teacher hiring process
- 1.2: SICS conducts regular audits of Charter School teacher credentials to ensure compliance
- 1.3: SICS informs credentialed staff when credentials are near expiration
- 1.4: 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.
- 1.5: General cleaning by custodial services and school community will maintain campus cleanliness
- 1.6: Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
1.1 - 1.3		Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
1.4.1	41-42xxx	Textbooks & Reference Materials	6,800	Other State Funding	Lottery
1.4.2	4300-49	Classroom Materials and Supplies	47,970	Other State Funding; Special Ed	Lottery; Incl SpEd (\$4.0K) - see Goal 11
1.4.3	4430 (partial)	General Student Equipment (also see Goal 8)	13,500	Other State Funding; LCFF Base	Lottery. New campus related purchases shown under Goal 8. Incl SpEd (\$1.0K) - see Goal 11
1.5	5501 (partial)	Custodial & Cleaning Services	21,600	LCFF Base	
1.6		Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A

Unchanged Goal

Goal 2

SICS teachers will be provided with material and be trained on the implementation of Waldorf and Common Core State Standards; and All students will gain academic content knowledge with the implementation of the Waldorf and Common Core State Standards, including EL students gaining English language proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: 2 - Implementation of Academic Content and Performance Standards as these pertain to the Charter School
Local Priorities: Charter Petition Elements 2 & 3

Identified Need:

Charter Petition Elements 2 & 3: State Priority 2 –Implementation of Academic Content and Performance Stds as these pertain to the charter school

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
SICS calendar of ongoing staff development will demonstrate goal met	Faculty meetings and staff development activities address content standards	Faculty meetings and staff development activities address content standards
SICS lesson plans; daily class schedules will demonstrate goal met	Lesson plans and curriculum align with Waldorf and Common Core State Standards as applicable to the program of the charter school	Lesson plans and curriculum align with Waldorf and Common Core State Standards as applicable to the charter school
Ongoing formative assessments will show that students are gaining academic knowledge that is Waldorf and Common Core aligned	Annual end of year reports demonstrate attainment of academic knowledge and skills development/performance aligned with Waldorf and Common Core performance standards	Annual end of year reports demonstrate attainment of academic knowledge and skills development/performance aligned with Waldorf and Common Core performance standards

Planned Actions / Services

Actions 2.1 – 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Unchanged

2.1: Continue Waldorf and Common Core standards alignment work until completion.

2.2: Continue to dedicate faculty meeting and other staff time to study and develop standards; continue to update student assessment rubrics to align with standards work.

2.3: All core academic teachers will participate in annual professional development which will include, as appropriate to the school's program, implementation of the Common Core State Standards, including EL students gaining English language proficiency, along with implementation of Waldorf standards.

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Service#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
2.1		Pedagogical Director and Faculty Costs	(see note)	LCFF Base	Incl. in Goal 6.1 Core Waldorf and M&A
2.2.1		Faculty Costs	(see note)	LCFF Base	Incl. in Goal 6.1 Core Waldorf
2.2.2		Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
2.3	5200/5205	Conferences and Prof Dev	(see note)	LCFF Base	Incl. in Goals 6.3.1&.2

Unchanged Goal

Goal 3

SICS will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school’s board and on school committees; and input for helping determine the school’s goals, priorities, and decision-making

State and/or Local Priorities addressed by this goal:

State Priorities: 3 – Parent Involvement]

Local Priorities: Charter Petition Elements 2 & 3

Identified Need:

Charter Petition Elements 2 & 3: State Priority 3 – Parent Involvement

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
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	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement
SICS has parents on the charter school board and committees	SICS has parents on the charter school board and committees	SICS has parents on the charter school board and committees
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

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actions 3.1 – 3.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

3.1: Continue to provide parent volunteer opportunities for class and school events (e.g. field trips, school festivals, class plays, school fundraising, etc.). In 2018-19 there will be a multitude of volunteer opportunities related to helping the school move into and build out its new campus.

3.2: Continue to provide parent volunteer opportunities in the classroom (as deemed appropriate by the class teacher), e.g. reading, math, handwork, and other helpers.

3.3: Continue to provide opportunities for parent participation on the school's board, on school committees, and in school programs

3.4: 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).

