Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shade Canyon School	Morgan Chinnock President and Co-Founder	inspired@shadecanyon.org 707-320-2409

Plan Summary 2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Shade Canyon School is an LEA consisting of one new charter school within the boundaries of Kelseyville Unified School District (KVUSD) in Lake County, CA. The first term of the charter is a four-year period, beginning on July 1st, 2023 and ending on June 30th, 2027.

In its opening year, Shade Canyon School will serve students in grades TK-2 in Kelseyville, adding one grade per year until it is a full TK-8 program. The projected enrollment for 2023-24 is between 55-68 students. In its opening year, the school will employ 6 FTE staff, growing to 16 FTEs in year 7 of operation.

The Charter School will use a curriculum aligned to the State Standards (including Common Core State Standards, Next Generation State Standards, English Language Development ("ELD") Standards, History-Social Science Framework, and all other applicable state content standards and frameworks (hereinafter "State Standards")) and inspired by Public Waldorf education. With a program designed to address the whole child, Shade Canyon seeks to honor the unique spark of each student and nurture them as they unfold to their full potential.

Shade Canyon will offer a time-tested education model that is currently unavailable in Lake County. Waldorf is the basis for over 1,000 schools worldwide. California alone contains 49 Waldorf-style public and private schools (including two options in Ukiah, one in Napa, and a handful in Sonoma County). However, none are within easy driving distance for Lake County families, and private tuition is expensive.

Shade Canyon will draw from all of Lake County, from a population already seeking accessible, alternative options.

The Public Waldorf model is a lasting education that brings forth a sense of wonder, cognitive strength, self-awareness, and social fluency, as well as respect for self, others, and the environment--all while building a strong academic foundation. Public Waldorf students become critical

thinkers who are curious about the world, connected to their communities, and confident shaping them as they enter high school and go on to post-secondary education and meaningful careers.

Shade Canyon will be a small school with a seat-based program in which every child is well known by several caring adults. After Kindergarten, a single teacher leads the same group of children through several grades in a practice known as "looping" (i.e., first through fifth grade loop and sixth through eighth grade loop). This Class Teacher will cover the core curriculum while part-time non-teacher Subject Specialists provide instruction in such areas as Spanish, handwork (knitting, crocheting, sewing, felting), music, physical education, gardening and the arts.

Lessons (based on Rudolf Steiner's pedagogical model of the child) respond to natural developmental rhythms. Teaching emphasizes attention to all intelligence domains, offering students hands-on experiences and exploration. Within this framework, teachers implement a State Standards-aligned curriculum inspired by Waldorf education or other best practices tailored to the learning needs of the children in their class.

Reflections: Successes

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

n/a

Reflections: Identified Need

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

n/a

LCAP Highlights

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

LCAP highlights include: school safety, ensuring the school is using Waldorf curriculum, opportunities for parent involvement, ensuring the learning of EL students, low rates of expulsion and suspension, and using data to inform instruction.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

We've engaged parents through an online survey, available in both English and Spanish, in which 145 parents have responded. Shade Canyon School does not yet employed teachers, therefore we are unable to engage and receive feedback from them. Educational Partners have been notified of the public hearing of Shade Canyon's LCAP through the Shade Canyon newsletter, Shade Canyon's website, and social media.

A summary of the feedback provided by specific educational partners.

Parents are wanting quality teachers,

Parents gave feedback about wanting school to be a safe learning space. One parent said in response to why she was choosing Shade Canyon, "To allow my children to experience a healthy school environment". Another parent answered, "It will provide my son with a well-rounded education in a creative and safe learning environment."

Parents prioritized having Waldorf curriculum, one parent said, "My dream has always been to give my son the opportunity to grow in an environment where he can become a well-rounded individual, exploring a broad curriculum, life skills, and compassion and diversity." Another parent said, "As parents, as teachers, We are meant to guide. We plant seeds, water them with love, protect them from the cold, feed them with compassion, wisdom, knowledge, understanding … and then we watch them turn into the humans they were always meant to be… nurturing new interests and growth as it sprouts… i believe Waldorf style education fosters the roots of individuality and allows children the space to bloom naturally in the most creative vibrant colors we could ever dream of…"

Parents are wanting to be engaged with Shade Canyon and are eager to participate in the school. One parent said, "Me and my partner both want to be very active in our children's school, be in community with like minded parents, volunteer, and more."

