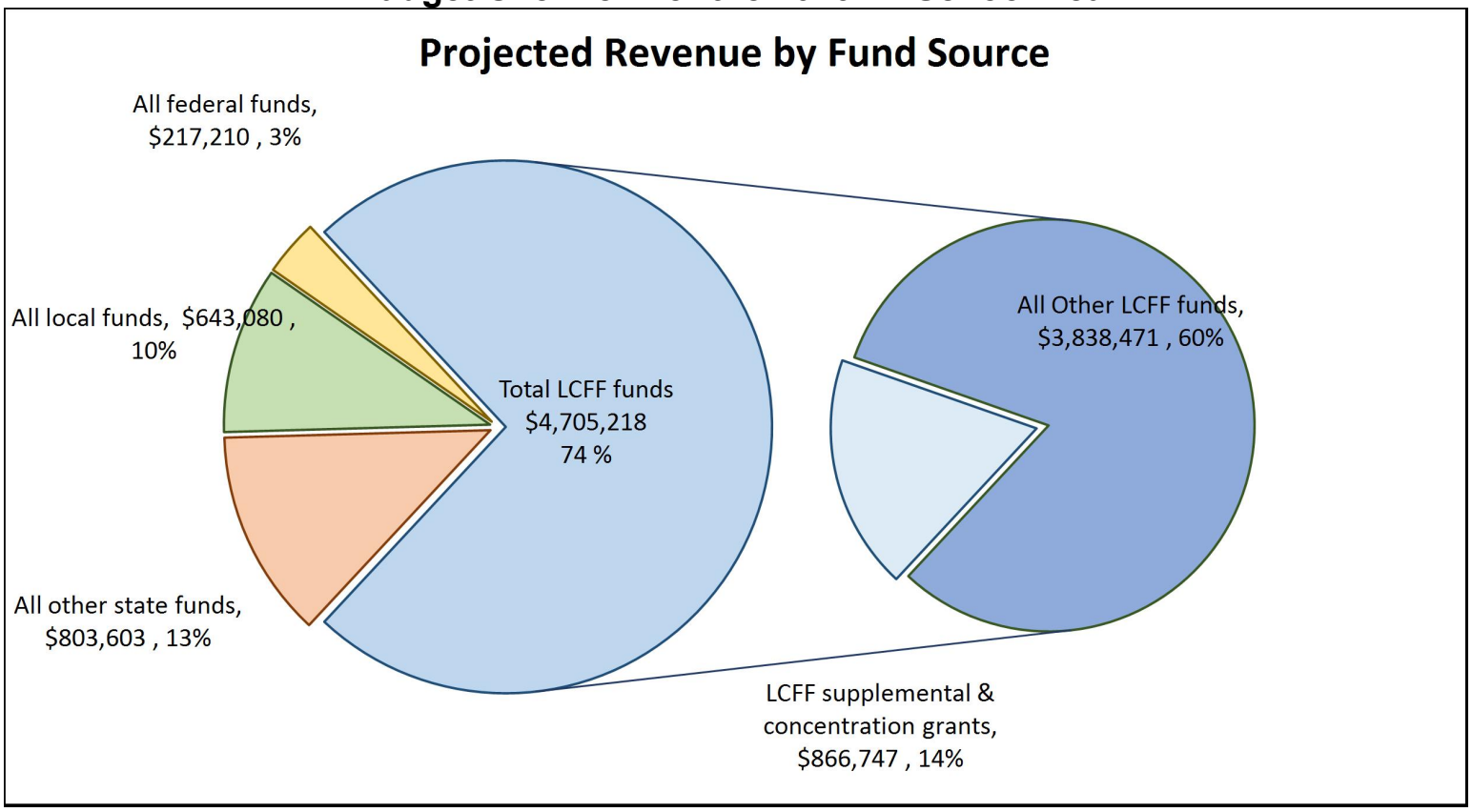
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shandon Joint Unified School District
CDS Code: 40688330000000
School Year: 2026-27
LEA contact information:
Kristina Benson Ed. D.
Superintendent
kbenson@shandonschools.org
805-238-0286

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

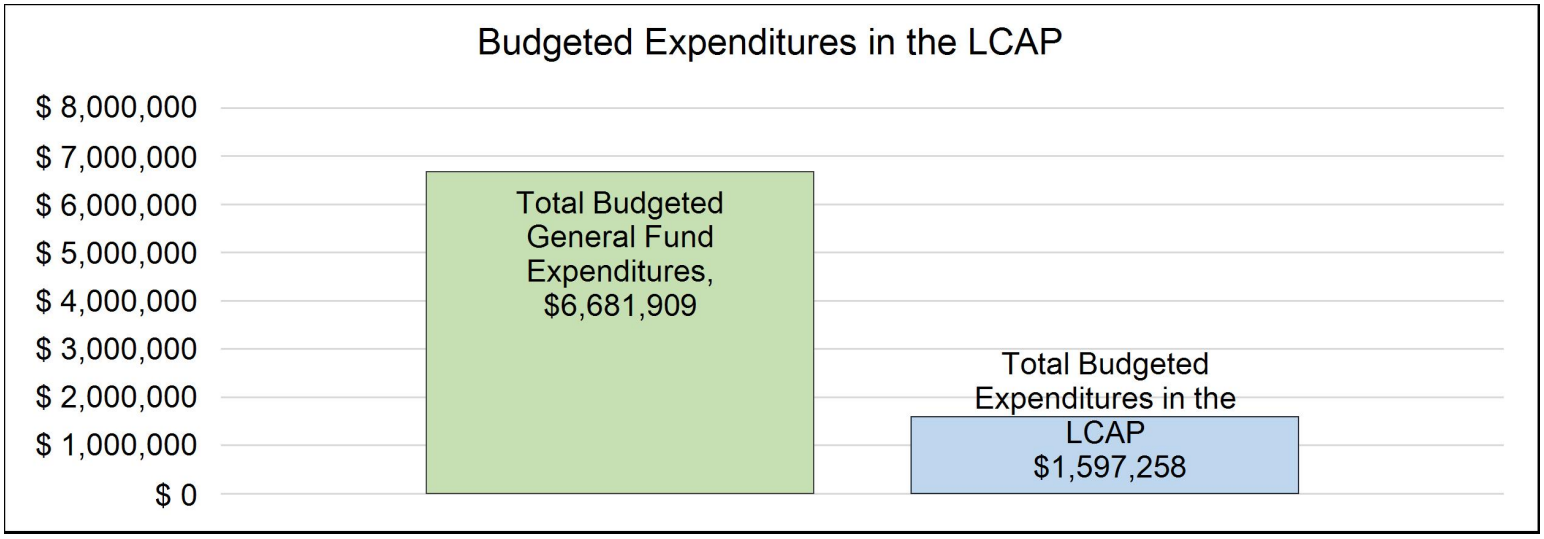


This chart shows the total general purpose revenue Shandon Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shandon Joint Unified School District is $6,369,111, of which $4,705,218 is Local Control Funding Formula (LCFF), $803,603 is other state funds, $643,080 is local funds, and $217,210 is federal funds. Of the $4,705,218 in LCFF Funds, $866,747 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Shandon Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shandon Joint Unified School District plans to spend $6,681,909 for the 2026-27 school year. Of that amount, $1,597,258 is tied to actions/services in the LCAP and $5,084,651 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

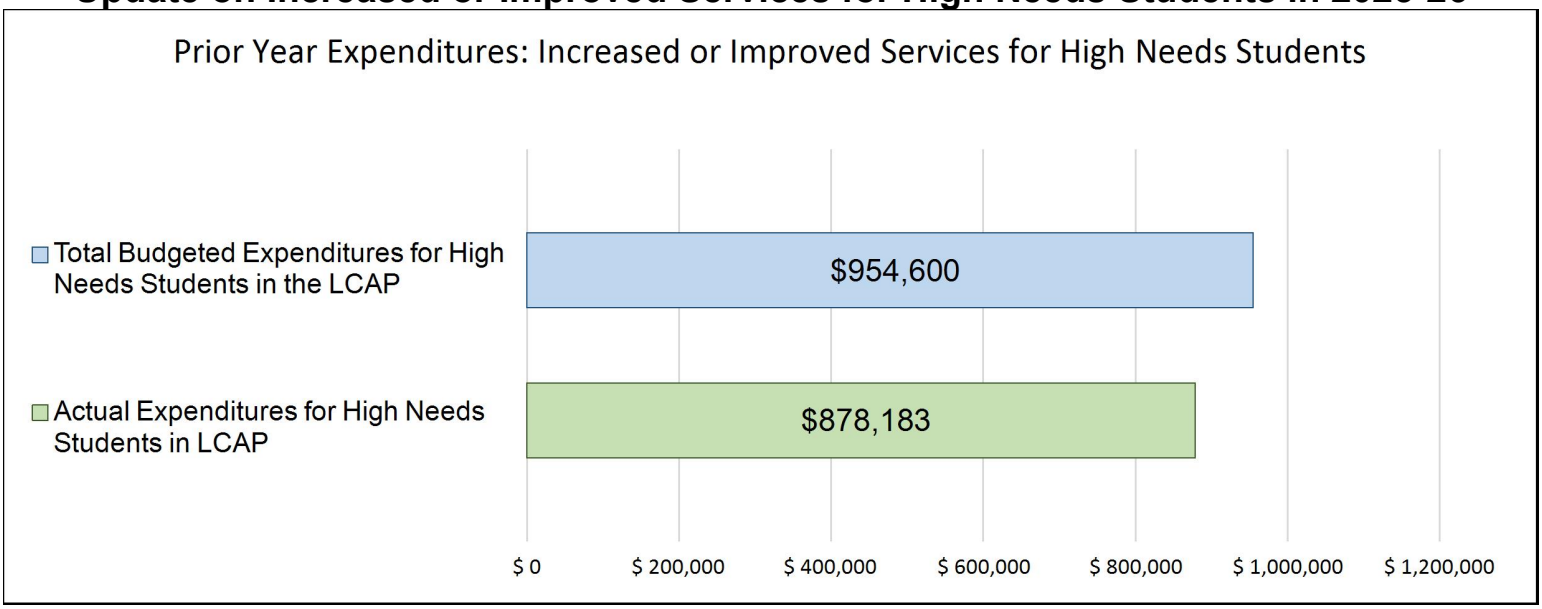
Operational and mandated costs that contribute to the District's overall function and educational program not included in LCAP include salaries and benefits of teachers and support staff (Para Educators, Maintenance, Admins, Custodians); the cost of utilities and internet; classroom supplies; custodial supplies; new curriculum; and a variety of contracts with other agencies for financial, payroll, data processing, professional development, courier services, special education and after school programming.

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

In 2026-27, Shandon Joint Unified School District is projecting it will receive $866,747 based on the enrollment of Foster Youth, English learner, and low-income students. Shandon Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shandon Joint Unified School District plans to spend $1,054,963 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Shandon Joint Unified School District's LCAP budgeted $954,600 for planned actions to increase or improve services for high needs students. Shandon Joint Unified School District actually spent $878,183 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $76,417 had the following impact on Shandon Joint Unified School District's ability to increase or improve services for high needs students:

There was no impact on the districts ability to increase and improve services for students as all LCFF Supplemental and Concentration funds were spent on such services. The Approved 2025/26 LCAP included more budgeted expenses than necessary to meet the requirement. Any savings reflected in the plan was paid from other sources.

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
Shandon Joint Unified School District	Kristina Benson Ed. D. Superintendent	kbenson@shandonschools.org 805-238-0286

Plan Summary [2026-27]

General Information

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

Shandon Joint Unified School District encompasses roughly 600 square miles and has total enrollment of 247 students ranging in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 72, Shandon Elementary School for grades TK-8 with a current enrollment of 161 and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 14. The student population of the district is primarily Hispanic making up 87.3% of the student body. 10.4% of the students are Caucasian, 1.1% are African American, and 1.1% are multiple ethnicities or declined to state. 67.5% of the district population is socioeconomically disadvantaged, 39.9% are English Learners, 24.6% Homeless, and 21.3% make up students with disabilities. Shandon High School and Shandon Elementary are both located in the town of Shandon, a small, rural, agricultural community. Shandon resides in an unincorporated area of San Luis Obispo County with a population of approximately 2,000. Farmers, ranchers, vineyard keepers, and farm laborers characterize the labor force for the jobs available in the surrounding agricultural lands. The town's service establishments are limited to two family owned convenience stores; therefore, residents have to travel 20 miles to the nearest town to shop for food, clothing and fuel. The schools serve as valuable resources for the community by providing access and information about state agencies and assistant programs, counseling services. The district opened a Family Wellness Center in January of 2023. The Wellness center is centrally located between the elementary and high school campus and offers telehealth, and counseling for students and families. It also serves as a school/community food and clothing pantry. In addition, Shandon Elementary houses a Tolosa Dental office on their campus allowing, district students access to dental care during the school day. and Parkfield Elementary School is located in a rural and isolated section of Monterey County. The community of Parkfield is socioeconomically diverse and consists of approximately 200 people. The town is a predominantly agricultural area and continues to support cattle ranches and farms. The school is an essential part of the community and has been identified as a "Necessary Small School".

No schools within Shandon Joint Unified School District generated Equity Multiplier funding.

Reflections: Annual Performance

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

Shandon Elementary and Shandon High School have implemented additional incentives to motivate student behavior and academic effort/achievement. Student achievement for math and reading is recognized on a monthly basis in the form of brag tags and students worked together to reach school wide achievement goals. In addition, students can earn tickets to be entered into quarterly drawings for larger prizes.

Shandon Elementary continues to implement a walk to learn reading block known as the Colt Trot. Every K-2nd grade student receives 30 minutes of leveled guided reading four times per week. We have seen an increase in student reading levels as measured by running records with a student growth average of 1.2 years. Every student in 3rd-6th grade uses their Colt Trot block to work specifically on reading comprehension and SBAC test prep. We are now seeing an increase in reading comprehension as measured by iReady diagnostic assessments.

