

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template**

**School Year**

2025-26

**Date of Board Approval**

3/11/2026

**LEA Name**

Shade Canyon School

**CDS Code:**

17640140141382

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Shade Canyon School's strategy for using federal funds focuses on enhancing instructional support, providing targeted professional development, and engaging families in the educational process. These strategies are informed by local data and feedback, ensuring they effectively address the needs of high-need student groups and support the broader goals outlined in the LCAP.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Shade Canyon School ensures strategic alignment of federal funds with state and local funding through integrated planning, coordinated resource use, and data-driven decision making. By conducting comprehensive needs assessments and fostering collaborative planning, the school maximizes the impact of federal funds to supplement existing programs, not replace them. Professional development and family engagement activities are jointly funded to enhance consistency and effectiveness, while continuous monitoring and evaluation ensure resources are used efficiently. This cohesive approach, supported by collaboration across various programs and stakeholders, aims to improve educational outcomes for all students.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a direct funded charter school.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li><li>• An individual who holds no credential, permit, or authorization to teach in California.</li></ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

	<ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

N/A. This LEA does not have schools identified for CSI/ATSI, therefore a response is not required.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TAI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))

4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

1. Parent and Family Engagement Policy (ESSA Section 1116(a))

Shade Canyon School has developed a comprehensive Parent and Family Engagement Policy, created in collaboration with parents through meetings and feedback sessions. The policy reflects the needs and priorities of our parent community and is distributed at the beginning of the school year through newsletters, our website, and during Back-to-School Nights. Parents are invited to review and provide feedback annually.

2. Assisting Parents in Understanding Academic Standards and Assessments (ESSA Section 1116(e)(1)) To help parents understand academic standards and state assessments, we offer:

Regular communication via newsletters and school-wide meetings where teachers and administrators explain how parents can track their child's performance.

Parent-Teacher Conferences for individualized support, answering questions, and discussing progress.

3. Providing Materials and Training for Parents (ESSA Section 1116(e)(2))

We provide materials and training to support parents in improving their child's academic achievement: Books for parents through our SEL CalHOPE grant on topics like literacy at home and parenting. Literacy training to help parents support reading and writing skills.

Information sessions including ones on technology, focusing on its balanced use and the importance of minimal screen time in our Waldorf-inspired approach, as well as guidance on responsible technology use.

4. Educating School Staff on Parental Contributions (ESSA Section 1116(e)(3)) We train school staff to:

Shade Canyon educates staff on the value of parental contributions through ongoing professional dialogue and collaborative planning. Faculty meetings regularly include dedicated time to coordinate with parent-led initiatives—such as seasonal festivals and community work days—where staff and parents work as equal partners to build school ties. Additionally, teachers receive guidance during faculty meetings on effective two-way communication strategies, ensuring parents are viewed as essential partners in the child's developmental journey."

5. Coordinating Parent Involvement with Other Programs (ESSA Section 1116(e)(4)) We integrate parent involvement with other school programs:

Partnerships with Wings of Hope to support families dealing with grief.

Parent involvement in classroom support, event planning, field trips, and fundraising, fostering strong community connections.

Blue Zones Project partnership offering Community Garden Days and Cooking Demonstrations, promoting wellness and socialization.

#### 6. Ensuring Accessibility and Understanding for All Parents (ESSA Section 1116(e)(5))

Although we currently serve primarily English-speaking families, we are prepared for future limited English proficiency (LEP) families. Our strategies include:

Translation services and interpreters for meetings as needed.

Flexible formats for distributing school information, including digital translations or hard copies. Collaboration with local agencies for additional language support.

#### 7. Providing Support for Parental Involvement Activities (ESSA Section 1116(e)(14))

We ensure reasonable support for parental involvement activities based on individual requests, offering opportunities for engagement through event participation, volunteering, book clubs, and workshops.