3.5: Continue ED "open door" and open communication policy to meet with school parents to hear their ideas, concerns, and inputs

3.6: Offer opportunities for speakers from inside and outside of the school community and other parent education events and activities. Incl in obj 5832

[See General Note 1 above]

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
3.1-3.5	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
3.1-3.5	5802	Volunteer Fingerprinting Cost	2,500	LCFF Base	
3.4	5940 (partial)	Survey Cost	367	LCFF Base	Survey Monkey
3.6	5832 (partial)	Parent Education / Speakers	1,000	LCFF Base	Incl. in Goal 6.4

Goal 4

Pupil Achievement and Pupil Outcomes // Course Access

- 4.1: 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: (A) CAASPP Statewide assessments, (B) Academic Performance Index, (D) Percentage of EL pupils who make progress toward English proficiency on CELDT and (E) EL reclassification rate [Note: (C), (F) and (G) are not applicable]; and
- 4.2: SICS will meet the annual academic targets as mandated by the State Board of Education
- 4.3: High Academic Achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts.
- 4.4: Waldorf and Common Core State Standards-based instruction
- 4.5: Positive Student Character Development;
- 4.6: School and Community Participation
- Course Access
- 4.7: 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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 – Pupil Achievement; 8 – Pupil Outcomes; and 7 – Course Access

Local Priorities: Charter Petition Elements 2 & 3

Identified Need:

Charter Petition Elements 2 & 3: State Priority 4 – Pupil Achievement; State Priority 8 – Pupil Outcomes; and State Priority 7 – Course Access

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators

Baseline

2018-19

4.1: 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 will show that SICS students score at an equal or higher proficiency rate than local surrounding schools
4.2: CAASPP Scores and CA DataQuest summary, will demonstrate goal met	CA DataQuest summary demonstrated goal met	Performance maintained or improved over prior year
4.3: 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 will demonstrate goal met or progress
4.4: 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 plans will demonstrate goal met
4.5: 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 will demonstrate goal met;
4.6: 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 will demonstrate goal met
4.7: Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students	Course and grade level schedule as indicated in approved charter shows how all academic content is available to all students	Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actions 4.1 – 4.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Unchanged

4.1 & 4.3: SICS will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout the school year.

4.2 & 4.3: SICS education leaders will regularly review progress towards targets, assess needs, and implement improvement plans as necessary.

4.4: 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 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.

4.5: SICS provides a program through the social inclusion program where students are encouraged to develop positive attitudes towards their learning environment and other people

4.6: 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.

4.7.1: The E.D. will ensure that all academic content areas are available to all students, including student subgroups, at all grade levels.

4.7.2: Conduct comprehensive 2nd grade assessments to ensure students are able to participate as fully as possible in the broad Waldorf curricular program. This and other RTI activities are also part of efforts detailed in Goal 17.

4.7.3: Provide student hearing and vision screening. (Obj 5854) This and other general ed RTI activities are also part of efforts detailed in Goal 17. Note: Vision screening is generally provided pro bono.

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Svc#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
4.1-4.4	(see note)	Faculty Costs	(see note)	LCFF Base	Incl. in Goals 6.1 MTSS & Expanded programs
4.1-4.4	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
4.5	1153 (partial)	Student Support Coordinator Stipend	2,000	LCFF Base / Supp	Incl. in Goal 6.1.1
4.6.1	4305	Gr8 Graduation Materials	1,300	LCFF Base	
4.6.2	4352	Programs / Festivals / Events	1,800	LCFF Base	
4.6.3	4357	Student Fundraising Supplies	3,000	LCFF Base	
4.6.4	5610 (partial)	Facilities Rental for Events	3,450	LCFF Base	
4.6.5	5815	Assemblies / Festivals/ Parade exp	850	LCFF Base	
4.6.6	5803	Field Trips	36,000	LCFF Base / Local	
4.6.7	5806	Sports League Costs	3,000	LCFF Base	
4.7.1	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
4.7.2	5830 (partial)	2nd Grade Assessments	1,200	LCFF Supp	RTI Costs
4.7.3	5854	Student Hearing & Vision Screening	1,600	LCFF Supp	RTI Costs

Unchanged Goal

Goal 5

SICS will set and strive to meet targets in the following areas:

- 5.1: School Attendance rates of higher than 93%;
- 5.2: Low levels of chronic absenteeism;
- 5.3: No middle school dropouts;
- 5.4: Suspension rates of less than 3%; and
- 5.5: Expulsion rates of less than 1%.
- 5.6: SICS will generally strive to reduce the number of absences

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Charter Petition Elements 2 & 3

Identified Need:

Charter Petition Elements 2 & 3: State Priorities 5 – Pupil Engagement and 6 – School Climate