Multi Tiered Systems of Support were expanded at the high school and middle school levels. Teachers and paraeducators were trained in 95 Percent Group curriculum centered on strategies for teaching reading including decoding, reading comprehension and vocabulary. All 7th-12th grade students participated in a daily, leveled "Reading Only" period to work on weak or missing foundational reading skills. Elementary teachers and staff will be trained in 95 Percent Group curriculum over the summer and will begin program implementation in the fall of 2026.

2025 Dashboard Success:
* District suspension rate decreased by .9%
* District English language arts increased by 16.5 points on CAASPP
* Shandon Elementary's ELA scores increased by 27 points as measured by CAASPP
* Shandon Elementary's math scores increased by 35.9 points as measured by CAASPP
* District Mathematics increased by 18.9 points on CAASPP
* District English learner progress increased by 2.3%

2025 Dashboard Challenges:
* College and Career Readiness decreased by 13.1%
* Chronic Absenteeism increased by 7.6%
* Shandon High school graduation rate decreased by 8.1%
* Shandon High School ELA declined by 46.3 points as measured by CAASPP
* Shandon High School Math declined by 63.7 points as measured by CAASPP
* Shandon High School English Learner Progress declined by 21.5%
* Chronic Absenteeism increased by 9.9% at Shandon Elementary

Both Shandon Elementary and Shandon High School are supporting students and behavioral expectations through PBIS Tier I supports and Shandon Elementary has begun implementation of Tier II supports. Tier II implementation and training will continue for the 2026-2027 school year. Learnings gained will be applied to further improve school climate and suspension rates among all subgroups.

For the 2026-2027 school year, Shandon Elementary will shift to using 95 Percent Group curriculum during Colt Trot and reading intervention to address reading and comprehension deficits.

Shandon High School will continue to implement "reading Only" period to teach students fundamental reading and comprehension skills necessary for a successful high school career.

2025 Red Dashboard indicators for a student group within any school in the LEA:
* Shandon Elementary
Chronic Absenteeism- English Learners, Homeless, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

2025 Red Dashboard indicators for a student group within the LEA:
* Chronic Absenteeism - English Learners, Hispanic, Homeless, Students With Disabilities, Socioeconomically Disadvantaged

2025 Red Dashboard indicators for a school within the LEA:
* Shandon Elementary
Chronic Absenteeism

2024 Red Dashboard indicators for a student group within any school in the LEA:
* Shandon Elementary
Math- English Learners, Hispanic, Socioeconomically Disadvantaged
ELA- English Learners, Socioeconomically Disadvantaged
Chronic Absenteeism- English Learners, Homeless Hispanic

2024 Red Dashboard indicators for a student group within the LEA:
* Math - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged
* ELA - English Learners, Long Term English Learners
* Chronic Absenteeism - English Learners, Hispanic, Homeless, Students With Disabilities, Long Term English Learners

2024 Red Dashboard indicators for a school within the LEA:
* Shandon Elementary
Chronic Absenteeism
Math

2023 Red Dashboard indicators for a student group within any school in the LEA:

* Shandon Elementary
Math- English Learners
Suspension - English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities
* Shandon High School
Suspension - Hispanic, Socioeconomically Disadvantaged

2023 Red Dashboard indicators for a student group within the LEA:
* Math - English Learners
* Suspension - English Learners, Hispanic, Students With Disabilities, White, Socioeconomically Disadvantaged

2023 Red Dashboard indicators for a school within the LEA:
* Shandon Elementary
English Learner Performance Indicator
Suspension
* Shandon High School
Suspension

The district has unspent Learning Recovery and Emergency Block Grant (LREBG) funds for the 2026-2027 school year of $255,825 which can be found in Goal 3, Action 3 and Goal 4, Action 3. The district will be able to fund these actions for two years with the remaining balance of LREBG funds thus the budgeted expenditures for 2026-2027 does not include the full carryover balance. Shandon Joint Unified School District anticipates an additional allocation of LREBG funds. Any additional LREBG allocation will be added to Goal 3, Action 3 and Goal 4, Action 3.

Our needs assessment revealed significant needs regarding chronic absenteeism. A review of state and local data indicates significant chronic absenteeism among English Learners, Hispanic, Homeless, students with disabilities and socioeconomically disadvantaged students. Chronic absenteeism leads to academic loss and negatively impacts a student's ability to graduate from high school and to participate in post-secondary education. In response Goal 3, Action 3.3 to create and offer an independent study program will directly address the need to create a flexible framework allowing students to remain engaged in the education system while removing structural, medical, and social barriers that contribute to chronic absenteeism. This action aligns with allowable uses of the funds in the area of providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupil's college eligibility. Goal 4, Action 4.3 will directly address the need to motivate students to engage, more consistently in their education and provide accessible counseling and crisis intervention to support students in building emotional support, practical academic tools, and early intervention to overcome obstacles and reach their full potential. This action aligns with allowable uses of the funds in the area of addressing barriers to learning through counseling mental health supports.

Reflections: Technical Assistance

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

Not Applicable

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff (teachers, counselors, psychologist), Classified Staff (office staff, custodians, bus drives, cafeteria staff), Administrators, Principals, Classified and Certificated Bargaining Units	8/20/25 Site Staff Meetings, reviewed state scores and district data in reference to district LCAP goals. Handouts were provided. 12/3/26 Reviewed Ca School Dashboard and identified root causes for score decreases and created action plans to be implemented if not already identified in the LCAP. 4/15/26 Shared educational partner survey data to celebrate successes and strategically plan for improvement. 5/13/26 Reviewed a draft of the 2026-2027 LCAP
Regularly Scheduled Board Meeting and Community Input	1/13/26 Regularly Scheduled Board Meeting. LCAP Mid Year Review was provided for public input. Progress on Actions and Metrics were shared. Expenditures report was shared and available for comment. 4/21/26 Regularly Scheduled Board Meeting, feedback from educational partners on satisfaction with school climate and district level programming was shared 6/9/26 Regularly Scheduled Board Meeting, LCAP public comment and public hearing on new LCAP Plan Goals, Actions and Expenditures 6/23/26 Regularly Scheduled Board Meeting- LCAP Adoption
Classified and Certificated Staff	3/11/26 Educational partners were given the opportunity to provide feedback and direction on school climate, student progress, campus safety, student engagement, and LCAP Development during Lunch and Listen.
LCAP Committee (Administrators, Certificated staff, Classified Staff, Bilingual/Special Education Parents)	2/25/26, 3/18/26, 4/15/26 The LCAP Committee met to analyze state and local data, analyze effectiveness of actions and goals, propose

Educational Partner(s)	Process for Engagement
	new goals/actions and provided evidence to support the need of new goals/actions and the continuation of current actions.
School Site Council	2/25/26 Parents, students, and staff members were given the opportunity to share concerns and suggestions as we plan for serving unduplicated students in the 2026-2027 school year 5/21/26 Parents, students and staff members were given the opportunity to review progress on each LCAP goal and give input on new goal and action development
Parent Advisory, DELAC/ELAC	2/25/26 Parents were given the opportunity to share concerns and suggestions as we plan for serving second language learners in the 2026-2027 school year 5/21/26 Parents were given the opportunity to review progress on each LCAP goal and give input on new goal and action development
SELPA Consultation	5/11/26 This was a collaborative conversation on how to include students with disabilities as part of the LCAP actions and priorities.
Certificated, Classified, Parent and Student Surveys	Feb-March 2026 Electronic and written surveys were given to educational partners to gather input on school and district progress on school climate and educational programming. Participants were also given an opportunity to express areas that are in need of improvement and to suggest future class offerings and programs.

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

Parent and Student input indicate a high level of interest in increasing sports and extra curricular activities at the high school level. Sports will continued to be offered at the high school level and at the middle school level; however, this action will be fulfilled outside of the LCAP with the use of Expanded Learning Opportunity Funds (ELOP). Extra curricular activities for elementary students will be addressed through the Boys and Girls Club (Goal 1, Action 2) and through extra duty opportunities for certificated staff (Goal 1, Action 5).

Through the district consultation with SELPA, the district will utilize 95 Percent Group Intervention materials to address IEP goals related to phonics (Goal 1, Action 1: Reading Intervention). The district will also seek out staff development opportunities to equip special education staff with the most current and best practices to work with high needs students.

Certificated staff surveys reported that the following have been most beneficial to their students and will be continued into the next LCAP cycle:
Goal 1, Action 1: Reading Intervention
Goal 1, Action 3: Multi Tiered Systems of Support and the high school "Reading Hour"
Goal 2, Action 4: ELD Teacher and Newcomer Support

Goal 3, Action 3: Credit Recovery Options
Goal 2, Action 2: Para Educators
Goal 4, Action 2: Positive Behavior Supports and Interventions
Goal 4, Action 3: Counseling

Certificated staff, classified staff, parents and students all reported that adding the following service would be most beneficial to the students:
Goal 1, Action 3 Expanded to included: Train elementary teachers and paraeducators in the strategies of teaching reading including decoding, reading comprehension and vocabulary for successful implementation of 95 Percent Group intervention curriculum.
Goal 3, Action 3: Independent Study Program to remove barriers to learning, recoup attendance, and expand credit recovery options.
A significant amount of high school students have expressed interest in a culinary class. This will be explored as a future elective course.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SJUSD will increase the academic performance of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In collaboration with educational partnerships, after reviewing state and local data, SJUSD has developed a goal and actions to improve student performance on state and local academic assessments for all schools within the district, as every subgroup is performing significantly below standard in both ELA and math. Educational partners were encouraged to participate in the goal development of the LCAP through staff, parent and student surveys, staff meetings and open community forums and meetings. Actions and Metrics are designed to support the academic growth of all students but emphasize programs aimed at supporting second language learners and socioeconomically disadvantaged students. Actions and Metrics for this goal were affirmed through DELAC, School Site Council, local surveys, and LCAP committee.

2023 Dashboard ELA Performance Data revealed:
*Overall student scores were 42.4 points below ELA standard and an increase of 31.3 points between 2022 to 2023 testing results.
ELA Subgroup Data:
*English Learners (Orange Indicator) 70.9 points below standard with an increase of 15.5 points over 2022
*Students with Disabilities (Orange Indicator) 82.5 points below standard with an increase of 5.4 points over 2022
*Hispanic (Yellow Indicator) 43.2 points below standard with an increase of 32.4 points over 2022
*Homeless (Yellow Indicator) 64.4 points below standard with an increase of 23.3 points over 2022
*Socioeconomically disadvantaged (Yellow Indicator) 50.1 points below standard with an increase of 26.9 points over 2022
*White (No Performance Indicator) 34.6 points below standard with an increase of 35.9 points over 2022

2023 Dashboard Math Performance Data revealed:
*Overall student scores were 97.2 points below math standard and an increase of 21.3 points over 2022
Math Subgroup Data:
*English Learners (Red Indicator) 122.7 points below standard and maintained over 2022
*Socioeconomically disadvantaged (Orange Indicator) 103.8 points below standard with an increase of 20.4 points over 2022
*Hispanic (Orange Indicator) 99.5 points below standard with an increase of 17.2 points over 2022

*Students with Disabilities (Orange Indicator) 120.2 points below standard with an increase of 14.8 points over 2022
*Homeless (Orange Indicator) 115.1 points below standard with an increase of 20.9 points over 2022
*White (No Performance Indicator) 84.8 points below standard with an increase of 42.6 points over 2022