#### 8. Ensuring Informed Participation for All Parents (ESSA Section 1116(f))

While Shade Canyon currently serves families without significant language barriers or disabilities, we are prepared to ensure informed participation for all parents in the future. Our strategies include:

Accommodations for parents with disabilities or language barriers, including translated materials and assistive technologies like sign language interpreters.

Ongoing communication channels that make school programs accessible for all families.

Partnerships with local agencies to support families with disabilities or special needs, ensuring inclusive engagement.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

### 1. Overview of the Schoolwide Program:

Shade Canyon School operates as a Title I Schoolwide Program (SWP) aimed at improving educational outcomes for all students, particularly those at risk of not meeting state academic standards. Our Waldorf-inspired educational model emphasizes holistic development, creativity, and community engagement.

The SWP aims to:

Improve academic achievement for all students, especially those who are low-income, English learners, or students with disabilities. Integrate community feedback and LCAP goals into program development and evaluation.

### 2. Comprehensive Needs Assessment

Key Needs Identified:

Academic Performance: A need for a well-rounded education integrating arts, music, and movement to foster creativity and critical thinking, especially for at-risk students.

Student Engagement: The need for more hands-on learning opportunities, including project-based learning and social-emotional learning (SEL).

Support Services for At-Risk Students: Increased interventions for low-income students, English learners, and students with disabilities. Parent and Family Involvement: A need to increase family engagement in school governance and academic support activities.

#### Data Sources:

We utilize Winter 2026 mCLASS Amplify Math & Reading Middle of Year (MOY) Assessments as our primary local academic indicator, supplemented by Waldorf-specific formative measures such as anecdotal observations and child studies. Parent feedback through Kelvin Pulse surveys and Community Council. Teacher and staff input from regular faculty meetings and surveys.

#### Data Analysis Summary:

Based on the Winter 2026 Amplify MOY Assessments, 67% of students are currently performing below grade-level proficiency in English Language Arts (ELA) and 54% in Mathematics. Specific gaps were identified in foundational literacy skills (phonemic awareness and decoding) among Kindergarten through 2nd-grade students.

#### Key Needs Identified:

**Academic Performance & Intervention:** To address the 67% gap in ELA, there is a critical need for Tier 2 supplemental intervention. Our core state-funded program provides one teacher per class; however, the data indicates that at-risk students require targeted small-group instruction and "push-in" support to meet state standards.

**Social-Emotional & Holistic Support:** Faculty child studies and observations indicate that students require enhanced neurological integration and self-regulation support—delivered through Waldorf-inspired movement and storytelling—to successfully access academic content and improve engagement.

**Parent and Family Involvement:** Kelvin Pulse survey data (Winter 2026) reveals a strong sense of belonging and appreciation for the school's "open-door" leadership. However, the data identifies two key areas for improvement:

**Communication Consistency:** Parents requested more regular, predictable updates from classroom teachers (e.g., weekly emails or monthly check-ins) to better monitor their child's academic progress.

**Support for Teacher Expertise:** A recurring theme in parent comments was a concern regarding teacher professional development and Waldorf certification. Families are eager for more transparency and support for teachers to ensure high-quality, "whole-child" instruction.

**Active Engagement:** Parents expressed a desire for more hands-on ways to contribute, such as "workbee days" and classroom-specific social events, to deepen their connection to the school's mission.

### 3. Program Goals and Objectives Overall Goal:

Shade Canyon School aims to provide a well-rounded, holistic education that focuses on building strong foundations and engaging all stakeholders in continuous improvement.

#### Specific Objectives:

##### Well-Rounded Education:

Goal: Integrate arts, music, movement, and gardening into academic subjects.

Objective: By the end of the 2025-2026 school year, establish a baseline for student engagement through surveys and teacher assessments.

##### Social-Emotional Learning (SEL):

Goal: Implement schoolwide SEL programs to support students' emotional regulation and resilience.

Objective: Develop and pilot SEL programs in all classrooms by 2025-2026, monitoring progress through student surveys, teacher feedback, and counselor input.

