

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sparrow Academy

CDS Code: 37 68197 0136408

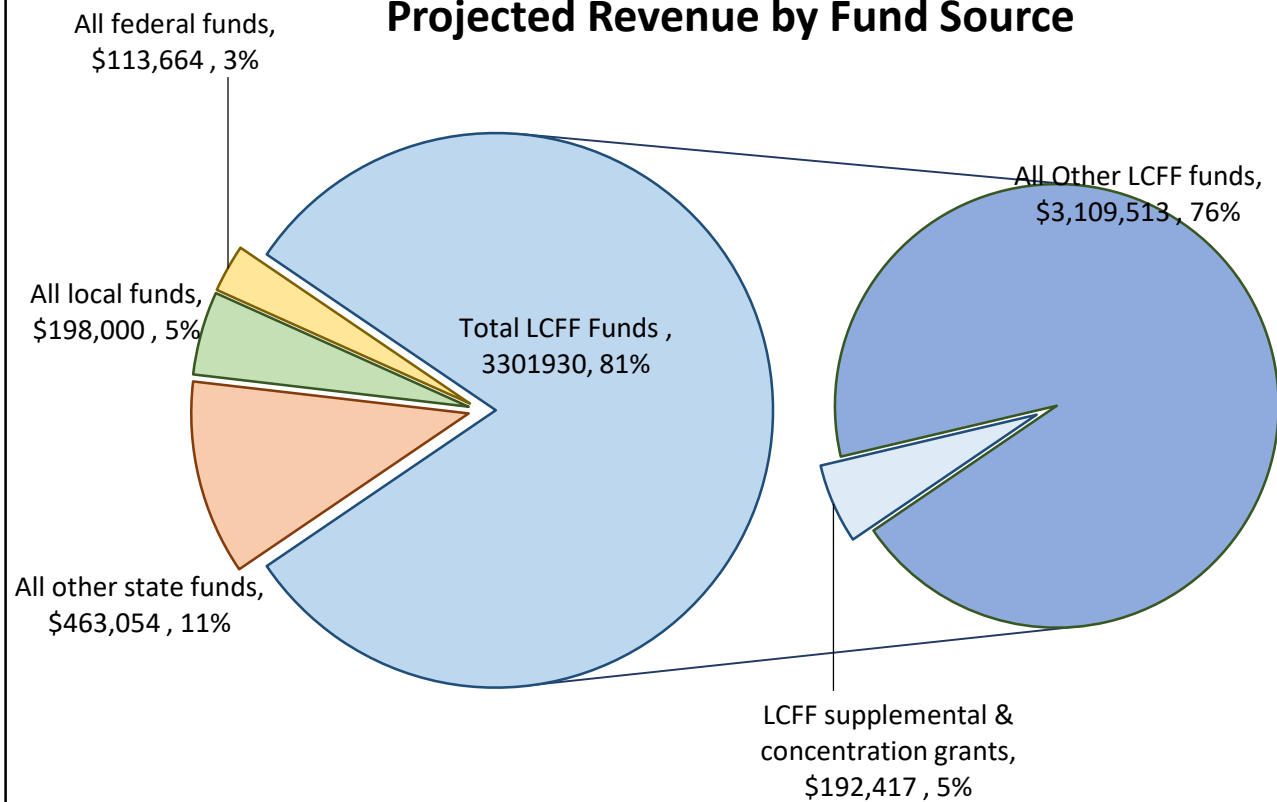
School Year: 2021 – 22

LEA contact information: Alexis Lazzaretti, Alexis.lazzaretti@sparrowschool.org 619-507-2590

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

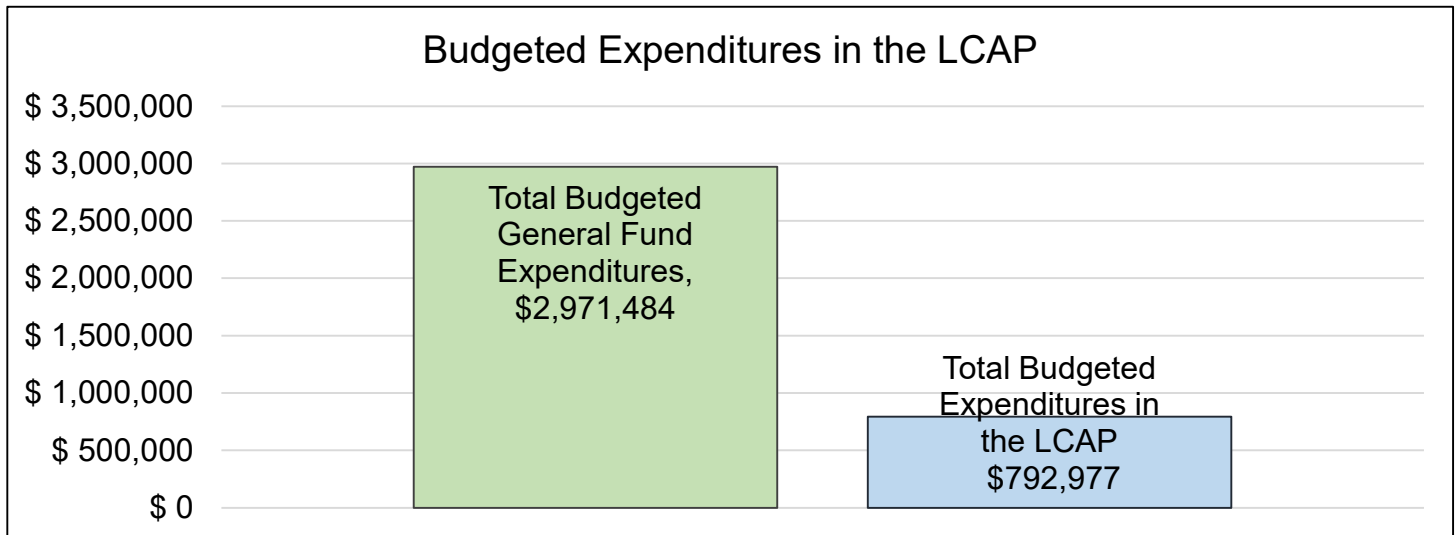


This chart shows the total general purpose revenue Sparrow Academy expects to receive in the coming year from all sources.