Local iReady Data revealed that all students are performing significantly below grade level in ELA and Math and in identified sub groups of students with disabilities and economically disadvantaged:
* 26% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.
* 18% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.
* 69% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment
* 65% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment
* 52% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment
* 49% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard ELA academic performance indicator	2022-2023 Overall student scores- 42.4 points below standard; Homeless- 64.4 points below standard; Socioeconomically disadvantaged- 50.1 points below standard; English Learners- 70.9 points below standard; Hispanic- 43.2 Points below standard; Students with Disabilities- 82.5 points below standard; white- 34.6 points below standard	2023-2024 Overall student scores- 54 points below standard; Homeless- 50.6 points below standard; Socioeconomically disadvantaged- 68.7 points below standard; English Learners- 85.2 points below standard; Hispanic- 56.5 Points below standard; Students with	2024-2025 Overall student scores- 37.6 points below standard; Homeless- 51.9 points below standard; Socioeconomically disadvantaged- 42.7 points below standard; English Learners- 59.4 points below standard; Hispanic- 44.5 Points below standard; Students with	Overall student scores- 27.4 points below standard; Homeless- 49.4 points below standard; Socioeconomically disadvantaged- 35.1 points below standard; English Learners- 55.9 points below standard; Hispanic- 28.2 Points below standard; Students with Disabilities- 67.5 points below	Overall student scores- Decreased gap by 4.8 points Homeless- Decreased gap by 12.5 points; Socioeconomically disadvantaged- Decreased gap by 7.4 points; English Learners- Decreased gap by 11.5 points; Hispanic- Increased gap by 1.3 Points; Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disabilities- 70.3 points below standard; White- 36.7 points below standard; Long Term English Learners- 90.5 points below standard	Disabilities- 36.5 points below standard; White- 7.8 points below standard; Long Term English Learners- 83.8 points below standard	standard; white- 19.6 points below standard	Disabilities- Decreased gap by 46 points; white- Decreased gap by 26.8 points; Long Term English Learners- Decreased gap by 6.7 points below standard (New Data Point and was not included in the baseline.)
1.2	CA School Dashboard mathematics academic performance indicator	2022-2023 Overall student scores- 97.2 points below standard; Homeless- 115.1 points below standard; Socioeconomically disadvantaged- 103.8 points below standard; English Learners- 122.7 points below standard; Hispanic- 99.5 Points below standard; Students with Disabilities- 120.2 points below standard; white- 84.8 points below standard	2023-2024 Overall student scores- 100.9 points below standard; Homeless- 135.3 points below standard; Socioeconomically disadvantaged- 119.4 points below standard; English Learners125.1 points below standard; Hispanic107.5 Points below standard; Students with Disabilities- 118.3 points below standard; white- 64.9 points below standard; English	2024-2025 Overall student scores- 82 points below standard; Homeless- 89 points below standard; Socioeconomically disadvantaged- 86.4 points below standard; English Learners 86.4 points below standard; Hispanic 87 Points below standard; Students with Disabilities- 83 points below standard; white- 58.6 points below standard; Long Term English Learners- 129.4	Overall student scores- 82.2 points below standard; Homeless- 100.1 points below standard; Socioeconomically disadvantaged- 88.8 points below standard; English Learners- 107.7 points below standard; Hispanic- 84.5 Points below standard; Students with Disabilities- 105.2 points below standard; white- 69.8 points below standard	Overall student scores- Decreased gap by 15.2 points Homeless- Decreased gap by 26.1 points; Socioeconomically disadvantaged- Decreased gap by 17.4 points; English Learners- Decreased gap by 36.3 points; Hispanic- Decreased gap by 12.5 Points; Students with Disabilities- Decreased gap by 37.2 points; white- Decreased gap by 26.2 points; Long Term English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners- 144 points below standard	points below standard		Learners- Decreased gap by 14.6 points below standard (New Data Point and was not included in the baseline.
1.3	Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator)	2023-2024 100% of district teachers are fully credentialed; however, three employees were approved through the waiver process to teach classes outside of their credentialed area.	2024-2025 100% of district teachers are fully credentialed; however, two employees were approved through the waiver process to teach classes outside of their credentialed area	2024-2025 100% of district teachers are fully credentialed; however, two employees were approved through the waiver process to teach classes outside of their credentialed area.	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach	Maintained
1.4	Compliance with Williams Act requirements, sufficient text books and instructional materials (local indicator)	2023-2024 District maintained 100% compliance with Williams Act requirement of sufficient text books and instructional materials.	2024-2025 District maintained 100% compliance with Williams Act requirement of sufficient text books and instructional materials.	2025-2026 District maintained 100% compliance with Williams Act requirement of sufficient text books and instructional materials.	District maintained 100% compliance with Williams Act requirement of sufficient text books and instructional materials.	Maintained
1.5	State Standard Implementation Reflection Tool (local indicator)	2023-2024 Using a local Self Reflection Tool, teaching staff report Full Implementation and sustainability for ELA and Math, Full Implementation for	2024-2025 Using a local Self Reflection Tool, teaching staff report Full Implementation and sustainability for ELA and Math,	2025-2026 Using a local Self Reflection Tool, teaching staff will report Full Implementation and Sustainability for ELA, and Math;	Using a local Self Reflection Tool, teaching staff will report Full Implementation and Sustainability for ELA, and Math; Full	Increased to Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NGSS and History-Social Science.	Full Implementation for NGSS and History-Social Science.	Full Implementation for NGSS and History-Social Science.	Implementation for NGSS and History-Social Science.	
1.6	CA School Dashboard Chronic Absenteeism indicator	2022-2023 Chronic absenteeism as reported through the CA School Dashboard was reported as 20.5%.	2023-2024 Chronic absenteeism as reported through the CA School Dashboard was reported as 22.6%.	2024-2025 Chronic absenteeism as reported through the CA School Dashboard was reported as 30.2%.	Chronic absenteeism as reported through the CA School Dashboard will not exceed 10%.	Increased by 9.7%
1.7	Annual Parent Survey	2023-2024 87% of parents ranked their satisfaction with Special Education Services that their child receives as a 4 or 5 with 5 being the highest.	2024-2025 75% of parents ranked their satisfaction with Special Education Services that their child receives as a 4 or 5 with 5 being the highest.	2025-2026 100% of parents ranked their satisfaction with Special Education Services that their child receives as a 4 or 5 with 5 being the highest.	No less than 90% of parents ranked their satisfaction with Special Education Services that their child receives as a 4 or 5 with 5 being the highest.	Increased by 13%
1.8	iReady ELA Diagnostic	2023-2024 26% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	2024-2025 32% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	2025-2026 38% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	32% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	Increase by 12%
1.9	iReady Math Diagnostic	2023-2024 18% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	2024-2025 32% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	2025-2026 38% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	24% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	Increased by 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	iReady ELA Diagnostic Results for Students with Exceptional Needs	2023-2024 69% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2024-2025 58% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2025-2026 57% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	63% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	Decreased by 12%
1.11	iReady Math Diagnostic Results for Students with Exceptional Needs	2023-2024 65% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	2024-2025 43% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	2025-2026 52% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	59% of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Decreased by 13%
1.12	iReady ELA Diagnostic Results for Economically Disadvantaged Students.	2023-2024 52% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2024-2025 42% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2025-2026 45% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	46% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	Decreased by 7%
1.13	iReady Math Diagnostic Results for Economically	2023-2024 49% of Economically Disadvantaged	2024-2025 41% of Economically	2025-2026 43% of Economically	43% of Economically Disadvantaged	Decreased by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged Students.	Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	
1.14	Average Daily Attendance as Reported through P2.	2023-2024 Average Daily Attendance is 94.14%	2024-2025 Average Daily Attendance is 91.76%	2025-2026 Average Daily Attendance is 94.09%	Average Daily Attendance is 96%	Decrease of .05%
1.15	Fountas and Pinnell Benchmark Assessment System	2023-2024 Overall reading growth for student body (k-6) was 1.14 years of growth.	2024-2025 Overall reading growth for student body (k-6) was 1.14 years of growth.	2025-2026 Overall reading growth for student body (k-6) was 1.15 years of growth.	Maintain overall reading growth for student body (k-6) at no less than 1.14 years of growth.	Increased by .01 years of growth
1.16	Fountas and Pinnell Benchmark Assessment System	2023-2024 Overall reading growth for reading intervention, tier 2 students, was 1.18 years of growth	2024-2025 Overall reading growth for reading intervention, tier 2 students, was 1.18 years of growth	2025-2026 Overall reading growth for reading intervention, tier 2 students, was 1.32 years of growth	Maintain overall reading growth for reading intervention, tier 2 students, at no less than 1.18 years of growth	Increased by .14 years of growth
1.17	Annual Parent Survey	2023-2024 80% of parents who feel that the Boys and Girls Club meets the needs of their Child's social development	2024-2025 75% of parents who feel that the Boys and Girls Club meets the needs of their Child's social development	2025-2026 51% of parents who feel that the Boys and Girls Club meets the needs of their Child's social development	89% of parents who feel that the Boys and Girls Club meets the needs of their Child's social development	Decreased by 29% (We expected an increase.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Annual Parent Survey	2023-2024 85% of parents who feel that the Boys and Girls Club meets the needs of their Child's homework and academic understanding	2024-2025 90% of parents who feel that the Boys and Girls Club meets the needs of their Child's homework and academic understanding	2025-2026 64% of parents who feel that the Boys and Girls Club meets the needs of their Child's homework and academic understanding	No less than 90% of parents who feel that the Boys and Girls Club meets the needs of their Child's homework and academic understanding	Decreased by 21% (We expected a increase)
1.19	Annual Student Survey	2023-2024 96% of Boys and Girls Club Members who felt that the club at least almost always helped them to complete their homework	2024-2025 94.44% of Boys and Girls Club Members who felt that the club at least almost always helped them to complete their homework	2025-2026 100% of Boys and Girls Club Members who felt that the club at least almost always helped them to complete their homework	No less than 90% of Boys and Girls Club Members who felt that the club at least almost always helped them to complete their homework	Increased by 4%.
1.20	Annual Student Survey	2023-2024 89% of Boys and Girls Club Members who felt that the club at least almost always helped them to understand class assignments	2024-2025 94.45% of Boys and Girls Club Members who felt that the club at least almost always helped them to understand class assignments	2025-2026 90% of Boys and Girls Club Members who felt that the club at least almost always helped them to understand class assignments	No less than 90% of Boys and Girls Club Members who felt that the club at least almost always helped them to understand class assignments	Increased by 1%
1.21	Annual Student Survey	2023-2024 96% of Boys and Girls Club Members who felt that the club at least almost always supports their social needs	2024-2025 100% of Boys and Girls Club Members who felt that the club at least almost always supports their social needs	2025-2026 100% of Boys and Girls Club Members who felt that the club at least almost always supports their social needs	No less than 90% of Boys and Girls Club Members who felt that the club at least almost always supports their social needs	Increased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	CA Assessment of Student Performance and Progress - CAST Academic Performance Indicator	2022-2023 9.84% of students are meeting standard or above.	2023-2024 16.08% of students are meeting standard or above.	2024-2025 19% of students are meeting standard or above.	15.84% of students are meeting standard or above	Increased by 9.16%
1.23	CA School Dashboard Chronic Absenteeism indicator (Student's with Disabilities)	2022-2023 Chronic absenteeism as reported through the CA School Dashboard was reported as 29.5% for student's with disabilities.	2023-2024 Chronic absenteeism as reported through the CA School Dashboard was reported as 30.6% for student's with disabilities.	2024-2025 Chronic absenteeism as reported through the CA School Dashboard was reported as 32% for student's with disabilities.	Chronic absenteeism as reported through the CA School Dashboard will not exceed 19.5% for students with disabilities.	Increased by 2.5%
1.24	CA School Dashboard Chronic Absenteeism indicator (Socioeconomically Disadvantaged)	2022-2023 Chronic absenteeism as reported through the CA School Dashboard was reported as 22.8% for socioeconomically disadvantaged students.	2023-2024 Chronic absenteeism as reported through the CA School Dashboard was reported as 19.8% for socioeconomically disadvantaged students.	2024-2025 Chronic absenteeism as reported through the CA School Dashboard was reported as 31.5% for socioeconomically disadvantaged students.	Chronic absenteeism as reported through the CA School Dashboard will not exceed 12.8% for socioeconomically disadvantaged students.	Increased by 8.7%
1.25	CA School Dashboard Chronic Absenteeism indicator (English Learners)	2022-2023 Chronic absenteeism as reported through the CA School Dashboard was reported as 16.2% for English learners.	2023-2024 Chronic absenteeism as reported through the CA School Dashboard was reported as 20.5% for English learners.	2024-2025 Chronic absenteeism as reported through the CA School Dashboard was reported as 26.3% for English learners.	Chronic absenteeism as reported through the CA School Dashboard will not exceed 6.2% for English learners.	Increased by 10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	iReady ELA Diagnostic Results for Hispanic Students.	2023-2024 46% of Hispanic students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2024-2025 38% of Hispanic students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2025-2026 35% of Hispanic students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	33% of Hispanic students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	Decreased by 11%
1.27	iReady Math Diagnostic Results for Hispanic Students.	2023-2024 46% of Hispanic students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	2024-2025 34% of Hispanic students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	2025-2026 30% of Hispanic students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	29% of Hispanic students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Decreased by 16%

Goal Analysis [2025-26]

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

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

The actions described in goal 1 were successful in meeting the goal of increasing the academic performance of all students.

Action 1.1 Reading Intervention - Maintain tier I reading intervention for K-6 students through a walk to learn reading block, tier II reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials. This action will be expanded to include tier 3 supports for students with disabilities through training and utilization of Lindamood-Bell and Sonday. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Reading intervention was provided by teacher recommendation in a small group setting 4 days a week. In addition, all K-2 students participated in a walk to learn model with Fountas and Pinnell guided reading 4 days a week while students in tier three interventions utilized Lindamood-Bell and Sonday to address reading deficits.

Action 1.2 After School Program - Through a partnership with Boy and Girls Club of America, SJUSD will provide an after school program for TK-8 students to support working families with child care, homework assistance and enrichment opportunities. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. This program maintained maximum enrollment and had a waiting list for parents wishing to access the program. The program was available to accommodate TK early release and offered 30 days of intercession to assist with learning loss during extended school breaks.

Action 1.3 Multi Tiered Systems of Support - This action was developed in 2024 in response to District and Shandon Elementary English Learners math scores being ranked in the red tier and being identified as an area for technical assistance. In 2025, this action was expanded in response to the low academic performance of English learners, Long Term English Learners, Hispanic students and qualifying for technical assistance. The district will provide reading and after school math intervention to middle and high school students. Train teachers and paraeducators in the strategies of teaching reading including decoding, reading comprehension and vocabulary for successful implementation of a high school and middle school "Reading Only" period in response to low reading ability levels within grades 7-12. Maintain the ALEKS math intervention program for high school and middle school students. Utilize iReady diagnostics and intervention materials to support K-8th grade students in math and reading. This action was partially implemented. 95 Percent Group curriculum was purchased and all high school and middle school staff members were trained to use the materials. All students were assigned to a "Reading Only" period. K-8 95 Percent Group curriculum has been ordered and training has been scheduled for the fall of 2026. ALEKS and iReady were utilized for math and reading intervention to address individualized learning gaps. After school math and reading tutoring for middle and high school students did not take place due to limited staff interest in working additional hours to provide an after school tutorial.

Action 1.4 Attendance - Good daily attendance will be monitored with AERIES, communicated through Apptegy, and encouraged through rewards and incentives. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Elementary attendance achievement was recognized at each trimester along with incentives to encourage good attendance. An end of the year school trip was also provided for those with year long positive attendance. Shandon Elementary also recognized the class with the highest percentage of monthly attendance. Good attendance was recognized and Shandon High School and middle school level during the end of year awards ceremony.