##### Support for Students with Disabilities:

Goal: Provide specialized support services for students with disabilities, including consultation and speech-language therapy (SLP). Objective: By the end of 2025-2026, establish individualized support plans for all students with disabilities and track progress through regular assessments.

#### Family and Community Engagement:

Goal: Increase family and community involvement in school activities.

Objective: Track participation in parent workshops, Community Council meetings, and school events like the May Faire festival by 2025-2026.

#### Academic Intervention and Support:

Goal: Provide academic support for students needing help in literacy and math.

Objective: By 2025-2026, establish baseline academic data using formative assessments and teacher evaluations.

#### 4. Strategies and Activities

Well-Rounded Education: Curriculum Integration: Integrate arts, music, movement, and gardening to foster creativity.  
Project-Based Learning: Engage students in hands-on projects in STEM and humanities.

Social-Emotional Learning (SEL): SEL Programs: Implement programs to build emotional regulation and resilience.  
Teacher Development: Provide training on integrating SEL into Waldorf-inspired teaching methods.

Academic Support and Intervention: Targeted Small-Group Instruction: Provide additional literacy and math support for struggling students. Tutoring and After-School Programs: Offer academic tutoring sessions.

Family and Community Engagement: Parent Workshops: Offer workshops such as book clubs on supporting student learning, focusing on literacy, math, and social-emotional skills.

Community Events: Increase family participation through events like the May Faire festival and Community Garden Days.

#### 5. Evaluation and Monitoring

##### Ongoing Evaluation:

Conduct an annual review of the SWP to assess the effectiveness of strategies and interventions. Track progress using student performance data, SEL assessments, and parent engagement surveys.

##### Adjustments and Improvements:

Make necessary adjustments based on evaluation results to improve outcomes for at-risk students. Focus on continuous feedback from teachers, parents, and students.

#### 6. Parental and Community Involvement Involvement in Planning and Decision-Making:

Parents will participate in the development, review, and revision of the SWP through the Community Council, Parent Workshops, and regular surveys.

##### Ongoing Communication:

Shade Canyon will communicate regularly with parents about the SWP through newsletters, School Cues, and community meetings to ensure transparency and ongoing engagement.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. Shade Canyon School operates a Schoolwide Program (SWP) under ESSA Section 1114. As such, the school does not operate a Targeted Assistance Program under Section 1115. All students are eligible for services, with resources directed toward those identified as most at-risk through our Comprehensive Needs Assessment

#### **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Shade Canyon School provides comprehensive services to support the enrollment, attendance, and success of homeless children and youths in coordination with the McKinney-Vento Homeless Assistance Act. These services include:

**Immediate Enrollment:** Ensuring homeless students are enrolled in school without delay, regardless of missing documentation.

**Transportation:** Providing transportation to and from the school of origin to maintain educational stability via Healthy Start and/or funds dispersed via reservation fund.

**Access to Resources:** Offering school supplies, clothing, and hygiene products to remove barriers to attendance and participation.

**Academic Support:** Providing tutoring and academic counseling to help homeless students succeed academically. These services are delivered in coordination with Healthy Start and the McKinney-Vento program, and may involve staff or volunteer services. The goal is to help students overcome barriers such as missed school days and lack of resources at home, ensuring they stay on track academically. Additionally, Lake County Health Services may be able to assist with immunizations/referrals needed to update school records for those students that are not up to date.

**Coordination with Community Services:** Partnering with local agencies to provide additional support services, such as housing assistance and healthcare.

**Use of Title I, Part A Reservation Funds:**

Shade Canyon School reserves a portion of its Title I, Part A funds each year to support the unique needs of homeless children and youths. These reserved funds may be used for allowable expenses such as transportation, the purchase of school supplies, clothing, personal hygiene items, or fees for extracurricular activities or field trips to support full participation in school. Funds may also be used to provide additional academic support such as tutoring or counseling. These services are provided in accordance with guidance from the California Department of Education and the McKinney-Vento Homeless Assistance Act.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Shade Canyon School supports and integrates services with early childhood education programs to ensure smooth transitions for young children into elementary school. Specifically, the school offers a combined TK/K program, which naturally progresses students from TK into Kindergarten and then into 1st grade. This comprehensive approach ensures continuity and stability for young learners.

