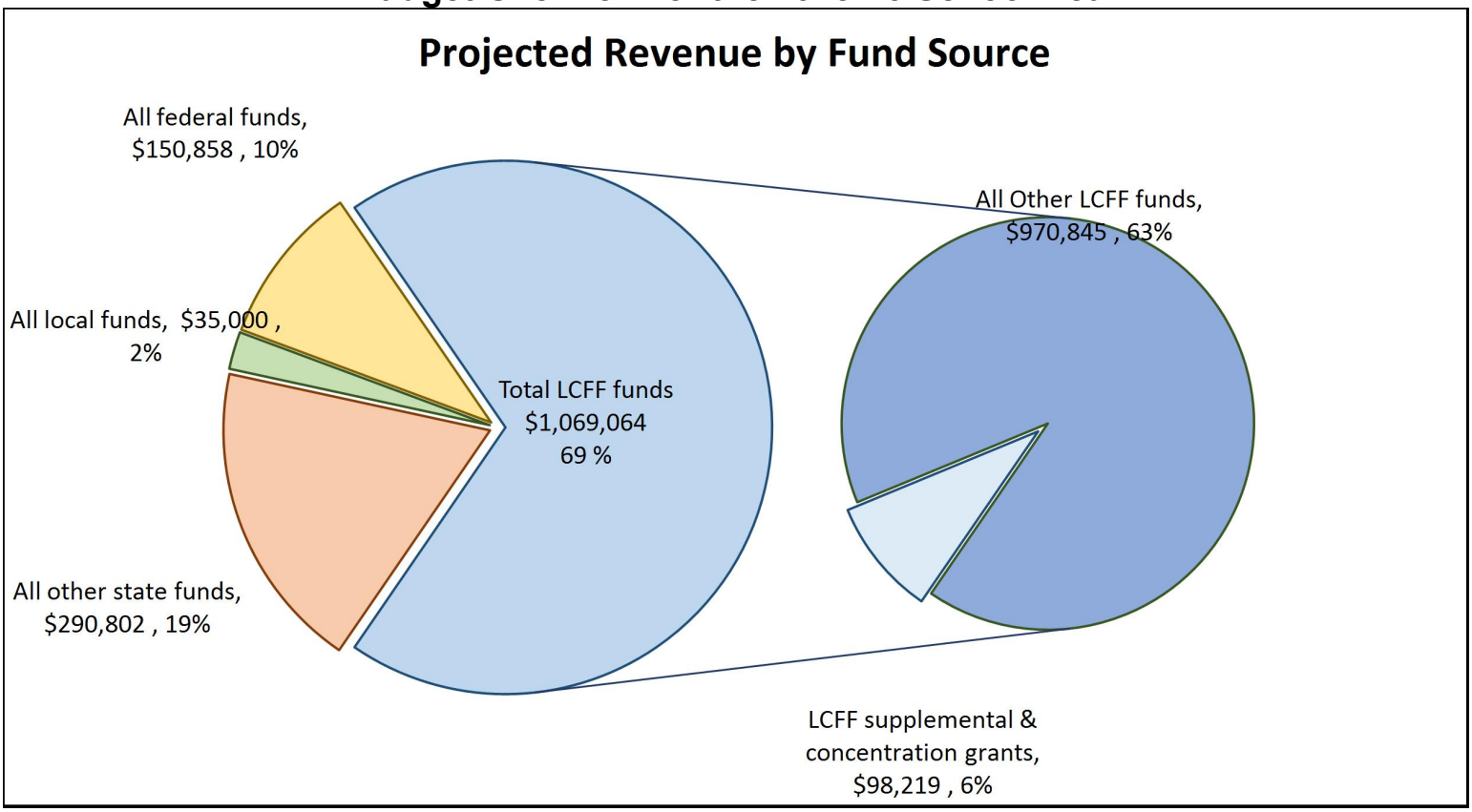
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shade Canyon School
CDS Code: 17640140141382
School Year: 2025-26
LEA contact information:
Tim de la Torre
Administrator

707-241-3175

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 2025-26 School Year

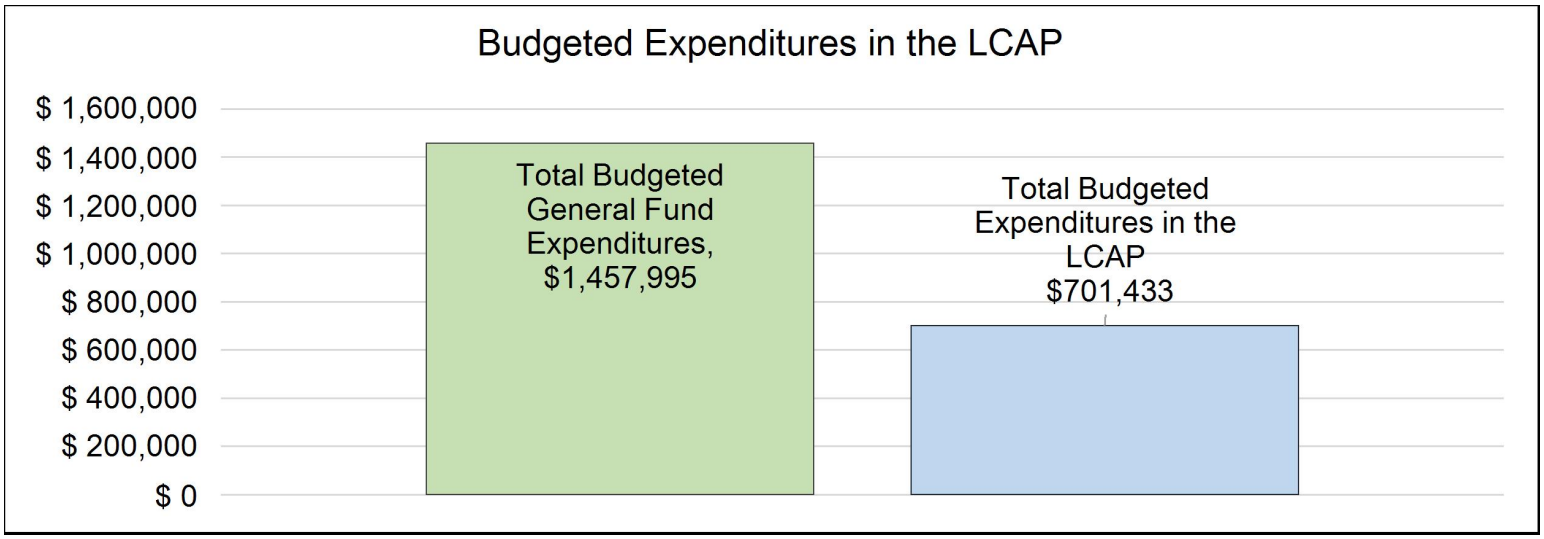


This chart shows the total general purpose revenue Shade Canyon School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shade Canyon School is $1,545,724, of which $1069064 is Local Control Funding Formula (LCFF), $290802 is other state funds, $35000 is local funds, and $150858 is federal funds. Of the $1069064 in LCFF Funds, $98219 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 Shade Canyon School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shade Canyon School plans to spend $1457995 for the 2025-26 school year. Of that amount, $701433.23 is tied to actions/services in the LCAP and $756,561.77 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Shade Canyon School is projecting it will receive $98219 based on the enrollment of foster youth, English learner, and low-income students. Shade Canyon School must describe how it intends to increase or improve services for high needs students in the LCAP. Shade Canyon School plans to spend $124194.97 towards meeting this requirement, as described in the LCAP.