Action 1.5 After School Tutoring and Homework Support- SJUSD will provide after school tutoring and homework support through certificated and classified personnel. This action was partially implemented. This action was fully in place to be utilized but there was limited staff interest in working additional hours to provide an after school tutorial. The elementary had one teacher who provided after school tutoring twice a week between November and January but did not claim their time. This opportunity was available by teacher recommendation for students in grades 5 and 6 who were needing assistance with math facts.

Successes: The elementary school was successful in getting all teachers trained in Fountas and Pinnell Guided Reading and utilizing it in our daily walk to learn hour. Shandon High and Shandon Middle School successfully trained and implemented 95 Percent Group curriculum in a mandatory "Reading Only" period. Reading intervention continues to be successful in making a year's worth of growth in our struggling readers while utilization of Sonday has been successful in building foundational reading skills in some of our most challenged readers.

Challenges: Chronic absenteeism and excessive tardies continue to be a challenge. The district will continue to attempt to educate families of the importance of daily attendance and current health regulations. Providing consistent after school tutoring and homework support has also been challenging as there is minimal staff interest in taking on these extra duties.

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.

Budgeted expenditures for Goal 1 was $341,781 and estimated actual expenditures totaled $351,557.93; however, actual expenditures did vary between actions from what was originally estimated. Material variances include:
Action 1.2 After School Program actualized an increase due to the yearly contract negotiations being completed after LCAP submission.
Action 1.4 Attendance actualized a savings due to a discounted rate for the district's Apptegy plan.
Action 1.5 After School Tutoring and Homework Support actualized a decrease of $5,400 due to minimal teacher interest in providing the after school support. One teacher did provide after school tutoring but they donated their time and did not charge the district.

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

Action 1.1 Reading Intervention -Maintain tier I reading intervention for K-6 students through a walk to learn reading block, tier II reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials. This action will be expanded to include tier 3 supports for students with disabilities through training and utilization of Lindamood-Bell and Sonday.
Effectiveness: Effective
Metric(s): Metric 1.1 CA School Dashboard ELA academic performance indicator; Metric 1.8 iReady ELA Diagnostic; Metric 1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs; Metric 1.12 iReady ELA Diagnostic Results for Economically Disadvantaged Students; Metric 1.15 Fountas and Pinnell Reading Inventory for school-wide growth; Metric 1.16 Fountas and Pinnell Reading Inventory for Tier 2 reading intervention students
Analysis Statement: As noted in the metric section above, Shandon Joint Unified School District realized expected metric results in all iReady Diagnostic data (Metric 1.8, 1.10, 1.12), Fountas Pinnell local assessments (Metric 1.15 and 1.16) and the ELA academic performance indicator (Metric 1.1). All K-2nd grade students were provided with TIER 1 reading intervention through Fountas and Pinnell guided reading instruction and all students in grades 3-6 were provided with TIER 1 reading comprehension and test prep skills 4 days a week. Additional TIER 2 and TIER 3 reading instruction was provided in small group pull out sessions four days a week for thirty minutes at a time and student progress was monitored every six weeks. In addition, all students participated in 20 minutes per week of leveled reading instruction through iReady. Due to recent lawsuits involving Fountas and Pinnell, the district will change the curriculum used for reading intervention to 95% Group. To maintain consistency in language and instructional delivery TIER 3 support will change from using Sonday and Lindamood-Bell and will begin using 95% Group Intervention materials to support phonics and reading goals for students with disabilities. Because 95% Group is a researched based program, we anticipate continued improvement in reading ability and scores which will correlate to state ELA assessments. Because this action was effective, as demonstrated by reading improvements as measured by iReady, state, and local data, we will continue this action into the 2026-2027 school year.

Action 1.2 After School Program- Through a partnership with Boys and Girls Club of America, SJUSD will provide an after school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities.

Effectiveness: Effective
Metric(s): Metric 1.17 Parent Survey; Metric 1.18 Parent Survey; Metric 1.19 Student Survey; Metric 1.20 Student Survey, Metric 1.21 Student Survey
Analysis Statement: As noted in the metrics above, Shandon Joint Unified School District realized growth in Metrics 1.19. 1.20, and 1.21 as reported through student surveys. Students continue to feel that the Boys and Girls Club supports their academic and social growth. There was a significant decline in the percentage of parents reporting that the club supports their students academic and social needs. We believe that this is partially contributed to the low number of responses in the parent survey. The Boys and Girls Club serves students in grades TK-8 by providing after school care, academic and social support. The club also provides 30 days of intercession to counteract learning loss over extended school breaks. Positive responses from students in metrics 1.19, 1.20, and 1.21 indicate that the district's partnership with the Boys and Girls Club has positively impacted academic, social and enrichment needs of Shandon students. Because this action had a positive impact on the percentage of students who reported that the club had a positive impact on meeting their academic and social needs, we will continue this action into the 2026-2027 school year. This action will be completely funded through Extended Learning Opportunity Plan (ELOP) funds and will be deemed as non-contributing.

Action 1.3 Multi-Tiered Systems of Support - This action was developed in 2024 in response to District and Shandon Elementary English Learners Math scores being ranked in the red tier and being identified as an area for technical assistance. In 2025, this action is being expanded in response to the low academic performance of English learners, Long Term English Learners, Hispanic students and qualifying for technical assistance. The district will provide reading and after school math intervention to middle and high school students. Train teachers and paraeducators in the strategies of teaching reading including decoding, reading comprehension and vocabulary for successful implementation of a high school and middle school "Reading Only" period in response to low reading ability levels within grades 7-12. Maintain the ALEKS math intervention program for high school and middle school students. Utilize iReady diagnostics and intervention materials to support K-8th grade students in math and reading.
Effectiveness: Effective
Metric(s): Metric 1.1 CA School Dashboard ELA academic performance indicator; Metric 1.2 CA School Dashboard mathematics academic performance indicator; Metric 1.3 Williams Act Teacher Credentialing; Metric 1.4 Williams Act Access to Text Books; Metric 1.5 State Standard Implementation (Local Indicator); Metric 1.8 iReady ELA Diagnostic; Metric 1.9 iReady Math Diagnostic; Metric 1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs; Metric 1.11 iReady Math Diagnostic Results for Students with Exceptional Needs; Metric 1.12 iReady ELA Diagnostic Results for Economically Disadvantaged Students; Metric 1.13 iReady Math Diagnostic Results for Economically Disadvantaged Students; Metric 1.15 Fountas and Pinnell Reading Inventory School-wide growth; Metric 1.26 iReady ELA Diagnostic Results for Hispanic Students; Metric 1.27 iReady Math Diagnostic Results for Hispanic Students
Analysis Statement: As noted in the metric section above, Shandon Joint Unified School District realized expected growth in all metrics designated to measure action effectiveness. State indicators (Metric 1.1,1.2, and 1.3) and Local indicators (Metric 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.26, 1.27) all indicate that reading and math intervention efforts are rendering desired results on student academic improvement with all students but specifically with students with exceptional needs, economically disadvantaged students and Hispanic students. Staff has identified the high school "Reading Hour" and utilizing iReady diagnostic assessments to guide instruction as instrumental to making growth in reading and math achievement. We anticipate that local efforts will continue to have a positive impact on state standardized testing. This action is being deemed effective in increasing reading and math skills in SJUSD students by meeting all expected outcomes and will be continued into the 2026-2027 school year; however, this action will be modified by removing ALEKS, math and reading labs and adding 95 Percent Group curriculum training for elementary teachers.

Action 1.4 Attendance - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives.
Effectiveness: somewhat Effective
Metric(s): Metric 1.6 Ca School Dashboard Chronic Absenteeism; Metric 1.14 Average Daily Attendance as Reported through P2.
Analysis Statement: As noted in the metric section above, Average Daily Attendance (Metric 1.14) had an increase of 2.33% over the 2024-2025 school year; however, SJUSD continues to experience an increase in chronic absenteeism with a 7.6% increase in the percentage of students who are deemed chronically absent with a total of 30.2% being classified as chronically absent (Metric 1.6). Metric 1.6 is lagging data and is not indicative of implementation of action 1.4 during the 2025-2026 school year. Analysis of attendance data revealed that incomplete independent study work is negatively impacting our daily attendance rates. The district has taken actions to educate parents on the importance of completing independent study, current illness protocols reminiscent of pre-covid expectations, and how excessive absences not only affect a students ability to keep up academically but how it also impacts our district budget and ability to fund positions and extracurriculars (see Goal 4, Action 4.9). The district is also working with the County Office of Education to discover ways to decrease chronic absenteeism as this has been identified as an area of concern by being assigned a red indicator on the Ca School Dashboard. We still believe that through our work with the County Office of Education, consistent monitoring, and communication, we can decrease chronic absenteeism for Shandon students and therefore this action will be continued the 2026-2027 school year.

Action 1.5 After School Tutoring and Homework Support - SJUSD will provide after school tutoring and homework support through certificated and classified personnel.
Effectiveness: Effective
Metric(s): Metric 1.1 CA School Dashboard ELA academic performance indicator; Metric 1.2 CA School Dashboard mathematics academic performance indicator; Metric 1.8 iReady ELA Diagnostic; Metric 1.9 iReady Math Diagnostic; Metric 1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs; Metric 1.11 iReady Math Diagnostic Results for Students with Exceptional Needs; Metric 1.12 iReady ELA Diagnostic Results for Economically Disadvantaged Students; Metric 1.13 iReady Math Diagnostic Results for Economically Disadvantaged Students.
Analysis Statement: As noted in the metric section above, SJUSD met expected outcomes in all metrics identified to measure growth on action 1.5. State indicators (Metric 1.1 and 1.2) and local indicators (Metric 1.8, 1.9, 1.10, 1.11, 1.12, 1.13) all indicate that after school tutoring and homework, even offered on a limited basis, was supportive in rendering desired results on student academic improvement with all students but specifically with students with exceptional needs and economically disadvantaged students. Students and staff have identified afterschool tutoring and homework support as a beneficial program for assisting students in meeting grade level expectations. Student survey responses have also revealed a desire to have more homework and tutoring opportunities available on a weekly basis. We anticipate that local efforts will continue to have a positive impact on state standardized testing. This is action is being deemed effective in increasing reading and math skills in SJUSD students by meeting all expected outcomes and will be continued into the 2026-2027 school year; however, due to staff shortages and budget constraints, it will be limited to 50 hours of after school assistance per year.

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

Action 1.1 Reading Intervention will be modified to use 95 Percent Group curriculum during reading intervention and small group guided instruction and a double dose of 95 Percent Group intervention will be used to address phonics and reading goals for students with disabilities.

Action 1.2 After School Program will be funded through Expanded Learning Opportunities Program (ELOP) and classified as non-contributing

Action 1.3 Multi Tiered Systems of Support will be modified to include: High school and middle school teachers will continue to implement "Reading Hour" to address foundational reading gaps in secondary students. Elementary staff will be trained in 95 Percent Group curriculum and will be utilized during reading intervention and the walk to learn hour as noted in Goal 1, Action 1. Utilization of iReady will be continued but ALEKS, high school and middle school reading and math labs will be eliminated and replaced with "Reading Hour".

Action 1.5 After School Tutoring and Homework Support- Due to staffing shortages, the budget for this action will be reduced to allow for 50 hours of afterschool tutoring per year.

Metric 1.15 and 1.16 will be removed from the LCAP and will not be used to measure Action 1.1 for the 2026-2027 school year as we no longer be using Fountas and Pinnell curriculum.

In year two of this LCAP cycle, SJUSD met expected Target for 3 Year Outcome on the following metrics:
1.3 Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator)
1.4 Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator)
1.5 State Standard Implementation Reflection Tool (local indicator)
1.7 Annual Parent Survey
1.8 iReady ELA Diagnostic
1.9 iReady Math Diagnostic
1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs
1.11 iReady Math Diagnostic Results for Students with Exceptional Needs
1.12 iReady ELA Diagnostic Results for Economically Disadvantaged Students
1.13 iReady Math Diagnostic Results for Economically Disadvantaged Students
1.15 Fountas and Pinnell Benchmark Assessment System for Tier I Students
1.16 Fountas and Pinnell Benchmark Assessment System for Tier II Students
1.19 Annual Student Survey
1.20 Annual Student Survey
1.21 Annual Student Survey
1.22 CA Assessment of Student Performance and Progress - CAST Academic Performance Indicator
Due to our small size which contributes to our historically fluctuating data performance indicators, the metrics will not be adjusted but will continue to be monitored for continued growth and sustainability.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention	Maintain tier I reading intervention for K-6 students through a walk to learn reading block, tier II reading intervention support through a part time reading specialist utilizing 95 Percent Group curriculum and a double dose of 95 Percent Group curriculum to support students with disabilities.	$72,000.00	Yes
1.2	After School Program	Through a partnership with Boy and Girls Club of America, SJUSD will provide an after school program for TK-8 students to support working families with child care, homework assistance and enrichment opportunities.	$246,000.00	No
1.3	Multi Tiered Systems of Support	This action was developed in 2024 in response to District and Shandon Elementary English Learners Math scores being ranked in the red tier and being identified as an area for technical assistance. In 2025, this action was expanded in response to the low academic performance of English learners, Long Term English Learners, Hispanic students and qualifying for technical assistance. High school and middle school teachers will implement a "Reading Only" period in response to low reading ability levels within grades 7-12 by utilizing 95 Percent Group curriculum. Elementary teachers will be trained in 95 Percent Group curriculum during the 2026-2027 school year. The district will continue to utilize iReady diagnostics and intervention materials to support K-8th grade students in math and reading.	$125,800.00	Yes
1.4	Attendance	Good daily attendance will be monitored with AERIES, communicated through Apptegy, and encouraged through rewards and incentives.	$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	After School Tutoring and Homework Support	SJUSD will provide after school tutoring, enrichment opportunities, and homework support through certificated and classified personnel.	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In collaboration with educational partnerships, after reviewing state and local data, SJUSD has developed a goal and actions to improve the academic and language acquisition performance of second language learners in all school sites within the district. Educational partners were encouraged to participate in the goal development of the LCAP through staff, parent and student surveys, staff meetings, ELAC/DELAC meetings and open community forums and meetings. English Learners make up 45.4% of district enrollment and they were the only subgroup reflecting a performance decline in the 2023 California Dashboard, receiving a Red Performance Indicator, and an area identified for technical assistance. According to 2023 Dataquest reporting, only 14% of SJUSD English Learners were reclassified as English Fluent Proficient and 16% of SJUSD English Learners were identified as being Long Term English Learners (EL identified for 6 or more years). In 2023 only 34.9% of English Learners made progress on English language proficiency as reported through ELPAC, which was a decline of 18.7% from the 2022 school year. In addition, the 2023 Ca School Dashboard revealed that English Learners are performing 70.9 points below ELA standard with an increase of 15.5 points over 2022 and were assigned an Orange performance indicator. While in mathematics, English Learners were assigned a Red Indicator, performing 122.7 points below standard and maintained performance level from 2022. Goal 2 Actions and Metrics are designed to support the academic growth of English Learners as well as their English Language Acquisition. Actions and Metrics for this goal were affirmed through DELAC, local surveys, and LCAP committee.