**Comprehensive Combined TK/K Classroom:**

The program emphasizes experiential learning, creativity, and social-emotional development. This approach nurtures the whole child and fosters a love of learning from an early age. The curriculum in our TK/K classroom is designed to be developmentally appropriate, catering to the varying needs and abilities of young learners. Activities are structured to support literacy, numeracy, artistic expression, and physical development. Students in the combined TK/K classroom benefit from a consistent learning environment that supports their gradual transition from TK to Kindergarten. This continuity helps children feel secure and confident as they advance in their educational journey.

**Seamless Transition and Progression:**

We facilitate smooth transitions within the combined classroom by offering activities that bridge the learning experiences of TK and Kindergarten students. This includes shared projects, group activities, and opportunities for peer learning.

**Parent Engagement and Communication:**

**Informational Sessions:** We hold informational sessions at the beginning of the year for parents to explain the benefits and structure of the combined TK/K classroom. These sessions help parents understand how the program supports their child's development and prepares them for 1st grade.

**Regular Updates:** Parents receive regular updates through newsletters, emails, and parent-teacher conferences. This ongoing communication ensures that families are well-informed about their child's progress and how they can support learning at home.

**Professional Development for Teachers:**

**Unified Training:** Teachers in the combined TK/K classroom participate in joint professional development sessions focused on early childhood education principles and the Waldorf approach. This training ensures consistency in instructional practices and supports the effective implementation of the combined program.

**Collaborative Planning:** Teachers collaborate to plan and deliver an integrated curriculum that meets the developmental needs of all students in the TK/K classroom.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

- A. N/A
- B. N/A

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

A. Gifted and Talented Programs: Shade Canyon identifies students with exceptional potential through ongoing formative assessments and child studies. We support these students by integrating 'depth and complexity' into our well-rounded curriculum. This includes advanced artistic projects, leadership roles within classroom 'main lessons,' and differentiated assignments that allow for high-level critical thinking and creative expression within the holistic classroom environment. Title I funds (specifically the use of Instructional Aides) allow for the small-group flexibility needed to provide this differentiation.

B. Shade Canyon School focuses on building the essential foundations of literacy—including phonemic awareness, oral storytelling, and deep listening—in the early primary years. In alignment with our Waldorf-inspired developmental model, students are introduced to specific digital literacy skills beginning in 3rd Grade, where formal typing instruction is integrated into the curriculum and CAASPP testing is started, which is computer-based. This helps students develop the

motor skills and technical familiarity necessary for future academic work. While we do not operate a traditional centralized library, we support student achievement through robust classroom libraries and a 'print-rich' environment. Media literacy is taught at an age-appropriate level by training students to critically evaluate physical texts and oral information, preparing them for responsible and discerning technology use as they transition into higher grades.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

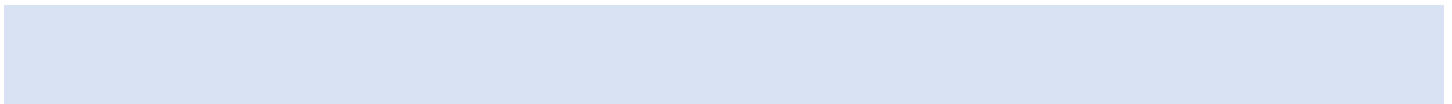


**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

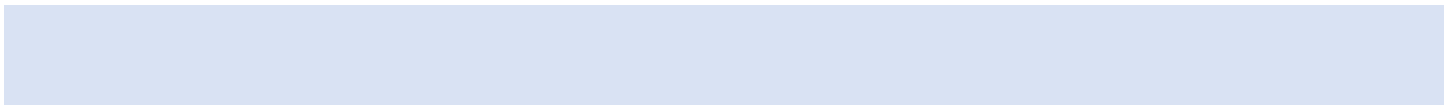


**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Shade Canyon School provides a structured and evolving system of professional growth and improvement that supports teachers, the principal, and other school leaders from the beginning of their careers through advancement. These systems are designed to promote instructional quality, leadership development, and continuous improvement aligned with our Waldorf-inspired educational model and school priorities.