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal # 4: A curriculum based on the Public Waldorf/Common Core Standards and Howard Gardner's Nine Multiple Intelligences (MI) will be taught to all students including EL students, was influenced by many parents giving feedback that they place a high value on Waldorf Education.

Goal # 7: Parents will work in collaboration with administration and teachers to create and uphold Shade Canyon School's vision and mission. & # 8: Parental input will be solicited and considered regarding decisions which affect the Shade Canyon School community. Both of these goals were influenced from input from parents that expressed a longing to be involved in the school.

Goal # 16: Shade Canyon School students and staff will adhere to the School Safe Plan, was influenced by the feedback that families are choosing Shade Canyon School because they are wanting a safe learning environment for their children.

Goals and Actions

Goal

Goal #	Description
Goal #1	All main classroom teachers will hold a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. (Addresses LCFF Priority #1: Basic Services)

An explanation of why the LEA has developed this goal.

To ensure qualified teachers. Reviewing the credential status of our teachers and making sure they are appropriately assigned will help us reach our goal of having all main classroom teachers will hold a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of main classroom teachers will hold a valid CA multiple subject credentials with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	100% of main classroom teachers will hold a valid CA multiple subject credentials with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	[$ 0.00]	[Y/N]
2	Annual credential review	Office Manager will annually review credential status.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #2	Instructional materials will be based on the Alliance for Public Waldorf Education's comprehensive review of the average adherence of Public Waldorf school teaching of standards. Please see Appendix A that details how Shade Canyon will co-align State Standards with our curricular model. (Addresses LCFF Priority #1: Basic Services)

An explanation of why the LEA has developed this goal.

To ensure adherence to State Standards while co-aligned with the Public Waldorf curricular model. Purchasing co-aligned instructional materials and ensuring that all pupils have access to these materials will help Shade Canyon School reach the goal of having instructional materials that are based on the Alliance for Public Waldorf Education's comprehensive review of the average adherence of Public Waldorf school teaching of standards

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase co-aligned instructional materials	Purchase instructional materials that are aligned to State Standards and aligned with our charter petition.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #3	Maintain a clean and safe school facility. (Addresses LCFF Priority #1: Basic Services)

An explanation of why the LEA has developed this goal.

This is essential for student safety, comfort, and success. By cleaning the school daily and having monthly/annual inspections along with corrections being made within three months will help Shade Canyon School reach the goal of maintaining a clean and safe school facility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Daily cleaning	Daily general cleaning by staff & volunteers will maintain campus cleanliness, including daily cleanliness spot checks.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Annual and monthly facility inspections	Annual and monthly facility inspections will screen for safety hazards.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #4	A curriculum based on the Public Waldorf/Common Core Standards and Howard Gardner's Nine Multiple Intelligences (MI) will be taught to all students including EL students. (Addresses LCFF Priority #2: Implementation of State Standards)

An explanation of why the LEA has developed this goal.

In addition to the Public Waldorf curriculum (which is co-aligned with State Standards), Shade Canyon's approach considers the importance of articulating a clear educational framework that includes Howard Gardner's theory of Multiple Intelligences. Gardner has suggested that instead of only two main areas of intelligence, humans exhibit multiple intelligences ("MI"): linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Although MI are not correlated with each other (as researchers would expect), falsifiable, or testable, Shade Canyon School believes that they are nevertheless important constructs by which to organize an educational program founded upon teaching to the whole child. As such, Shade Canyon School believes each student should have the opportunity to develop multiple intelligence domains in order to become a well-rounded person. It is consequently our goal to educate students so that they are well-rounded, have a deep sense of well-being, and fluency in the nine MI. Shade Canyon School posits that education guided by the core principles of public Waldorf education addresses all of Howard Gardner's 9 intelligences and believe as Steiner did, that an effective educational approach is to begin with an inner vision of the child and the child's needs, and build the curriculum around the person rather than the reverse. By having teachers participate in professional development addressing Waldorf education and ELD, Shade Canyon School will be able to reach the goal of having a curriculum based on the Public Waldorf/Common Core Standards and Howard Gardner's Nine Multiple Intelligences (MI) will be taught to all students including EL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 100% of teachers will participate in at least three hours of Professional Development and trainings in Waldorf/CCSS.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 100% of teachers will participate in at least three hours of Professional Development and trainings in Waldorf/CCSS.
100% of teachers will also participate in two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELs.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	100% of teachers will also participate in two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide teachers with at least three hours of professional development based on the Waldorf/Common Core State Standards.	[$ 0.00]	[Y/N]
2	EL-specific Professional Development	Provide teachers with two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELs.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #5	100% of EL students will gain academic content knowledge through the implementation of the State Standards. (Addresses LCFF Priority #2: Implementation of State Standards)

An explanation of why the LEA has developed this goal.

