Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description
Maintain a clean and safe school facility with appropriately credentialed employees and sufficient instructional materials.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Main classroom teachers will be fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.	50% of main classroom teachers are fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.	Shade Canyon hired 2 additional teachers. One with a preliminary credential and with a STSP. One teacher is currently in an induction program. 25% of teachers hold clear credential, 50% of teachers hold preliminary credentials, 25% of teachers hold a STSP and will begin a credentialing program in fall 2025		75% of main classroom teachers fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching. 25% of main classroom teachers on an intern credential.	75% of main classroom teachers are fully credentialed with appropriate English Learner authorization as defined by the CA Commission on Teaching.
1.2	Students will have access to standards-aligned materials and additional instructional materials as outlined in the SCS charter petition.	100% of students have access to standards-aligned materials and additional instructional materials as outlined in the SCS charter petition.	Shade Canyon uses Public Waldorf curriculum and instructional practices. Shade Canyon has a Site License with Live Education, a state standard aligned Waldorf curriculum program, for Kindergarten, 1st, and second grade. Grades 3 and 4 were purchased in May of 2025.		100% of students will have access to standards-aligned and Waldorf-aligned instructional materials as outlined in the charter petition.	100% of students will have access to standards-aligned and Waldorf-aligned instructional materials as outlined in the charter petition.
1.3	All items on monthly site inspection checklists will be in compliance/good standing and	When items were observed to need repair or replacement, they were addressed	No formal tracking system in place. Two part-time janitorial staff members were hired		No formal tracking system in place. Two part-time janitorial staff keep the school clean.	All items on a rolling maintenance list will be in compliance/good standing and identified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	identified required corrections will be completed within three months.	90% of the time. There were no checklists in place this year.	to ensure that the school remained clean and well-maintained on a regular basis, which significantly improved daily campus upkeep. While the school did not implement 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.		Class parents volunteer to clean several of the classrooms.	required corrections will be completed within three months.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No				$345,263.54	$190,812.95
1.2	**Annual credential review**	No					

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Office Manager will annually review credential status.						
1.3	**Purchase materials** Purchase instructional materials that are aligned to State Standards and aligned with our charter petition.	No				$36,671.20	$41,358
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.	No				$7,500.00	$5025

Goal 2

Goal Description
***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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 (CSSS) and English Language Development Standards (ELDS) through the many hands-on and artistic experiences inherent in the Public Waldorf teaching model.	N/A. No EL students enrolled.	N/A. No EL students enrolled.			
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			
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	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	University of California and the California State University.					
2.4	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks.	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			
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.			
2.6	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of English Learner (EL) students who make progress toward English proficiency as measured by the English Language Proficiency Assessments (ELPA) for CA.	N/A. No EL students enrolled.	N/A. No EL students enrolled.			
2.7	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING	N/A. No EL students enrolled.	N/A. No EL students enrolled.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The English Learner reclassification rate.					
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.			
2.9	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	N/A. SCS is an elementary school.	N/A. SCS is an elementary school.			
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.			
2.11	***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING	100 % of low-income students have access	100 % of low-income students have access			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Low-income, English Learner, and foster youth students have access to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School.	to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School. (No English Learner and foster youth enrolled.)	to the material outlined in the Common Core State Standards (CSSS) as well as all non-core material offered at Shade Canyon School. (No English Learner and foster youth enrolled.)			
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.			
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 proficiency in CCSS as measured by teacher observation and assessment.	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. Note: No English Learner, foster/homeless youth, and students with disabilities enrolled.	See Metrics 3.1-3.4			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Increase Community Awareness** ***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Engage the Marketing Firm, Grow Schools, from June to August 2024, to increase awareness in Lake County of Shade Canyon School, thus increasing the school enrollment.						
2.2	**Professional Development** ***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Provide teachers with professional development for the Waldorf curriculum and its intersection with the Common Core State Standards.						
2.3	**EL Professional Development** ***AS OF JUNE 2025, THIS GOAL IS NO LONGER BEING IMPLEMENTED AND HAS BEEN REPLACED BY GOALS #3 AND #4 Provide teachers with professional development to increase understanding of methods to support EL students.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.						