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
5.1 and 5.6: SICS ADA reports will demonstrate attendance goal met	2017-18 P-2 Attendance (ADA) rate: 95.92%	School Attendance rates of higher than 93%
5.2: Monthly and annual absence reports from our Student Information System will demonstrate goal met	2017-18 Chronic Absenteeism rate: 7.05%	Performance maintained or improved over prior year

5.3: SICS ADA reports will demonstrate attendance goal met	2017-18 Middle School Dropouts: 0	0 Middle School Dropouts
5.4: SICS annual suspension and expulsion reports will show a suspension rate of less than 3% and will demonstrate goal met	2017-18 Suspension rate: 1.01%	Suspension rates of less than 3%
5.5: SICS annual suspension and expulsion reports will show an expulsion rate of less than 1% and will demonstrate goal met	2017-18 Expulsion rate: 0.0%	Expulsion rates of less than 1%

Planned Actions / Services

Actions 5.1 – 5.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Unchanged

5.1 and 5.6: SICS will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents

5.2: Parents and students will be informed of our attendance policies specified in our Student / Parent, and SICS will communicate (e.g. mail, phone, emails) with parents of chronically absent parents to improve attendance.

5.3: Our middle school teachers will be mentored in how to work with middle school students.

5.4 and 5.5: 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

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Amount: Admin costs included in Goal 6.1 M&A
Source: LCFF Base
Budget Reference: See Goal 6.1: Management & Admin

LOCAL PRIORITIES [Goals 6 – 11]

Unchanged Goal

Goal 6

Provide high quality Public Waldorf programs, faculty, staff, and administration

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 6, 8

Local Priorities: Local Priority #1

Identified Need:

There is a continued strong community demand for a high quality, Public Waldorf school in the school district and geographical region.

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
High enrollment	Enrollment: 292 students (97% of capacity)	Maintain enrollment at or above 95%
Waiting lists for most classes indicates strong demand	There are wait lists for every class.	Wait lists for most classes.
Survey feedback shows Waldorf one of strongest factors in families choosing SICS	Survey feedback shows Waldorf one of strongest factors in families choosing SICS	Survey feedback shows Waldorf one of strongest factors in families choosing SICS

Planned Actions / Services

Actions 6.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All, Students with Disabilities, All Subgroups, English Learners, and Low Income

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Unchanged

6.1: Maintain competitive faculty and staff salaries and benefits; deliver a quality core Public Waldorf educational program along with a multi-tiered system of support, enhanced Waldorf educational programs, and effective school management and administration

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Budgeted Expenditures by Category

Action/Service	Bud Ref (Obj)	Budget Item	Amount	Source
6.1.1	1xxx	Certificated Salaries	928,304	LCFF Base, LCFF Supp, Local
6.1.2	21xx	Specialty Instr Salaries	344,555	LCFF Base, LCFF Supp, Local
6.1.3	22xx	Counselling / Support Services	9,720	LCFF Base, LCFF Supp, Local
6.1.4	23xx-24xx	Classified Admin Sal	140,448	LCFF Base
6.1.5	29xx	Other Classified	80,223	
		Total Salaries	1,503,250	
6.1.6	31xx	CalSTRS Plan (Certificated)	150,314	LCFF Base, LCFF Supp, Local
6.1.7	33xx	Soc Sec & Medicare	57,568	LCFF Base, LCFF Supp, Local
6.1.8	34xx	Health Benefits	264,048	LCFF Base, LCFF Supp, Local
6.1.9	35xx	State Unemp Ins	2,552	LCFF Base, LCFF Supp, Local
6.1.10	36xx	Worker's Compensation Ins	17,438	LCFF Base, LCFF Supp, Local
6.1.11	39xx	401a Retirement Plan (Classified)	23,748	LCFF Base, LCFF Supp, Local
		Total Benefits	515,668	
		Total Salary and Benefits	2,018,918	