The total revenue projected for Sparrow Academy is \$4,076,648.00, of which \$3,301,930.00 is Local Control Funding Formula (LCFF), \$463,054.00 is other state funds, \$198,000.00 is local funds, and \$113,664.00 is federal funds. Of the \$3,301,930.00 in LCFF Funds, \$192,417.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sparrow Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sparrow Academy plans to spend \$2,971,483.80 for the 2021 – 22 school year. Of that amount, \$792,977.00 is tied to actions/services in the LCAP and \$2,178,506.80 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

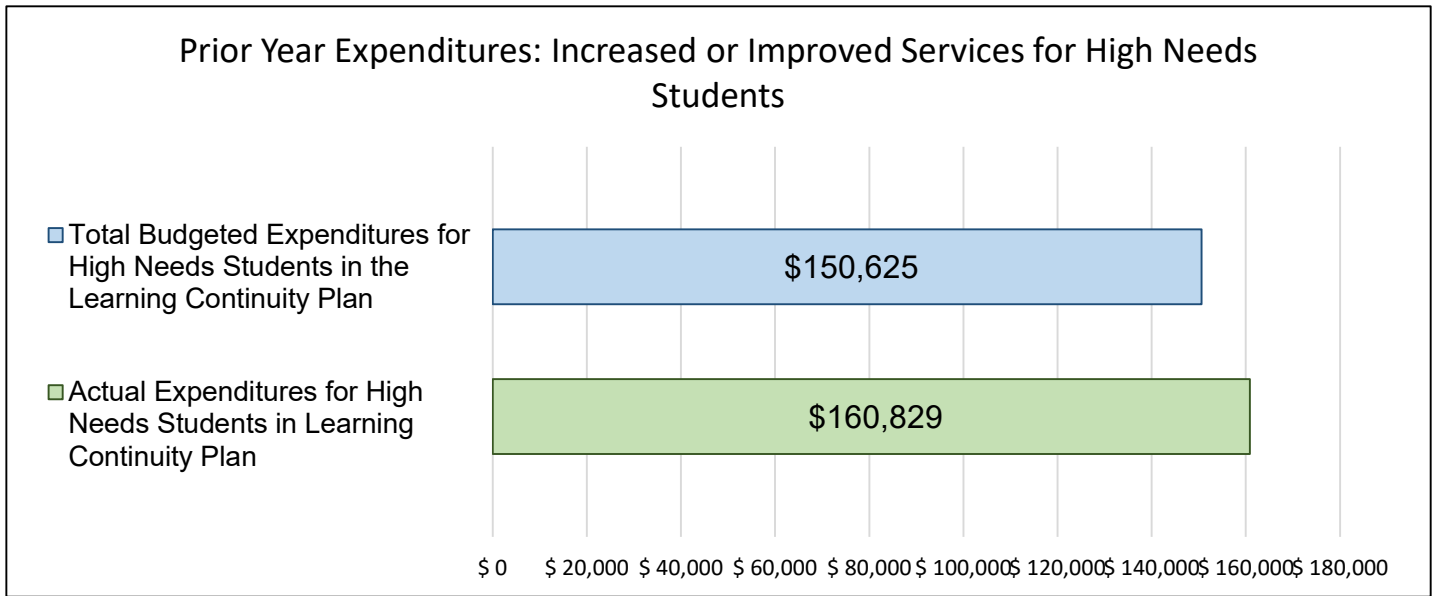
Included in the General Fund Expenditures but not included in the LCAP include, but are not limited to the following costs associated with the school's operational costs: Auxiliary and Administrative Staff Members Lease Costs District Oversight Fees Non-Instructional Consultants Staff Benefits

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

In 2021 – 22, Sparrow Academy is projecting it will receive \$192,417.00 based on the enrollment of foster youth, English learner, and low-income students. Sparrow Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sparrow Academy plans to spend \$194,820.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sparrow Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sparrow Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Sparrow Academy's Learning Continuity Plan budgeted \$150,625.00 for planned actions to increase or improve services for high needs students. Sparrow Academy actually spent \$160,829.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sparrow Academy	Alexis Lazzaretti, Executive Director	Alexis.lazzaretti@sparrowchool.org 619-507-2590

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

Goal 1

Sparrow Academy will provide a high quality, comprehensive, public Waldorf educational program that ensures all students achieve and improve skills in the area of English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: [2,4,7,8]

Annual Measurable Outcomes

Expected	Actual
On CAASPP ELA assessment, 53% will meet or exceed expectations in ELA	CAASPP was not administered so we have no data
On CAASPP ELA assessment, EL students will increase their ELA scores by 15%	CAASPP was not administered so we have no data
A baseline for main lesson book rubrics will be created in the 19-20 school year	This was not done

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire a part time assistant to pull out English Learners to work on ELA skills and strategies	\$3,780	\$6,545
Hire a part time assistant to work with students in grades 2-5 on ELA skills and strategies	\$7,560	\$7,560
Implement consistent keyboarding skills practice in grades 3-5	0	0
Purchase new Writers' Workshop Curriculum for grades 2-5	\$1,241	\$1,701
Purchase ELD curriculum and implement training and professional development	\$4,000	0
Assign a team of teachers to create rubrics and assessments for main lesson books across the grades based on public Waldorf/Sparrow scope and sequence.	0	0

Goal Analysis

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

ELD curriculum was not purchased. Instead, those funds were used to extend the hours of the part time assistant who was providing push-in and pull-out support for English Learners, which has been very effective and tailored to the needs of individual students.

All other expenses were allocated as planned.

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

Hiring an assistant to work specifically with our English Learners has been very helpful in frontloading vocabulary and context ahead of class lessons and supporting their understanding during and after class lessons. One of the challenges we faced was an influx of SPED, but non-EL students who sometimes required urgent support, and so at times, this assistant was pulled from her planned duties to assist with these students.

Hiring the other assistant to work on ELA skills with struggling students was partially successful. The same challenge noted above applied here. Luckily, we also had our part time reading specialist to support those learners, and small, targeted reading groups were consistently implemented.

Keyboarding practice was not consistently implemented. The challenge here was not enough time in the school day to allocate to this practice, and inconsistent follow-through on assigned practice at home.

Purchasing the Writer's Workshop curriculum and training has had a positive impact on our students' reading and writing skills. Teachers have been enthusiastic about implementing the program and have reported significant improvement in the quality of their students' writing and reading.

Creating rubrics and assessments for main lesson books was not implemented, as it was decided that it wasn't the best metric for consistent assessment across grades. Instead, we purchased NWEA licenses and have instituted MAP testing for grades 3 and up.