In 2025–26, Shade Canyon School is projecting it will receive $98,219 based on the enrollment of foster youth, English learner, and low-income students. Shade Canyon School plans to spend $124,194.97 and has planned for 1.49% of qualitative contributions toward meeting this requirement, as described in the LCAP.

This investment supports both quantitative and qualitative actions designed to meet the needs of unduplicated pupils. Key actions include:

Schoolwide instructional support through teacher assistants and expanded learning opportunities, including tutoring and supervised enrichment activities

Family engagement initiatives such as Parent Education Nights and Garden Days, with staff efforts aimed at reducing participation barriers for families of high-needs students

Student enrichment opportunities during and after school, including music, gardening, art, movement, and seasonal festivals, with priority access and support for unduplicated pupils

Community partnerships and outreach, including participation in local events and the cultivation of relationships with organizations that support high-needs students

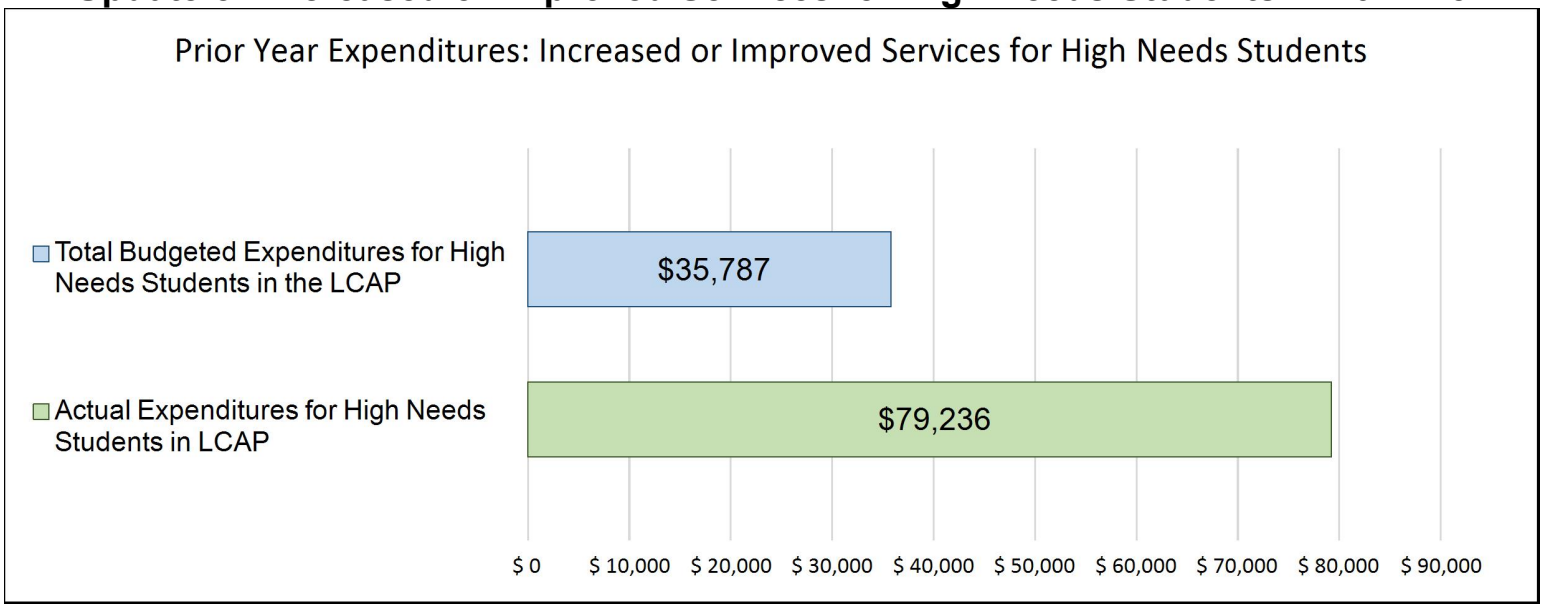
Schoolwide services such as hearing and vision screening, and a daily school meal program, provided universally but particularly critical for socio-economically disadvantaged students

Shade Canyon is meeting the state's requirement to increase or improve services for foster youth, English learners, and low-income students by using a combination of direct expenditures and staff-supported qualitative contributions that prioritize equity and access for high-needs students.

Action 3.2 - $61,299.14 LCFF Funds
Action 4.1 - $27,749.75 LCFF Funds, $1585.05 Other State Funds, and $829.40 Federal Funds
Action 4.2 - $150,000 Other State Funds
Action 4.3 - 1.49% qualitative contribution
Action 4.4 - $35,146.08 LCFF Funds

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Shade Canyon School's LCAP budgeted $35,787 for planned actions to increase or improve services for high needs students. Shade Canyon School actually spent $79,235.79 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $43,448.78,999,999,999 had the following impact on Shade Canyon School’s ability to increase or improve services for high needs students:

Although Shade Canyon School provided many services in 2024–25 that supported high needs students as a part of Action 2.5: Special Needs Services, this action was not identified or marked as “contributing” in the school’s first-year LCAP.

Of the LCFF funds spent on this action, the difference of $43,448.79 meant Shade Canyon invested significant resources into supporting high needs students through the following methods. A meal program providing breakfast and lunch options for all students was started, 5 part-time classroom aides were hired to assist with high needs students, and a percentage of administrative time was allocated to this action.

Shade Canyon has substantially restructured its LCAP for 2025–26. Actions and some services that were already in place and benefiting high-needs students—such as tutoring, enrichment, ELO-P, instructional aides, parent engagement, and student support services—have now been properly identified as contributing. These changes ensure that the school can meet its MPP obligation and accurately reflect the supports being provided for unduplicated pupils moving forward.

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
Shade Canyon School	Tim de la Torre Administrator	tim@shadecanyon.org 707-241-3175

Plan Summary [2025-26]

General Information

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

Shade Canyon School (“SCS” or “Shade Canyon”) is a new independent charter school serving elementary-aged children in Lake County, California. The school opened in September 2023 on a leased site, currently under development, in beautiful Kelseyville, California, serving grades TK-2. We will add one grade per year up to Grade 8. Our expected enrollment for the 2025-26 school year is 90 students in grades TK through fourth.

SCHOOL ORGANIZATION: At the heart of Shade Canyon School are the parents and children who make up the Charter School community. The Board of Directors, the Administrator, the administrative staff and the faculty provide ongoing administration, management, and pedagogical orientation. The administrative staff supports the teaching faculty in their most important work of educating our children. Shade Canyon employed one administrator, one vice principal, one office manager, four teachers, three classroom aides, two part-time teachers of specialty subjects, two custodians, and one aftercare coordinator for the 2024-25 school year. In 2025-26, the school will employ a new 1st grade teacher, 1 teacher's assistant, and 3 ELO-P classified staff members to join the team.

STUDENT BODY: As of Fall 1 Certification, Shade Canyon’s enrollment stood at 64 students. 11% identified as American Indian or Alaska Native, 22% as Hispanic or Latino, 62% as White, and 5% as Two or More Races. 56% are eligible for free/reduced lunch. 7 students had IEPs. No English Learners (EL) were enrolled.

CURRICULUM: Shade Canyon is inspired by the core principles of Public Waldorf education as we teach the California state standards. The course of study is interdisciplinary: we value the arts, languages, and other subjects that are often considered “electives.” They are essential

elements of a holistic education that includes the core standards of math, language arts, science, history, and social studies. The curriculum is experiential and tailored to meet the child at their stage of development so all learners can grow to their potential. We are proud to have partnered with Live Education to provide standards aligned, Public Waldorf-inspired curriculum with site licensing for the life of the school.

