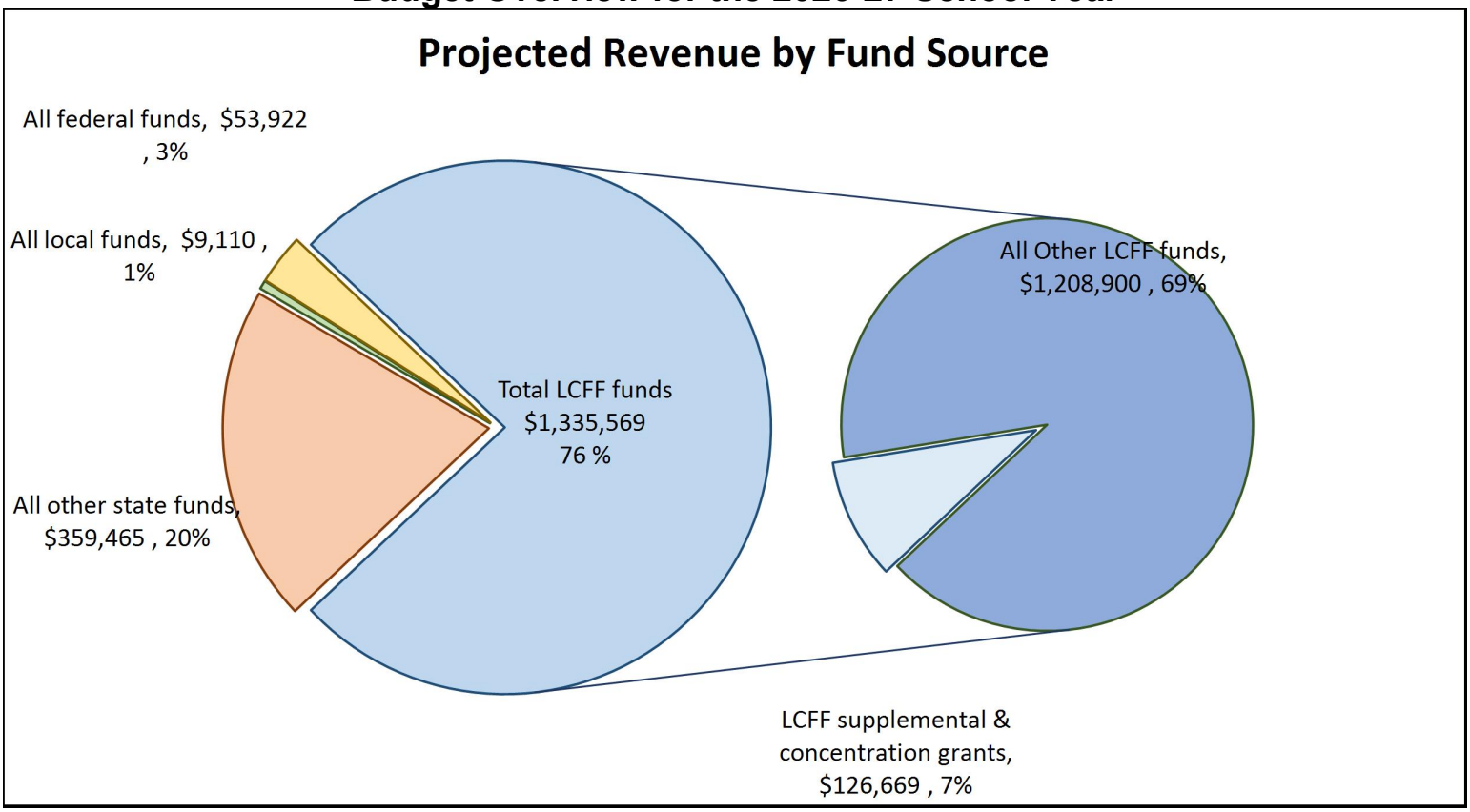
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shade Canyon School
CDS Code: 17640140141382
School Year: 2026-27
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 2026-27 School Year



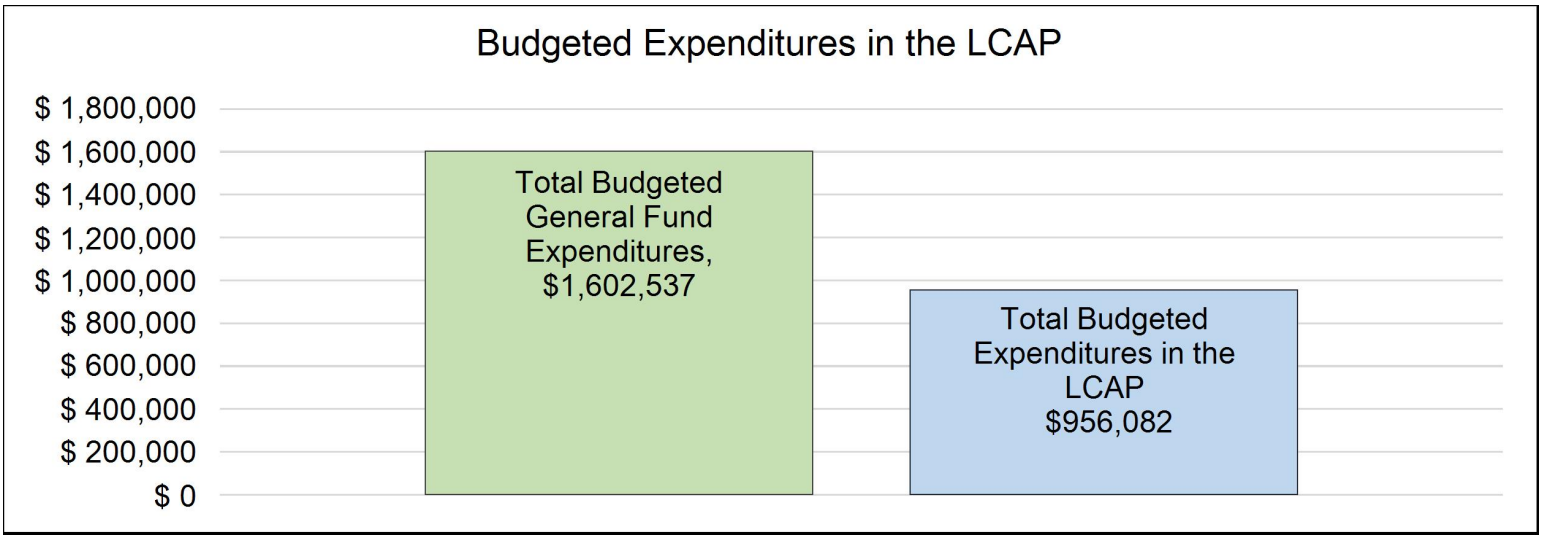
This chart shows the total general purpose revenue Shade Canyon School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shade Canyon School is $1,758,066, of which $1,335,569 is Local Control Funding Formula (LCFF), $359465 is other state funds, $9110