Goal 2

Sparrow Academy will provide a high quality, comprehensive, public Waldorf educational program that ensures all students achieve and improve skills in the area of math.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7,8

Annual Measurable Outcomes

Expected	Actual
18% of students in grades 3-5 will meet or exceed expectations in Math on CAASPP. This is an increase of 5%.	CAASPP was not administered so we have no data
43% of students in grades 6-8 will meet or exceed expectations in Math on CAASPP. This is an increase of 5%.	CAASPP was not administered so we have no data
15% of students with disabilities will meet or exceed expectations in Math on CAASPP. This is an increase of 15%.	CAASPP was not administered so we have no data
18% of English Learners will meet or exceed expectations in Math on CAASPP. This is an increase of 10%.	CAASPP was not administered so we have no data

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase hours of middle school math teacher to 20/week and 5 days/week.	\$37,200	\$37,200
Purchase math curriculum for grades 3-5	\$3,500	\$6,293
Hire a part time assistant to pull out English Learners to work on Math skills and strategies	\$3,780	\$6,045
Special Ed Resource Teachers to provide push-in support on grade level standards in math, and pull-out small group support to backfill missing math skills.	0	0
All 1 st -5 th grade teachers work together at the beginning of the year to create a curriculum map for math based on public Waldorf and Common Core alignment.	0	0
Assign a team of teachers to create math rubrics and assessments across the grades based on public Waldorf/Sparrow scope and sequence.	0	0

Goal Analysis

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

All funds that were budgeted for Actions/Services for Goal 2 were implemented.

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

Extending the Math teacher's hours allowed him to offer targeted homework help for students who needed it. Not all students who needed it took advantage of the after-school offering, but for those who did, they are enjoying math more and are making better progress.

Purchasing the math curriculum and providing teacher training has been well-received by teachers, and students are reporting enjoying and understanding math more.

The same assistant working with EL students in ELA was assigned to work with them on Math, providing context and vocabulary support pre and post lesson in push-in and pull-out groups. The same challenge as above applied; in that she was sometimes pulled to assist with more urgent student needs.

SPED Resource Teachers have been extremely effective at supporting our SPED students with math skills, through push-in and pull-out support. There were no particular challenges in implementing this action.

The math curriculum mapping did not need to happen, as this scope and sequence was provided by the newly adopted math curriculum.

Creating rubrics and assessments for math across the grades was not implemented, as these were already included in the newly adopted math curriculum. In addition, we purchased NWEA licenses and have instituted MAP testing for grades 3 and up.

Goal 3

Sparrow Academy will maintain a safe and healthy school environment conducive for effective learning, work and community engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Annual Measurable Outcomes

Expected	Actual
72% of parents responding to the climate survey will report that they attend class meetings regularly.	Due to COVID, we did not issue our normal school climate survey
82% of parents responding to the climate survey will respond satisfied or better with their teacher's bi-weekly communication.	Due to COVID, we did not issue our normal school climate survey
82% of parents responding to the climate survey will respond satisfied or better about feeling well-informed by the school.	Due to COVID, we did not issue our normal school climate survey
Chronic absenteeism rate is 1% or lower	2% chronically absent in 2019; no data for 2020
Suspension rate is 1% or lower	0% suspension rate in 2019; no data for 2020

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Open house early in the year to include tours of classrooms.	0	0
Identify classrooms that require ongoing mentoring and support in Positive Discipline and follow up with supports	0	0
Enhance process of accurate, timely, engaging information-sharing from teachers to parents.	0	0
Increase the hours of our Student Support Specialist to implement groups focused on resilience and trauma for our low income students.	\$7,533	\$7,533
Student Support Specialist to provide additional coaching and teacher support focused on resilience and trauma for our low income students	\$5,027	\$5,027

Goal Analysis

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

All funds that were budgeted for Actions/Services for Goal 3 were implemented.

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

In 2019, we were able to implement an open house early in the year in conjunction with our Waldorf 100 celebration. We had a huge turnout and it was very successful. In 2020, we were not able to implement this due to COVID-19.

Teachers requiring additional support and mentoring in Positive Discipline received that support, as needed. We did not have specific metrics in place to measure this need, so it was only implemented based on observations and requests for help.

Class newsletters, from teachers to families, became required the first and third week of each month. Teachers have been held accountable for maintaining this consistent practice. Some teachers needed more reminders than others, but once the new habit was formed, it remained fairly consistent.

Increasing the hours of our Student Support Specialist has allowed her to increase her caseload of students served as well as provide direct support to teachers and families, especially throughout the COVID remote learning time in 2020-21. The challenge has been that the needs of some families during COVID were very high, and started to cross over into non-school-related social services. We restructured her time and purpose to redirect her back to our students and their social emotional needs as they related to school.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
HVAC System Upgrade	\$62,966	\$62,663	Y
34 Intake and Exhaust fans to improve ventilation (all classrooms, grades hall, resource room, red room, both offices, staff lounge, gym, and gym bathrooms.)	\$2719	0	Y
Extension cords for each fan	\$1700	0	Y
Cones – 42” Traffic Delineators. About 30 additional to block and direct traffic as needed	\$739	\$724	Y
Caution tape. At least 1500 feet for traffic control	\$95	0	Y
Thermometers. We would need one per 'classroom' plus two for the office.	\$561	\$391	Y
11 hand washing stations and buckets. 5 gallon size. It's user serviceable (dump it down a toilet).	\$1,004	\$1,427	Y
Touchless faucets for 11 sinks	\$1,320	0	Y
2 backpack sanitation foggers	\$568	\$312	Y
Hand Soap pumps, need 22	\$40	0	Y
Hand Soap, by the gallon, need 2 just to fill initially. 4 total for refilling.	\$120	\$76	Y
Hand sanitization. 12 pack of pumps, 6 per 'classroom' to start	\$283	0	Y
Wall mounted contactless hand sanitization, 10 pack.	\$257	0	Y
Hand sanitizer refills	\$370	0	Y
Canopies for 216 students plus teachers, plus aids (44 of the 66 kinders and 1 st to 5 th) 59 10x20 canopies that meet school safety fire resistance codes	\$27,315	16,626	Y
Hire 12 PT assistants to help with outdoor set up/tear down and hybrid learning in each class	\$72,700	\$51,255	Y
Total unbudgeted costs for potential actions in response to COVID	\$172,757	\$133,474	Y

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

Most of the actual expenditures roughly matched what was budgeted, except the canopy cost initially went up significantly due to demand, but we ended up purchasing fewer of them as we were able to make use of indoor classrooms. Our 12 part time assistants worked for 9 or fewer weeks, depending on hiring date, and not the 12 weeks we originally budgeted. There were some items we decided not to purchase due to changing guidance.