Goal 3

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Annual CAASPP scores in English Language Arts	N/A – CAASPP not administered in 2023–24.	Embargoed. Results will be available for inclusion in the 2025–2026 LCAP.		In 24-25, 100% of students in 3rd grade completed the ELA CAASPP test but group size is too small for reporting.	40% of tested students will meet or exceed standards.
3.2	Annual CAASPP scores in Mathematics	N/A – CAASPP not administered in 2023–24.	Embargoed. Results will be available for inclusion in the 2025–2026 LCAP.		In 24-25, 90% of students in 3rd grade completed the Math CAASPP test but group size is too small for reporting.	35% of tested students will meet or exceed standards.
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		mCLASS DIBELS Grade 1 BOY: 80% well below, 5% below, 10% at, 5% above benchmark Grade 1 MOY: 70% well below, 6% below, 18% at, 6% above benchmark Grade 2* BOY: 33% well below , 33% at, 34% above benchmark Grade 2 MOY: 61% well below, 6% below, 11% at, 22% above benchmark	50% of students will meet or exceed benchmark.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Grade 2 BOY: 29% well below benchmark, 42% below benchmark, 29% at benchmark Grade 2 MOY: 29% well below benchmark, 29% below benchmark, 42% at benchmark Grade 2 EOY: 29% well below benchmark, 14% below benchmark, 57% at benchmark Grade 3 BOY: 10% well below benchmark, 40% below benchmark, 30% at benchmark, 20% above benchmark Grade 3 MOY: 40% well below benchmark, 20% below benchmark, 20% at benchmark, 20% above benchmark Grade 3 EOY: 11% well below benchmark, 11% below benchmark, 33% at benchmark, 45% above benchmark		Grade 3 BOY: 27% well below benchmark, 18% below benchmark, 46% at benchmark, 9% above benchmark Grade 3 MOY: 36% well below, 37% below 27% above benchmark Grade 4 BOY: 27% well below benchmark, 18% below benchmark, 37% at benchmark, 18% above benchmark Grade 4 MOY: 33% well below, 8% below, 34% at, 25% above *Not all Grade 2 students completed the correct BOY test to generate a composite score. This will be corrected at MOY.	
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		mCLASS Math: Grade 1 BOY: 5% well below , 21% below,	25% of students will meet or exceed benchmark.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			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		42% at, 32% above benchmark. Grade 1 MOY: 25% well below, 19% below, 25% at, 31% above benchmark Grade 2 BOY: 30% well below, 5% below, 35% at , 30% above benchmark Grade 2 MOY: 28% well below, 11% below, 33% at, 28% above benchmark Grade 3 BOY: 18% well below , 9% below, 9% at, 64% above benchmark Grade 3 MOY: 37% well below, 18% below, 18% at, 27% above benchmark Grade 4 BOY: 8% well below, 8% below, 34% at, 50% above benchmark Grade 4 MOY: 69% well below, 23% below, 8% at benchmark.* Due to 3rd/4th grade being a combined classroom, 4th grade math had not yet been introduced by the time	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					of the MOY testing window	
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
3.6	Programs and Services for Unduplicated Students	N/A – metric introduced in 2024–25.	2023-24 Push in/Pull out services 100% Students who qualify receive services		2023-24 Push in/Pull out services 100% Students who qualify receive services Reading/Math Intervention during school and ELOP.	100% Students who Qualify
3.7	Services for Students with Disabilities	100% Students who Qualify receiving services: Speech Services for IEPs	100% Students who Qualify receiving services: Speech Pull-out Services, IEP support with Special Education Teacher, Para-educator hired.		100% Students who Qualify receiving services: Speech Pull-out Services, IEP support with Special Education Teacher, Para-educators trained and hired.	100% Students who Qualify receiving services
3.8	% of English Learners making progress toward English language proficiency as measured by the ELPAC	N/A – No ELs enrolled	N/A – No ELs enrolled		N/A – No ELs enrolled	N/A – Will set baseline if ELs enroll
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

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No				$3,696.70	$307.50
3.2	**Provide Schoolwide Academic Support** Shade Canyon implements a schoolwide academic support system designed to meet the needs of unduplicated pupils, while also benefiting all students. Based on assessment data (mCLASS, CAASPP, teacher observations, and internal benchmarks), the school provides in-class instructional aide support and after-school tutoring.	Yes				$61,299.14	$32,124.66
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	No				$8,503.36	$9110

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
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.	No				$23,189.01	$14,182.39

Goal 4

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Parent Engagement Opportunities	Goal added in Year 1	No data recorded. Estimates: School Festivals: 80% Kelvin Pulse Family Survey: 60% Fall, 47% Spring Committee Work: 15% Family Conferences: 80% Volunteer Hours: 500 Two parents are members of the Board of Directors		School Festivals (Winter Spiral) - 70% Kelvin Pulse Family Survey - 38% Committee Work - 10% Family Conferences - 85% Volunteer Hours - not yet tracked One parent on the Board of Directors	Increase Participation Rates School Festivals-85% Kelvin Pulse Family Survey: 75% Committee Work-20% Family Conferences-85% Volunteer Hours-1,000 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 hosted	At least 3 events per school year
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
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. ELO-P program is available to all socio-economically disadvantaged students.	Ensure 100% of socio-economically disadvantaged students are offered free lunch and access to no-cost ELO-P services each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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		Blue Zones, Wings of Hope, Lake County Office of Education, Hidden Valley Grocery Outlet, Ellis Ranch, Konocti View Optometry	Maintain or Grow Community Partnerships
4.7	SCS Average Daily Attendance (ADA) rate	83%	88.6%		90%	90%
4.8	Chronic Absenteeism (CA)	47%	45%		19%	Below 30%
4.9	Student Suspension & Expulsion Rates	0%	Suspension Rate: 1.4%		Suspension Rate: 2.2%	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.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Provide Regular Family Engagement Opportunities** Shade Canyon will provide regular family engagement opportunities including Kelvin parent surveys, Parent Education Nights, Garden Days, monthly Community Council meetings, classroom volunteering, and school beautification. Admin time for planning and facilitating these activities is included.	Yes				$30,164.20	$12,725.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	**Provide Regular Student Enrichment Opportunities** Shade Canyon provides regular enrichment opportunities to support student development and well-being, both during the school day and through its Expanded Learning Opportunities Program (ELO-P). Enrichment includes music, gardening, handwork, movement games, art, nature-based learning, and participation in seasonal festivals. After school, students have access to supervised play and creative activities through ELO-P. These opportunities are especially valuable for unduplicated pupils, who may have limited access to similar experiences outside of school. Add 5% administrative time for Birdie and Tim.	Yes				$150,000.00	$26,421.22
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					$6,121.65
4.4	**Provide services for socio-economically disadvantaged students**	Yes				$35,146.08	$16,523.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		