iReady Data revealed that nearly half of our English language learners are performing far below standard in ELA and math.
* 54% of English Learner Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment
* 49% of English Learner Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Parent Survey	2023-2024 67% of parents ranked their satisfaction with the English Learner Services that their child receives as a 4 or 5 with 5 being the highest.	2024-2025 87% of parents ranked their satisfaction with the English Learner Services that their child receives as a 4 or 5 with 5 being the highest.	2025-2026 100% of parents ranked their satisfaction with the English Learner Services that their child receives as a 4 or 5 with 5 being the highest.	76% of parents ranked their satisfaction with the English Learner Services that their child receives as a 4 or 5 with 5 being the highest.	Increased by 33%
2.2	State Standard Implementation Reflection Tool (local indicator)	2023-2024 Using a local Self Reflection Tool, teaching staff report Full Implementation for ELD.	2024-2025 Using a local Self Reflection Tool, teaching staff report Full Implementation and Sustainability for ELD.	2025-2026 Using a local Self Reflection Tool, teaching staff report Full Implementation and Sustainability for ELD.	Using a local Self Reflection Tool, teaching staff report Full Implementation and Sustainability for ELD.	Increased to Full Implementation and Sustainability
2.3	CA School Dashboard English Language Proficiency indicator	2022-2023 34.9% of students are making progress towards English language proficiency by moving up at least one level or maintain at level 4.	2023-2024 44.4% of students are making progress towards English language proficiency by moving up at least one level or maintain at level 4.	2024-2025 46% of students are making progress towards English language proficiency by moving up at least one level or maintain at level 4.	44% of students are making progress towards English language proficiency by moving up at least one level or maintain at level 4.	Increased by 11.1%
2.4	DataQuest English Learner redesignation rate	2023-2024 Students redesignated as Fluent English Proficient in 2022-2023 was 14%.	2023-2024 Students redesignated as Fluent English Proficient was 16.6%.	2024-2025 Students redesignated as Fluent English Proficient was 17.2%.	20% of English Learners will be redesignated at Fluent English Proficient.	Increased by 3.2%
2.5	DataQuest Long Term English Learner rate	2022-2023 16.1% of students are identified at Long Term	2023-2024 23% of students are identified at	2024-2025 33.3% of students are identified at	13% of students are identified at Long Term English	Increased by 17.2% (Wanted a decrease)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (6+ years)	Long Term English Learners (6+ years)	Long Term English Learners (6+ years)	Learners (6+ years)	
2.6	CA School Dashboard ELA academic indicator	2022-2023 English Learners are performing 70.9 points below ELA standard	2023-2024 English Learners are performing 85.2 points below ELA standard	2024-2025 English Learners are performing 59.4 points below ELA standard	English Learners are performing 55.9 points below ELA standard	Decreased gap by 11.5
2.7	CA School Dashboard Mathematics academic indicator	2022-2023 English Learners are performing 122.7 points below Math standard	2023-2024 English Learners are performing 125.1 points below Math standard	2024-2025 English Learners are performing 86.4 points below Math standard	English Learners are performing 107.7 points below Math standard	Decreased gap by 36.3
2.8	iReady ELA Diagnostic for English Learners	2023-2024 54% of English Learner Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2024-2025 46% of English Learner Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	2025-2026 44% of English Learner Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	48% of English Learner Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment	Decreased gap by 10%
2.9	iReady Math Diagnostic for English Learners	2023-2024 49% of English Learner Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	2024-2025 42% of English Learner Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	2025-2026 31% of English Learner Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	43% of English Learner Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Decreased gap by 18/%
2.10	iReady ELA Diagnostic Results for Hispanic Students	2023-2024 28% of Hispanic Students are performing	2024-2025 31% of Hispanic Students are	2025-2026 39% of Hispanic Students are	36% of Hispanic Students are performing at	Increased by 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at grade level in ELA as reported through the iReady Diagnostic Assessment	performing at grade level in ELA as reported through the iReady Diagnostic Assessment	performing at grade level in ELA as reported through the iReady Diagnostic Assessment	grade level in ELA as reported through the iReady Diagnostic Assessment	
2.11	iReady Math Diagnostic Results for Hispanic Students	2023-2024 15% of Hispanic Students are performing at grade level in Math as reported through the iReady Diagnostic Assessment	2024-2025 32% of Hispanic Students are performing at grade level in Math as reported through the iReady Diagnostic Assessment	2025-2026 37% of Hispanic Students are performing at grade level in Math as reported through the iReady Diagnostic Assessment	37% of Hispanic Students are performing at grade level in Math as reported through the iReady Diagnostic Assessment	Increased by 22%

Goal Analysis [2025-26]

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

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

The actions described in goal 2 were successful in increasing English Language proficiency of second language learners, while working to increase academic achievement in content standards.

2.1 Staff Development - Provide staff development in designated and integrated ELD including GLAD methodologies designed to reduce the percentage of Long Term English Learners by providing English Learners access to core academic concepts, content and vocabulary. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Staff (teachers and para educators) at all sites and all grade levels participated in ELD professional development and coaching. Staff were instructed in effective EL strategies and then coached through implementation of the new strategies. Parkfield Elementary received customized on site coaching to best serve their unique multi-age classroom.

2.2 Para Educators - Provide access to para educators to assist English Learners with accessing core curriculum. This action was fully implemented. Budget constraints did result in the loss of one para educator position for the 2025-2026 school however, the district was still able to employ four bilingual para educators to support students in core academic achievement. Three were assigned to Shandon Elementary and one was assigned to Shandon High School.

2.3 Field Trips - Each class will have at least one opportunity per school year to expand their understanding with hands on learning experiences and realia that build language and content knowledge for second language learners and socioeconomically disadvantaged students. This action was partially implemented due to midyear budget cuts reducing the number of field trips available compared to the actual planned implementation. All elementary classes and high school and middle school students were invited to participate in field trip opportunities through out the year; however, fiscal uncertainty halted all field trip requests in February and required approval by the superintendent . Field trips that were taken include: Coastal Discovery Center, Boomers, Paso Robles Pioneer Museum, In-N-Out Burger, Beta Motorcycles and college visits to Cuesta.

2.4 ELD Instruction - In response to the low academic performance of English learners and qualifying for technical assistance the district will develop a newcomer group for designated ELD instruction and provide support staff to TK-6th grade teachers to assist during designated ELD instruction. In an effort to reduce the number of students being identified as Long Term English Learners, the district will actively work to recruit an ELD teacher to support designated ELD instruction for high school and middle school students. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. The high school successfully maintained an ELA instructor who also served as an ELD instructor and site coordinator. The elementary school utilized para educators to assist teachers in providing designated ELD two times per week and to serve new comers in acquiring basic conversational English.

Successes: All teachers and para educators are now trained on EL strategies to support EL students. Both the elementary and high school sites successfully implemented designated ELD with the support of training and coaching. Designated ELD is being taught consistently with minimal disruptions. The district has been steadily increasing the percentage of students who have moved up by one level or maintained a score a 4 on the ELPAC and has reached the goal set for year 3 of the LCAP.

Challenges: The district's percentage of Long Term English Learners has continued to increase. On going budget constraints has made it difficult to fully staff positions to support the implementation of these actions and will further impact our ability to implement these actions for the 2026-2027 school year. It has also limited our ability to fully implement action 2.3 Field Trips.

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.

Budgeted expenditures for Goal 2 was $143,790 and estimated actual expenditures totaled $137,888; however, actual expenditures did vary between actions from what was originally estimated. Material variances include:
Action 2.1 Staff Development actualized a decrease of $2,000 because the district paid for a multi-year PD contract which was paid during the 2024-2025 school year.

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

Action: 2.1 Staff Development - Provide staff development in designated and integrated ELD including GLAD methodologies designed to reduce the percentage of Long Term English Learners by providing English Learners access to core academic concepts, content and vocabulary.
Effectiveness: Somewhat Effective

Metric: Metric 2.2 State ELD Standard Implementation Reflection Tool (local indicator); Metric 2.3 CA School Dashboard English Language Proficiency indicator; Metric 2.4 DataQuest English Learner redesignation rate; Metric 2.5 DataQuest Long Term English Learner data; Metric 2.6 CA School Dashboard ELA academic indicator for EL Students; Metric 2.7 CA School Dashboard Mathematics academic indicator for EL students; Metric 2.8 iReady ELA Diagnostic for English Learners; Metric 2.9 iReady Math Diagnostic for English Learners
Analysis Statement: As noted in the metric section above, English learners met expected outcomes in 7 out of 8 metrics designed to measure progress on action 2.1. SJUSD did not realize positive growth as measured by metric 2.5 as the percentage of students designated as Long Term English Learners has increased. Despite this, the district is showing growth in the percentage of students acquiring English and being redesignated as Fluent English Proficient (Metric 2.3 and 2.4). State indicators (Metric 2.6 and 2.7) and local indicators (Metric 2.2, 2.8 and 2.9) all reflect positive growth in meeting desired outcomes for action 2.1. Staff development on effective ELD instruction has proven to have a positive impact on second language learner performance in math and ELA as measure by state assessments and local iReady diagnostic assessments and teachers are indicating feeling fulling trained with sustainability in ELD standard implementation as indicated by a self reflection indicator tool. Research supports that high quality staff development is important to developing instructional skills and strategies to assist second language learners. Feedback from teachers and staff revealed that they believe that staff development in ELD is an important aspect of maintaining full implementation and sustainability for ELD instruction. Because current state and local data measurements have shown to positively impact English learner performance, this action will be continued into the 2026-2027 school year.

Action: 2.2 Para Educators - Provide access to para educators to assist English Learners with accessing core curriculum.
Effectiveness: Effective
Metric: Metric 2.1 Annual Parent Survey- Satisfaction with EL services; Metric 2.2 State ELD Standard Implementation Reflection Tool (local indicator); Metric 2.3 CA School Dashboard English Language Proficiency indicator; Metric 2.4 DataQuest English Learner redesignation rate; Metric 2.5 DataQuest Long Term English Learner data; Metric 2.6 CA School Dashboard ELA academic indicator for EL Students; Metric 2.7 CA School Dashboard Mathematics academic indicator for EL students; Metric 2.8 iReady ELA Diagnostic for English Learners; Metric 2.9 iReady Math Diagnostic for English Learners
Analysis Statement: As noted in the metric section above, English Learners met expected outcomes in 8 out of 9 metrics designed to measure progress on action 2.2. SJUSD did not realize positive growth as measured by metric 2.5 as the percentage of students designated as Long Term English Learners has increased. However, state indicators (Metric 2.3, 2.4, 2.6 and 2.7) and local indicators (Metric 2.1, 2.2, 2.8 and 2.9) all reflect positive growth in meeting desired outcomes for action 2.2. The district employs four bilingual para educators who provide primary language support for access to core content standards. Professional development was provided for all para educators in 2025 so they can assist teaching staff with building English language skills across all settings. Teacher feedback indicates that para educators have been effective in supporting distribution of core content through primary language support in the classroom. With the assistance of para educators, teachers report being able to implement ELD strategies to a greater degree. We believe that bilingual para educator support has positively contributed to the district meeting metric outcomes in 8 out of 9 measures. Because this action was effective, as demonstrated by positive growth in metric 2.1, 2.2, 2.3, 2.4, 2.6, 2.7,2.8, and 2.9, we will continue this action into the 2026-2027 school year; unfortunately, due to budget reductions, this action will be reduced to one half time para educator.

Action: 2.3 Field Trips - Each class will have at least one opportunity per school year to expand their understanding with hands on learning experiences and realia that build language and content knowledge for second language
learners and socioeconomically disadvantaged students.
Effectiveness: Effective

Metric: Metric 2.2 State ELD Standard Implementation Reflection Tool (local indicator): Metric 2.3 CA School Dashboard English Language Proficiency indicator: Metric 2.4 DataQuest English Learner redesignation rate; Metric 2.5 DataQuest Long Term English Learner data; Metric 2.6 CA School Dashboard ELA academic indicator for EL Students; Metric 2.7 CA School Dashboard Mathematics academic indicator for EL students; Metric 2.8 iReady ELA Diagnostic for English Learners; Metric 2.9 iReady Math Diagnostic for English Learners
Analysis Statement: As noted in the metric section above, English learners met expected outcomes in 7 out of 8 metrics designed to measure progress on action 2.3. SJUSD did not realize positive growth as measured by metric 2.5 as the percentage of students designated as Long Term English Learners has increased. However, state indicators (Metric 2.3, 2.4, 2.6 and 2.7) and local indicators (Metric 2.2, 2.8 and 2.9) all reflect positive growth in meeting desired outcomes for action 2.3. Teacher feedback indicates that field trips allow students to build academic and content vocabulary through a language experience approach. Teachers have also expressed that the small rural location of Shandon has made it difficult for the students to connect ideas and concepts to real life experiences and field trips help to cement those connections. We believe that EL student performance was positively influenced due to exposure to real life experiences and the hands on learning provided through on location learning. Even though this action was deemed effective as demonstrated by state and local measures, the action will not be continued into the 2026-2027 school year due to fiscal uncertainty.