Budgeted Expenditures by Program

Program		Salary + Ben	Source
Multi-tiered System of Support (MTSS)	Tier 1	Core Waldorf	875,891 LCFF Base
	Tier 2	Acad Supt (RTI)	114,244 LCFF Supp
		Student Supt (Soc/Em)	113,511 LCFF Supp (\$18,757),LCFF Base
	Tier 3	Special Ed	221,971 State & Fed SpEd
Enhanced / Expanded Curricular Programs	Enhanced Academics	Math	66,690 LCFF Base
		Spanish	48,210 LCFF Base
	Enhanced Music/Prac Arts	Music (Strings/Orch)	68,034 Local
		Handwork/Woodwork	87,020 Local, LCFF Base
	Enhanced - Other	Tech	6,514 LCFF Base
		Games/ Mmnt/ Sports	46,406 LCFF Base
		Other Prog (incl After Care, Sfty)	89,230 LCFF Base
	M&A	Mgmt & Admin	281,197 LCFF Base
	Total Salary & Benefits	2,018,918	

Actions 6.2 – 6.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All, Students with Disabilities, All Subgroups, English Learners, and Low Income

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Unchanged

- 6.2: Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed. (Obj 5204)
- 6.3: 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 BTSA stipends are included in Obj 1153 – see 6.6 below, and object 5832) (Obj 5200, 5205)
- 6.4: Provide for outside mentors, lecturers and teachers for training, instruction and consultation (incl in Obj 5832)
- 6.5: 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 6.1. obj 1xxx)
- 6.6: *[On hold / pending]* The Summer Teacher Training program is currently on hold pending move to our new campus. The Program administrator will evaluate the situation after the move and determine if it is sensible to re-institute the program during the summer of 2019.

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Svc#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
6.2	5204	Recruitment	1,500	LCFF Base	
6.3.1	5200	Conferences & Travel	7,500	LCFF Base; SpEd	
6.3.2	5205	Training & Prof Development	15,800	LCFF Base	
6.4	5832	Outside Mentors, Lecturers, and other Programs	5,150	LCFF Base; Local	
6.5	1153 (excl STT)	Stipends	7,100	LCFF Base	
6.6	mgmt code:STT	Summer Teacher Training Prog Exp	-	Local	

Unchanged Goal

Goal 7

Ensure the long-term sustainability and financial stability of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 6, 8

Local Priorities: Local Priority #2

Identified Need:

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.

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
Board retention and recruitment	Board members are asked to commit to at least a 2-year term	Board members will strive to serve for at least 2 years.
Positive feedback from sponsoring district	SICS has a positive working relationship with SUSD.	SICS will continue having a positive relationship with SUSD.
Positive Annual Audit results	SICS received positive audit results. One audit exception was noted and corrective actions were taken in a timely manner.	SICS will continue to receive positive audit results, and respond effectively to any exceptions.

Planned Actions / Services

Actions 7.1 – 7.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

7.1: 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.

7.2: Continue membership and participation in leading charter school advocacy and support organizations (AFPWE, CCSA, CSDC, CEC), as well as community organizations (CoC), and to leverage these relationships to ensure school officials are well informed and properly equipped to manage the school for long-term success.

7.3: Continue strong governance tradition and continue board recruitment efforts, incl Board Training (incl in Obj 5205). Note that much of this work is carried on by the community volunteers who serve as board members and serve on various committees and initiatives.

7.4: Continue strong history of prudent fiscal management. Form 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. Forming the consortium may provide a springboard for further resource-sharing and leveraging among and between the schools. Create new Operations Coordinator position to provide fiscal and payroll technician services along with coordinating and supporting the daily operations of the school.

7.5: 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.

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Svc#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
7.1	5801, M&A	SUSD Oversight Fee	23,427	LCFF Base	Admin costs incl. in Goal 6.1 M&A
7.2	5300, M&A	Dues & Memberships	7,180	LCFF Base	
7.3	5205 (partial)	Board Training	1,000	LCFF Base	incl in 6.3.2
7.4.1	24xx/3xxx, M&A	Ops Coordinator / Finance Tech	(see Note 1)	LCFF Base	incl. in Goal 6.1 M&A
7.4.2	5833	Consortium Bus. Mgr services	64,694	LCFF Base	
7.5	5821	Annual Audit	6,500	LCFF Base	

Goal 8

Assure the long-term sustainability of the school by obtaining and building-out a unified campus site which allows for growth and expansion of school programs and activities, and removes the risk of having to vacate facilities not owned by the Charter Foundation.

Effectively move, relocate and transition to the new unified school campus at 1111 Gravenstein Hwy N and continue to build out the site/facilities.

Expand program opportunities, including for after care and gardening.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Local Priority #3

Identified Need:

SICS had been informed by the landlord of the K-2 campus site that after the 2017-18 school year SICS would no longer be able to occupy the site and would have to relocate the K-2 students to a new location.