Shade Canyon's vision is: “We believe that by honoring simplicity, we nurture the spark of the individual and nourish a thriving community.” The mission is to “cultivate inspired learners.”

NOTE: As stated in the LCAP instructions, a charter school may complete the LCAP to align to the terms of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. This LCAP for Shade Canyon School, 2025-26, is a one-year plan.

Reflections: Annual Performance

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

Shade Canyon School opened in September 2023 and is currently in its second year of operation. As a newly established public charter school, we do not yet have published performance data on the California School Dashboard. In lieu of Dashboard indicators, we conducted a thorough review of multiple local data sources to evaluate student progress and school performance across academic, social-emotional, and engagement domains.

Academic growth was assessed using a variety of formal and informal measures designed to provide a comprehensive, developmentally appropriate understanding of student learning. These include:

Kindergarten Reading Screener using DIBELS to identify early literacy development

mCLASS ELA (DIBELS) and Math assessments administered in grades 1–3, with plans to expand in upper grades as the school grows

CAASPP ELA and Math assessments, administered for the first time in 3rd grade in spring 2025, provided baseline data aligned with state standards

Early Childhood Assessments and a First Grade Readiness assessment to monitor developmental progress in early learners

Individual Student Portfolios that track academic and artistic work over time, including student-created projects, writing samples, and math problem-solving

Narrative Progress Reports compiled in the fall, spring, and end-of-year that assess progress in reading, writing, math, social-emotional learning, and main lesson content; these reports are collaboratively authored by class and specialty teachers

Teacher observations and rubrics, which are discussed in grade-level and school-wide team meetings to monitor instructional consistency and identify students needing additional support

These tools allowed us to evaluate whether students demonstrated meaningful growth over the course of the year. In particular, student performance on the mid-year mCLASS assessments and initial CAASPP results provided data for instructional reflection and targeted intervention. End-of-year growth, as documented in portfolios and narrative reports, showed strong progress for most students in literacy, math fluency, and artistic expression, though results also highlighted a need for increased intervention supports in foundational reading and numeracy skills for some students.

In addition to academic data, we reviewed:

Student, parent, staff, and board surveys (via Kelvin Pulse and internal feedback structures)

Average daily attendance and estimated chronic absenteeism

Family and teacher feedback from parent conferences, Board meetings, and Community Council sessions

Together, these findings have helped us identify strengths—such as strong teacher-family relationships and engagement with the Public Waldorf-inspired curriculum—and areas for improvement, including:

Improving campus supervision and student safety procedures

Strengthening reading intervention systems and instructional consistency

Deepening family communication and community-building efforts

These insights directly informed the revision and development of our LCAP goals for 2025–26 and will continue to guide instructional planning and resource allocation as the school grows.

Reflections: Technical Assistance

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

Shade Canyon School has not been identified for technical assistance. As a new charter school in its second year of operation, we do not yet have California School Dashboard data available. Therefore, this section is not applicable for the 2025–26 LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Shade Canyon School engaged parents throughout the 2024–25 school year to gather meaningful input for the development of the 2025–26 LCAP. Ongoing engagement occurred through: Monthly Community Council meetings (3rd Thursday of every month), where parents helped plan events such as the annual May Faire and picnic days, and shared ideas for school improvements. Quarterly classroom-based parent meetings and bi-annual Parent-Teacher conferences, which offered structured opportunities to discuss academic, behavioral, and social-emotional goals for students and the school as a whole. Back-to-School Nights held in September (separate events for TK/K and grades classes), which included presentations from administration and time for parent-teacher connection. In addition, frequent communication was maintained through: Class and schoolwide newsletters, Announcements via the school’s Student Information System,

Educational Partner(s)	Process for Engagement
	Repeated invitations from the Administrator for parents to share questions, suggestions, or concerns. Shade Canyon also created community-building events that supported informal parent engagement, including: Monthly Community Garden Days funded through the Blue Zones Project Garden grant (last Friday of every month). To ensure broader feedback, parents were invited to participate in the Kelvin Education “Pulse” surveys, which gathered input on safety, communication, and school climate. The results of these surveys, along with input from meetings and informal conversations, directly shaped LCAP goal development related to safety, reading intervention, and family involvement. Families indicated a desire for more structured after-school opportunities, especially for students who may not have access to enrichment activities outside of school. In response, under Action 4.2, the school expanded its ELO-P and after-school enrichment offerings, prioritizing equitable access for low-income students and English learners. During meetings, parents and community members highlighted the value of schoolwide events like Garden Days, Parent Education Nights, and seasonal festivals in fostering connection and supporting student well-being. As a result, Action 4.1 was included to support these activities and increase engagement for families of high-needs students, including those who may face barriers to participation. Results from the Kelvin parent and staff surveys indicated a need for more proactive communication and stronger family-school partnerships. This led to the inclusion of Action 4.3, focused on improving outreach and coordination with community partners who serve foster youth, English learners, and low-income families.

Educational Partner(s)	Process for Engagement
Teachers Administrator Other School Personnel (office manager and classroom assistants)	Shade Canyon School engaged teachers, administrators, and other school personnel in the development of the 2025–26 LCAP through regular structured meetings, informal channels, and survey data. Teachers, the vice principal, and the office manager participated in bi-weekly faculty meetings, which served as a key forum for discussing instructional priorities, student needs, and school improvement planning. While these meetings were primarily attended by certificated staff, all school personnel were invited to attend. Classroom aides and other classified staff were given opportunities to provide feedback through informal conversations with administrators and through the Kelvin Education staff surveys, which were administered twice during the year. These surveys collected input on school climate, safety, professional support, and resource needs. In addition, the school's partnership with the Blue Zones Project of Lake County supported a culture of connection through a monthly Staff Gratitude Board, allowing employees across roles to express appreciation for one another and contribute to a positive, collaborative work environment. Input from all staff groups was reviewed and taken into consideration in the development of LCAP goals related to school safety, student support, staffing needs, and professional development. Teachers consistently emphasized the need for additional support during the instructional day to better serve students with a wide range of learning needs. In response, under Action 3.2, Shade Canyon included the continued employment of instructional aides, with a focus on ensuring that at least 50% of their time is dedicated to supporting unduplicated pupils through tutoring, small-group instruction, and targeted academic support. Staff also highlighted the importance of professional learning, especially around trauma-informed practices and Waldorf-aligned instruction.This feedback influenced Action 2.2, which funds general professional development tailored to staff-identified needs.

Educational Partner(s)	Process for Engagement
Other School Personnel (Board) Administrator Parents and Teachers (optional)	Shade Canyon School engaged its Board of Directors and school administrator in the development of the 2025–26 LCAP through regular discussions during 2024–25 board meetings and ongoing review of stakeholder input. Administration led the LCAP planning process by analyzing survey results, meeting notes, and direct input from parents, staff, and community members. Key updates and draft ideas were discussed internally and shared with the Board throughout the school year. The Board of Directors was engaged through standing monthly public meetings, held on campus and open to all stakeholders. Agendas, minutes, and relevant documents are posted publicly at shadecanyon.org. The LCAP process was discussed periodically during these meetings, with particular attention to goals, school needs, and input trends. The final draft LCAP for 2025–26 will be presented for public comment at a June 2, 2025 special board meeting and is scheduled for adoption at the regular board meeting later that month.
Students	Shade Canyon School engaged students in the development of the 2025–26 LCAP using age-appropriate tools and methods suited to our transitional kindergarten through third grade population. All students were surveyed twice during the 2024–25 school year through Kelvin Education’s age-appropriate Pulse Surveys, which collected input on school climate, peer relationships, safety, engagement, and connectedness. The high favorability ratings across most dimensions were encouraging, while areas with slightly lower favorability—such as sense of safety and daily enjoyment of school—were noted for follow-up. Although our students are young, their input was taken seriously and used to inform goal development, particularly around school safety, recess supervision, emotional support, and classroom belonging.