It's essential that ALL students gain academic content knowledge through the implementation of the State Standards, including EL students. By providing EL instructional support and measuring knowledge of academic content through internal benchmark assessments, such as individual student portfolios Shade Canyon School will be able to reach the goal of 100% of EL students will gain academic content knowledge through the implementation of the State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.

Actions

Action #	Title	Description	Total Funds	Contributing
1	EL Instructional Support	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #6	100% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies. (Addresses LCFF Priority #2: Implementation of State Standards)

An explanation of why the LEA has developed this goal.

Shade Canyon School will be a place of inclusion for all learners. To address the significant academic needs of EL students, all of the major components of Shade Canyon's instructional program will be carefully designed to promote the academic and social success of EL students. Shade Canyon will align with KVUSD's Local Control Accountability Plan, focusing on the same goal to "increase student achievement for all students including Low Income, English Learner, Homeless, and Foster Youth students, and Students with Disabilities."
Shade Canyon aims to ensure a high-quality instructional program for all students that will enable EL students to attain English proficiency, achievement in all academic areas, and full access to the range of educational opportunities available to all students. Shade Canyon commits to supporting EL students in successfully achieving English language proficiency as rapidly and effectively as possible in order to achieve parity

with native speakers of English, using best practices and developmentally appropriate techniques, while at the same time honoring students' home languages. At Shade Canyon, students' home languages will be seen as assets and an important educational resource.

Through instructional support, ELD curriculum, and professional development for teachers addressing ELD, Shade Canyon will be able to reach the goal of 100% of EL students gaining English language proficiency through the implementation of the ELD curriculum and related instructional strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of EL students will reach English language proficiency within four years of initial classification as an English Learner through the implementation of the CCSS.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	100% of EL students will reach English language proficiency within four years of initial classification as an English Learner through the implementation of the CCSS.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Support	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.	[$ 0.00]	[Y/N]
2	ELD Curriculum	EL students have access to ELD curriculum.	[$ 0.00]	[Y/N]
3	EL-specific Professional Development	Teachers of EL students participate in professional development activities.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #7	Parents will work in collaboration with administration and teachers to create and uphold Shade Canyon School's vision and mission. (Addresses LCFF Priority #3: Parent Involvement)

An explanation of why the LEA has developed this goal.

Parent Participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing Shade Canyon School's educational program and maintaining its supportive environment. Shade Canyon honors and values the individual skills, talents, and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the Charter School's operations.

By having parents participate on the Shade Canyon School Board of Directors and parents on committees as well as participation from parents in their child's class, Shade Canyon will be able to meet the goal of having parents work in collaboration with administration and teachers to create and uphold Shade Canyon School's vision and mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, the Board of Directors will have at least two parent members, including one from the Parent Community Council ("PCC").	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, the Board of Directors will have at least two parent members, including one from the Parent Community Council ("PCC").

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Board Representation	Include parent representation on the Board of Directors (at least two).	[$ 0.00]	[Y/N]
2	Parents on Committees	Encourage active parent involvement through committee opportunities.	[$ 0.00]	[Y/N]
3	Classroom Volunteers	Invite parents to volunteer in classrooms.	[$ 0.00]	[Y/N]
4	Annual Town Hall meeting	Hold yearly town hall meetings to keep parents abreast of what is happening in the Charter School and to provide a venue for parent input.	[$ 0.00]	[Y/N]
5	Class Parent Meetings	Have teachers conduct a minimum of three Class Parent Meetings per year.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #8	Parental input will be solicited and considered regarding decisions which affect the Shade Canyon School community. (Addresses LCFF Priority #3: Parent Involvement)

An explanation of why the LEA has developed this goal.

Parent Participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing Shade Canyon School's educational program and maintaining its supportive environment. Shade Canyon honors and values the individual skills, talents, and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the Charter School's operations. Shade Canyon School will be able to reach this goal by recruiting parents to serve on the PCC which will be made up of parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, the PCC will be comprised of 100% parents.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, the PCC will be comprised of 100% parents.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PCC Recruitment	Charter School administration will work with the PCC to recruit parents to the PCC via flyers, classroom newsletters, and monthly parent meetings.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #9	Input from parents of unduplicated students and students with exceptional needs will be solicited and considered regarding decisions which affect the Shade Canyon School community. (Addresses LCFF Priority #3: Parent Involvement)

An explanation of why the LEA has developed this goal.