The split/dual campus arrangement has been a significant deterrent in recruiting and retaining teachers, a hindrance to teacher satisfaction, an obstacle to providing sufficient support to teachers located at the K-2 campus, and a hindrance to being able to effectively share teacher resources.

The split/dual campus arrangement has been a burden on parents and school staff in terms of transportation and logistics. It has also limited program and curriculum options due to space limitations. In general it has been detrimental to the overall school climate and has split the school community into two parts.

The school is nearing completion of the construction of the new school site. The school needs to effectively move from its current, multiple set of school sites/offices into the new campus and have the campus prepared for the 2018-2019 school year.

The parent survey has prioritized after care and gardening as the primary program expansions for the new campus as new opportunities most desired.

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
New campus site construction completed and school moved in to begin 2018-19 school year	Construction nearing completion	<ul style="list-style-type: none"> Construction completed and Certificate of Occupancy obtained School moved onto new campus and ready for 9/4/18 school start date Continue to build out / improve the new site
New After-Care program created and operating effectively.	No current baseline. This is a new program initiative for 2018-19.	SICS will hire staff, develop policies and procedures, and implement an after-care program for grades K-8
New Gardening program created and operating effectively.	No current baseline. This is a new program initiative for 2018-19.	SICS will develop a gardening program for grades K-8

Planned Actions / Services

Actions 8.1 – 8.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

8.1 Complete the initial investment in school facilities and equipment for the new campus (portable classrooms, and telecom/network equipment). Some purchase agreements were initiated in 2017-18 but work and final payments will be completed in 2018-19. Complete Sonic Dark Fiber / K12 High Speed Network installation. Obtain E-Rate reimbursement for network installation.

8.2 Move into new school facilities prior to beginning of 18-19 school year pending receipt of Certificate of Occupancy

8.3 Purchase supplies and equipment for the new campus. Work with local landscape architect to develop KG play yard design and implement early in the school year with school to provide materials and parent volunteers to undertake the work.

8.4 Operate an After-Care program with an after-care coordinator/teacher, kindergarten after-care teacher and assistant teacher for grades 1-8. Goal is for program to be self-funding in order to not impact other aspects of school programming.

8.5 Build a gardening space. School to provide materials and work with parent volunteers to undertake the work. Engage a volunteer or staff gardening coordinator to help teachers with a gardening curriculum.

8.6 Furnish and equip a new STEM (Science, Technology, Engineering and Math) classroom.

8.7 Provide furnishings and equipment for other classrooms as needed.

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Service#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
8.1.1	9430	Portable Classroom Buildings	230,000	Local (reserves) and Other State Funding (incl One- Time)	Partially completed in 17-18
8.1.2	9440	Sonic HSN Contract Investment	30,000		
8.2	5899	New Site Costs (Moving)	20,000		Partially completed in 17-18
8.3.1	4400	Furnishings, Appliances, Sheds, Storage Containers, Other/Contingency	28,000		
8.3.2	5899	KG Yard Design Work	2,000		
8.3.3 & 8.5	4381	KG yard materials, garden bed materials	10,000		
8.3.4	4430	Gardening Program equipment	1,000	Other State (Lottery), LCFF Base	
8.4	2900,3xxx	After Care staff salaries and benefits	64,210	Local	incl. in Goal 6.1
8.6	4430	STEM Classroom furnishings and equipment	20,000	Local	
8.7	4430	Classroom furnishings and equipment	8,000	Other State (Lottery), LCFF Base	

Modified Goal

Goal 9

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).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6, 8

Local Priorities: Local Priority #4

Identified Need:

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.

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators

Baseline

2018-19

Metrics covered under Goal 4

Metrics covered under Goal 4

Metrics covered under Goal 4

Planned Actions / Services

Actions 9.1 – 9.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All, All Subgroups, English Learners, and Low Income

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

9.1: Further develop RTI program in 2018-19 (RTI coordinator/teacher and two RTI teachers for grades 1-8)

9.2: Conduct KG and Gr2 Assessments, along with other ongoing student assessments

9.3: Conduct Hearing and Vision screening tests

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Svc#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
9.1	(see note)	RTI Faculty Costs	114,244	LCFF Supplemental	See Goal 6.1: Tier 2 – Acad Spt (RTI)
9.2	5830 (partial)	2nd Grade Assessments	1,200	LCFF Supplemental	see also 4.7.2
9.3	5854	Student Hearing & Vision Screening	1,600	LCFF Supplemental	see also 4.7.3
Total RTI			117,044		

Unchanged Goal

Goal 10

Provide a strong social and emotional student support program as part of an effective overall Multi-tiered System of Support (MTSS).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6, 8

Local Priorities: Local Priority #5

Identified Need:

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.