Analysis of In-Person Instructional Offerings

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

We remained on remote learning most of the year, and reopened on April 12 for on-campus, indoor and outdoor learning for half days, 5 days/week. At that time, we were able to accommodate all TK-8th grade students who wanted to learn in person on our main campus.

Successes:

The teachers pivoted well to teaching in person and the students are very happy to be back. The kids are following all the safety protocols and are very engaged. The teachers report that the kids have retained and are using a lot of what they learned on remote learning and applying it to their work now. Sufficient handwashing stations, large canopies, and carefully spaced seating placements have helped ensure appropriate safety measures are being followed. HVAC improvements allowed us to have classes indoors once the distance guidelines changed to 3' between students. The additional funding this year allowed us to make all the purchases needed to reopen safely.

Other successes for in-person instruction included:

Getting all students who wanted to be on campus on campus

Working out drop off and pick up flow so as not to back up traffic

Adapting outdoor spaces to classrooms

Establishing handwashing, distancing, and masking protocols and training students to properly adhere to them

Communication with parent community throughout the process

Making use of assistants to support the remote learners

Making use of our special ed team to support sped learners

Challenges:

Teaching in a hybrid model where some kids are in person while others are remote at the same time is challenging for teachers. We were able to hire one assistant for every teacher to help with this, and without those assistants, it would be nearly impossible to meet the needs of all students in this format. Directing traffic flow now that there are classrooms in the parking lot and stable groups that need to be maintained has been a larger challenge than expected, but by the 2nd week, we had resolved issues that were causing back-ups and

delays. Another challenge was getting the message across about the importance of consistent proper mask-wearing and distancing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of new LMS platform to facilitate distance learning delivery (CARES Act)	\$4200	\$4,200	Y
Purchase of Zoom Pro Account (CARES Act)	\$1800	\$1800	Y
Purchase of additional technology for teachers (wireless headsets, tripods, usb drives, goosenecks, etc) (CARES Act)	\$900	\$1,389	Y
Purchase of iPads for teachers to replace old, slow staff computers (CARES Act)	\$9726	\$10,000	Y
Purchase of additional hardware and connectivity for families (CARES Act)	\$900	\$1,500	Y

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

Budgeted and Actual expenses were similar. All planned expenses were implemented. Some additional hardware and technology was needed beyond what was originally budgeted.

Analysis of the Distance Learning Program

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

Overall Success:

Sparrow Academy was very thoughtful in the planning and implementation of our Distance Learning Program. As a Waldorf school which is purposefully low-tech, a shift to online learning was a big leap for our teachers and students. We were able to get the necessary technology to 100% of our families who needed it, and all were able to access our online classes, both synchronous and asynchronous. When parents were polled in October, over 80% said that Sparrow was providing an engaging, positive learning environment for students during distance learning. Teachers were provided with training in our new online learning platform, NEO, as well as how to use Zoom effectively, and teams of teachers took on additional responsibilities to help others with the new technology. Weekly faculty meetings were held (remotely) to share best practices and support the new

teaching format. Teachers gave virtual tours to one another of their online classrooms to help each other with ideas and organization. A priority was placed on ensuring students had plenty of opportunities for social engagement with their peers and with their teacher. This was done through social snack times on Zoom, office hours, small group break-out rooms, and the like. A Student Attendance Review Team (SART) was formed and systems were created to track and support any students who were absent 3 or more days. Our Student Support Specialist spent a lot of time working with families and children who were experiencing social/emotional challenges. NWEA MAP testing in December showed that our students in grades 5 and up were on par with/or outperforming the pre-COVID grade level norms, and in grades 3-4, they were only slightly below. This supports teacher observations that their students, on average, have continually made progress throughout distance learning. Our Special Ed team was able to provide the required services and accommodations for all of our Special Ed students.

Specific Successes:

Continuity of Instruction: We were able to continue to deliver our Waldorf curriculum remotely, continuing to teach to the whole child, incorporating movement, art, storytelling, and all other aspects of our curriculum except for Handwork.

Access to Devices and Connectivity: We purchased as many additional chromebooks as were needed according to multiple surveys sent to our parent community. We helped families troubleshoot connectivity issues until all were solved.

Pupil Participation and Progress: We implemented a Student Attendance Review Team (SART) to follow up on any trancies and chronic or habitual absences. Teachers adapted their student workloads and expectations regularly to try to meet the students' needs, paying attention to balancing screen time and asynchronous work.

DL Professional Development: Teachers were trained on our new online learning platform, NEO, and engaged in collaboration and peer support for best practices as they were discovered.

Support for Pupils with Unique Needs: Our Special Ed team was very successful in working with our IEP students remotely.

Challenges:

It is difficult to help students learn when they don't log on to class or do their work. This was a big challenge that teachers and support staff spent a lot of time trying to mitigate. Our average ADA throughout year has been 85%, with the absences spread out among our population at different times. Students who were normally self-motivated pre-COVID managed to do well during remote learning and even thrive, but students who always needed a lot of support to focus and follow through continued to need that support. A lot of parent work was needed and provided by teachers and by our Student Support Specialist. Part of the attendance reporting challenge had to do with different interpretations of what counted as absent and what counted as present, between asynchronous work submission and showing up for class. Another challenge was the constant changes to school guidance and therefore the frequent reworking of potential reopening plans, which were mentally and emotionally exhausting for the entire staff and faculty.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of leveled readers (Title I)	\$400	\$400	Y
Part Time Reading Specialist (Title I)	\$12,473	\$12,473	Y
Staff training in math, grades 1-4 (Title II)	\$800	\$800	Y
Staff training in Writer's Workshop, grades 2-5 (Title II)	\$600	\$600	Y
Stipend for ELPAC coordinator (Supplemental)	\$600	\$600	Y
Assistants to provide additional support (Supplemental)	\$61,413	\$61,413	Y
Purchase of NWEA MAP assessment licenses grades 3-8	\$2,586	\$2,586	Y
Online audio book subscription	\$1,099	\$1,099	

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

Budgeted and Actual expenses were similar. All planned expenses were implemented.

Analysis of Pupil Learning Loss

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

Since CAASPP testing was suspended in Spring of 2020, we had no current pre-COVID baseline. We adopted NWEA in the Fall to implement MAP testing in December. Winter tests (taken remotely) showed students on par with national norms during pre-COVID times. However, Spring tests in person showed that many did not meet growth targets. Teacher reports based on their classroom grading and notes show that students did, in fact, learn a lot during remote learning, but inconsistencies in testing environments make these assumptions objectively inconclusive. We will have better data in the coming year, with Spring CAASPP data from 2021 and better longitudinal results with our MAP testing the longer we use it.