Parent Participation is a keystone of our program, and we want to ensure that the voices of parents of all student subgroups are represented. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing Shade Canyon School's educational program and maintaining its supportive environment. Shade Canyon honors and values the individual skills, talents, and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the Charter School's operations. By including a number of parents of unduplicated students and students with exceptional needs represent in the PCC, Shade Canyon will be able to reach the goal of having input from parents of unduplicated students and students with exceptional needs and have them considered regarding decisions which affect the Shade Canyon School community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The PCC will include a proportional number of parents to the percentage that unduplicated students and students with exceptional needs represent in the general student population. Once the Charter School's EL population reaches 25, the English Learner Advisory Committee (ELAC) will form and be comprised annually of 100% parents of ELs.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	The PCC will include a proportional number of parents to the percentage that unduplicated students and students with exceptional needs represent in the general student population. Once the Charter School's EL population reaches 25, the ELAC will form and be comprised annually of 100% parents of ELs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PCC Recruitment for parents of unduplicated students and students with exceptional needs	Charter School administration will work with the PCC to recruit parents of unduplicated students and students with exceptional needs to the PCC via personalized flyers, classroom newsletters, and monthly parent meetings.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	ELAC Recruitment (once ELAC is formed)	Once the ELAC is formed, Charter School administration will work with the ELAC to recruit parents of ELs to the ELAC via flyers, classroom newsletters, and monthly parent meetings.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #10	Shade Canyon School will increase the number of students, including all student subgroups, scoring the equivalent of advanced or proficient in State Assessment Program by 8th grade. 95% of all students in grades 3-8 will participate in each component of the CAASPP for which the charter school is held accountable. (Addresses LCFF Priority #4: Student Achievement)

An explanation of why the LEA has developed this goal.

Data-driven instruction is important. Testing should inform modifications and improvements in instruction techniques. Hence, as Shade Canyon students enter the grades in which they will be taking the CAASPP (beginning with the data collected from our initial third grade class in 2024-25), Shade Canyon will have the goal of achieving advanced or proficient scores by the time students reach 8th grade. Giving teachers PD, maintaining awareness of student test scores, and staying true to the Public Waldorf curriculum are all actions that will contribute to achieving the metric for this goal: beginning with 2024-25 when Shade Canyon offers 3rd grade, annually, at least 95% participation rate in the CAASPP statewide assessments, there will be a 20% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, scoring proficient or higher on the CAASPP statewide assessment. Professional development, data-informed instruction and implementation of Waldorf curriculum will help Shade Canyon reach this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Beginning with 2024-25 (when Shade Canyon offers 3rd grade), annually, at least 95% participation rate in the CAASPP statewide assessments, there will be a 20% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, scoring proficient or higher on the CAASPP statewide assessment.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Beginning with 2024-25 (when Shade Canyon offers 3rd grade), annually, at least 95% participation rate in the CAASPP statewide assessments, there will be a 20% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, scoring proficient or higher on the CAASPP statewide assessment.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide professional development for teachers to assist them in delivering Waldorf/CCSS.	[$ 0.00]	[Y/N]
2	Data-informed instruction	Teachers will use state assessment results and other assessment results to plan curriculum.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
3	Waldorf curriculum implementation	Teachers will create and deliver lessons using the methods of Waldorf education—through the use of direct instruction, storytelling, manipulatives, visual and performing arts, and movement.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #11	95% of EL students will advance a minimum of one performance level per the ELPAC each academic year until they are reclassified as Fluent English Proficient (FEP). (Addresses LCFF Priority #4: Student Achievement)

An explanation of why the LEA has developed this goal.