#### Teachers

**Beginning of Career:** Teachers who are new to the profession and require induction support are assisted in enrolling in a recognized program and the induction mentor is paid for by Shade Canyon.

**Ongoing Growth:** All teachers are paired with a mentor for continuous professional guidance and reflection. Teachers are encouraged to visit other public Waldorf classrooms at least once per year, with Shade Canyon providing substitute coverage to support this practice. Professional development is provided on topics such as instructional strategies, student engagement, and social-emotional learning. Assistant teachers are supported in attending Waldorf classroom assistant training as well as classroom and behavior management training.

In response to educational partner feedback regarding the importance of Waldorf-specific expertise, Shade Canyon prioritizes and provides financial support for teachers to pursue and complete formal Waldorf Certification programs. This ensures that looping teachers have the specialized pedagogical skills necessary to maintain high-quality instruction over multiple years.

**Leadership Opportunities:** Teachers are encouraged to lead in various ways, including mentoring others, contributing to curriculum development, facilitating school events, and participating in shared decision-making processes. These roles help build teacher leadership and collective responsibility.

#### Principal

**Beginning of Career:** The principal receives targeted support through several mentoring and training opportunities. These include participation in the California Charter Schools Development Center (CSDC) Leadership Intensive, mentoring through the Alliance for Public Waldorf Education (APWE), and ongoing mentorship from the Deputy Superintendent of the Lake County Office of Education.

**Ongoing Growth:** The principal attends monthly administrator meetings through APWE and participates in an annual, week-long administrator training in July. Additional professional development is pursued through CharterSAFE, the El Dorado County Charter SELPA, the Lake County Office of Education, and other organizations offering training on legal compliance, HR, student data systems, and Waldorf-specific leadership practices.

Advancement: As a small school, Shade Canyon does not currently have additional administrative tiers, but leadership development remains a priority. As the school grows, expanded roles such as assistant director, instructional coach, or curriculum coordinator may be developed, with professional growth pathways to match. Currently, the chief operations officer also serves in a key leadership capacity and participates in professional development alongside the principal.

#### Other School Leaders and Support Staff

Beginning and Ongoing Growth: Office staff, assistant teachers, and other school leaders participate in relevant trainings and conferences based on their roles. These include events hosted by APWE, CSDC, CharterSAFE, legal and HR partners, and the Lake County Office of Education. Staff receive training in compliance, technology systems, Waldorf pedagogy and philosophy, classroom support strategies, and behavior management.

Leadership Opportunities: Support staff are invited to contribute to planning committees, events, and school initiatives that align with their skills and interests, with opportunities for expanded roles as the school evolves.

#### Evaluation and Continuous Improvement

Shade Canyon evaluates its systems of professional growth and improvement through multiple methods: Teachers receive regular observations and feedback from administration.

The principal is evaluated annually by the governing board, using performance goals aligned with school priorities.

Staff feedback is gathered through surveys and informal check-ins to assess the effectiveness of PD offerings and mentoring structures. Participation in professional development, observed improvements in instructional practice, and retention of effective staff help inform adjustments.

These evaluation methods guide annual revisions to professional development planning to ensure it remains relevant, equitable, and aligned with student and staff needs.

### **Prioritizing Funding**

#### ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### Provisions for Title II, Part A: Prioritizing Funding

###### 1. Process for Determining Funding:

As a single-site LEA, Shade Canyon School allocates 100% of its Title II, Part A funds to its only school site. The allocation is determined annually through the School Plan for Student Achievement (SPSA) process, in consultation with the School Site Council (SSC) and other educational partners. Funding is directed toward professional development that supports the school's high-need areas, specifically teacher certification and instructional strategies to improve literacy and math outcomes.