is local funds, and $53922 is federal funds. Of the $1,335,569 in LCFF Funds, $126669 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shade Canyon School plans to spend $1602537 for the 2026-27 school year. Of that amount, $956082 is tied to actions/services in the LCAP and $646,455 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

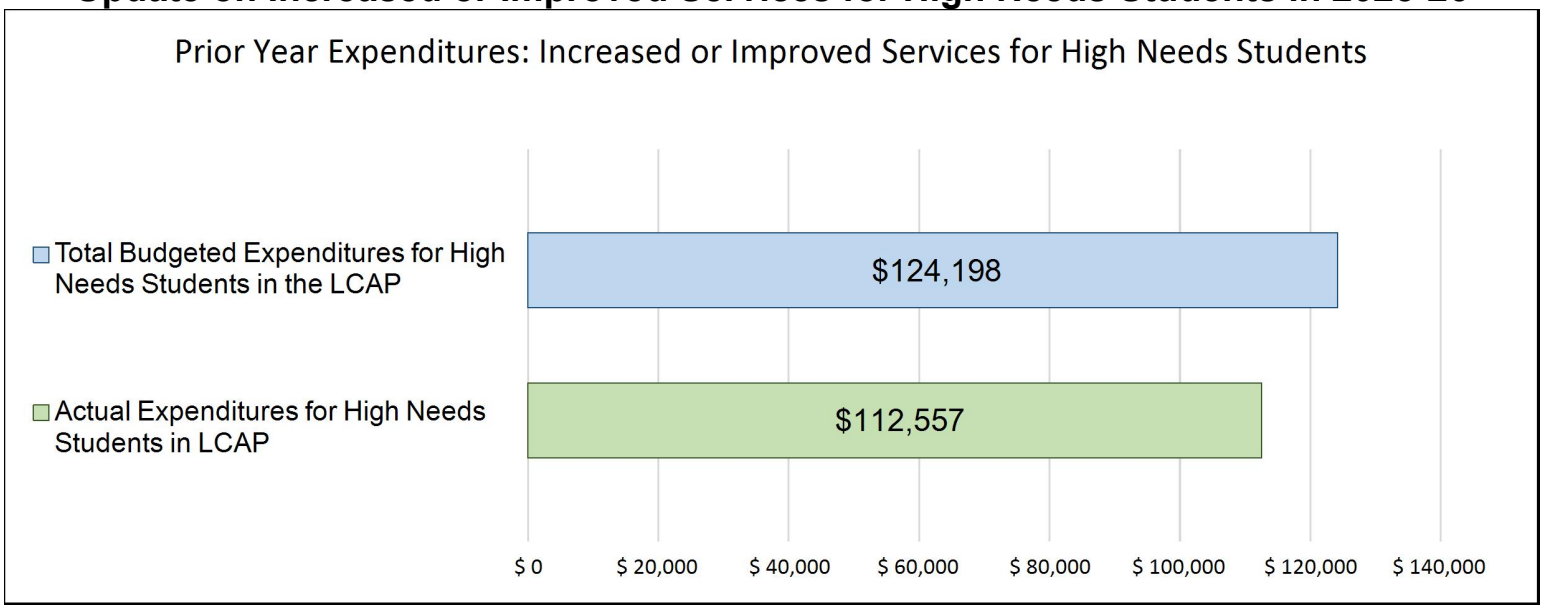
General Fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, capital projects, utilities and maintenance.

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

In 2026-27, Shade Canyon School is projecting it will receive $126669 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 $186217 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Shade Canyon School's LCAP budgeted $124,198 for planned actions to increase or improve services for high needs students. Shade Canyon School actually spent $112,557 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $11,641 had the following impact on Shade Canyon School’s ability to increase or improve services for high needs students:

Expenditures for high needs students were lower than budgeted because Shade Canyon successfully qualified for federal Title allocations mid-year. A portion of the classroom instructional aide salaries originally funded through local LCFF Concentration dollars was strategically shifted to these new federal Title funds. In addition, direct cost-savings were achieved through donations from our community partner network.

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 [2026-27]

General Information

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

Shade Canyon School (“SCS”) is a new independent charter school serving elementary-aged children in Lake County, California committed to cultivating inspired learners with a lifelong love of learning, creative thinking, and a deep respect for self, others, and the natural environment. We offer vocal and instrumental music, handwork, gardening, Spanish, and the visual and performing arts woven throughout the core academic content. Through our Public Waldorf-inspired educational model, students learn with their "heads, hearts, and hands," building on an experiential, arts-integrated foundation that grows with the child to balance wonder, social fluency, and academic excellence. 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 2026-27 school year is 105 students in grades TK through fifth.