Shade Canyon has chosen this goal because English proficiency is a key component of a well-rounded student's ability to communicate and thrive professionally in this society. This goal and metric are the same thing. The ELPAC reflects EL student progress. As we work towards assisting students in becoming FEP, we will use the actions listed below to provide a multiple-intelligences approach to EL instruction, providing individual attention and engaging the whole student as they move towards English proficiency. By using oral language curriculum, small group work and instructional strategies, and following sheltered instruction observation protocol, Shade Canyon School will be able to meet the goal of having 95% of EL students advance a minimum of one performance level per the ELPAC each academic year until they are reclassified as Fluent English Proficient.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
95% of EL students will advance at least one performance level per the ELPAC each academic year	n/a	n/a	[Intentionally blank]	[Intentionally blank]	95% of EL students will advance at least one performance level per the ELPAC each academic year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Oral Language Curriculum	Teachers will use rich oral language curriculum to foster language development in EL students.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Small Group Work and Instructional Strategies	Small group work and usage of Specially Designed Academic Instruction in English (instructional strategies).	[$ 0.00]	[Y/N]
3	Sheltered Instruction Observation Protocol	Specialists, under the direction of credentialed teachers, will provide Sheltered Instruction Observation Protocol by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #12	Maintain a high Average Daily Attendance (ADA). (Addresses LCFF Priority #5: Student Engagement)

An explanation of why the LEA has developed this goal.

School attendance directly correlates to student learning and engagement in the school community, a core component of Shade Canyon's Public Waldorf model. The metric of 95% ADA will be our benchmark of success, and we will use ongoing parent communication, monitoring of attendance, and education for faculty so that our school community can best support students attending school regularly. Through communication with parents and faculty training around attendance and supporting non-academic needs, Shade Canyon will monitor attendance and be able to maintain a high average daily attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA will be at least 95% with the benchmarks for growth to set annually as needed.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	ADA will be at least 95% with the benchmarks for growth to set annually as needed.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor Attendance	Monitor student attendance and communicate with families.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Faculty Training	Provide training and support for faculty to support the non-academic needs of students to help ensure consistent and timely attendance.	[$ 0.00]	[Y/N]
3	Parent Communications re: ADA	Parent outreach and communications will continue to stress the importance of attendance in arriving at school on time each day.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #13	Low chronic absenteeism rate. (Addresses LCFF Priority #5: Student Engagement)

An explanation of why the LEA has developed this goal.

School attendance directly correlates to student learning and engagement in the school community, a core component of Shade Canyon's Public Waldorf model. The metric of less than 2.5% chronic absenteeism will be our benchmark of success, and we will monitor attendance and set up meeting with parents whose children are chronically absent to best support students attending school regularly. Monitoring attendance and parent meetings to discuss attendance will help Shade Canyon meet the goal of having a low chronic absenteeism rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism benchmark established year one with goal of less than 2.5%. Specific school-wide and subgroup target growth set annually as needed.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Chronic absenteeism benchmark established year one with goal of less than 2.5%. Specific school-wide and subgroup target growth set annually as needed.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor Attendance	Track student attendance and notify parents when their children have excessive absences.	[$ 0.00]	[Y/N]
2	Parent Meetings	Hold meetings with parents of students with chronic absenteeism problems.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #14	Shade Canyon School will maintain a suspension rate less than 5%. (Addresses LCFF Priority #6: School Climate)

An explanation of why the LEA has developed this goal.

As Shade Canyon has no prior school years to establish baseline, the 2023-24 school year will establish the baseline of student suspensions in our community. Low suspension rates improve school climate. Communication about behavior and concerns between the school administrator, teachers, and parents will help the school come up with creative solutions to help students instead of suspension.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, there will be a measurable decrease in the number of student suspensions from the baseline until it is less than 5%.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, there will be a measurable decrease in the number of student suspensions from the baseline until it is less than 5%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication about Student Behaviors/Concerns	Administrator will work with teachers and families to manage student behavior issues and concerns.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #15	Shade Canyon School will maintain an annual expulsion rate of less than 1%. Pupil expulsions will only occur when legally required by the severity of the infraction. (Addresses LCFF Priority #6: School Climate)

An explanation of why the LEA has developed this goal.

As Shade Canyon has no prior school years to establish baseline, the 2023-24 school year will establish the baseline of student expulsions in our community. To make sure that expulsion rates stay low, Shade Canyon School will have teachers trained in the school's adopted discipline policy. The school's administrator will work with parents and teachers to help manage behavior issues which will help the school maintain an annual expulsion rate less than 1%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 1% or fewer of enrolled students will be expelled.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 1% or fewer of enrolled students will be expelled.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adhere to Discipline Policy	Teachers will be trained and follow our discipline policy in Element J of our charter petition, which outlines our classroom management and behavior approach.	[$ 0.00]	[Y/N]
2	Administrator Management of Behavior Issues	Administrator will work with teachers and families to manage student behavior issues and concerns.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #16	Shade Canyon School students and staff will adhere to the School Safe Plan. (Addresses LCFF Priority #6: School Climate)

An explanation of why the LEA has developed this goal.