Educational Partner(s)	Process for Engagement

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

Our parent survey showed that most families feel connected to the school community, well-informed, and pleased with their children's growth this year. A few parents raised concerns about campus safety and the social-emotional needs of students.

Faculty and staff expressed similar views—describing a supportive, positive work environment—while also identifying safety improvements and increased emotional support as areas of need. Teachers also emphasized the need for additional aide support, particularly for reading and math intervention.

These concerns and priorities were echoed by the Board and were used to inform the development of goals and actions in this year's LCAP, with a focus on improving school safety, student support services, and academic intervention.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain a clean and safe school facility with appropriately credentialed employees and sufficient instructional materials.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Shade Canyon School developed this goal to ensure a safe, clean, and well-maintained learning environment supported by qualified teachers and high-quality instructional materials. A secure campus and properly credentialed staff are essential to student success. In alignment with Public Waldorf principles, the use of rich, tactile, and artistic materials supports student engagement and is integral to delivering the school's curriculum with fidelity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Main classroom teachers will be fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.	50% of main classroom teachers are fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.	Shade Canyon hired 2 additional teachers. One with a preliminary credential and with a STSP. One teacher is currently in an induction program. 25% of teachers hold clear credential, 50% of teachers hold preliminary credentials, 25% of teachers hold a STSP and will begin a		75% of main classroom teachers are fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.	25% of teachers hold clear credential, 50% of teachers hold preliminary credentials, 25% of teachers hold a STSP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			credentialing program in fall 2025			
1.2	Students will have access to standards-aligned materials and additional instructional materials as outlined in the SCS charter petition.	100% of students have access to standards-aligned materials and additional instructional materials as outlined in the SCS charter petition.	Shade Canyon uses Public Waldorf curriculum and instructional practices. Shade Canyon has a Site License with Live Education, a state standard aligned Waldorf curriculum program, for Kindergarten, 1st, and second grade. Grades 3 and 4 were purchased in May of 2025.		100% of students will have access to standards-aligned and Waldorf-aligned instructional materials as outlined in the charter petition.	No difference. All students continue to have access to appropriate instructional materials aligned to both state standards and the Waldorf curriculum.
1.3	All items on monthly site inspection checklists will be in compliance/good standing and identified required corrections will be completed within three months.	When items were observed to need repair or replacement, they were addressed 90% of the time. There were no checklists in place this year.	No formal tracking system in place. Two part-time janitorial staff members were hired to ensure that the school remained clean and well-maintained on a regular basis, which significantly improved daily campus upkeep. While the school did not implement		All items on a rolling maintenance list will be in compliance/good standing and identified required corrections will be completed within three months.	The school has shifted from an informal maintenance approach to a more structured system using a rolling facility log. While formal percentage tracking is still being established, this represents progress in organizing and prioritizing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			formal monthly site inspection checklists due to limited administrative capacity, facility issues were identified and addressed promptly as they arose—either by parent volunteers or contracted professionals. The school prioritized immediate response and resolution over scheduled inspections, maintaining a safe and functional learning environment throughout the year.			maintenance needs. Shade Canyon aims for 75% of identified maintenance needs to be resolved within 3 months by Year 3, acknowledging that some deferred maintenance items may remain unresolved due to facility age and budget constraints.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Shade Canyon School made significant progress toward maintaining a clean and safe facility and ensuring access to instructional materials. Two part-time janitorial staff were hired, and their work helped maintain consistent campus cleanliness. While monthly site inspection checklists were originally planned, administrative capacity limited their implementation. Instead, maintenance needs were addressed promptly as they arose, either through parent volunteers or hired professionals.

The school made progress in addressing facility issues as they arose, but the condition of the aging facility and the scope of deferred maintenance limited the school's ability to implement a comprehensive inspection and repair plan. A structured rolling log was adopted to better manage ongoing needs within available resources.

Staffing efforts resulted in the successful hiring of two classroom teachers: one with a preliminary credential and one with a Short-Term Staff Permit (STIP). Although this did not meet the original goal of 100% fully credentialed teachers with EL authorization, both were legally authorized to teach and well-aligned with the school's instructional approach.

All students were provided with access to standards-aligned instructional materials through the school's site license with Live Education, a Waldorf-aligned curriculum platform that supports California content standards.

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

In Action 1.1, the actual cost for credentialed classroom teacher salaries in 2024–25 is estimated to be $346,257, which is $32,991 higher than the budgeted amount of $313,266 in the 2024–25 LCAP. This variance is due to staffing and contract changes that occurred after the original budget was finalized.

In Action 1.3, estimated actual expenditures for 2024–25 are $68,961, compared to a budgeted amount of $47,657 in the 2024–25 LCAP. The $21,304 difference is primarily due to one-time instructional material purchases funded by the Public Charter Schools Grant Program (PCSGP). These purchases do not reflect ongoing expenditures and are not expected to recur in future years.

For Action 1.4, the estimated actual expenditure for 2024–25 is $39,832, compared to a budgeted amount of $5,950, reflecting a $33,882 increase. This difference is also attributed to one-time facility repair costs funded through the PCSGP and does not represent a recurring expense pattern.

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

The actions taken under this goal were generally effective in supporting Shade Canyon's intended outcomes. Hiring janitorial staff led to improved daily campus cleanliness, and responsive facilities maintenance kept the learning environment safe and functional despite the lack of a formal monthly inspection protocol.

Although the school did not reach its target of 100% fully credentialed teachers, both hired teachers were appropriately authorized to serve and delivered consistent instructional programming. The adoption of Live Education as a standards-aligned curriculum met both state expectations and the school's pedagogical goals, ensuring that students had high-quality, appropriate instructional materials.

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

Based on reflections from 2024–25 implementation, Shade Canyon plans to make the following adjustments to this goal for 2025–26:

Credentialing metric language will be revised to better reflect the school's rural hiring context and the use of legally authorized educators, with a focus on tracking progress toward full credentials rather than assuming immediate 100% attainment.

Based on staff capacity and implementation experience, the original plan to conduct monthly site inspection checklists was revised to a more practical approach: maintaining a rolling facilities log to track and address issues as they arise. This change allows for continued attention to safety and maintenance without overextending limited administrative resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire credentialed teachers	Hire main classroom teachers who hold CA multiple subject credentials with English Learner Authorization and track expiration dates to ensure that credentials are cleared within the appropriate time frame.	$345,263.54	No
1.2	Annual credential review	Office Manager will annually review credential status.		No
1.3	Purchase materials	Purchase instructional materials that are aligned to State Standards and aligned with our charter petition.	$36,671.20	No
1.4	Facility inspection checklists	Develop facility inspection checklists to be used by staff monthly to review conditions, recommend repairs or upkeep, and ensure such action is taken and completed within three months' time.	$7,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Implement policies and programs to support social-emotional development for all students, thus improving learning outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Some parents have expressed concern with the level of social and emotional support and behavior modification present in the classrooms. The faculty and staff have requested policies and training in these areas.