Action 2.4 ELD Instruction - In response to the low academic performance of English learners, Long Term English Learners, Hispanic students and qualifying for technical assistance the district will develop a newcomer group for designated ELD instruction and provide support staff to TK-6th grade teachers to assist during designated ELD instruction. In an effort to reduce the number of students being identified as Long Term English Learners, the district will provide a period of ELD tutorial for designated ELD instruction for high school and middle school students.
Effectiveness: Effective
Metric: Metric Metric 2.1 Annual Parent Survey- Satisfaction with EL services; Metric 2.3 CA School Dashboard English Language Proficiency indicator; Metric 2.4 DataQuest English Learner redesignation rate; Metric 2.5 DataQuest Long Term English Learner data; Metric 2.10 iReady ELA Diagnostic for Hispanic students: Metric 2.11 iReady Math Diagnostic for Hispanic students
Analysis Statement: As noted in the metric section above, English learners met expected outcomes in 5 out 6 metrics designed to measure progress on action 2.4. SJUSD did not realize positive growth as measured by metric 2.5 as the percentage of students designated as Long Term English Learners has increased. However, state indicators (Metric 2.3 and 2.4) and local indicators (Metric 2.1, 2.10 and 2.11) all reflect positive growth in meeting desired outcomes for action 2.4. Based on actions taken during the 2025-2026 school year, we have actualized a positive growth of 11.1% of students who are making progress towards English language proficiency by moving up at least one level or maintaining at level 4 and an increase of 3.2% of students being redesignated as Fluent English Proficient. Teachers and classified staff have contributed an increase in students using and understanding English language to consistent and intentional designated ELD instruction and newcomer support. Because this action was effective, as demonstrated by positive parent survey response data and positive growth in English development as measured by state indicators, we will continue this action into the 2026-2027 school year; however, this action will be modified to reflect a reduction in para educator support due to budget constraints and more ELD and newcomer instruction being provided by the general education teacher.

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

Action 2.2 Para Educators the budget will be reduced down to a .5FTE due to fiscal uncertainty.

Action 2.3 Field Trips will be removed from the 2026-2027 LCAP due to fiscal uncertainty.

Action 2.4 ELD Instruction the budget will be reduced to reflect a decrease in para educator support due to fiscal uncertainty.

In year two of this LCAP cycle, SJUSD met expected Target for 3 Year Outcome on the following metrics:
2.1 Annual Parent Survey
2.2 State Standard Implementation Reflection Tool (local indicator)
2.3 CA School Dashboard English Language Proficiency indicator
2.7 CA School Dashboard Mathematics academic indicator
2.8 iReady ELA Diagnostic for English Learners
2.9 iReady Math Diagnostic for English Learners
2.10 iReady ELA Diagnostic Results for Hispanic Students
2.11 iReady Math Diagnostic Results for Hispanic Students

Due to our small size which contributes to our historically fluctuating data performance indicators, the metrics will not be adjusted but will continue to be monitored for continued growth and sustainability.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Development	Provide staff development in designated and integrated ELD including GLAD methodologies designed to reduce the percentage of Long Term English Learners by providing English Learners access to core academic concepts, content and vocabulary.	$2,000.00	Yes
2.2	Para Educators	Provide access to para educators to assist English Learners with accessing core curriculum.	$77,040.00	Yes
2.3				

Action #	Title	Description	Total Funds	Contributing
2.4	ELD Instruction	In response to the low academic performance of English learners, Long Term English Learners, Hispanic students and qualifying for technical assistance teachers will plan and deliver designated ELD and newcomer instruction four times per week. In an effort to reduce the number of students being identified as Long Term English Learners, the district will provide a period of ELD tutorial for designated ELD instruction for high school and middle school students.	$26,880.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SJUSD students will be college and career and community ready when they graduate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In collaboration with educational partnerships, after reviewing state and local data, SJUSD has developed a goal and actions to successfully prepare student to be college and career ready upon leaving high high school . Educational partners were encouraged to participate in the goal development of the LCAP through staff, parent and student surveys, staff meetings, ELAC/DELAC meetings and open community forums and meetings. It is part of Shandon Joint Unified's mission statement that "all students will be college and career ready". Shandon actively explores CTE options for students based on feedback from student, parent and staff surveys. CTE courses are an important part of the students educational journey as completion of a CTE pathway provides the opportunity for students to access more employment opportunities directly out of high school and increased pay rates. Through a partnership with our local community college, Shandon Joint Unified School District is able to offer students dual enrollment credit, allowing students to earn college credit while attending high school.
The 2022-2023 CA School Dashboard indicates that only 10.5% of all students are prepared for College and Career. Data also reveals that only 7.7% of Hispanic, and 6.3% of socio-disadvantaged subgroups were deemed College and Career ready in 2022-2023. All other subgroup populations were too small to report data. Local data reports that 82% of high school seniors have completed at least one CTE pathway but 0% have completed A-G requirements. That does not mean that Shandon student's are not college bound. Our local community college offers two years of post high school education free of cost to county graduates and the majority of our seniors are choosing this path as an economical option for continuing their education.
Local assessment data reveals that students are performing below grade level expectations and require credit recover and extra support to master standards in mathematics and ELA. In addition, teachers and site administrators indicated that increasing the intensity of summer school offerings will be necessary to meet the learning expectations and to meet graduation requirements.
Goal 3 Actions and Metrics are designed to support the growth and development of English Learners and Socioeconomically disadvantaged students primarily in grades 7-12 so they are prepared for college and or career opportunities upon completion of the high school career.
Actions and Metrics for this goal were affirmed through DELAC, School Site Council, local surveys, and LCAP committee.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rate as reported by DataQuest	2023-2024 The Middle School Dropout rate for Shandon Elementary is 0%.	2024-2025 The Middle School Dropout rate for Shandon Elementary is 0%.	2025-2026 The Middle School Dropout rate for Shandon Elementary is 0%.	Maintain Middle School Dropout rate for Shandon Elementary at 0%.	Maintained
3.2	The Shandon High School Dropout rate as reported by DataQuest	2023-2024 The High School Dropout rate for Shandon High School is 0%.	2024-2025 The High School Dropout rate for Shandon High School is 0%.	2025-2026 The High School Dropout rate for Shandon High School is 0%.	Maintain High School Dropout rate for Shandon High School at 0%.	Maintained
3.3	Broad Course of Study Local Measurement	2023-2024 The percentage of seniors that have passed a foreign language class with a “c” or better is 29%.	2024-2025 The percentage of seniors that have passed a foreign language class with a “c” or better is 60%.	2025-2026 The percentage of seniors that have passed a foreign language class with a “c” or better is 63%.	The percentage of seniors that have passed a foreign language class with a “c” or better will be 44%.	Increased 34%
3.4	CTE Pathway Completion Rate - Calpads	2023-2024 82% of high school seniors have completed at least one CTE pathway.	2024-2025 50% of high school seniors have completed at least one CTE pathway.	2025-2026 82% of high school seniors have completed at least one CTE pathway.	No less than 90% of high school seniors will complete at least one CTE pathway	Maintained
3.5	Data Quest and Calpads-The percentage of seniors who completed A-G requirements and a CTE pathway.	2023-2024 0% of seniors completed A-G requirements and a CTE pathway.	2024-2025 0% of seniors completed A-G requirements and a CTE pathway.	2025-2026 11% of seniors completed A-G requirements and a CTE pathway.	15% of seniors completed A-G requirements and a CTE pathway.	Increased by 11%
3.6	Local Data: The Percentage of Seniors who have Completed FAFSA.	2023-2024 94% of Seniors have completed FAFSA	2024-2025 80% of Seniors have completed FAFSA	2025-2026 95% of Seniors have completed FAFSA	No less 90% of Seniors have completed FAFSA	Increased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	CA School Dashboard College and Career Readiness Indicator	2023-2024 10.5% of students were ranked as prepared for College and Career as reported by CA School Dashboard	2023-2024 31.1% of students were ranked as prepared for College and Career as reported by CA School Dashboard	2024-2025 18.2% of students were ranked as prepared for College and Career as reported by CA School Dashboard	25% of students will be ranked as prepared for College and Career as reported by CA School Dashboard	Increased by 7.7%
3.8	CA School Dashboard Graduation Rate Indicator	2023 CA School Dashboard reported Shandon High School has having a 84.2% graduation rate.	2024 CA School Dashboard reported Shandon High School as having a 94.4% graduation rate	2025 CA School Dashboard reported Shandon High School as having a 86.4% graduation rate	High School Graduation Rate will be no less than 90%.	Increased by .2%
3.9	Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP	2022-2023 21.05% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 0% of 11th grade students passed the Math Early Assessment Program with a score of 4.	2023-2024 4.76% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 0% of 11th grade students passed the Math Early Assessment Program with a score of 4	2024-2025 0% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 0% of 11th grade students passed the Math Early Assessment Program with a score of 4	27.05% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 6% of 11th grade students passed the Math Early Assessment Program with a score of 4.	Decreased by 21.05% for ELA (Expected an increase) Maintained for Math
3.10	Percentage of pupils passing Advanced Placement (AP) Exams	During the 2022-2023 school year, no Advanced Placement Exams were given.	2023-2024 two students passed the advanced placement exam in the subject of Spanish	During the 2024-2025 school year, no Advanced Placement Exams were given.	The district does not anticipate offering Advance Placements courses or exams.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	9th grade students enrolled in Algebra or higher mathematics	2023-2024 72% of 9th grade students are enrolled in Algebra or higher mathematics.	2024-2025 85% of 9th grade students are enrolled in Algebra or higher mathematics	2025-2026 100% of 9th grade students are enrolled in Algebra or higher mathematics	No less than 75% of 9th grade students are enrolled in Algebra or higher mathematics.	Increased by 28%
3.12	High school students with 1st semester failing grades	13% of high school students had failing grades in the 1st semester of 2023.	27% of high school students had failing grades in the 1st semester of 2024	7% of high school students had failing grades in the 1st semester of 2025	10% of high school students had failing grades in the 1st semester.	Decreased by 6%
3.13	Percent of seniors completing A-G requirements as reported in DataQuest	2023-2024 1% of high school seniors are on track to complete A-G requirements.	2024-2025 0% of high school seniors are on track to complete A-G requirements	2025-2026 11% of high school seniors are on track to complete A-G requirements	5% of high school seniors are on track to complete A-G requirements.	Increased by 10%
3.14	Annual Parent Survey	2023-2024 74% of parents reported that the district offers courses that align to their child's interests or future career goals.	2024-2025 78% of parents reported that the district offers courses that align to their child's interests or future career goals.	2025-2026 78% of parents reported that the district offers courses that align to their child's interests or future career goals.	80% of parents reported that the district offers courses that align to their child's interests or future career goals.	Increased by 4%
3.15	Annual Student Survey	2023-2024 87% of students reported that the district offers courses that are aligned with at least some of their interests and/or post secondary goals.	2024-2025 88.94% of students reported that the district offers courses that are aligned with at least some of their interests and/or post secondary goals.	2025-2026 91% of students reported that the district offers courses that are aligned with at least some of their interests and/or post secondary goals.	Maintain so that no less than 85% of students report that the district offers courses that are aligned with at least some of their interests and/or post secondary goals.	Increased by 4%

Goal Analysis [2025-26]

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

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

The actions described in goal 3 were successful in meeting the goal of ensuring that all students are college, career and community ready when they graduate.

Action 3.1 College Preparation - Provide pathways to college for English learners and socioeconomically disadvantaged students through FAFSA submissions, financial aid, college application process and increasing class offerings to ensure that students have access to classes required for A-G completion such as foreign language through teacher recruitment or virtual zoom class, and science classes such as chemistry. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Shandon High provided support to all seniors in writing and submitting applications for college scholarships and were guided through the college application process. A "Reading Hour" was created for all 7-12 students to address learning gaps and below grade grade level performance so they will be college and career ready by the end of their high school career. Two field trips to Cuesta College were provided to assist students in the college planning process.

Action 3.2 CTE Class Offerings - Expand CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Shandon High School expanded their CTE course offerings with the hiring of an Ag mechanics teacher. The following CTE courses were available during the 2025-2026 school year: Ag Science, Farm Management, Intermediate Ag Mechanics, Welding, Intro to Ag Mechanics, Advanced Ag Mechanics, Ag Science 1, Ornamental Horticulture, Bio and Sustainable Ag, Ag Leadership, Ag Physics, and Floral Design. Careful regulation and monitoring of our limited master schedule is readdressed quarterly. Schedules of teachers are adjusted to accommodate student options and course availability.

Action 3.3 Credit Recovery - Shandon High School will continue to offer summer school and APEX for credit recovery. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. APEX online credit recovery was utilized along with Spanish and math recovery classes throughout the year. Cuesta online courses were also available as an additional credit recovery option. In addition, a "Reading Hour" was implemented to help bridge reading gaps in high school students. Core A-G APEX courses were offered for credit recovery during the 2024-2025 summer term.

Action 3.4 Technology - Continue to upgrade and add technology devices and accessibility for access to online credit recovery options, distance learning, and CTE online courses to prepare students for college and career readiness. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. One to one devices are available for all students in the district and additional Chrome books are available for at home use through a checkout system. iPads are available for grades TK-2nd and new ViewSonic boards are utilized in every classroom. IT continues to upgrade our system every summer and periodically throughout the year.