Vision: Shade Canyon School believes that by honoring simplicity, we nurture the spark of the individual and nourish a thriving community. As a public school inspired by Public Waldorf education, our consistent philosophy, curriculum, and holistic methodology embrace the developmental stages of the growing child to draw out each student’s full and unique potential. This approach nurtures a sense of wonder, shapes active cognitive strength, refines the emotional feeling life, and strengthens a healthy, resolute will. Students emerge well-prepared for the 21st century as model citizens with the self-awareness, confidence, and resourcefulness to take responsibility for their place in the world.

Goals: Shade Canyon School actively promotes an acceptance and appreciation of all cultures, striving to ensure our learning community increasingly reflects and honors the rich diversity of families in our area. We are dedicated to providing an alternative, universally accessible

public school choice that bridges the achievement gap, supports academic resilience through project-based learning, and empowers families through cooperative community festivals and strong parent participation.
SCS serves a highly diverse student population reflecting the socio-economic and cultural realities of the Kelseyville community and wider Lake County region. The local demographic landscape features significant economic challenges and educational barriers that SCS explicitly targets through its programming:

- Socio-economic Disadvantage: The local area poverty rate sits at 23.1%, with 39% of children under 18 falling below the poverty line (Source: U.S. Census Bureau). While the California School Dashboard lists a baseline of 42.2% Socioeconomically Disadvantaged students based primarily on automated direct certifications, our official internal CALPADS 1.17 report identifies our true, total Socioeconomically Disadvantaged (SED) population as 55.5% once household alternative income verification forms are fully accounted for.
- Racial and Cultural Diversity: The territorial jurisdiction of our authorizer (KVUSD) consists of a student demographic that is approximately 46.1% Hispanic/Latino, 41% White, 5.3% Two or more races, 3% Indigenous, and smaller percentages of African American, Asian, and Pacific Islander students. SCS actively conducts bilingual English/Spanish community outreach to ensure its student balance continues to mirror these local district metrics.
- Targeted Subgroups: As we add one grade level per year in our "slow growth" model , our extensive community outreach campaigns explicitly prioritize local unduplicated student groups, families of English Learners (with a projected local district baseline of 17.1%), and students with exceptional learning needs.

By providing a tuition-free Public Waldorf option, SCS removes the historical financial barrier to this holistic style of schooling, delivering structured "slow schooling" language-rich environments, low 1:10 or 1:12 adult-to-student early childhood ratios, and robust restorative justice discipline practices designed to directly mitigate local factors of toxic stress, mental health distress, and chronic absenteeism.

Reflections: Annual Performance

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

Performance Outcomes:
Local metrics demonstrate that the Public Waldorf-inspired curriculum and looping structure have generated exceptional teacher-family relationships, deep student engagement, and strong end-of-year portfolio growth in literacy, math fluency, and artistic expression. However, diagnostic data also highlights explicit areas of focus as the school scales, including a clear need to expand target intervention systems for foundational reading and numeracy. As a newly established public charter school in its third year of operation,
Shade Canyon does not have 2023 or 2024 Dashboard data and 2025 Dashboard data is
limited, with single-year testing metrics heavily impacted by student privacy thresholds
. To ensure a comprehensive evaluation of our program, Shade Canyon School analyzed both the 2025 California School Dashboard and an array of local student diagnostic data.

California School Dashboard Performance Summary

Academic Engagement (Chronic Absenteeism): Rated Orange overall with a school-wide chronic absenteeism rate of 44.9%. Notably, this reflects significant positive momentum, representing a 17.6% decrease from the prior year. Broken down by student subgroups, the White subgroup placed in Orange (41.9%), while the American Indian, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities subgroups received "No Color" status due to small numerical sizes. No subgroups placed in Red.

School Climate (Suspension Rate): Rated Blue (the highest tier) with a 0% suspension rate maintained school-wide. The White subgroup placed directly in Blue, while all other student subgroups (American Indian, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities) received "No Color" status. No student subgroups placed in Red, Orange, or Yellow.

Academic Performance (CAASPP & ELPI): ELA and Math performance tiers display "No Performance Color". Because 2025 was the school's first year serving Grade 3, only 11 students took the CAASPP tests, resulting in state masking of specific scores for student privacy. The English Learner Progress Indicator (ELPI) reflects no color as there were no English Learners enrolled during this dashboard cycle.

To supplement state metrics, SCS evaluated student progress across academic, social-emotional, and engagement domains using the following local tools.

Literacy & Numeracy Screeners: DIBELS Kindergarten Reading Screeners alongside mCLASS ELA and Math assessments in grades 1–4 to monitor foundational mastery and track mid-year instructional pivots.

Developmental & Portfolio Measures: First Grade Readiness assessments for early learners, paired with cumulative Individual Student Portfolios tracking academic and artistic Main Lesson blocks.

Qualitative Reports: Comprehensive Narrative Progress Reports collaboratively authored by class and specialty teachers in the fall, spring, and end-of-year.

Partner Input: Survey data collected through Kelvin Pulse, internal feedback loops, and community council/parent-teacher forum sessions.

Performance Outcomes: Local metrics demonstrate that the Public Waldorf-inspired curriculum and looping structure have generated exceptional teacher-family relationships, deep student engagement, and strong end-of-year portfolio growth in literacy, math fluency, and artistic expression. However, diagnostic data also highlights explicit areas of focus as the school scales, including a clear need to expand target intervention systems for foundational reading and numeracy.

Reflections: Technical Assistance

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

N/A

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 2025–26 school year to gather meaningful input for the development of the 2026–27 LCAP. Ongoing engagement occurred through: Monthly Community Council meetings (3rd Thursday of every month), where parents helped plan school events such as the annual May Faire, Read-a-thon, Spring Fiesta, 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.

Educational Partner(s)	Process for Engagement
	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, 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), Morning Coffee on Fridays sponsored by the Community Council, and Book Club Meetings. To ensure broader feedback, parents were invited to participate in a fall and spring survey, which gathered input on safety,

Educational Partner(s)	Process for Engagement
	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.
Teachers Administrator Other School Personnel	Shade Canyon School engaged teachers, administrators, and other school personnel in the development of the 2026–27 LCAP through regular structured meetings, informal channels, and survey data. Teachers and the admin team participated in weekly 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 evaluations and surveys. Administration soliciting feedback from employees is embedded in the culture of Shade Canyon. 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.