Parent involvement in their children's education improves academic and social outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 English Learners will access the Common	N/A. No EL students enrolled.	N/A. No EL students enrolled.			Increase EL representation on campus. 100% of English Learners will access the Common Core State Standards (CSSS) and English Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Core State Standards (CSSS) and English Language Development Standards (ELDS) through the many hands-on and artistic experiences inherent in the Public Waldorf teaching model.					Development Standards (ELDS) through the many hands-on and artistic experiences inherent in the Public Waldorf teaching model.
2.2	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Student performance on CAASPP and other standardized tests.	N/A. SCS only had students in TK-second grades.	See Metrics 3.1-3.4			75% of third grade students will meet and/or exceed the standard in ELA and math.
2.3	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			N/A. SCS is an elementary school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks.	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			N/A. SCS is an elementary school.
2.5	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who have successfully completed both types of courses described above in (B) and (C).	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			N/A. SCS is an elementary school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of English Learner (EL) students who make progress toward English proficiency as measured by the English Language Proficiency Assessments (ELPA) for CA.	N/A. No EL students enrolled.	N/A. No EL students enrolled.			Increase EL representation on campus. 100% of EL students make progress towards English proficiency as measured by the ELPA and/or teacher observation and assessment.
2.7	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The English Learner reclassification rate.	N/A. No EL students enrolled.	N/A. No EL students enrolled.			10% of English Learners reclassified.
2.8	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who have passed an advanced placement examination	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			N/A. SCS is an elementary school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with a score of 3 or higher.					
2.9	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			N/A. SCS is an elementary school.
2.10	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Students will have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.	100 % of students have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.	100 % of students have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.			Maintain 100 % of students having access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.
2.11	***AS OF JUNE 2025, THIS GOAL IS NO	100 % of low-income students have access to	100 % of low-income students			Maintain 100 % of low-income,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Low-income, English Learner, and foster youth students have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.	the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School. (No English Learner and foster youth enrolled.)	have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School. (No English Learner and foster youth enrolled.)			English Learner, and foster youth students having access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.
2.12	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Students with disabilities have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.	N/A. No students with disabilities enrolled.	100 % of students with disabilities have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.			100% of students with disabilities shall have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.
2.13	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND	100% of students, including all student subgroups, unduplicated students, and students with	See Metrics 3.1-3.4			100% of students, including all student subgroups, unduplicated students, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	HAS BEEN REPLACED BY GOALS #3 AND #4 All students, including all student subgroups, unduplicated students, and students with exceptional needs, demonstrate grade level proficiency in CCSS as measured by teacher observation and assessment.	exceptional needs, will demonstrate grade level proficiency in CCSS as measured by teacher observation and assessment. Note: No English Learner, foster/homeless youth, and students with disabilities enrolled.				students with exceptional needs, will demonstrate grade level proficiency in CCSS as measured by teacher observation and assessment.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Shade Canyon School implemented the actions outlined in this goal, with partial alignment to student needs. The original intent of the goal was to support social-emotional development and improve learning outcomes; however, the selected metrics—largely tied to State Priority 4 (Pupil Achievement)—did not reflect the core focus of the goal or the developmental stage of the student population. All actions were implemented as described, including professional development and efforts to support students with special needs, but the school later recognized that the goal's structure lacked clarity and did not effectively guide data collection or evaluation. Implementation of actions such as increased teacher training, student assessments, and support services did occur and provided useful insights for refining future goals.

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

Action 2.1 – Increase Community Awareness
This action appears significantly underspent (only 11% of the $22,500 budgeted for 2024–25); however, this reflects a timing issue rather than a lack of activity. A portion of the work associated with this action — including outreach efforts and branding development — was carried out in the 2024–25 fiscal year but was budgeted and expended in the 2023–24 fiscal year. As a result, those costs do not appear in the 2024–25 actuals. The school intends to align budgeting and implementation more closely in 2025–26 to ensure that fiscal tracking aligns with program delivery timelines.

Action 2.2 – General Professional Development
This action was heavily overspent (2177% of the $2,500 budgeted). Staff participated in a broader range of professional development opportunities than initially projected, including multi-day trainings and conferences aligned with the school's instructional model and emerging student needs. These were largely paid for using the Public Charter School Grant Program funding.

Action 2.3 – English Learner (EL)-Specific Professional Development?This action was not implemented as planned and saw no expenditures (0% of the $2,500 budgeted). Planned training focused on serving English learners was postponed due to no EL students, limited staff capacity and overlapping PD priorities.

Action 2.4 – Student Assessment
This action was not budgeted but $2616 was spent for Amplify mCLASS Dibels and Math for assessments as required by our charter.

Action 2.5 – Special Needs Services
This action went 23% over budget due to additional students needing services, administration hours to get our Special Education program established, and a para-educator.

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

Several actions under this goal were successfully implemented and aligned with the school's intentions to support student well-being and readiness to learn. Shade Canyon engaged Grow Schools for marketing and outreach, improving digital visibility though falling short of enrollment targets. Two teachers attended summer Public Waldorf training, and the remaining new hires received ongoing mentorship through experienced Public Waldorf educators. While no English Learner-specific professional development occurred due to lack of enrollment, the school prioritized other relevant PD. Student assessment capacity expanded significantly with the adoption of mCLASS DIBELS and Math for grades 1–3, establishing a formal academic baseline. The school also enhanced support for student needs through multiple strategies, including SEL training, a dedicated Harmony Room, 4 classroom sessions with an art therapist, a volunteer LMFT, universal meals, and additional instructional assistants to support students with disabilities. These investments laid groundwork for more targeted and measurable efforts going forward.

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

Based on reflection and input from staff, families, and the county office of education, Shade Canyon School is retiring this goal and replacing it with a new, more targeted goal in the 2025–26 LCAP. The new goal will continue to focus on student well-being, school climate, and family engagement but will include revised metrics that are developmentally appropriate, measurable, and aligned with State Priorities 3, 5, and 6. Additionally, new contributing actions will be added to reflect the school's evolving capacity to serve students with social-emotional, behavioral, and attendance challenges, as well as to support ongoing family partnership.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Community Awareness	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Engage the Marketing Firm, Grow Schools, from June to August 2024, to increase awareness in Lake County of Shade Canyon School, thus increasing the school enrollment.		
2.2	Professional Development	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Provide teachers with professional development for the Waldorf curriculum and its intersection with the Common Core State Standards.		
2.3	EL Professional Development	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Provide teachers with professional development to increase understanding of methods to support EL students.		
2.4	Student Assessment	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Ensure academic progress is made through teacher observation and assessment until children are of age to complete the California standardized assessments.		