Additional assistants to provide after school math support, along with teacher office hours, were both helpful for students who accessed them.

Analysis of Mental Health and Social and Emotional Well-Being

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

Teachers tracked frequent absences and noted any aspects of student participation or behavior that gave cause for concern and reported these to our student outreach and parent support committee. The Student Support Specialist provided resources and support for teachers and families of those students. The biggest challenge was non-responsive parents.

Our social/emotional wellness committee issued staff and faculty surveys to monitor the mental health and social and emotional well-being of staff, as well as organized a number of remote social events to foster connection.

Analysis of Pupil and Family Engagement and Outreach

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

Sparrow Academy formed a student outreach committee that evolved into a Student Attendance Review Team (SART). The team developed a system for teachers to report truancy to the committee weekly, with individual committee members assigned to particular grades. The team would generate letters to be signed by the Executive Director and sent out to parents. Then the team would track parent responses. The team created an instructional video to train the teachers on the process. While the plan was well-researched and launched, the challenge was in getting the teachers to remember to follow through with it. There were multiple tracking reports teachers were required to complete each week, and it was getting overwhelming for them.

In addition to supporting student attendance and preventing truancy, the committee also solicited information from teachers about which students seemed disengaged. There were many referrals, and nearly all of them related to absences and/or poor work completion, along with mood changes and/or family reports of stressors. SST meetings and family support resources were offered but families were hesitant to follow up with community resources for their child's mental health needs. The student support specialist worked with individual families on a referral basis.

Analysis of School Nutrition

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

Families were informed and reminded frequently of the district's school lunch program and where they could pick up free meals. No meals were provided at Sparrow this year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Reallocate Student Support Specialist hours so that she can implement counseling, parent support, resources for mental health and well-being (50% of her hours) (CARES Act)	\$17,538	\$17,538	Y
Mental Health and Social and Emotional Well-Being	Positive Discipline Training for all Staff (Title IV) (Once in-person training is permissible)	\$5,550	0	Y

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

Due to COVID, the in person Positive Discipline training was postponed indefinitely.

Overall Analysis

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

Additional supports were put in place to mitigate any potential learning loss, like tutoring and additional training for teachers. As a Waldorf school that strives to be “screen-free and media-free,” we were able to pivot to an online environment when it was needed, but we are looking forward to returning to our screen-free practices once it is safe to do so. While some administrative practices, like remote meetings, electronic signatures, and paper-free documentation will continue to be used as efficiency dictates, none of these has informed our LCAP goals or actions.

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

NWEA MAP testing will be done again in the fall and then early Spring to develop more consistent longitudinal data on student growth. We plan to use that data and CAASPP Spring 2021 data to select eligible students for participation in after school tutoring and to receive additional in-class support. There are many actions in our 2021-24 LCAP that address potential learning loss and bridging any gaps, including hiring paraprofessionals for additional classroom support, after school tutoring, and additional teacher training.

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

There are no substantive differences.

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

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

We realized that we needed to implement additional supports for students who may have experienced learning loss. Once returning to in-person learning, our students were very happy and engaged, so we are focusing our efforts on expanding on that strength with ongoing professional development, as well as additional tutoring and in-class support. With so many people wearing multiple hats this past year, we learned that it creates some inconsistencies and lack of continuity. Therefore, we are also focusing on hiring specific people for a specific task and not splitting up their roles.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sparrow Academy	Alexis Lazzaretti, Executive Director	Alexis.lazzaretti@sparrowschool.org 619-507-2590

Plan Summary [2021-22]

General Information

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

Sparrow Academy is a TK-8th grade charter school guided by the core principles of public Waldorf education. Our approach to education is based on the understanding that we are guiding complex individuals toward their highest potential as human beings. This includes engaging their intellect, developing their resilience, opening their hearts, and moving their bodies. Sparrow Academy is proud to be the first and, so far, only public Waldorf school in San Diego County.

Waldorf education is a worldwide movement in 74 countries with over 1,000 Waldorf schools and almost 2,000 Waldorf kindergartens worldwide. This model was originally limited to tuition-based schools, but since the beginning of the charter movement in 1994, public Waldorf schools have taken off. There are now nearly 60 schools in 14 states who, like us, are members of the Alliance for Public Waldorf Education.

“Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives.” Rudolf Steiner, Founder of Waldorf Education

Just like other successful public schools, we hold high expectations for our students. Our State-credentialed teachers plan their lessons to meet common core standards, and our students in grades 3-8 participate in CAASPP testing annually. Like other schools, the subjects taught at Sparrow Academy include math, reading, writing, grammar, social studies/history, science, and physical education.

What’s different is that some standards are postponed to later grades to meet the developmental needs of the children more closely at each grade. Our school is also media-free and, under non-COVID conditions, we postpone the use of technology until middle school. Specialty classes include handwork, Spanish, string instruments, and games (a Waldorf version of PE). Recorders, singing, movement, and class plays are all part of a well-rounded education at Sparrow and are not electives. Our students become adept at public speaking and performing, developing poise, teamwork, and focus.

Tk and K: Our Waldorf kindergarten is a joyful, nurturing setting that inspires the imagination. Our youngest children spend a good part of their day engaged in both outdoor and indoor free play, where they develop greater command over their physical bodies, greater skills in communication, and work out what it means to be a little person away from home. Here, they naturally act out scenarios from the life they observe around them. At this stage of development, children learn by imitation, and for that reason, our

kindergartens are places of beauty, love, and goodness. Their day also includes practical work, like cooking, cleaning, folding, crafting, and painting. These activities build skills they'll need for their academic work in the grades. Daily circle and story times build focus and the ability to sit and listen, which are important for first grade readiness. Our stories and songs include vivid imagery and complex language, which we then see reflected in their play and later in their writing. The ability to visualize is a cornerstone of mathematical and scientific thinking, and we begin building this capacity in the earliest years.

Elementary Grades: In the elementary grades, the first 2 hours of the day are spent in what we call "Main lesson." The morning starts with singing, speech work, recorder playing, and purposeful movement, so all parts of the students are engaged and activated. Then the previous day's content is reviewed and used as a springboard into the day's new lesson. The students demonstrate their learning in artistic ways in their blank main lesson books. You'll see some examples in a couple of slides. Content topics, like botany or Ancient Rome, are explored in-depth over a 3-4 week block, while integrating skills like writing, reading, grammar, and of course, art. The content is presented mostly through storytelling. Teachers memorize and retell stories that not only convey the content, but also speak to the emotional life of the students at each new developmental stage. This leaves lasting impressions on the students, fostering a connection between themselves and a wide range of human experience.