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 2026–27 LCAP through regular discussions during board meetings. 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.
Students	Due to staffing constraints, we focused our data collection on our 3rd and 4th graders. Because these students regularly use Chromebooks for typing and testing, we were able to efficiently gather their feedback using a digital survey. The survey utilized age-appropriate questions from the California Healthy Kids Survey (CHKS) to measure school climate and student engagement.

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

A review of parent and student surveys indicated high overall satisfaction with the school's climate, but emphasized a desire for expanded resources as the school grows. Consultation with our staff and broader community partners focused heavily on the logistical and instructional requirements of adding a grade level next year, highlighting the need to attract and retain highly qualified teachers with specialized Public Waldorf training. Furthermore, dialogue with community partners highlighted the importance of strengthening classroom and playground support structures to manage diverse behavioral and academic needs.

In direct response to this collective input, the adopted LCAP was influenced to prioritize resource allocation toward staff recruitment, professional development, grade-expansion readiness, and enhanced intervention systems for socioeconomically disadvantaged (SED) students.

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	75% of main classroom teachers will be fully credentialed with appropriate English Learner authorization	100% of main classroom teachers are fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.	75% of each teachers are fully credentialed. One teacher has a clear credential, two teachers had a preliminary credential and one teacher had a PIP and began a credentialing program in fall 2025	Shade Canyon hired one additional teacher for the new Grade 1 class. The teacher resigned in mid-October. As a result, 1st and 2nd grade were combined and a teacher's aid was assigned to the class.	75% of main classroom teachers will be fully credentialed with appropriate English Learner authorization	25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				75% of teachers are fully credentialed. One teacher holds a clear credential, two teachers hold preliminary credentials and one teacher holds an intern credential.		
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.	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 and 1-4th grade.	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	Informal tracking system continued with proper staffing and timely maintenance responses. FIT tool reported all categories as	All items on a rolling maintenance list will be in compliance/good standing and identified required corrections will be	The school has shifted from an informal maintenance approach to a more structured system using a rolling facility log.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and well-maintained on a regular basis, which significantly improved daily campus upkeep. While the school did not implement 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.	'good' during the most recent inspection.	completed within three months.	While formal percentage tracking is still being established, this represents progress in organizing and prioritizing 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 [2025-26]

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

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

During the 2025–26 school year, Shade Canyon School made significant progress toward maintaining a clean and safe facility and ensuring access to instructional materials. Janitorial staff helped maintain consistent campus cleanliness. Maintenance needs were addressed promptly as they arose, either through parent volunteers or hired professionals.

Facilities repairs and improvements during FY 25-26 include gutters, shade structures for shade/rain protection, new driveways, new fence and gates, new centralized fire alarm system, roof leak repairs, kitchen flooring and appliance replacement, doors, locks and blinds/curtains for classrooms, carpeting for kindergarten classrooms, storm drain repair, and IT infrastructure improvements including AT&T Fiber through E-rate.

Staffing efforts resulted in the successful hiring of a teacher for the new 1st grade class, however the teacher resigned in the middle of October and 1st and 2nd grade were combined with community stakeholder support to solve the staffing shortage. We currently have 1 teacher on a clear credential, two teachers with preliminary credentials finishing their induction programs, and one teacher that moved from a PIP to an intern credential during the 25-26 year.

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.

Action 1.3: Purchase Materials. Total Planned $36,671.20. Estimated Actual $43,520.55.

Variance Explanation: Expenditures exceeded the original budget due to the fiscal timing of our federal PCSGP grant allocations, which allowed the school to strategically procure additional classroom, play yard, and school-wide instructional materials during this fiscal year ahead of schedule.

Action 1.4: Facility Inspections Checklists. Total Planned $7,500.00. Estimated Actual $2,104.96.

Variance Explanation: Expenditures were lower than budgeted because the school strictly isolated routine, day-to-day facilities maintenance costs to this action. Larger-scale, long-term capitalized facilities improvements and infrastructure projects were tracked separately on our general ledger and intentionally excluded from this specific operational line item.

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

Action 1.1: Hire credentialed teachers

- Returning teachers from the 2024-25 school year were successfully retained.
- An additional class teacher was hired on a Provisional Internship Permit (PIP) but resigned in October.
- Utilizing community stakeholder input and support, the 1st and 2nd grades were combined and supported by an instructional aide to maintain classroom consistency.

Action 1.2: Annual credential review

- This action was fully met; the Office Manager reviewed and verified all teacher credential statuses.

Action 1.3: Purchase Materials

- Executed significant instructional and school-wide materials purchasing to support expanding grade levels.
- Leveraged one-time federal PCSGP grant funds to procure essential classroom, play yard, and Waldorf-aligned programmatic supplies.

Action 1.4: Facility Inspection Checklists

- Completed the official state Facilities Inspection Tool (FIT) in December to assess campus conditions.
- Utilized a responsive, needs-based facility repair log to manage limited administrative staffing constraints.
- Deployed parent volunteers and local contracted professionals to address maintenance issues, resolving most items within one week or less.

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 2025–26 implementation, Shade Canyon plans to make the following adjustments to this goal for 2026–27:

Metric 1.1 was re-written based on the understanding that teachers with a preliminary credential who have not yet finished induction are classified as "fully credentialed".