A School Safety Plan followed by students and staff will improve the school's climate by making it a safe place for students to come and learn. Staff training, safety drills, and rating sense of safety from all stakeholders will help the school meet the goal of having students and staff adhering to the School Safety Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of staff will participate in at least four hours of Safe School training.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	100% of staff will participate in at least four hours of Safe School training.
Students will participate in monthly fire, earthquake or safety drills.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Students will participate in monthly fire, earthquake or safety drills.
90% of parents, staff and students will rate the sense of safety and connectedness at Shade Canyon School "satisfactory" or above.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	90% of parents, staff and students will rate the sense of safety and connectedness at Shade Canyon School "satisfactory" or above.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Safe Plan Training	Annually, all school employees will be trained on the elements of the School Safe Plan.	[$ 0.00]	[Y/N]
2	Safety Drills	Students will participate in monthly Fire, Earthquake, and safety drills.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #17	Shade Canyon School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter. (Addresses LCFF Priority #7: Course Access)

An explanation of why the LEA has developed this goal.

Shade Canyon School ensures course access to all students by giving all students access to enroll in academic and educational programs provided by the school. By making the academic content available and giving access and enrollment in all core and non-core subjects to all students, Shade Canyon School will be able to meet this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Content Available	All academic content areas will be available to all students, including student subgroups, at the appropriate grade levels.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

Goal

Goal #	Description
Goal #18	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in the following subject areas according to the Waldorf/CCSS and Howard Gardner's Nine Multiple Intelligences (MI): (Addresses LCFF Priority #8: Student Outcomes) • English Language Arts/Literacy • Mathematics • History, Civics and Social Science • Life, Earth and Space, and Physical Science • Visual and Performing Arts • Physical Education • Health • World Language(s) • Applied Arts

An explanation of why the LEA has developed this goal.

Shade Canyon School will measure student outcomes by students demonstrating proficiency in the subjects ELA, mathematics, history, science, arts, P.E., health, world languages, and applied arts, this is essential to the success of our school. Students progressing one grade each year, demonstrating competency in subjects, and scoring proficient on the CAASPP will help our school track the success of our students. Shade Canyon teachers being trained in Waldorf teaching and delivering Waldorf curriculum will help the school reach this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 85% of all TK through 8th grade students will progress one grade/skill level each academic year in the following subjects, as evidenced by benchmark assessments and student portfolios: • English Language Arts/Literacy • Mathematics • History, Civics and Social Science • Life, Earth and Space, and Physical Science	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 85% of all TK through 8th grade students will progress one grade/skill level each academic year in the following subjects, as evidenced by benchmark assessments and student portfolios: • English Language Arts/Literacy • Mathematics • History, Civics and Social Science • Life, Earth and Space, and Physical Science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in the following subjects each year. • Visual and Performing Arts • Physical Education • Health • World Language(s) • Applied Arts	n/a	n/a	[Intentionally blank]	[Intentionally blank]	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in the following subjects each year. • Visual and Performing Arts • Physical Education • Health • World Language(s) • Applied Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually, 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level will score Proficient or above on the CAASPP in English Language Arts/Literacy and Mathematics.	n/a	n/a	[Intentionally blank]	[Intentionally blank]	Annually, 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level will score Proficient or above on the CAASPP in English Language Arts/Literacy and Mathematics.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Waldorf Teacher Training	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and the MI through storytelling, performing and visual arts, movement and music.	[$ 0.00]	[Y/N]
2	Curriculum Delivery	Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.	[$ 0.00]	[Y/N]

Goal Analysis for 2022-23 (Not Applicable—entering first year of Operation)

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

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

n/a

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

n/a

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

n/a

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

n/a

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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