Action #	Title	Description	Total Funds	Contributing
2.5	Special Needs Services	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Continue to develop our program to effectively serve low income, EL, foster/homeless students, and students with exceptional needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve student achievement in literacy and math through standards-aligned instruction, targeted intervention, and the use of high-quality assessments. This goal also ensures that all students have access to a broad course of study, including language arts, mathematics, science, social studies, the arts, and physical education, in alignment with the school's Public Waldorf-inspired educational model.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Shade Canyon developed this goal to strengthen student achievement in literacy and math while maintaining its Public Waldorf-inspired, whole-child approach. Formal assessments began in 2024–25 to establish baseline data and guide instruction. The goal also ensures access to a broad course of study and provides supports for English learners, students with disabilities, and other underserved groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual CAASPP scores in English Language Arts	N/A – CAASPP not administered in 2023–24.	Embargoed. Results will be available for inclusion in the 2025–2026 LCAP.		40% of tested students will meet or exceed standards.	First year of CAASPP administration. Results will be used to establish the baseline.
3.2	Annual CAASPP scores in Mathematics	N/A – CAASPP not administered in 2023–24.	Embargoed. Results will be available for inclusion in the 2025–2026 LCAP.		35% of tested students will meet or exceed standards.	First year of CAASPP administration. Results will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						used to establish the baseline.
3.3	Local Verified Data (ELA)	N/A – No formal literacy assessments were administered in 2023–24.	mCLASS DIBELS Grade 1 BOY: 77% well below benchmark, 15% at benchmark, 8% above benchmark Grade 1 MOY: 73% well below benchmark, 7% below benchmark, 7% at benchmark, 13% above benchmark Grade 1 EOY: 73% well below benchmark, 7% at benchmark, 20% above benchmark Grade 2 BOY: 29% well below benchmark, 42% below benchmark, 29% at benchmark Grade 2 MOY: 29% well below benchmark, 29% below benchmark, 42% at benchmark		50% of students will meet or exceed benchmark.	This is the first year of formal literacy assessments. Baseline now established.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 2 EOY: 29% well below benchmark, 14% below benchmark, 57% at benchmark Grade 3 BOY: 10% well below benchmark, 40% below benchmark, 30% at benchmark, 20% above benchmark Grade 3 MOY: 40% well below benchmark, 20% below benchmark, 20% at benchmark, 20% above benchmark Grade 3 EOY: 11% well below benchmark, 11% below benchmark, 33% at benchmark, 45% above benchmark			
3.4	Local Verified Data (Math)	N/A – No formal math assessments were administered in 2023–24.	mCLASS Math: Grade 1 MOY: 87% well below benchmark, 13% below benchmark		25% of students will meet or exceed benchmark.	This is the school's first year using mCLASS Math. Baseline now established.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 1 EOY: 29% well below benchmark, 64% below benchmark, 7% at benchmark Grade 2 MOY: 43% well below benchmark, 57% below benchmark Grade 2 EOY: 43% well below benchmark, 57% below benchmark Grade 3 MOY: 90% well below benchmark, 10% below benchmark Grade 3 EOY: 100% well below benchmark			
3.5	Access to Broad Course of Study	100% of enrolled students receive access through the integrated Public Waldorf-inspired curriculum.	100% (maintained)		Maintain 100% access	No change—access to a broad course of study has been maintained schoolwide.
3.6	Programs and Services for Unduplicated Students	N/A – metric introduced in 2024–25.	2023-24 Push in/Pull out services 100% Students who qualify receive services		100% Students who Qualify	100% Students who Qualify receiving services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Services for Students with Disabilities	100% Students who Qualify receiving services: Speech Services for IEPs	100% Students who Qualify receiving services: Speech Pull-out Services, IEP support with Special Education Teacher, Para-educator hired.		100% Students who Qualify receiving services	100% Students who Qualify receiving services
3.8	% of English Learners making progress toward English language proficiency as measured by the ELPAC	N/A – No ELs enrolled	N/A – No ELs enrolled		N/A – Will set baseline if ELs enroll	N/A
3.9	Local EL Reclassification Rate	N/A – No ELs enrolled	N/A – No ELs enrolled		N/A – Will set baseline if ELs enroll	N/A

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Shade Canyon made foundational progress toward improving student achievement through the introduction of standards-aligned instruction, local and state assessments, and targeted support for underperforming students. All students received instruction in ELA and math, supported by Public Waldorf-aligned curriculum materials, and our third grade class participated in CAASPP for the first time.

The school also expanded services for students with disabilities and historically underserved students, including hiring a para-educator and several instructional aides to provide individualized support during main lesson time. All students participated in a broad course of study including movement, music, handwork, clay, garden, Spanish, and the arts.

Challenges included lack of local resources for students with disabilities, the newness of formal assessments for both students and staff, and a need for more consistent test administration.

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

Since Goal 3 is newly developed for the 2025–26 LCAP and was not part of the previous year's plan, all actions associated with this goal are new and were not budgeted or implemented in prior years. As a result, there are no material differences to report between budgeted and actual expenditures at this time. Expenditures for actions under this goal will be tracked beginning in the 2025–26 school year.

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

Action 3.1 (mCLASS and CAASPP Assessments): This action was partially effective in establishing foundational assessment systems. Administering mCLASS in grades 1–3 provided baseline data in both literacy and math. As this was the school's first year using the tool, the data was most useful for identifying broad patterns of student need rather than for precise instructional decision-making. Challenges included scheduling assessments across multiple grade levels and reconciling the expectations of the assessment with the developmental timing of skills in the school's Waldorf-inspired curriculum.

The CAASPP was also administered for the first time in spring 2025. While results were not yet available at the time of reporting, the testing process provided valuable experience for staff. It contributed to professional development, procedural consistency, and the establishment of a baseline for future performance monitoring. Lessons learned from both assessments will inform improvements to administration protocols and instructional alignment in 2025–26.

Action 3.2 (Provide Schoolwide Academic Support): This action was moderately effective. The school hired a part-time instructional aide who provided in-class support during main lesson blocks, focusing on students identified through mCLASS and teacher observation. Additionally, the school encouraged parent volunteers to assist with academic activities, increasing adult support in classrooms. While these supports were appreciated by teachers, further alignment between assessment data and intervention planning is needed to increase impact. The school intends to expand instructional aide hours in 2025–26 to provide more schoolwide support aligned with academic benchmarks.

Action 3.3 (Waldorf-Certified Teacher Mentorship): This action was effective in supporting the implementation of standards-aligned instruction within the school's Public Waldorf-inspired framework. Each teacher was assigned a Waldorf-certified mentor who provided individualized support through lesson planning, observation, and feedback. These mentorships helped teachers integrate California content standards in a developmentally appropriate manner while maintaining fidelity to Waldorf pedagogical principles. The mentorship model also supported professional growth and strengthened instructional consistency across classrooms.

Action 3.4 (Access to Broad Course of Study): This action was highly effective. The school fully implemented a Waldorf-inspired curriculum that integrated English language arts, math, science, social studies, visual and performing arts, movement, and wellness. Instruction was inclusive and developmentally appropriate, ensuring that all students—including those with disabilities—received access to a rich and balanced course of study with appropriate accommodations and support when needed.

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

While Goal 3 is newly introduced in the 2025–26 LCAP, many of the associated actions were already taking place in 2024–25 in informal or partially implemented ways. Reflections on those experiences — including staff feedback, assessment data, and schoolwide observations — led to significant restructuring and formalization of this goal.

Instructional aide support, for instance, was previously provided but not clearly tied to assessment data or framed as a targeted intervention. For 2025–26, Action 3.2 is more intentionally aligned with mCLASS and classroom observation data, ensuring supports are targeted to students — particularly unduplicated pupils — with identified academic needs.

Likewise, while early steps were taken in 2024–25 toward providing academic and behavioral interventions, the school lacked a formal tiered support system. Based on this reflection, the school will further develop and document its Multi-Tiered System of Supports (MTSS) framework in 2025–26, allowing for greater structure and progress monitoring.

In addition to the reorganization of actions, the school also created a new set of metrics for Goal 3 to better monitor academic growth and the effectiveness of instructional supports. These metrics — including progress monitoring data from mCLASS, internal intervention tracking tools, and classroom-based evidence — did not exist in prior years. Their introduction will allow the school to evaluate student outcomes more systematically in 2025–26 and beyond.

Finally, professional mentorship for teachers was refined to include more structured support cycles, based on feedback from instructional staff in 2024–25. Teachers requested clearer expectations for lesson planning, classroom observation, and standards alignment within the school's Waldorf instructional framework — leading to enhancements in Action 3.3.