Successes: We were able to hire 1FTE for Ag Mechanics allowing us to expand our CTE course offerings. Credit recovery is in place and is being utilized effectively. Technology continues to be upgraded and accessible.

Challenges: The percentage of students meeting A-G requirements is still lower than expected as most of our students are opting to attend Cuesta College to take advantage of the free two years of tuition. Fiscal concerns required us to limit the number of college visits that were made restricting us to only local colleges.

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.

Budgeted expenditures for Goal 3 was $457,974 and estimated actual expenditures totaled $426,015; however, actual expenditures did vary between actions from what was originally estimated. Material variances include:
Action 3.3 Credit Recovery actualized a decrease of $9,864.64 due to the elimination of summer school at the elementary and middle school levels.
Action 3.4 Technology total spending decreased by $14,134.79 due to changes in the negotiated contract for Technology services and devices not being purchased in 2025/26.

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

It is important to note that due to the very small size of Shandon Joint Unified School District we are often measuring metric data on a very small population of students and one student may hold has much as 5% of the weighted score. Therefore, it is very difficult for the district to show consistent increases in state mandated metrics and scores will fluctuate drastically from year to year based on the class(es) that data is being collected.

Action 3.1 College Preparation - Provide pathways to college for English learners and socioeconomically disadvantaged students through FAFSA submissions, financial aid, college application process and increasing class offerings to ensure that students have access to classes required for A-G completion such as foreign language through teacher recruitment or virtual zoom class, and science classes such as chemistry.
Effectiveness: Effective
Metric(s): Metric 3.3 Broad Course of Study Local Measurement; Metric 3.4 CTE Pathway Completion Rate - Calpads; Metric 3.5 Data Quest and Calpads-The percentage of seniors who completed A-G requirements and a CTE pathway; Metric 3.6 Local Data: The Percentage of Seniors who have Completed FAFSA; Metric 3.7 CA School Dashboard College and Career Readiness Indicator; Metric 3.12 High school students with 1st semester failing grades; Metric 3.13 Percent of seniors completing A-G requirements as reported in DataQuest; Metric 3.14 Annual Parent Survey-courses aligned to child's interest; Metric 3.15 Annual Student Survey-courses aligned to student's interest
Analysis Statement: As noted in the metric section above, the CA School Dashboard College and Career Readiness indicator (Metric 3.7) revealed a 7% increase in students deemed College and Career Ready over baseline data. Our annual student survey (Metric 3.15) revealed a 4% increase in the percentage of students who feel the district offers courses that are aligned with at least some of their interests and/or post secondary goals and our annual parent survey (Metric 3.14) revealed a 4% increase in the percentage of parents who feel that the district offers courses that align to their child's interests or future career goals and an increase of 32% over last year's students who had completed at least one CTE pathway (Metric 3.4). The percentage of students with at least one failing grade in the first semester dropped by 6% and the percentage of seniors that have passed a foreign language class with a “c” or better as measured by our Broad Course of Study

Local Measurement (Metric 3.3) increased by 34%. Students have been provided with multiple college presentations, resources, and application support. Students have toured our local community college campus, and have participated in college and career seminars. As a result, the percentage of students who have completed a FAFSA increased by 1% (Metric 3.6) meeting our expected outcomes. Eighteen of our high school seniors have confirmed planning to attend Cuesta College, or another junior college, one is planning to attend a trade school, and one is not planning to attend college. With the free two years of education offered through our local community college, many of our students are opting to attend junior college prior to applying to the four year university and completion of A-G requirements (Metric 3.5 and 3.13) . We believe that introducing students to the four year university and financial aid options will assist families with the burden of college planning and see that a college education is possible for them to attain. Counselors will work to motivate and support upcoming classes to attend post secondary education and remedy any barriers and/or disconnect. Based on measurable growth in 9 out of 9 metrics, we plan to continue this action into the 2026-2027 school year.

Action 3.2 CTE Class Offerings - Expand CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.
Effectiveness: Effective
Metric(s): Metric 3.3 Broad Course of Study Local Measurement; Metric 3.4 CTE Pathway Completion Rate - Calpads; Metric 3.14 Annual Parent Survey-courses aligned to child's interest; Metric 3.15 Annual Student Survey-courses aligned to student's interest
Analysis Statement: As noted in the metric section above we realized a 34% increase in the percentage of seniors that have passed a foreign language class with a “c” or better as measured by our Broad Course of Study Local Measurement (Metric 3.3). Our annual student survey (Metric 3.15) revealed a 4% increase in the percentage of students who feel the district offers courses that are aligned with at least some of their interests and/or post secondary goals and our annual parent survey (Metric 3.14) revealed a 4% increase in the percentage of parents who feel that the district offers courses that align to their child's interests or future career goals and an increase of 32% over last year's students who had completed at least one CTE pathway (Metric 3.4). The district was able to secure 1FTE for Ag Mechanics which has made it possible to increase our CTE course offerings creating more opportunities for students to pursue a certificate path or go into a trade career through the community college. Because this action was effective, as demonstrated by measurable growth in 4 out of the 4 metrics, we plan to continue this action into the 2026-2027 school year.

Action 3.3 Credit Recovery - Shandon High School will continue to offer summer school and APEX for credit recovery and expand credit recovery options to include math and reading labs for students in grades 7-12.
Effectiveness: Effective
Metric(s): Metric 3.1 Middle School Dropout Rate as reported by DataQuest ; Metric 3.2 High School Dropout Rate as reported by DataQuest ; Metric 3.8 CA School Dashboard Graduation Rate Indicator; Metric 3.11 9th grade students enrolled in Algebra or higher mathematics
Analysis Statement: As noted in the metric section above, the percentage of 9th grade students enrolled in Algebra or higher mathematics (Metric 3.11) increased over the 2024-2025 school year and the percentage of students graduating from high school also increased as indicated by the CA School Dashboard Indicator (Metric 3.8). These increases are contributed to credit recovery programs such as APEX Learning, and the implementation of intensive summer school programs. We also believe that credit recovery options have contributed to the the district's metric score of 0% drop out rate for middle school and high school as listed in Metric 3.1 and 3.2. In addition, Shandon High School realized a drop in the percentage of students with failing first semester grades (Metric 3:12) further supporting the effectiveness of credit recovery opportunities. We anticipate maintaining 0% drop out rate for middle and high school students, continued improvement with graduation rates, and an increase in 9th graders enrolled in Algebra or higher mathematics as a direct result of the credit recovery

opportunities. This action was effective, as measured by low district drop out rates, improved graduation rates, and an increased percentage of student enrolled in Algebra or higher mathematics; however, this action and the metrics used to measure effectiveness will be modified for the 2026-2027 school year. The new action will eliminated summer school for the 2025-2026 school year and will included developing and implementing an independent study program. The action will be deemed non-contributing and will be funded with LREBG monies ($30,000).

Action 3.4 Technology - Continue to upgrade and add technology accessibility for access to online credit recovery options, Distance Learning, and CTE online courses to prepare students for college and career readiness.
Effectiveness: Effective
Metric(s): Metric 3.1 DataQuest Middle School drop out rate; Metric 3.2 DataQuest High School drop out rate; Metric 3.3 Broad Course of Study Local Measurement; Metric 3.4 CTE Pathway Completion Rate - Calpads; Metric 3.9 Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP; Metric 3.12 High school students with 1st semester failing grades
Analysis Statement: As noted in the metric section above, the district has maintained a 0% drop off rate for middle and high school students (Metric 3.1 and 3.2). We realized a 34% increase in the percentage of seniors that have passed a foreign language class with a “c” or better as measured by our Broad Course of Study Local Measurement (Metric 3.3). There was an increase of 32% over last year's students who had completed at least one CTE pathway (Metric 3.4). The percentage of students with failing first semester grades decreased by 6% (Metric 3.12) and the percentage of students passing the LEA and Math Early Assessment Program as recorded by CAASPP decreased by 21% (Metric 3.9). Technology is a critical piece in providing APEX credit recovery for students with failing grades and those who will be enrolling our new independent study program for 2026-2027. One to one devices are available for all students in the district and aid in research and report/assignment completion. State testing and local assessments require up-to-date technology. Ensuring functional devices and infrastructure supports compliance with assessment requirements and enhances data-driven decision making. In Addition, students have been able to access their online Spanish class to complete foreign language requirements and meeting expectations in metric 3.3. We anticipate that providing students with the newest technology and applications will help to increase student motivation, academic capacity, along with college and career readiness skills. Because this action was effective, as demonstrated by measurable growth in 5 out of 6 of the designated metrics for this action, we will continue this action into the 2026-2027 school year.

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

Action 3.2 CTE Art and Music course offerings will be eliminated in the 2026-2027 LCAP due to a loss in funding. The new action will be to maintain current level of CTE course offerings which include: Ag Science, Farm Management, Intermediate Ag Mechanics Welding, Intro to Ag Mechanics, Advanced Ag Mechanics, Ag Science 1, Ornamental Horticulture, Bio and Sustainable Ag, Ag Leadership, Ag Physics, and Floral Design

Action 3.3 Credit Recovery - Summer school has been removed from this action and has been modified to offer an independent study program in response to chronic absenteeism and as an option for credit recovery. This action will be supported by LREBG funds and will now be deemed as non-contributing. The following metrics were identified to monitor action effectiveness: Metric 3.2 High School Dropout Rate as reported by DataQuest ; Metric 3.8 CA School Dashboard Graduation Rate Indicator; Metric 3.12 High school students with 1st semester failing grades; Metric 1.6 CA School Dashboard Chronic Absenteeism indicator

Action 3.4 Technology- In 2025/26 the Shandon School Board approved an IT maintenance plan to replace devices throughout the district over multiple years. The plan will be funded with LCAP to ensure all students have access to learning tools necessary to be successful.