Middle School: By the time Sparrow Academy students graduate 8th grade, they have a deep and lasting foundation of world history, with an understanding of the different perspectives, motives and choices of the many people and cultures that have brought us from ancient times to the present. Art and poetry help students explore scientific concepts. Science at Sparrow is based on developing keen powers of observation and fostering curiosity about the natural world and all its awe-inspiring phenomena. The goal is to develop flexible thinking that can grow with them over the years of their schooling and beyond. Sparrow students blossom as independent thinkers in middle school. They approach learning enthusiastically and are ready for an academically demanding curriculum. By the end of 8th grade, our students have internalized the value of learning for its own sake and the importance of effort.

Sparrow Academy Student Demographics:

323 students are currently enrolled at Sparrow Academy. Of those, 45 are in the Homeschool program and the rest are in our seat-based program.

30% of our students are unduplicated, including 26% social-economically disadvantaged, 13% special education, and 9% English learners.

48% of the students are white, 40% are Hispanic/LatinX, 6% are Asian, 2% are African American, and 2% are two or more race categories.

Reflections: Successes

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

In January of 2019, the school had a change in leadership, and then in July of 2019, the school separated from its charter management organization, National University Academy, to become its own LEA, renamed Sparrow Academy. At the end of that year of transition and change, COVID impacted us all and we switched to remote learning – no easy feat for a media-free school. Through over two years of transition and constant change, our school has emerged stronger, more organized, and more unified. Our teachers found ways to make Waldorf education come alive through Zoom and creative asynchronous projects. In an October 2020 parent survey, over 80% agreed that Sparrow Academy has provided an engaging,

positive learning environment for students during distance learning. When we returned to in-person learning in April 2021, students of all ages demonstrated that plenty of learning had occurred throughout the remote year and they were eager to apply it in person. When our Spring MAP test results are completed, we anticipate growth, not learning loss, for most students.

We are proud of our students' growth in terms of academic achievement following the pacing and Common Core alignment guide of the Alliance for Public Waldorf Education. We are also very proud of the well-rounded education our Sparrow Academy students receive and how it strengthens over time. We have opportunities for growth in certain academic areas. Since the change in leadership in January 2019, the Charter School has implemented the following measures to continue improving our student achievement across all grades:

- Adopted Eureka math curriculum for grades 1-5
- Adopted CPM Math curriculum for grades 6-8
- Hired a middle school math teacher for grades 6-8
- Adopted Lucy Calkins Writers' Workshop curriculum for grades 2-5
- Implementing Orton Gillingham multi-sensory literacy program for grades 2-5
- Teachers are routinely using integrated assessments from newly adopted curricula for math, writing and reading (phonics)
- Instituted grade span team meetings with a year-long focus on assessment and remediation
- Established an Instructional Leadership Team and appointed three Lead Teachers to support instructional cohesion and accountability across all grade levels, TK-8th
- Instituted typing skills practice in grades 3-8 to better prepare our students for computer-based testing
- Shifted to a new loop structure (Tk-K, 1-3, 4-6, 7-8) so that each teacher becomes an expert in their grade span, while still maintaining the benefits of a consistent teacher for a group of students over time.

Current year and future plans include:

- Added a special education teacher to our Instructional Leadership Team
- Implemented NWEA MAP assessments twice per year starting in Winter 2020 to assess student growth and guide instruction
- Implemented DRA assessments in 2nd and 3rd grade
- Hired a part time reading specialist to work with students identified as struggling with reading in grades 2 and up
- After-school homework help by our special education assistant is being offered to any 6-8th grade students who need it
- Audio books are being provided to all students with IEPs through a subscription to LearningAlly to help them keep up with class reading assignments
- The Instructional Leadership Team is studying and planning implementation of a schoolwide peer coaching model to deepen teacher effectiveness, reflection, and growth.

It is unfortunate that we were not able to implement CAASPP testing in Spring of 2020, as we are confident that these measures have had a positive impact on student achievement. New local assessments were in the planning stages when COVID hit, and we had to focus attention elsewhere. Instead, we purchased

NWEA MAP testing licenses as our new local assessment. We are awaiting Spring NWEA test results to compare growth from Winter of 2020, when we began implementing MAP testing. Spring 2021 CAASPP test results will not be available until later in the year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on 2019 CAASPP data, where only 38% of students in grades 3-5, and 66% of students in grades 6-8 met or exceeded grade level expectations in English Language Arts, ELA continues to be an area where significant improvement is needed.

Also based on 2019 CAASPP data, where only 21% of students in grades 3-5 and 45% of students in grades 6-8 met or exceeded grade level expectations in Math, this is another area where significant improvement is needed.

LCAP Highlights

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

This year's LCAP focuses primarily on:

- Professional Development (Goals 1, 2, 3, 4; Actions 1.2, 1.4, 2.1, 3.1, 4.1)
- ELA (Goal 2, all Actions)
- Math (Goal 3, all Actions)
- Facilities Expansion (Goal 4; Action 4.4)

Of significance for our school's mission, we have identified a need for internal Waldorf training and support. As the demand for our program continues to grow, we are continuing our plans to double-track the school. The need for Waldorf-trained, credentialed teachers is outpacing the available applicants. Therefore, we plan to implement several actions to support and train our new-to-Waldorf teachers, ensuring that a consistent program is experienced across all grade levels. This will include sending teachers to summer Waldorf training, holding midyear Waldorf retreat trainings on the arts, storytelling, and foundational pedagogy, and creating an Instructional Coordinator position to support all aspects of our Waldorf program.

To accommodate our planned growth, we are in the long-term planning and design process for constructing an additional building on the current campus at 4207 Spring Gardens Road.

Stakeholder Engagement

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

The following is the schedule of stakeholder engagement

Month	Topic	Group	Format
	Round 1		

March 10	Share data, draft suggested goals	SSC, ELAC	SSC meeting
April 15 (Email out on the 8 th)	Share data, suggested goals, get input	Staff/Fac	Staff Meeting
April 15 (Email out on the 8 th)	Share data, suggested goals, get input	Parents	Meeting
April 20	Share data, suggested goals, get input	Students 5-8	meeting
	Round 2		
April 26-30	Review input and incorporate into draft	SSC, ELAC	SSC Meeting
May 3-7	Review LCAP draft, submit input	Staff/Fac	email
May 3-7	Review LCAP draft, submit input	Parents	email
May 10-13	Review input and finalize LCAP to present to Board	SSC, ELAC	SSC Meeting
May 18	Official Public Hearing at May Board Mtg <ul style="list-style-type: none"> • Annual Update • LCAP 21-24 	All stakeholders	Board Meeting
June 15	Final Board Approval <ul style="list-style-type: none"> • Budget Overview for Parents • Annual Update • LCAP 21-24 • Budget for 2021-22 	All stakeholders	Board Meeting

A summary of the feedback provided by specific stakeholder groups.