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.	$509,826.00	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.	$40,000.00	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.	$5,000.00	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 Core State Standards	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 Development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CSSS) and English Language Development Standards (ELDS) through the many hands-on and artistic experiences inherent in the Public Waldorf teaching model.					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.
2.4	***AS OF JUNE 2025, THIS GOAL IS NO	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
	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.					
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.
2.6	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND	N/A. No EL students enrolled.	N/A. No EL students enrolled.			Increase EL representation on campus. 100% of EL students make progress towards

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 The percentage of English Learner (EL) students who make progress toward English proficiency as measured by the English Language Proficiency Assessments (ELPA) for CA.					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 with a score of 3 or higher.	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			N/A. SCS is an elementary school.
2.9	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING	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
	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.					
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 LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Low-income, English Learner, and foster	100 % of low-income 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. (No	100 % of low-income students have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at			Maintain 100 % of low-income, English Learner, and foster youth students having access to the material outlined in the Common Core State Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	English Learner and foster youth enrolled.)	Shade Canyon School. (No English Learner and foster youth enrolled.)			(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 HAS BEEN REPLACED BY GOALS #3 AND #4 All students, including all student subgroups, unduplicated students, and students with exceptional needs, demonstrate grade level	100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in CCSS as measured by teacher observation and assessment.	See Metrics 3.1-3.4			100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in CCSS as measured by teacher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency in CCSS as measured by teacher observation and assessment.	Note: No English Learner, foster/homeless youth, and students with disabilities enrolled.				observation and assessment.

Goal Analysis [2025-26]

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

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

***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4

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.

***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4

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

***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4

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.

***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4

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		

Action #	Title	Description	Total Funds	Contributing
		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.		
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.		

Action #	Title	Description	Total Funds	Contributing

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.	N/A – CAASPP not administered in 2023–24.	2024-25 testing data suppressed due to small student sample size (n < 11).	40% of tested students will meet or exceed standards.	N/A - Baseline data not available to calculate difference
3.2	Annual CAASPP scores in Mathematics	N/A – CAASPP not administered in 2023–24.	N/A – CAASPP not administered in 2023–24.	2024-25 testing data suppressed due to small student sample size (n < 11).	20% of tested students will meet or exceed standards.	N/A - Baseline data not available to calculate difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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%	mCLASS DIBELS Grade 1 BOY: 80% well below benchmark, 5% below benchmark, 10% at benchmark, 5% above benchmark Grade 1 MOY: 74% well below benchmark, 5% below benchmark, 16% at benchmark, 5% above benchmark Grade 1 EOY: 59% well below benchmark, 18% below benchmark, 18% at benchmark, 5% above benchmark Grade 2 BOY: Testing Error	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
			below benchmark, 29% at benchmark Grade 2 MOY: 29% well below benchmark, 29% below benchmark, 42% at benchmark 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%	resulted in no composite scores. Grade 2 MOY: 61% well below benchmark, 6% below benchmark, 11% at benchmark, 22% above benchmark Grade 2 EOY: 64% well below benchmark, 18% at benchmark, 18% above benchmark Grade 3 BOY: 27% well below benchmark, 18% below benchmark, 46% at benchmark, 9% above benchmark Grade 3 MOY: 18% well below		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below benchmark, 20% at benchmark, 20% above benchmark Grade 3 EOY: 11% well below benchmark, 11% below benchmark, 33% at benchmark, 45% above benchmark All School Benchmarks BOY: 44% well below benchmark, 23% below benchmark, 23% at benchmark, 10% above benchmark MOY: 52% well below benchmark, 16% below benchmark, 19%	benchmark, 27% below benchmark, 37% at benchmark, 28% above benchmark Grade 3 EOY: 27% well below benchmark, 9% at benchmark, 64% above benchmark Grade 4 BOY: 27% well below benchmark, 18% below benchmark, 37% at benchmark, 18% above benchmark Grade 4 MOY: 33% well below benchmark, 8% below benchmark, 34% at benchmark, 25% above benchmark		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			at benchmark, 13% above benchmark EOY: 45% well below benchmark, 6% below benchmark, 26% at benchmark, 23% above benchmark	Grade 4 EOY: 33% well below benchmark, 33% below benchmark, 34% at benchmark All School Benchmarks: BOY: 51% well below benchmark, 11% below benchmark, 27% at benchmark, 11% above benchmark MOY: 52% well below benchmark, 10% below benchmark, 20% at benchmark, 18% above benchmark EOY: 47% well below benchmark, 13% below		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				benchmark, 20% at benchmark, 20% 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 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	mCLASS Math Grade 1 BOY: 5% well below benchmark, 21% below benchmark, 42% at benchmark, 32% above benchmark Grade 1 MOY: 24% well below benchmark, 18% below benchmark, 24% at benchmark, 34% above benchmark Grade 1 EOY: 47% well below benchmark, 13% below benchmark, 20% at benchmark, 20% above 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 2 BOY: 30% well below benchmark, 5% below benchmark, 35% at benchmark, 30% above benchmark Grade 2 MOY: 28% well below benchmark, 11% below benchmark, 33% at benchmark, 28% above benchmark Grade 2 EOY: 53% well below benchmark, 12% below benchmark, 29% at benchmark, 6% above benchmark		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Grade 3 BOY: 18% well below benchmark, 9% below benchmark, 9% at benchmark, 64% above benchmark Grade 3 MOY: 37% well below benchmark, 18% below benchmark, 18% at benchmark, 27% above benchmark Grade 3 EOY: 27% well below benchmark, 27% below benchmark, 28% at benchmark, 18% above benchmark Grade 4 BOY: 8% well below benchmark, 8% below benchmark, 34% at		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				benchmark, 50% above benchmark Grade 4 MOY: 69% well below benchmark, 23% below benchmark, 8% at benchmark Grade 4 EOY: 58% well below benchmark, 17% below benchmark, 25% at benchmark All School Benchmarks BOY: 16% well below benchmark, 11% below benchmark, 32% at benchmark, 41% above benchmark		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				MOY: 37% well below benchmark, 17% below benchmark, 22% at benchmark, 24% above benchmark EOY: 48% well below benchmark, 16% below benchmark, 25% at benchmark, 11% above benchmark		
3.5	Access to Broad Course of Study	100% of enrolled students receive access through the integrated Public Waldorf-inspired curriculum.	100% (maintained)	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.	Shade Canyon offers a School Wide program and the following services are available to all students where a need is identified through formal or informal methods: Push-in Math and reading interventions,	Shade Canyon offers a School Wide program and the following services are available to all students where a need is identified through formal or informal methods: Push-in Math and reading interventions,	Schoolwide Program. 100% Students who Qualify receive services	100% Students who Qualify receive services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			games to teach counting and place values, SST/MTSS. Enrichment classes including handwork, movement, gardening, clay, and music. We also are a Blue Zones Lake County certified partner and offer nutritious meals to our students.	aftercare tutoring/enrichment activities, games to teach counting and place values, book-mobile at library, SST/MTSS, sensory circuit work. Enrichment classes including handwork, gardening, clay, and music. We also are a Blue Zones Lake County certified partner and offer nutritious meals to our students.		
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.	Resource teacher conducting virtual SAI, SLP providing in-person and virtual services, School Psychologist providing on-site assessments, Occupational Therapist providing on-site assessments.	100% Students who Qualify receiving services	100% Students who Qualify receiving services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Regular IEP meetings held.		
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 – 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 – No ELs enrolled	N/A – Will set baseline if ELs enroll	N/A