###### 2. Prioritization of CSI, TSI, and Low-Income Students:

Although Shade Canyon is a single-site LEA and does not have to choose between multiple schools, we prioritize our funding based on the high percentage of low-income students we serve (counted under Section 1124(c)). We utilize our Comprehensive Needs Assessment to ensure Title II funds are spent on training that directly impacts these at-risk populations. If the school were to be identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) in the future, the LEA would prioritize Title II funds to implement the specific evidence-based professional development required by those improvement plans.

### 3. Priority in Funding Decisions:

Because Shade Canyon operates as a single-site school, the site receives the highest priority by default. Decisions for Title II spending are made by analyzing student achievement data (Amplify MOY) and educational partner feedback (Kelvin Pulse surveys). Priority is given to professional development that builds teacher capacity to serve our most vulnerable students, ensuring that those counted under Section 1124(c) receive instruction from teachers who are highly trained in Waldorf-inspired intervention and social-emotional regulation.

## Data and Ongoing Consultation to Support Continuous Improvement

### ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Shade Canyon School uses an integrated, data-driven, and collaborative approach to continuously update and improve activities supported under Title II, Part A. These activities are coordinated with other federal and local initiatives to maximize impact on educator effectiveness and student outcomes.

#### Coordination with Other Programs

Title II, Part A activities at Shade Canyon are aligned with the school's Local Control and Accountability Plan (LCAP), Title I initiatives, and Waldorf-based professional development priorities. Professional learning is designed to complement other strategic efforts, such as support for at-risk students (Title I), social-emotional learning, and inclusive practices. Shade Canyon also coordinates Title II activities with training offered through its Special Education Local Plan Area (EI Dorado Charter SELPA), CharterSAFE (risk management and HR), and guidance from the Lake County Office of Education.

#### Use of Data to Improve Activities

Shade Canyon uses a variety of data sources to evaluate and improve its professional development programs supported under Title II, Part A: Student Performance Data (e.g., Amplify mCLASS, CAASPP, classroom assessments) is reviewed annually to identify areas for instructional support.

Teacher Feedback is collected through surveys and informal check-ins following professional development activities to assess perceived relevance, usefulness, and implementation.

Classroom Observations will be conducted by administrators throughout the year to assess teacher growth and instructional changes resulting from PD. As a small and growing school, we will implement a custom observation tool to assess the impact of professional development supported under Title II, Part A. This tailored approach ensures alignment with our specific instructional priorities and allows for focused, meaningful measurement of teacher growth, focusing on the effective implementation of Waldorf-inspired Tier 1 and Tier 2 instructional strategies to ensure that professional development in storytelling and movement is translating into improved literacy and math engagement for at-risk students.

Staff Retention and Engagement Metrics are reviewed annually to identify trends in job satisfaction and professional support needs. This data is analyzed annually and used to guide planning for future professional learning activities.

### Ongoing Consultation and Stakeholder Engagement

Shade Canyon engages in ongoing consultation with a wide range of educational partners to ensure Title II, Part A-funded activities are relevant, responsive, and high quality:

**Teachers:** Regular input is gathered through surveys, staff meetings, goal-setting conversations, and post-PD feedback forms.

**Principal and Vice Principal:** Leadership staff help identify schoolwide priorities and align PD with school goals during monthly planning sessions.

**Paraprofessionals:** Assistant teachers provide ongoing feedback on their training needs through regular collaboration and "check-in" meetings with their respective Classroom Lead Teachers. These Lead Teachers then bring the assistants' feedback to faculty meetings and leadership planning sessions. As the primary providers of Tier 2 intervention funded by Title I, the assistants' input—relayed through their teachers—is used to refine Title II professional development topics. This ensures that both Aides and Lead Teachers are aligned in their instructional delivery and that Aides receive the specific pedagogical support (such as behavior management or Waldorf storytelling techniques) they need to be effective in the classroom.