Feedback for LCAP Outcomes 2019-20:

Goal 1: Sparrow will provide a high quality, comprehensive, public Waldorf educational program that ensures all students achieve and improve skills in the area of English Language Arts.

Staff/Faculty: No feedback offered by staff/faculty

Community/Special Populations: Sounds like it went well. Maybe in the future, if we get more EL students, we should revisit the idea of purchasing ELD curriculum, but sounds like the assistant was working out well.

Students: Went well, most classes are above norm. Writers Workshop works well, we learned a lot, really helps with writing, never boring

Goal 2: Sparrow will provide a high quality, comprehensive, public Waldorf educational program that ensures all students achieve and improve skills in the area of Math.

Staff/Faculty: No Feedback offered.

Community/Special Populations: See the value of the math specialist and the math assistant for after school math help. Keep that going! They were wise additions. Plus it helps the teachers focus on their other subjects and give them more attention and energy. Loved having the math consultant come talk to parents. Appreciate having a math curriculum with a clear grade-to-grade progression.

Students: Did better on reading than math. Eureka math really helped a lot, was bad at math before, but now love it. Middle school math teacher is super helpful, and we learn a lot more math; he makes it easy and fun

Goal 3: Sparrow Academy will maintain a safe and healthy school environment conducive for effective learning, work and community engagement.

Staff/Faculty: Wondered why only 88% of parents agreed that Sparrow meets the academic needs of their children.

Community/Special Populations: Support the increased hours of the Student Support Specialist and appreciated the parent check ins she provided.

Students: Went well. Majority of people agreed on survey. Parents are well-informed and there are no bullies.

Feedback for New Goals and Actions LCAP 2021-22

(Highlighted feedback below was incorporated into later drafts of the LCAP)

Goal 1: Sparrow Academy will provide a nurturing, rigorous education program that aims to ensure all students engage in social/emotional and artistic learning targeted to their development in accordance with the core principles of public Waldorf education.

Staff/Faculty: Like the Waldorf goal; maybe add Eurythmy (not in budget this year with adding IC)

Community/Special Populations: If IC position is like what Shivani did before but full time, that would be very valuable. What's the plan for Eurythmy? These 5 actions make sense. Like how this is all put together

Students: concern about class Waldorf materials and kids forgetting/losing them. Suggested pencil cases and keeping materials in class. Agreed that Handwork is important as well as having an assistant for handwork. They'd like to be able to revisit previous year's handwork skills so they don't forget.

Goal 2: Sparrow Academy will provide public Waldorf education program that aims to ensure all students achieve and improve skills in English Language Arts.

Staff/Faculty: Discussed adding Teacher's College Reader's workshop curr, but there isn't time logistically in the day for another track class with Waldorf. Would like \$ allocated toward more leveled readers in classrooms; (NEST?) Perhaps add a PT assistant to provide after school reading support, esp for EL students

Community/Special Populations: Sounds good. Like the idea of an after school assistant for reading support.

Students: Love Orton Gillingham and agree that it's super helpful. Like being able to see their growth and areas for improvement on NWEA MAP tests. Think more frequent MAP testing will help parents agree that we meet students' academic needs. Maybe add some after school reading/writing clubs for extra help. If we do extra testing, maybe make it more "friendly," like paper/pencil versions.

Goal 3: Sparrow Academy will provide a public Waldorf education program that aims to ensure all students achieve and improve skills in Math.

Staff/Faculty: Focus the after-school math assistance on building math vocabulary for EL students, as well.

Community/Special Populations: Good as-written; keep up the great work.

Students: Should do more math in the lower grades to impact the upper grades, and make it connect to real-life; use stories so they're relatable; Maybe have Mr. S for all grades or have a math assistant/"side teacher" in each class; Focus help in first grade so kids don't fall behind from the beginning. Homework help for 1 hour after school (MS) has been really helpful-we should extend it to more grades; Discussion about whether after school academic help should be included in aftercare – they felt separate would be better, as there are too many kids in aftercare and it would be hard to focus. Maybe have a 1-2 class, 3-5 class, and a 6-8 class - or something like that for after school.

Goal 4: Sparrow Academy will maintain a safe and healthy school environment conducive to effective learning, work, and community engagement.

Staff/Faculty: Agreed! Yes! Ideas around working with MSW students as the Student Support assistant (Mary could supervise them – she has her MSW) This person could also work w/diff groups – not just w/kids with SEL issues, but gen-ed meetings (Pos Disc, peer coaching, etc); Add to Action 2: "And trauma"; Ideas around training for teachers on parent communication; Ideas around Parent Education

Community/Special Populations: Trainings sound like good investments; like differentiating different approaches to discipline for middle school; Like Safety Officer at full time – big priority! RE the staff idea about MSW students working to provide support, concern about lack of continuity year to year; Long range facilities planning – does that go here or should it be a separate goal?

Students: Agree with all ideas

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

See highlighted areas of feedback above that were incorporated into further drafts.

Goals and Actions

Goal 1

Goal #	Description
1	<p>Sparrow Academy will provide a nurturing, rigorous education program that aims to ensure all students engage in social/emotional and artistic learning targeted to their development in accordance with the core principles of public Waldorf education.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Local Priority: Waldorf Education</p>

An explanation of why the LEA has developed this goal.

As a charter school guided by the core principles of public Waldorf education, it was very important to us to prioritize this key aspect of our school. We have begun double tracking the school, which will allow for consistent growth over the next seven years. Waldorf-trained teachers with California credentials are rare, and we want to invest in proper training, mentoring, and guidance so that as we grow, we maintain our Waldorf focus for all of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Double Blind Peer Survey using Waldorf induction checklist	Baseline is not yet available at the time of LCAP approval.				Average of 80% implementation of induction checklist

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coordinator	Add an Instructional Coordinator position to provide Waldorf mentoring, resources, and planning support for all teachers, and to oversee the new peer coaching and Waldorf Induction initiatives.	\$103,359	N
1.2	Waldorf Training	Provide summer Waldorf training to select teachers and Waldorf retreat for new-to-Waldorf teachers	\$7,200	Y
1.3	Handwork	Hire a Handwork teacher and assistant to provide this important Waldorf specialty class.	\$68,000	Y
1.4	Tuition Assistance	Provide some tuition assistance to qualified teachers for their Waldorf training.	\$14,000	N

Goal 2

Goal #	Description
2	<p>Sparrow Academy will provide a public Waldorf education program that aims to ensure all students achieve and improve skills in English Language Arts.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Local Priority: Waldorf Education</p>

An explanation of why the LEA has developed this goal.