Goal Analysis [2025-26]

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

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

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 and fourth grade class took the CAASPP.

The school also expanded services for students with disabilities and historically underserved students, including hiring a remote special education teacher and having them administer and oversee SAI to a number of students with IEPs. All students participated in a broad course of study including music, handwork, clay, garden, and the arts.

Challenges included finding local service providers for students with disabilities, finding qualified teacher candidates, administrative overload while building new systems and processes, the newness of formal assessments for both students and staff, and a need for more consistent test administration and training.

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 3.1 Administer mCLASS and CAASPP Assessments: Planned $3,696.70. Estimated Actual $2,733.74.
Variance Explanation: Expenditures were lower than originally projected due to a multi-year subscription contract for the Amplify ELA/Math testing platforms secured in a prior fiscal year, which reduced our current-year operational costs.

Action 3.2 Provide Schoolwide Academic Support: Planned $61,299.14. Estimated Actual $40,861.48.
Variance Explanation: Expenditures were lower than budgeted because Shade Canyon successfully qualified for federal Title allocations mid-year. A portion of the classroom instructional aide salaries originally funded through local LCFF Concentration dollars was strategically shifted to these new federal Title funds.

Action 3.3 Provide Mentorship and Profressional Development to Support Waldorf-Aligned Standards-Based Instruction: Planned $8,503.36. Estimated Actual $21,801.58.
Variance Explanation: Expenditures exceeded the original budget because early-year classroom data and observational feedback identified an immediate need for advanced behavioral and classroom management support. The school dynamically responded by partnering with the VRDDHI Group to deliver intensive, ongoing professional mentorship and Waldorf-aligned coaching to our teaching staff throughout the school year.

Action 3.4 Maintain Access to a Broad Course of Study: Planned $23,189.01. Estimated Actual $33,548.60.
Variance Explanation: Expenditures exceeded the original budget due to rising instructional material and labor costs required to expand our specialized arts curriculum. Additional general fund resources were intentionally deployed to ensure our growing TK–4 student body maintained robust, equitable access to a complete, Waldorf-inspired course of study.

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 effective in building off of last year's assessment successes. Students were administered the mCLASS ELA and Math BOY/MOY/EOY tests. Due to staffing constraints, there were some inconsistency in test proctoring/administration for the math BOY tests but those were resolved by MOY and the results for MOY and EOY are consistent and reliable. Shade Canyon continues to work with training staff about how to properly utilize the mClass data. A trainer from LCOE was brought in to both assist with interpreting data for mClass as well as to train the teacher and administrator in how to administer the CAASPP. 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. The sample size was less than 11 and thus the results are not published on our school dashboard for privacy purposes, although we can say that the results were in-line with other Lake County school

dashboard comparisons. This school year, the CAASPP was administered to 23 students in our 3rd/4th grade class and we had 100% participation. We look forward to receiving the results and posting them on our dashboard in the fall.

Action 3.2 (Provide Schoolwide Academic Support): This action was moderately effective. The school hired instructional aides who provided in-class support, focusing on high-need students identified through mCLASS and teacher observation. 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 2026–27 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.

Metric 3.2 target lowered to 20% based on prior year testing results. We are still aiming to establish a baseline and want to set a more modest goal for our anticipated first CAASPP testing to publish to our Dashboard as this year should have enough students taking the test for results to publish.

Metric 3.6 had an error and listed pushin/pullout services for the prior year which is for Metric 3.7. It was corrected.

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, 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.	$2,876.00	No
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 Math/Reading, CAASPP, teacher observations, and internal benchmarks), the school provides in-class instructional aide support and after-school tutoring.	$76,588.00	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.	$34,547.00	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.	$48,626.00	No

Action #	Title	Description	Total Funds	Contributing

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.

Based on educational partner surveys highlighting the critical need for strong family involvement, Shade Canyon developed this goal to overcome systemic barriers often faced by unduplicated pupils. By providing accessible engagement events, enrichment programs, and health services, these grouped actions foster an inclusive environment. Progress will be tracked using metrics like survey participation and event attendance to ensure our school community remains highly connected

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:	Family Survey Participation rate: Fall 38%, Spring 54% The following sections are estimates only as data collection has not yet been operationalized:	Increase Participation Rates School Festivals-85% Family Survey: 75% Committee Work-20%	Parent engagement in the Family Survey decreased from 60% to 38% for the fall and increased from 47% to 54% for the spring. Parent engagement in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			60% Fall, 47% Spring Committee Work: 15% Family Conferences: 80% Volunteer Hours: 500 Two parents are members of the Board of Directors	School Festivals: 80% Community Council Attendance: 12% Parent Education Nights: 25% Family Conferences: 80% Volunteer Hours: 500 *Volunteer opportunities include: Field trip chaperonnes, event and assembly preparation and assistance, garden days, work bees, classroom volunteers, school beautification and facilities maintenance, Friday coffee meets (new event). Two parents are members of the Board of Directors	Family Conferences- 85% Volunteer Hours- 1,000 Two parents are members of the Board of Directors.	following areas stayed the same. Committee Work, Family Conferences. Parent engagement in the following areas increased: Field Trip Chaperonnes, assemblies, garden days, work bees, Friday coffee meets (new event). While specific measurements were not taken for these, due to the growth of the school more parents are participating.