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
Positive Parent Survey Results	The survey indicated parents supportive of the school's social emotional program.	The survey will indicate parents supportive of the school's social emotional program.
Positive Student Survey Results	The survey indicated parents supportive of the school's social emotional program.	The survey will indicate parents supportive of the school's social emotional program.
Positive Community feedback	SICS received positive feedback from a broader community regarding its social-emotional program.	SICS will continue to receive positive feedback from a broader community regarding its social-emotional program.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actions 10.1 – 10.8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All, Students with Disabilities, All Subgroups, English Learners, and Low Income

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

10.1: Continue to dedicate staff time to Student Support activities including training time, faculty meeting dedicated time, time during the school day. This includes continuing dedicated time related to support team activities.

10.2: Continue to support the availability of having a designated Student Support Coordinator

10.3 Continue parent involvement

10.4 Continue development of collegiality and collaboration among the faculty and staff via faculty and staff meetings and further development and referral to code of conduct

10.5 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

10.6 Engage in efforts to improve acceptance and appreciation of diversity among students and parents

10.7 Undertake training for Restorative Discipline methods

10.8 Invest in counseling for students without an IEP, but with an emotional need for individualized counseling

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Svc#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
10.1	(see note)	Staff Costs	113,511	LCFF Supplemental (Deficit) / LCFF Base	See Goal 6.1: Tier 2 – Student Support / Soc/Em Program
10.2	1153 (partial)	Student Support Coordinator Stipend	2,000		Incl. in Goal 6.1.1
10.3-10.6	(see note)	Faculty Costs	(see note)	LCFF Base	Incl. in Goal 6.1 Core Waldorf
10.3-10.6	(see note)	Management & Admin Costs	(see note)	LCFF Base	Incl. in Goal 6.1 M&A
10.7	5205 (partial)	Restorative Discipline Training	1,000	LCFF Base	Incl. in Goal 6.3.2 above
10.8	(see note)	Counselling Services	10,581	Included in 10.1 above	

Unchanged Goal

Goal 11

Continue to develop Special Education expertise, resources, and overall program

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: Local Priority #6

Identified Need:

Provide mandated special education services and programs

Expected Annual Measureable Outcomes *(Note: Charter School only reports for 2018-19 / Budget Year)*

Metrics/Indicators	Baseline	2018-19
Goals met or progress made on all IEP goals	SICS has made progress on all IEP goals	SICS will continue to make progress on all IEP goals
All IEP services delivered	All IEP services were delivered	SICS will continue to make progress on all IEP goals
Grade 2 assessments completed	Grade 2 assessments were completed as planned	Grade 2 assessments will continue to be completed as planned

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actions 11.1 – 11.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All, Students with Disabilities

Location(s):

Sebastopol Independent Charter School

Actions/Services: 2018-19 *(Note: Charter School only reports for 2018-19 / Budget Year)*

Modified

11.1: Total Special Education budget for 2016-17 (Rsc 3310, 6500, and 6512) Note: these amounts are also included in the relevant line items above (see Goal 6)

11.2: Continue development of special education leadership by a Special Education Coordinator with Waldorf teaching experience

11.3 Recruit and retain highly qualified and high-quality teachers and staff. Hire experienced teachers and staff as needed. (18-19: 0.4 FTE SLP resource, Full-time RSP teacher)

11.4: Furnish, equip, and operationalize new Special Ed space in the Learning Center portable classroom

Budgeted Expenditures (2018-19) *Note: Charter School only reports for 2018-19 / Budget Year*

Action/ Svc#	Bud Ref (Obj)	Budget Item	Amount	Source	Notes
11.1	Resources 3310, 6500, 6512	Total Special Education Budget	327,634	SpEd - State/Fed (\$202,806); LCFF Base (\$124,827)	
	1xxx	Certificated Salaries	165,366		
	2xxx	Classified Salaries	2,000		
	3xxx	Benefits	54,605		
	4xxx	Prgm Sup & Equip	7,883		
	5xxx	Contracts & Svcs	84,796		
	7xxx	Indirect Costs	12,984		
11.2	5200/5	Conferences / Training	3,850	SpEd	Incl. in 5xxx above
11.3	1xxx	Certificated Salaries		SpEd	Incl. in 1xxx above
11.4	9430	Portable classroom purchase with significant building improvements and modifications	30,667	SpEd	Incl. in 8.1.1 above; partial payment made in 2017-18