Overall, these changes reflect Shade Canyon's commitment to aligning goals, metrics, and actions with real-world classroom experience, data-informed planning, and the evolving needs of its students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Administer mCLASS and CAASPP Assessments	Shade Canyon will implement mCLASS DIBELS reading assessments for students in grades K–8 as our universal literacy screener, beginning with Kindergarten in 2025–26. mCLASS Math will continue to be used in grades 1–5 to assess math skills aligned with both Public Waldorf-inspired pedagogy and California Common Core State Standards. For grades 6–8,	$3,696.70	No

Action #	Title	Description	Total Funds	Contributing
		the school will evaluate placement tools consistent with our charter, which calls for skill assessment to support leveled math instruction. In addition, the school will administer CAASPP assessments in Grade 3 and above to meet state accountability requirements. Effectiveness will be monitored using benchmark results, CAASPP reports, and student progress data.		
3.2	Provide Schoolwide Academic Support	Shade Canyon implements a schoolwide academic support system designed to meet the needs of unduplicated pupils, while also benefiting all students. Based on assessment data (mCLASS, CAASPP, teacher observations, and internal benchmarks), the school provides in-class instructional aide support and after-school tutoring.	$61,299.14	Yes
3.3	Provide Mentorship and Professional Development to Support Waldorf-Aligned, Standards-Based Instruction	Assign a Waldorf-trained teacher mentor to each classroom teacher to support lesson planning, delivery, and integration of California academic content standards within a Waldorf pedagogical framework. Mentors will provide observation, feedback, and planning support aligned to both developmental stages and required academic outcomes.	$8,503.36	No
3.4	Maintain Access to a Broad Course of Study	Ensure all students receive regular instruction in visual/performing arts, clay, handwork, garden, movement, Spanish, science, social studies, and wellness. These subjects are embedded within the core curriculum through interdisciplinary, Public Waldorf-inspired methods.	$23,189.01	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that all students, parents, guardians, and community partners are actively engaged in the school community as measured by the number of events/volunteer opportunities for family engagement, the level of participation, community partnerships, and survey results.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement Opportunities	Goal added in Year 1	No data recorded. Estimates: School Festivals: 80% Kelvin Pulse Family Survey: 60% Fall, 47% Spring Committee Work: 15% Family Conferences: 80% Volunteer Hours: 500		Increase Participation Rates School Festivals- 85% Kelvin Pulse Family Survey: 75% Committee Work- 20% Family Conferences- 85% Volunteer Hours- 1,000	Current year is baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two parents are members of the Board of Directors		Two parents are members of the Board of Directors.	
4.2	Host events specific to families of students with disabilities	Goal added in Year 1	1. IEP Support Meetings held. 100% parent participation.		At least 3 events per school year	Current year is baseline
4.4	Increase the percentage of English Learner students enrolled at SCS by 5% annually	Goal added in Year 1	0%		10% EL students	Current year is baseline
4.5	Ensure 100% of socio-economically disadvantaged students are offered free lunch and access to no-cost ELO-P services each year.	Goal added in Year 1	100% of socio-economically disadvantaged students were offered free lunch. ELO-P program starting Year 2.		Ensure 100% of socio-economically disadvantaged students are offered free lunch and access to no-cost ELO-P services each year.	Current year is baseline
4.6	Maintain active partnerships with at least 3 community-based organizations that support unduplicated pupils	First year of school. No data on this metric exists.	8 organizations. Blue Zones, Wings of Hope, Lake County Vector Control, Lake County Office of Education, Habematolel Environmental Protection, Hidden Valley Grocery Outlet, Ellis Ranch		Maintain or Grow Community Partnerships	Current year is baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	SCS Average Daily Attendance (ADA) rate	83%	88.6%		90%	5.6% increase
4.8	Chronic Absenteeism (CA)	47%	45%		Below 30%	2% decrease
4.9	Student Suspension & Expulsion Rates	0%	Suspension Rate: 1.4%		Maintain 0% if possible, reflecting our restorative justice behavior management approach, however this may increase slightly as discipline policies take shape and enforcement becomes uniform.	No change for expulsion %. Increase from 0% to 1.4% for suspensions.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Shade Canyon School made strong initial progress toward fostering family and community engagement. While formal tracking systems were not yet in place, the school hosted multiple family-oriented events, including festivals, community garden days, and parent-teacher conferences. The Community Council met monthly, providing an open forum for parent involvement in planning and school improvement efforts. In addition, the school strengthened its outreach to socioeconomically disadvantaged families by partnering with Lake County Office of Education's Healthy Starts program, offering meals prepared by an on-site chef, providing art therapy services, and creating a Harmony Room to support student social-emotional wellness. Outreach to English Learner families began with bilingual marketing materials and staff training for ELPAC coordination.

The school also developed partnerships with various community organizations, including Blue Zones, Wings of Hope, and local businesses. These relationships contributed to enrichment opportunities and helped build a connected school community.

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

Since Goal 4 is newly developed for the 2025–26 LCAP and was not part of the previous year's plan, all actions associated with this goal are new and were not budgeted or implemented in prior years. As a result, there are no material differences to report between budgeted and actual expenditures at this time. Expenditures for actions under this goal will be tracked beginning in the 2025–26 school year.

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

The actions under this goal were generally effective in building a strong school culture and increasing family participation. Parent engagement was high for major school events, such as festivals and family conferences. Committee work and volunteerism were more modest, but still meaningful given the school's small size and early stage. Outreach to students with disabilities and English Learners was identified as an area needing further development, particularly in terms of hosting targeted events or forming advisory groups. Community partnerships grew rapidly and were successfully leveraged for enrichment and wellness programming. Overall, the actions laid a strong foundation for ongoing engagement.

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

Goal 4 is a newly developed goal for the 2025–26 LCAP, created in response to stakeholder input gathered during the 2024–25 school year and informed by reflections on community engagement efforts to date. It replaces and reorganizes previous engagement-related actions under a more focused and measurable framework aligned to State Priorities 3, 5, and 6.