Required Descriptions

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

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #1 because by hiring qualified teachers and reviewing their credentials SCS is ensuring that the teachers are trained in educating EL students, and likely have experience student teaching in a Title 1 school for their credential. Qualified teachers will be well equipped to effectively meet the needs of foster youth, English learners, and low-income students.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #2 by ensuring that families are not needing to buy special materials for their children, the school will provide all necessary materials. This action will be effective because the school will be able to give students in these categories the materials needed for a Public Waldorf education.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #3 by having a clean and safe facility for them to learn in, where they are comfortable and know the staff are cleaning and inspecting safety.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #4 by having professional development on ELD and planning specifically how the curriculum used at SCS will meet the needs of all of our students. These actions will be effective because Shade Canyon teachers will be equipped to teach EL students through their training.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #5 by having a strategy for additional support for EL students. This will be effective because EL students needing more support will be offered it.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #6 by having a strategy for additional support for EL students. This will be effective because EL students needing more support will be offered it. Having professional development on ELD and ELD curriculum available to EL students will be effective because Shade Canyon teachers will be equipped to teach EL students through their training and resources.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #7 by welcoming all parents and guardians to participate on the Board of Directors, committees, volunteer in the classroom, attend Town Hall meetings, and class meetings. Translated materials for these parent involvement opportunities are available for parents that don't speak English. These volunteer and participation opportunities will be effective because families will feel welcomed and a sense of belonging in the school community regardless of income status, foster parenting, or ability to speak English.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #8 because parents or guardians of these students will be recruited to represent their perspective in the PCC. This participation opportunity will be effective because families will feel welcomed and a sense of belonging in the school community regardless of income status, foster parenting, or ability to speak English.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #9 because SCS is strategizing how to specifically recruit parents or guardians of the foster youth, English learners, and low-income students to represent their perspective in the PCC and ELAC. These participation opportunities will be effective because families will feel welcomed and a sense of belonging in the school community regardless of income status, foster parenting, or ability to speak English, families will learn about these opportunities through personalized flyers, classroom newsletters, and monthly parent meetings.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #10 because SCS realizes that by using data-informed instruction teachers can teach to the individual needs of students. Professional development around Waldorf education and CCSS will include teaching to foster youth, English learners, and low-income students thus making it effective. Teachers will then implement the curriculum as they were trained.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #11 because these strategies in action 1, 2, and 3 are effective for fostering language development which might be needed for foster youth, English learners, and low-income

students. These actions will be effective because background knowledge will be built upon, there will be opportunities for participation, and lessons will be delivered in various ways giving students many ways to succeed.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #12 because our staff will be trained on communicating with families about attendance with the understanding that all families have different circumstances. Our action items will be effective for these students because our staff will monitor and track attendance then communicate with parents or guardians in a sensitive way as they were trained.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #13 because at SCS we recognize that all families are different and we believe in building meaningful relationships, this informs how we communicate with parents. SCS has action items of monitoring attendance then having parent meetings where staff can learn more about family circumstances and be effective in meeting the goal of low chronic absenteeism.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #14 because at SCS we recognize that all families are different and we believe in building meaningful relationships, this informs how we communicate with parents. Our action item of Communication about Student Behaviors/Concerns is a meetings where the school Administrator can learn more about family dynamics and work together in partnership with families to manage student behaviors to effectively meet the goal of maintaining a suspension rate less than 5%.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #15 because at SCS we recognize that all families are different and we believe in building meaningful relationships, this informs how we communicate with parents. Our action items of Adhering to Discipline Policy will help teachers know what kind of classroom management and behavior approach is expected for all students. Administrator Management of Behavior Issues is a meetings where the school Administrator can learn more about family dynamics and work together in partnership with families to manage student behaviors to effectively meet the goal of maintaining an annual expulsion rate of less than 1%.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #16 by having a safe facility for them to learn in, where they are comfortable and know there is a plan to keep the school safe and participate in drills so they understand what to do in case of an emergency. This will effectively teach them how to adhere to the safety plan because of the practicing during drills.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #17 by ensuring that all

student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available. This action of having academic content available will be effective because the school will be offering all appropriate grade level offerings to all students.

The needs of foster youth, English learners, and low-income students were considered in the actions of goal #18 because Professional development around Waldorf education and CCSS will include teaching to foster youth, English learners, and low-income students thus making it effective. Teachers will then implement the curriculum as they were trained. These action items will be effective for these students because our teachers will have strategies to teach specifically to these students making it likely that all students will demonstrate grade level proficiency in the following subject areas according to the Waldorf/CCSS and Howard Gardner's Nine Multiple Intelligences (MI): English Language Arts/Literacy, Mathematics, History, Civics and Social Science, Life, Earth and Space, and Physical Science, Visual and Performing Arts, Physical Education, Health, World Language(s), and Applied Arts.

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

n/a—entering first year of operation

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

n/a

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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