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 133,147

6.03%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

See Goals 9 and 10 above:

Multi-Tiered System of Support (MTSS):

Goal 9 (Academic Support/RTI) Planned Expenditures	\$	117,044	
Goal 10 (Soc/Em Support) Planned Expenditures		113,511	
Total Expenditures on Schoolwide basis	\$	<u>230,555</u>	(a)
Base Funding (See MPP worksheet below)	\$	2,209,536	(b)
Percentage Services Increased or Improved		10.4%	a/b
		Requirement Exceeded	

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

General: Multi-Tiered System of Supports

Students with identified learning disabilities often receive extra help through our special education programs, which include academic and counseling support. However, students from low-income families and/or other ethnic subgroup backgrounds may not always qualify

for special education help, yet they are not achieving academically at the level of students from other subgroups in the school as demonstrated in our CA Dashboard analysis. Various studies show that students from these backgrounds especially benefit from extra academic support and social-emotional support.

The California Department of Education has identified implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. In particular, Sebastopol Charter's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: <https://www.cde.ca.gov/ci/cr/ri/> for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach for unduplicated pupils and all students.)

"... MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

California's ... educational system requires a multifaceted approach.... "one coherent system of education" (that) offers an opportunity to build the foundation for educational excellence. ... MTSS affords a full range of academic, behavioral, and social support for all students to achieve."

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

Sebastopol Charter's MTSS System consists of two components:

- 1) Response to Instruction and Intervention (RTI²) [referred to as "RTI" at Sebastopol Charter]
- 2) Social Emotional Learning (SEL): This is the school's "Three Streams" Approach consisting of (a) Social Inclusion, (b) Therapeutic/Care, and (c) Restorative Discipline

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

[Research Brief: Multi-tier System of Support \(MTSS\)](#) (PDF)

A brief by Orla Higgins Averill and Claudia Rinaldi on MTSS.

[Kansas MTSS. The Integration of MTSS and RtI](#) (PDF)

The Kansas Multi-Tier System of Support.

[Florida's Multi-tiered System of Support](#)

An overview of Florida's MTSS implementation.

[Multi-Tier System of Support](#) .

An article in District Administration magazine.

Program / Action #1: RTI / Academic Student Support: (See Goal 9 above: \$117,044)

Various studies have shown that when underachieving students receive more academic support, care, and intervention during various stages of their education, there will tend to be improved long-term student outcomes. In particular students in the low income and minority subgroups benefit from this program, because parents may not be able to provide the extra support after school. Extra academic support at all age levels is important for our unduplicated pupils and other sub groups. We are implementing a research-based program called Response to Intervention (RTI), which will be coordinated by our special education coordinator in collaboration with the school's Executive Director. This program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses State Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 8 (Pupil Outcomes). These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: <https://www.cde.ca.gov/ci/cr/ri/> for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.)

Additional studies which detail this benefit include:

Response to Intervention: Providing Reading Intervention to Low Income and Minority Students, by Emily Graves and Tess McConnell
Education Funding and Low-Income Children: A Review of Current Research (study), by Kevin Carey

Serving Low-Income Students: Applying Research and Intercultural Development Research Association's Quality Schools Action Framework (study) by Kristin Grayson, M.Ed.

In 18-19 the school will have one full-time RTI coordinator/teacher for grades 1-8, which includes providing a reading program for selected students in grades 3-5. There will also be two roving RTI teachers for grades 1-8, assigned to students based on need by the RTI coordinator.

Program / Action #2: Social and Emotional Student Support: (See Goal 10 above: \$113,511)

The school has partnered with Kim John Payne and the Center for Social Sustainability to expand its former "Social Inclusion" student support program/ system to also now include Restorative Discipline, and Care/Therapeutic Support (an early intervention process that dovetails with our RTI program to deal with potential learning issues) see <http://www.socialsustain.com/> for more information. The program focuses on social, behavioral, and emotional support and how these impact the students' learning environment and issues that impede learning and growth. Other areas that are addressed by this program are anti-bullying, conflict resolution, social skills

development, intervention and support, and other aspects of student support. There are daily activities undertaken by teachers and staff to support students on an ongoing basis using skills learned in the program. In addition, faculty and staff spend dedicated time every month in “care group” meetings discussing individual cases and planning support activities. Additional time dedicated to the program includes faculty meeting time each week spent on specific intervention activities as well as an average of one to two hours per week by each full time faculty member in student support activities. The school has appointed an experienced teacher as the social and emotional student support coordinator with a stipend.