While there were no changes from a prior version of this goal, the decision to establish it reflects a shift toward more intentional and structured efforts to promote family engagement, student belonging, and community partnership. For 2025–26, actions include the introduction of family engagement events, outreach to families of students with disabilities and English Learners, and formalization of community partnerships. Metrics and targets were created to support ongoing tracking and continuous improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide Regular Family Engagement Opportunities	Shade Canyon will provide regular family engagement opportunities including Kelvin parent surveys, Parent Education Nights, Garden Days, monthly Community Council meetings, classroom volunteering, and school beautification. Admin time for planning and facilitating these activities is included.	$30,164.20	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Provide Regular Student Enrichment Opportunities	Shade Canyon provides regular enrichment opportunities to support student development and well-being, both during the school day and through its Expanded Learning Opportunities Program (ELO-P). Enrichment includes music, gardening, handwork, movement games, art, nature-based learning, and participation in seasonal festivals. After school, students have access to supervised play and creative activities through ELO-P. These opportunities are especially valuable for unduplicated pupils, who may have limited access to similar experiences outside of school.	$150,000.00	Yes
4.3	Maintain Community Partnerships and Regular Outreach Marketing Events	Shade Canyon conducts community outreach and relationship-building with organizations that support family engagement and the well-being of unduplicated pupils. This includes coordination with cultural organizations, nonprofits, and local service providers to ensure families of low-income students, English learners, and foster youth are welcomed, informed, and included in school life. Staff time spent cultivating these partnerships and engaging families through them is included as a qualitative contribution to the MPP.		Yes
4.4	Provide services for socio-economically disadvantaged students	Shade Canyon provides a range of health, nutrition, and family education services that are implemented schoolwide but principally directed to address the needs of unduplicated pupils. These include annual hearing and vision screenings to identify health barriers that may go undetected in students without regular medical care; a daily school lunch program to ensure food access, particularly for low-income students; and regular parent education nights that help families of English learners and socio-economically disadvantaged students support their children's academic and developmental needs.	$35,146.08	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$98219	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.117%	0.000%	$0.00	10.117%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Provide Schoolwide Academic Support **Need:** Unduplicated pupils often require additional academic support to meet grade-level standards due to systemic barriers such as poverty, language acquisition, or disrupted early learning experiences. These students benefit from individualized and small-group instruction during and after the school day.	Instructional aides are assigned to classrooms with the goal of supporting differentiated instruction, reinforcing core academic skills, and helping unduplicated pupils stay engaged and successful during main lesson blocks. Their schedules and duties are structured to ensure that the majority of their time directly supports unduplicated students. Additionally, after-school tutoring through ELO-P is targeted to students with the greatest academic need and provides additional learning time in a low-ratio setting.	Academic progress of unduplicated pupils (e.g., teacher assessment, mCLASS, internal benchmarks) Participation rates in after-school tutoring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		Instructional aide logs or schedules showing time spent supporting UPPs Teacher and aide feedback on student growth
4.1	**Action:** Provide Regular Family Engagement Opportunities **Need:** Families of unduplicated pupils may experience barriers to school engagement due to work schedules, lack of transportation, limited access to educational resources, or language differences. Feedback from community meetings and parent surveys indicates a need for inclusive, accessible engagement opportunities that support family involvement and understanding of the school's educational model. **Scope:** Schoolwide	Family engagement events are designed to foster meaningful participation among all families, with a focus on the needs of unduplicated pupils. Parent Education Nights help families of unduplicated pupils understand and support their children's learning. Garden Days and other community-building events promote inclusion across socioeconomic groups. Kelvin parent surveys, while anonymous, are reviewed through an equity lens to ensure school planning addresses the needs of families who may face barriers to engagement.	Participation rates at family engagement events Community Council attendance Parent feedback from Kelvin surveys Qualitative input from staff and teachers on family participation trends
4.2	**Action:** Provide Regular Student Enrichment Opportunities **Need:** UPPs may lack access to structured enrichment experiences due to economic hardship, limited time with caregivers, or	Both school-day and after-school enrichment offerings are intentionally structured to ensure all students, including UPPs, have access to creative, physical, and nature-based learning experiences. ELO-P is offered free or at low cost and prioritizes students based on need. Public Waldorf-inspired daily experiences such as handwork, gardening,	Student participation in enrichment activities and festivals ELO-P enrollment and attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	under-resourced home environments. Enrichment activities support their social-emotional development, creativity, and connection to the school community. **Scope:** Schoolwide	and festival preparation also serve to strengthen belonging and holistic development.	Teacher observation and feedback Parent survey responses related to student engagement and well-being
4.3	**Action:** Maintain Community Partnerships and Regular Outreach Marketing Events **Need:** Unduplicated pupils and their families may feel disconnected from school due to language, cultural differences, or systemic barriers. Building relationships through trusted community partners helps foster belonging and improves participation in school life. **Scope:** Schoolwide	Staff identify and collaborate with local organizations that have existing relationships with families of UPP students. These partnerships allow the school to reach families who may not engage directly with staff and provide a culturally responsive bridge to school events, meetings, and decision-making forums.	Number of community partnerships established or maintained Attendance of UPP families at events co-hosted or promoted by partners Parent feedback on accessibility and inclusion Staff documentation of outreach and engagement through partners
4.4	**Action:** Provide services for socio-economically disadvantaged students **Need:** Many unduplicated pupils face barriers to learning stemming from unmet health needs, food insecurity, trauma, or a lack of access to	This action ensures access to essential supports including health screenings, nutrition, family education, and referrals to outside services. These services are delivered universally to reduce stigma but are principally directed toward supporting UPPs who are disproportionately affected by these barriers. The school proactively identifies students	Number of students screened for vision and hearing Participation in school meal program

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	family supports. These challenges are particularly acute for students from low-income households or with limited access to healthcare or community resources. **Scope:** Schoolwide	and families in need and connects them to internal resources or external partners.	Attendance at parent education nights Number of referrals made to outside agencies or nonprofits Parent survey feedback on access to supports Staff reporting on student needs and follow-up

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	970,845	98219	10.117%	0.000%	10.117%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$510,437.58	$190,166.25	$0.00	$829.40	$701,433.23	$569,761.80	$131,671.43

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire credentialed teachers	All	No			All Schools	Ongoing	$345,263.54	$0.00	$328,353.54	$16,910.00			$345,263.54	
1	1.2	Annual credential review	All	No			All Schools	Ongoing								
1	1.3	Purchase materials	All	No			All Schools	Ongoing	$0.00	$36,671.20	$15,000.00	$21,671.20			$36,671.20	
1	1.4	Facility inspection checklists	All	No			All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
2	2.1	Increase Community Awareness														
2	2.2	Professional Development														
2	2.3	EL Professional Development														
2	2.4	Student Assessment														
2	2.5	Special Needs Services														
3	3.1	Administer mCLASS and CAASPP Assessments	All	No			All Schools	On-going	$2,556.70	$1,140.00	$3,696.70				$3,696.70	
3	3.2	Provide Schoolwide Academic Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On-Going	$61,299.14	$0.00	$61,299.14				$61,299.14	
3	3.3	Provide Mentorship and Professional Development to Support Waldorf-Aligned, Standards-Based Instruction	All	No			All Schools	On-going	$8,503.36	$0.00	$8,503.36				$8,503.36	
3	3.4	Maintain Access to a Broad Course of Study	All	No			All Schools	On-going	$22,189.01	$1,000.00	$23,189.01				$23,189.01	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Provide Regular Family Engagement Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On-going	$29,664.20	$500.00	$27,749.75	$1,585.05		$829.40	$30,164.20	
4	4.2	Provide Regular Student Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On-going	$74,077.98	$75,922.02		$150,000.00			$150,000.00	
4	4.3	Maintain Community Partnerships and Regular Outreach Marketing Events	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On-going								1.49
4	4.4	Provide services for socio-economically disadvantaged students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On-going	$26,207.87	$8,938.21	$35,146.08				$35,146.08	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
970,845	98219	10.117%	0.000%	10.117%	$124,194.97	1.490%	14.282 %	**Total:**	$124,194.97
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$124,194.97

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.2**	Provide Schoolwide Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$61,299.14	
4	**4.1**	Provide Regular Family Engagement Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$27,749.75	
4	**4.2**	Provide Regular Student Enrichment Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	**4.3**	Maintain Community Partnerships and Regular Outreach Marketing Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		1.49
4	**4.4**	Provide services for socio-economically disadvantaged students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$35,146.08	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$427,660.00	$622,748.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Hire credentialed teachers		313,266.00	354405.29
1	**1.2**	Annual credential review			
1	**1.3**	Purchase materials		47,657.00	53558.49
1	**1.4**	Facility inspection checklists		5,950.00	36075.96
2	**2.1**	Increase Community Awareness		22,500.00	2558.24
2	**2.2**	Professional Development		2500	54436.99
2	**2.3**	EL Professional Development			
2	**2.4**	Student Assessment			7904.73
2	**2.5**	Special Needs Services	Yes	35,787.00	113809.11
3	**3.1**	Increase Community Awareness			
3	**3.2**	Professional Development			
3	**3.3**	EL Professional Development			
3	**3.4**	Student Assessment			
3	**3.5**	Special Needs Services			

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$65918	$35,787.00	$79,235.79	($43,448.79)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Special Needs Services	Yes	35787	79,235.79		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$653,683	$65918		10.084%	$79,235.79	0.000%	12.121%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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