**Specialized Instructional Support Personnel:** Though currently limited, any contracted specialists (e.g., school psychologist, counselor) are consulted on training needs related to inclusion and student support services.

**Charter School Leaders:** As a charter school, Shade Canyon's leadership is directly involved in all planning and evaluation of Title II-funded activities.

**Parents:** Parent feedback is gathered through surveys (e.g., Kelvin Pulse), Community Council meetings, and informal communications. While not directly planning PD, this input helps identify areas of teacher development that affect family engagement and communication. For example, based on recent educational partner feedback regarding the desire for Waldorf-certified staff, the LEA has prioritized Title II funds toward supporting staff in obtaining formal Waldorf Certification.

**Community Partners and Organizations with Relevant Expertise:** The school consults with outside consultants, training providers, and Waldorf education experts (e.g., Alliance for Public Waldorf Education) to refine and improve PD offerings.

### Frequency of Consultation

Stakeholder consultation occurs on the following schedule:

**Teachers and administrators:** Ongoing throughout the year via staff meetings, 1:1 conversations, and surveys.  
**Paraprofessionals:** At least twice per year and as needed for targeted training.

Parents and community members: At least annually via surveys and Community Council.

External partners and training providers: Ongoing based on scheduling of PD, annual reviews, and school planning cycles.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

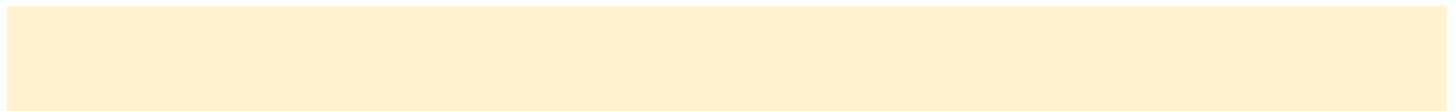
Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



### **Enhanced Instructional Opportunities**

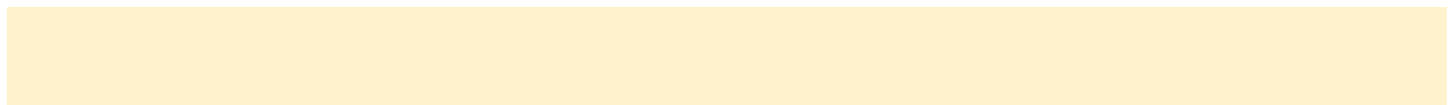
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### A. ESSA SECTION 4106(e)(1): Use of Funds and Transferability

Shade Canyon School has elected to exercise 100% Transferability of its Title IV, Part A funds (\$10,000) into Title I, Part A, as permitted under ESSA Section 5103. The LEA has determined that consolidating these funds into Title I more effectively supports our comprehensive strategy to improve student academic achievement and provide a well-rounded education through targeted interventions.

#### B. Support for Well-Rounded Education:

Although funds are transferred to Title I, they continue to support a well-rounded education as identified in our SPSA. Specifically, the transferred funds support Instructional Aides who facilitate small-group instruction in literacy and math, as well as integrated arts and movement activities that are central to our Waldorf-inspired model.

#### C. Health and Safety:

The LEA continues to prioritize student health and safety through our core LCAP goals and SEL initiatives. By transferring funds to Title I, we support the staffing (Instructional Aides) necessary to maintain a safe, regulated, and emotionally supportive classroom environment for at-risk students.

#### D. Effective Use of Technology:

In accordance with our Waldorf-inspired developmental philosophy, Shade Canyon minimizes technology in the early grades. Any technology needs for state-mandated testing or 3rd-grade typing instruction are met through other local or state funding sources.

#### E. Program Objectives and Evaluation:

The effectiveness of the transferred funds is evaluated through the Title I monitoring process. This includes tracking student growth via Amplify MOY assessments and monitoring the impact of Instructional Aides on student engagement and academic proficiency.



## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022