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
4.2	Host events specific to families of students with disabilities	Goal added in Year 1	1. IEP Support Meetings held. 100% parent participation.	No events held due to administrative time constraints and remote special education staff.	At least 3 events per school year	Difference of 3.
4.4	Increase the percentage of English Learner students enrolled at SCS by 5% annually	Goal added in Year 1	0%	0%	10% EL students	Currently at 0%
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.	100% of socio-economically disadvantaged students were offered free lunch and access to our ELO-P program.	Ensure 100% of socio-economically disadvantaged students are offered free lunch and access to no-cost ELO-P services each year.	Goal is met
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	13 organizations. Blue Zones, Wings of Hope, Konocti Optometry, Lake County Vector Control, Lake County Office of Education, Habematolel Environmental Protection, Hidden Valley Grocery Outlet, Ellis	Maintain or Grow Community Partnerships	Goal is met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Ranch, Ripe Choice Farm, Peace & Plenty Farm, Lake County Library Book-mobile, Clean Kelseyville		
4.7	SCS Average Daily Attendance (ADA) rate	83%	88.6%	90.4% by P-2 reporting period.	90%	5.6% increase
4.8	Chronic Absenteeism (CA)	47%	45%	32.2% by P-2 reporting period.	Below 30%	15% decrease
4.9	Student Suspension & Expulsion Rates	0%	Suspension Rate: 1.4%, Expulsion Rate: 0%	Suspension rate: 4.3%, Expulsion Rate: 0%, by P-2 reporting period.	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 4.3% for suspensions.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Shade Canyon School made additional 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, class nights, parent-teacher conferences community garden days, parent coffee meetups, and a variety of volunteer opportunities such as field trip chaperonnes,

event and assembly preparation and assistance, garden days, work bees, classroom volunteers, facilities maintenance, and Friday coffee meets.

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 offering school meals to all students, an ELO-P before/after school program, and partnering with Lake County Office of Education to provide an on-site counselor as part of the CYBHI grant, Healthy Start, and the Lake County Library's book-mobile.

Outreach to English Learner families began with bilingual marketing materials and staff training for ELPAC coordination, although no EL students were enrolled for this year.

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.

Action 4.1 - Provide Regular Family Engagement Opportunities: Planned $30.164.20. Estimated Actual $39,892.35.

Variance Explanation: Expenditures exceeded the original budget because school expansion and scaling grade levels required considerably more dedicated administrative oversight, communication hours, and leadership team capacity than originally projected.

Action 4.2 - Provide Regular Student Enrichment Opportunities: Planned $150,000. Estimated Actual $49,948.03.

Variance Explanation: Expenditures were significantly lower than budgeted due to this being the inaugural launch year of our Expanded Learning Opportunities Program (ELO-P). Lacking baseline historical data, the school utilized strategic cash management and conservative employee scheduling to ensure programmatic stability; expenditures are projected to scale significantly in future years as enrollment grows.

Action 4.3 - Maintain Community Partnerships and Regular Outreach Marketing Events: Planned 1.49%. Actual 2.38%.

Variance Explanation: The actual percentage of improved services exceeded the planned target, increasing from 1.490% to 2.38%. This positive variance is directly justified by a 60% growth in our regional support network, which successfully expanded from 8 to 13 active community partnerships to serve our growing TK–4 student demographics.

Action 4.4 - Provide Services for Socio-Economically Disadvantaged Students: Planned $35,146.08. Estimated Actual $31,803.15.

Variance Explanation: Expenditures came in lower than budgeted due to direct cost-savings achieved through our community network. Our specialized student vision screenings were donated by a local optometry partner which lowered our planned cost for this action.

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

Action 4.1 Provide Regular Family Engagement Opportunities

- Conducted Fall and Spring Parent Surveys
- Fall and Spring Student Surveys
- Monthly Garden Days
- Maintained strong parent participation, ensuring all field trips had adequate drivers and parent chaperonnes.
- Facilitated monthly Community Council meetings, which hosted a growing number of events for the school community.
- Maintained regular parent volunteers in the classroom and around the campus to assist with maintenance, repair, and school beautification.

Action 4.2 Provide Regular Student Enrichment Opportunities

- Successfully launched the first year of the Expanded Learning Opportunities Program (ELO-P) before and after school, enrolling 48 children.
- Provided consistent daily operations from 7:30 AM to 4:30 PM each instructional day.
- Slated to begin offering comprehensive intersession learning days starting June 15, 2026.

Action 4.3 Maintain Community Partnerships and Regular Outreach Marketing Events

- LCOE / CYBHI Grant: Established an on-site counselor weekly to provide vital mental health and trauma stabilization support.
- Konocti Optometry: Provided on-site student eye examinations to reduce physical vision barriers.
- Kelseyville Presbyterian Church & Blue Zones: Maintained direct food donations and nutritional alignment for low-income families.
- Pomo Cultural Heritage: Staff attended local Pomo cultural training, leading to a student field trip to the Courthouse Square Museum exhibit.
- Lake County Poet Laureate: Delivered a culturally inclusive presentation at the school's community *Día de los Muertos* assembly.
- Bilingual Outreach: Maintained regional networks to ensure equitable access for local diverse demographics.
- Raising Lions Framework: Staff attended behavioral management training at Summerfield Waldorf School and launched a parent book club to align home and school behavior discipline.
- Lake County Vector Control & Library Bookmobile: Integrated weekly mobile literacy visits and interactive science showcase days into the after-care program.