Social, emotional, behavioral, and discipline related issues have been identified by both the parents and teachers as one of the top issues in the school which impede student success. This has been determined as one of the top priorities of the school. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school’s goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses almost six of the eight State Priorities (1,3,4,5,6, and 8) such as: enhancing the conditions of learning; increasing pupil achievement; advancing other pupil outcomes such as character development, service, and citizenship; increasing pupil engagement and parental involvement; as well as enhancing the overall school climate. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: <https://www.cde.ca.gov/ci/cr/ri/> for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.) Research studies, as well as the broad array of state initiatives directed at improving school climate and supporting the emotional, social, and behavioral development of students, have shown that Social and Emotional Support programs are a significant factor in the overall success of all students and particularly low income and special education students. Studies supporting why low-income students benefit significantly from the support of social and emotional programs in schools include: *Teaching with Poverty in Mind* (book), by Eric Jensen; *The Role of Supportive School Environments in Promoting Academic Success* (study), by Eric Schaps, Ph.D.; *The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students* (study), by Emily Gallagher .

The findings that social and emotional support programs are of extremely high benefit to low-income students and an effective use of supplemental funds are very well supported. The California Department of Education recognizes the high level of importance of social and emotional learning and support and is participating in a multi-state collaborative in developing standards and researching best practices. Additionally, the very highly touted California "CORE" districts (<http://coredistricts.org/>) highlight the central role that Social-Emotional learning plays in their overall school quality improvement program touching on many of the 8 state priorities (<http://coredistricts.org/school-quality-improvement-system-waiver/>). In a recent report conducted by Policy Analysis for California Education (PACE) (<http://www.edpolicyinca.org/publications/using-sel-and-cc>) one of the summary and policy indications is:

“Policy makers, educators, and the broader public increasingly agree that students’ development of social-emotional skills is important for success in academic and life outcomes. Research provides evidence that schools can facilitate the development of these skills, both directly and through the implementation of policies and practices that improve a school’s culture and climate and promote positive relationships.”

In their paper last updated on March 29, 2016 (Social-Emotional & Culture-Climate Domain–Social-Emotional Skills), the CORE Districts state the following:

“Leaders of the CORE districts believe, based on compelling research and their own experience as educators, that social-emotional (SE) competencies like self-management and developing a positive/growth mindset are an important complement to academic preparation in helping our students succeed in college, career, and life. ... In a review of the mindsets and competencies that promote long-term learning, Professor Carol Dweck and her colleagues report that social-emotional competencies “can matter even more than cognitive factors for students’ academic performance. ... Indeed, there is a growing recognition in education, psychology, and economics of the importance of [social-emotional] factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck, 1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002). There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006). [This research] shows that educational interventions and initiatives that target these...factors can have transformative effects on students’ experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later.”

During 2018-2019, we plan to train the whole faculty on restorative discipline issues. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school’s goals for its unduplicated pupils in the state and local priority areas addressed by the school. We also feel that it will reduce the number of suspensions, which has become a goal after reviewing the school’s latest results on the California Dashboard.

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

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

Sebastopol Independent Charter (6113039) - 2018-19 Adopted Budget

**LCAP Percentage to Increase or Improve Services:
Summary Supplemental & Concentration Grant**

	2018-19	2019-20	2020-21
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	133,147	140,879	142,816
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	126,584	133,147	140,879
3. Difference [1] less [2]	6,563	7,732	1,937
4. Estimated Additional Supplemental & Concentration Grant Funding <i>[3] * GAP funding rate</i>	6,563	7,732	1,937
<i>GAP funding rate</i>	100.00%	100.00%	100.00%
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] <i>(unless [3] < 0 then [1]) (for LCAP entry)</i>	133,147	140,879	142,816
6. Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation</i>	2,209,536	2,266,387	2,326,769
<i>LCFF Phase-In Entitlement</i>	2,342,683	2,407,266	2,469,585
7/8. Percentage to Increase or Improve Services* <i>[5] / [6] (for LCAP entry)</i>	6.03%	6.22%	6.14%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.
If Step 3a <= 0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 133,147	\$ 140,879	\$ 142,816
Current year Percentage to Increase or Improve Services	6.03%	6.22%	6.14%