As a school, 2019 ELA CAASPP scores were well below where they should have been. At that time, there was no consistent ELA curriculum across the grades. The school has prioritized consistent writing and phonics/reading instruction and supports in order to bring up achievement in this critical area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores	<p>Per 2019 CAASPP scores:</p> <p>38% of students in grades 3-5 met or exceeded grade level expectations in ELA</p> <p>66% of students in grades 6-8 met or exceeded grade level expectations in ELA</p>				<p>50% of students in grades 3-5 will meet or exceed grade level expectations in ELA.</p> <p>70% of students in grades 6-8 will meet or exceed grade level expectations in ELA.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Scores	<p>Per Spring 2021 NWEA MAP Scores:</p> <p>49% of students in grades 3-5 met or exceeded their expected growth targets in ELA.</p> <p>36% of students in grades 6-8 met or exceeded their expected growth targets in ELA.</p>				<p>60% of students in grades 3-5 will meet or exceed their expected growth targets in ELA.</p> <p>50% of students in grades 6-8 will meet or exceed their expected growth targets in ELA.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Orton Gillingham Training	Send the reading specialist and grades teachers 1 st -4 th to Orton Gillingham Training to support students who are failing or at risk of failing, including EL, Low Income, and Foster students.	\$8,925	Y
2.2	MAP Testing Licenses	Implement NWEA MAP testing to track student growth in ELA and inform differentiation and modification decisions.	\$2,500	Y
2.3	Reading Tutoring	Provide in class and after-school reading tutoring for students who are failing or at risk of failing, including EL, Low Income, and Foster students.	\$14,674	Y
2.4	English Learner Support	Provide small group EL support for ELA.	\$20,370	Y

Goal 3

Goal #	Description
3	<p>Sparrow Academy will provide a public Waldorf educational program that aims to ensure all students achieve and improve skills in Math.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Local Priority: Waldorf Education</p>

An explanation of why the LEA has developed this goal.

As a school, 2019 Math CAASPP scores were well below where they should have been. At that time, there was no consistent math curriculum across the grades. The school has prioritized consistent math instruction and supports in order to bring up achievement in this critical area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP test results	<p>Per 2019 CAASPP scores:</p> <p>21% of students in grades 3-5 met or exceeded grade level expectations in Math</p> <p>45% of students in grades 6-8 met or exceeded grade level expectations in Math</p>				<p>40% of students in grades 3-5 will meet or exceed grade level expectations in Math.</p> <p>60% of students in grades 6-8 will meet or exceed grade level expectations in Math.</p>
NWEA MAP test results	<p>Per Spring 2021 NWEA MAP Scores:</p> <p>45% of students in grades 3-5 met or exceeded their expected growth targets in Math.</p> <p>55% of classes in grades 6-8 met or exceeded their expected growth targets in Math.</p>				<p>60% of students in grades 3-5 will meet or exceed their expected growth targets in Math.</p> <p>70% of students in grades 6-8 will meet or exceed their expected growth targets in Math.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Math Training	Train the middle school math assistant on CPM curriculum and provide Eureka math training to all new teachers using the curriculum.	\$2,000	Y
3.2	MAP Testing Licenses	Implement MAP testing to track student growth in math and inform differentiation and modification decisions. *Included in costs for Goal 2, Action 1	*	Y
3.3	Math Tutoring	Provide in class and after-school reading tutoring for students who are failing or at risk of failing, including EL, Low Income, and Foster students.	\$14,674	Y
3.4	English Learner Support	Provide small group EL support for Math	\$10,200	Y

Goal 4

Goal #	Description
4	<p>Sparrow Academy will maintain a safe and healthy school environment conducive for effective learning, work and community engagement.</p> <p>State Priorities: 1, 3, 5, 6</p> <p>Local Priority: Facility Expansion</p>

An explanation of why the LEA has developed this goal.

With our recent and planned growth it's important to ensure that all new staff and existing staff are on the same page in terms of how we engage with our students and our community on multiple levels. We also want to ensure that we have adequate, enriching and safe facilities to accommodate our growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	<p>Per the March 2021 Annual Parent Survey, participants averaged 93% agreement on various school culture markers.</p> <p>Also on the same survey, 88% of parents agreed that Sparrow Academy meets the academic needs of their child.</p>				<p>Maintain or improve on the average 93% agreement on various school culture markers.</p> <p>Increase to 93% the number of parents agreeing that Sparrow Academy meets the academic needs of their child.</p>
Building Expansion Plans	As of May 2021, the school is awaiting permit approval from the city to install temporary portables as phase 1 of construction.				Construction is in process and on track to occupy by Fall 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Training	Provide Training in Positive Discipline, Restorative Practices, Suicide and Self-Harm Prevention, Trauma, and Racial Equity for all staff.	\$11,000	Y
4.2	Cyber Civics Curriculum	Purchase Cyber Civics licenses for 6-8 gr, which address online safety and prevention of cyber bullying.	\$450	Y
4.3	Safety Officer	Increase Safety Officer hours to full time.	\$35,625	N
4.4	Facility Expansion	Accommodate planned growth with portable classrooms and long-range design and construction plans for expansion.	\$480,000	N

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.21%	\$190,848

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

Required Descriptions

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

Unduplicated students represent approximately 30% of all Sparrow students. LCFF supplemental fund allocation is budgeted schoolwide to increase the student achievement for English Learners and low-income students. These funds will be effectively utilized to support the goals and actions described in the LCAP.

-10% of all class teacher salaries = \$156,358

-EL Assistant salary to work with English Learners on both Math and ELA = \$20,370

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

-Improved services through additional professional development for teachers

-Increased services through additional hours of paraprofessional support to unduplicated students in the areas of foundational math operational fluency, math reasoning, reading comprehension and writing skills.

Instructions

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[Stakeholder Engagement](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect

comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community

challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and

low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

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

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

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

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

- **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.