- Local Business Networks: Sustained agricultural and financial donations from Grocery Outlet, Ellis Ranch, and Ripe Choice Farms to fund Public Waldorf whole-child enrichment.

Action 4.4 Provide services for socio-economically disadvantaged students

- Conducted on-site hearing and vision screenings
- Served universal daily school breakfast, lunch, and aftercare snacks.
- Hosted parent education nights led by administration, class teachers, and outside experts.
- Deployed a specialized instructional support position to facilitate Waldorf-inspired daytime sensory circuits, somatic healing, and embodied social-emotional learning (SEL) systems to provide direct nervous system regulation for socioeconomically disadvantaged pupils.

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.

Metric 4.1 added a few new areas for us to measure in coming years as the offerings for family and community engagement increase.

Metric 4.5 added the ELO-P program

Metric 4.6 added new community partners

Action 4.5 added based on community partner input

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, field trip chaperonnes, monthly Community Council meetings, classroom volunteering, and school beautification/facilities maintenance. Admin time for planning and facilitating these activities is included.	$35,931.00	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 educational and enrichment activities through ELO-P. These opportunities are especially valuable for unduplicated pupils, who may have limited access to similar experiences outside of school.	$128,991.00	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.	$73,698.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$127548	$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
10.551%	0.000%	$0.00	10.551%

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	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	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
	benefit from individualized and small-group instruction during and after the school day. **Scope:** LEA-wide	the greatest academic need and provides additional learning time in a low-ratio setting.	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:** LEA-wide	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 for free and prioritizes students based on need. Public Waldorf-inspired daily experiences such as handwork, gardening, and	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:** LEA-wide	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:** LEA-wide	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 family supports. These challenges are	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 and families in need and connects them to internal resources or external partners.	Number of students screened for vision and hearing Participation in school meal program Attendance at parent education nights

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
	particularly acute for students from low-income households or with limited access to healthcare or community resources. **Scope:** LEA-wide		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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1208900	127548	10.551%	0.000%	10.551%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$694,519.00	$242,017.00	$0.00	$19,547.00	$956,083.00	$852,469.00	$103,614.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire credentialed teachers	All	No			All Schools	Ongoing	$509,826.00	$0.00	$416,339.00	$93,487.00			$509,826.00	
1	1.2	Annual credential review	All	No			All Schools	Ongoing								
1	1.3	Purchase materials	All	No			All Schools	Ongoing	$0.00	$40,000.00	$30,000.00	$10,000.00			$40,000.00	
1	1.4	Facility inspection checklists	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
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	$1,976.00	$900.00	$2,594.00	$282.00			$2,876.00	
3	3.2	Provide Schoolwide Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$76,588.00	$0.00	$76,588.00				$76,588.00	
3	3.3	Provide Mentorship and Professional Development to Support Waldorf-Aligned, Standards-Based Instruction	All	No			All Schools	On-going	$0.00	$34,547.00	$25,000.00			$9,547.00	$34,547.00	
3	3.4	Maintain Access to a Broad Course of Study	All	No			All Schools	On-going	$48,626.00	$0.00	$29,369.00	$9,257.00		$10,000.00	$48,626.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Provide Regular Family Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$35,931.00	$0.00	$35,931.00				$35,931.00	
4	4.2	Provide Regular Student Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$112,849.00	$16,142.00		$128,991.00			$128,991.00	
4	4.3	Maintain Community Partnerships and Regular Outreach Marketing Events	English Learners Foster Youth Low Income	Yes	LEA-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	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$66,673.00	$7,025.00	$73,698.00				$73,698.00	
4	4.6															

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1208900	127548	10.551%	0.000%	10.551%	$186,217.00	1.490%	16.894 %	**Total:**	$186,217.00
								LEA-wide Total:	$186,217.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.2**	Provide Schoolwide Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,588.00	
4	**4.1**	Provide Regular Family Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,931.00	
4	**4.2**	Provide Regular Student Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	**4.3**	Maintain Community Partnerships and Regular Outreach Marketing Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		1.49
4	**4.4**	Provide services for socio-economically disadvantaged students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,698.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$701,433.00	$623,534.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Hire credentialed teachers	No	$345,264	347,305
1	**1.2**	Annual credential review	No		
1	**1.3**	Purchase materials	No	$36,671	43,521
1	**1.4**	Facility inspection checklists	No	$7,500	2,105
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	No	$3,697	2,734
3	**3.2**	Provide Schoolwide Academic Support	Yes	$61,299	40,861
3	**3.3**	Provide Mentorship and Professional Development to Support Waldorf-Aligned, Standards-Based Instruction	No	$8,503	21,802
3	**3.4**	Maintain Access to a Broad Course of Study	No	$23,189	33,549

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Provide Regular Family Engagement Opportunities	Yes	$30,164	39,892
4	**4.2**	Provide Regular Student Enrichment Opportunities	Yes	$150,000	59,962
4	**4.3**	Maintain Community Partnerships and Regular Outreach Marketing Events	Yes		
4	**4.4**	Provide services for socio-economically disadvantaged students	Yes	$35,146	31,803

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
95,412	$124,195.00	$112,556.00	$11,639.00	1.490%	2.380%	0.890%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Provide Schoolwide Academic Support	Yes	$61,299	40,861		
4	**4.1**	Provide Regular Family Engagement Opportunities	Yes	$27,750	39,892		
4	**4.2**	Provide Regular Student Enrichment Opportunities	Yes				
4	**4.3**	Maintain Community Partnerships and Regular Outreach Marketing Events	Yes			1.49	2.38
4	**4.4**	Provide services for socio-economically disadvantaged students	Yes	$35,146	31,803		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$653,683	95,412	0	14.596%	$112,556.00	2.380%	19.599%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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