In year one of this LCAP cycle, SJUSD met expected Target for 3 Year Outcome on the following metrics:
3.1 Middle School Dropout Rate as reported by DataQuest
3.2 The Shandon High School Dropout rate as reported by DataQuest
3.3 Broad Course of Study Local Measurement
3.6 Local Data: The Percentage of Seniors who have Completed FAFSA
3.10 Percentage of pupils passing Advanced Placement (AP) Exams
3.11 9th grade students enrolled in Algebra or higher mathematics
3.12 High school students with 1st semester failing grades
3.13 Percent of seniors completing A-G requirements as reported in DataQuest
3.15 Annual Student Survey
Due to our small size which contributes to our historically fluctuating data performance indicators, the metrics will not be adjusted but will continue to be monitored for continued growth and sustainability.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Provide pathways to college for English learners and socioeconomically disadvantaged students through FAFSA submissions, financial aid, college application process and increasing class offerings to ensure that students have access to classes required for A-G completion such as foreign language through teacher recruitment or virtual zoom class, and science classes such as chemistry. In addition, Shandon High School will host parent information night(s) to guide parents through understanding CTE pathways, A-G requirements and FAFSA applications.	$17,085.00	Yes
3.2	CTE Class Offerings	Maintain CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.	$257,098.00	Yes
3.3	Credit Recovery	Shandon High School will offer an independent study program and utilize APEX for credit recovery. This action is being funded with LREBG funding ($30,000). This action is being modified to support English Learners,	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Hispanic, Homeless, students with disabilities and socioeconomically disadvantaged subgroups that have been identified as being chronically absent as research indicates that chronic absenteeism leads to academic loss and negatively impacts a student's ability to graduate from high school and limits post-secondary opportunities. Metrics used to monitor action effectiveness will include Metric 3.2 High School Dropout Rate as reported by DataQuest ; Metric 3.8 CA School Dashboard Graduation Rate Indicator; Metric 3.12 High school students with 1st semester failing grades; Metric 1.6 CA School Dashboard Chronic Absenteeism indicator		
3.4	Technology	Continue to upgrade and add technology devices and accessibility for access to online credit recovery options, distance learning, and CTE online courses to prepare students for college and career readiness.	$124,750.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In collaboration with educational partnerships, after reviewing state and local data, SJUSD has developed a goal and actions to support the social emotional health of all district students while improving parent connectedness. Educational partners were encouraged to participate in the goal development of the LCAP through staff, parent and student surveys, staff meetings, ELAC/DELAC meetings and open community forums and meetings. Local Climate Surveys from students, parents and teachers all indicated a need for behavioral support. Bullying has been listed as a concern among all educational partners. Building strong collaborative relationships with the parents has been difficult for the district. Though parents routinely participate in parent teacher conferences and school wide social events, there is minimal parent involvement or attendance in advisory groups. Parents are reporting that they are generally happy with the level of communication being provided to them from their schools, teaching, and support staff and that communication is provided in their language of preference. Actions and Metrics are designed to support the growth and development of English Learners and Socioeconomically disadvantaged students. Actions and Metrics for this goal were affirmed through DELAC, School Site Council, local surveys, and LCAP committee. School climate data as reported on through the school dashboard, indicates high suspension rates among all subgroups and has been designated as an area for technical assistance.
SJUSD CA Dashboard data revealed that the district suspension rate for 2022-2023 was at 11.5% and was assigned a red performance indicator.
* 8.6% of Homeless students were suspended at least once in 2022-2023 and had a performance indicator of orange.
*10.4% of Socioeconomically Disadvantaged students were suspended at least once in 2022-2023 and had a performance indicator of red.
* 17.9% of Students with Disabilities were suspended at least once in 2022-2023 and had a performance indicator of red.
* 8.4% of English Learner students were suspended at least once in 2022-2023 and had performance indicator of red.
* 10% of Hispanic students were suspended at least once in 2022-2023 and had performance indicator of red.
* 22% of White students were suspended at least once in 2022-2023 and had performance indicator of red.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Survey	2023-2024 93% of parents feel the school provides a safe learning environment.	2024-2025 97% of parents mostly agree that the school provides a safe learning environment.	2025-2026 92% of parents mostly agree that the school provides a safe learning environment.	No less than 90% of parents feel the school provides a safe learning environment.	Decreased by 1%
4.2	Annual Parent Survey	2023-2024 83% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.	2024-2025 95% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.	2025-2026 76% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.	89% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.	Decreased by 7%
4.3	Annual Parent Survey	2023-2024 71% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	2024-2025 77% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	2025-2026 84% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	77% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	Increased by 13%
4.4	Annual Parent Survey	2023-2024 97% of collected parent responses indicate that parents have participated in at least one school sponsored event.	2024-2025 90% of collected parent responses indicate that parents have participated in at	2025-2026 96% of collected parent responses indicate that parents have participated in at	No less than 90% of collected parent responses indicate that parents have participated in at least one school sponsored event.	Decreased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			least one school sponsored event.	least one school sponsored event.		
4.5	Annual Student Survey	2023-2024 94% of Students reported feeling safe at school most of the time.	2024-2025 96.95% of Students reported feeling safe at school most of the time.	2025-2026 96% of Students reported feeling safe at school most of the time.	No less than 90% of Students reported feeling safe at school most of the time.	Increased by 2%
4.6	Annual Teacher Survey	2023-2024 91% of teachers feel that SJUSD meets the social emotional needs of the students.	2024-2025 100% of teachers feel that SJUSD meets the social emotional needs of the students.	2025-2026 93% of teachers feel that SJUSD meets the social emotional needs of the students.	No less than 90% of teachers feel that SJUSD meets the social emotional needs of the students.	Increased by 2%
4.7	CA School Dashboard-Suspension Rate	2022-2023 SJUSD suspension rate is 11.5% as reported through the 2023 CA Dashboard.	2023-2024 SJUSD suspension rate is 3.3% as reported through the 2023 CA Dashboard	2024-2025 SJUSD suspension rate is 2.4% as reported through the 2025 CA Dashboard	SJUSD suspension rate will be no more than 7%.	Decreased by 9.1%
4.8	School Accountability Report Card	2023-2024 Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection.	2024-2025 Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection.	2025-2026 Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection.	Parkfield Elementary, Shandon Elementary and Shandon High School will maintain a facilities rating as "good" by inspection.	Maintained
4.9	Shandon Joint Unified Expulsion Rate as reported through Dataquest	2023-2024 Expulsion rate is 0%	2024-2025 Expulsion rate is 0%	2025-2026 Expulsion rate is 0%	Expulsion rate will remain at 0%	Maintained
4.10	Annual Teacher Survey	2023-2024	2024-2025	2025-2026	No less than 95% of teachers who at	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of teachers who at least mostly agree that afternoon snacks increase their students focus and productivity.	100% of teachers who at least mostly agree that afternoon snacks increase their students focus and productivity.	100% of teachers who at least mostly agree that afternoon snacks increase their students focus and productivity.	least mostly agree that afternoon snacks increase their students focus and productivity.	
4.11	Annual Teacher Survey	2023-2024 93% of students, on average, participate in the afternoon snack program.	2024-2025 84% of students, on average, participate in the afternoon snack program.	2025-2026 100% of students, on average, participate in the afternoon snack program.	No less than 90% of students, on average, participate in the afternoon snack program.	Increased by7%
4.12	Annual Student Survey	2023-2024 65% of students reported that sports is the most beneficial program that school offers.	2024-2025 62.8% of students reported that sports is the most beneficial program that school offers.	2025-2026 58.65% of students reported that sports is the most beneficial program that school offers.	70% of students reported that sports is the most beneficial program that school offers.	Decreased by 6.35% (Expected an increase)
4.13	Annual Teacher Survey	2023-2024 71% of teachers agreed that extracurricular activities support student development as effective community members.	2024-2025 67% of teachers agreed that extracurricular activities support student development as effective community members.	2025-2026 100% of teachers agreed that extracurricular activities support student development as effective community members.	77% of teachers agreed that extracurricular activities support student development as effective community members.	Increased by 29%
4.14	Annual Parent Survey	2023-2024 76% of parents reported being satisfied with the district's communication.	2024-2025 92% of parents reported being satisfied with the district's communication.	2025-2026 86% of parents reported being satisfied with the district's communication.	82% of parents reported being satisfied with the district's communication.	Increased by 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.15	Annual Parent Survey	2023-2024 81% of parents agreed that their child's school encourages parent participation.	2024-2025 100% of parents agreed that their child's school encourages parent participation.	2025-2026 94% of parents agreed that their child's school encourages parent participation.	87% of parents agreed that their child's school encourages parent participation.	Increased by 13%
4.16	CA School Dashboard-Suspension Rate for Students with Disabilities	2022-2023 Suspension rate for Students with Disabilities is 17.9% as reported through the 2023 CA Dashboard.	2023-2024 Suspension rate for Students with Disabilities is 4.8% as reported through the 2024 CA Dashboard	2024-2025 Suspension rate for Students with Disabilities is 2.8% as reported through the 2025 CA Dashboard	Suspension rate for Students with Disabilities will be no more than 12.9%.	Decreased by 15.1%
4.17	CA School Dashboard-Suspension Rate for Socioeconomically Disadvantaged Students.	2022-2023 Suspension rate for Socioeconomically Disadvantaged Students is 10.4% as reported through the 2023 CA Dashboard.	2023-2024 Suspension rate for Socioeconomically Disadvantaged Students is 2.6% as reported through the 2024 CA Dashboard	2024-2025 Suspension rate for Socioeconomically Disadvantaged Students is 3.2% as reported through the 2025 CA Dashboard	Suspension rate for Socioeconomically Disadvantaged Students will be no more than 5.4%.	Decreased by 7.2%
4.18	CA School Dashboard-Suspension Rate for English Leaners	2022-2023 Suspension rate for English learners is 8.4% as reported through the 2023 CA Dashboard.	2023-2024 Suspension rate for English learners is 4.3% as reported through the 2023 CA Dashboard	2024-2025 Suspension rate for English learners is 2.7% as reported through the 2025 CA Dashboard	Suspension rate for English learners will be no more than 3.4%.	Decreased by 5.7%

Goal Analysis [2025-26]

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

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

The actions described in goal 4 were successful in meeting the goal of building a positive culture that focuses on student social emotional health and parent connectedness.

Action 4.1 Administrative Support - Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. All school sites maintained appropriate site level support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.

Action 4.2 Positive Behavior Intervention and Support - This action is being developed in response to (1.) District suspensions of English learners, Students with Disabilities, Hispanic, White and Socioeconomically Disadvantaged students (2.) Shandon High School suspensions of All, Hispanic, and Socioeconomically Disadvantaged students (3.) Shandon Elementary suspensions of All, English Learners, Hispanic, Socioeconomically Disadvantaged Students , and Students with Disabilities as being identified as an area for technical assistance: All school sites will be trained and implement TIER I and TIER II PBIS supports as an alternative to suspension. This action was partially implemented. Shandon High School and Shandon Elementary maintained TIER I PBIS teams and met monthly to review student behavior data, shared findings with the staff and made systematic changes to improve identified areas of need. Shandon Elementary created a a TIER II PBIS team and was trained on implementing TIER II systems of support. TIER II team meetings were held twice a month and data from TIER II was shared with all staff on a monthly basis. All school sites are experiencing a decrease in office referrals and school-wide suspensions.

Action 4.3 Counseling Services - This action has been modified to support English learners, long term English learners and Hispanic students in the areas of math, ELA and chronic absenteeism as research indicates that schools implementing comprehensive mental health services see a reduction in chronic absenteeism rates. This modification is being made as part of our work with the San Luis Obispo County Office of Education through Technical Differentiated Assistance. This action is also being partially funded with LREBG funding ($96,758). The district will continue to implement and refine multi tiered systems of support to address the behavioral needs of students through incentives and social emotional counseling to equip students with the tools to manage their behavior and reduce suspendable offenses. Counseling will also serve as an early intervention to overcome obstacles that may impact attendance and academic growth so students can more consistently engage in their education. This action was partially implemented. The district maintained counseling services at Shandon Elementary through February when the counselor resigned. The district was able to secure a one day a week counselor to support elementary students through the remainder of the school year. Social emotional counseling at the high school level was eliminated for the 2025-2026 school year due to budget cuts.

Action 4.4 Basic Needs - A free afternoon snack will be available for all K-6 students to help curb hunger, increase learning opportunities, and decrease suspendable offenses. This action was fully implemented with no substantive difference in the planned action compared to the

actual implementation. Students in grades K-6 were offered an afternoon snack to help curb hunger and increase focus in the afternoon. The impact to students continues to be realized with minimal students complaints of hunger.

Action 4.5 Sports -Promote healthy after school activities through physical education and organized sports programs. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Due to budget constraints, the district was not able to employ of FTE physical education teacher. This duty was fulfilled by self contained teachers at the elementary level and board approved single subject teachers at the high school middle school level. The following sports were offered at the High School Level- Boys and Girls Basketball, Boys baseball, Girls Softball, Girls Volleyball. Girls volleyball was offered at the middle school level.

Action 4.6 Educational Partner Communication - SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all educational partners in planning goals and supports for student success. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. The district utilizes survey monkey to gather feedback from educational partners in both Spanish and English.

Action 4.7 Bilingual Parent Support -Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. The district maintained bilingual support within site offices to effectively communicate with parents about student wellness, behavior and academic performance.

Action 4.8 Parent Involvement - SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. The district hosted after school cooking classes, Health Fair, Family Resource Fair, Financial Aid Night, and Garden maintenance and planting days with our One Cool Earth partnership. There has been minimal parent participation in the TB testing program with only one parent accessing this resource for the 2024-2025 school year and none for the 2025-2026 school year.

Action 4.9 Community Outreach- This action was developed as part of our work with the San Luis Obispo County Office of Education through Technical Differentiated Assistance to support English learners, long term English learners and Hispanic students in the areas of math, ELA and chronic Absenteeism. The district will host three community forums to improve the partnership between the school and community to better support student attendance and academic success. This action was partially implemented with two community forums which were held on 2/25/26 and 5/21/26. The February forum was represented by seven different families representing students ranging from kindergarten to twelfth grade. The focus of the meeting centered on the importance of student attendance and school funding. The May forum focused on goal setting for academic achievement and school culture. The third forum was not held due to school related scheduling conflicts.

Successes: The implementation of PBIS has helped to solidify school-wide expectations resulting in a decrease in suspensions throughout the district and in all subgroups. The implementation of TIER II supports has helped the elementary school systematically focus supports on students with reoccurring behavioral challenges. Training the elementary counselor in Bounce Back had successfully added to our TIER II supports. After parents expressed intense support for keeping district sports programs, the district was able to bring back volleyball at both the high school and middle school level. Parents expressed being pleased with the district's level of communication and feel that the district is providing a safe learning environment.

Challenges: Budget constraints will make it difficult to continue to provide the same level of programming as we move into the 2026-2027 school year. Parent involvement continues to be a challenge for our district. The district currently does not have any regularly scheduled volunteers. Having the elementary counselor resign in the middle of the school year made it difficult to support the social emotional needs of the students and to meet 504 and IEP goals with fidelity.

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.

Budgeted expenditures for Goal 4 was $532,634 and estimated actual expenditures totaled $484,449; however, actual expenditures did vary between actions from what was originally estimated. Material variances include:
Action 4.2 Positive Behaviors Supports and Interventions actualized a decrease of $2,500 due to a budget freeze and not filling a PBIS coordinator position. Fundraising efforts provided $2,500 of student incentives to support this action after the budget freeze.
Action 4.3 Counseling actualized a decrease of $39,469.50 due to one staff member taking a medical leave of absence and another staff member resigning before spring break.
Action 4.5 Sports actualized a decrease of $3,864.39 due to a reduction in sports offered and restricting play to league games only to reduce transportation costs.
Action 4.8 Parent Involvement actualized a decrease of $500. This action was supported by fundraising efforts.
Action 4.9 Community Outreach actualized a decrease of $2,915.06. Supplies and materials for this action were supplied through donations.

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

Action 4.1 Administrative Support - Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.
Effectiveness: Effective
Metric: Metric 4.1 Parent Survey; Metric 4.5 Student Survey; Metric 4.7 CA School Dashboard- School Climate Suspension Rate; Metric 4.8 School Accountability Report Card- facilities report; Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through Dataquest
Analysis Statement: As noted in the metric section above, the Shandon Joint Unified School District reported growth in the percentage of parents and students who felt safe on campus (Metric 4.1 and 4.5) and grounds and a facilities remain in good repair (Metric 4.8). The district worked to increase communication and opportunities for students to give their input through parent advisory meetings, community forums through verbal and written modalities. In response to parent and student reports of bullying high school and elementary Administration and teaching staff implemented PBIS Tier I supports during the 204-2025 school and Shandon Elementary implemented PBIS Tier II interventions during the 2025-2026 school year to support students who were not responding to TIER I supports. As a result, suspensions significantly decreased at all school sites and within all subgroups (Metric 4.7). In addition, we successfully maintained a 0% expulsion rate (Metric 4.9). We anticipate that students and parents will continue to report that the schools are safe and that their concerns and input are valued. Maintaining appropriate site level administrative support has positively impacted school climate and parent connectedness. Because this action was effective, as demonstrated by the growth indicated in the parent and student surveys, facilities reports and a decrease in suspension and expulsion rates, we will continue this action into the 2026-2027 school year..

Action 4.2 Positive Behavior Interventions and Support - This action is being developed in response to (1.) District suspensions of English learners, Students with Disabilities, Hispanic, White and Socioeconomically Disadvantaged students (2.) Shandon High School suspensions of All, Hispanic, and Socioeconomically Disadvantaged students (3.) Shandon Elementary suspensions of All, English Learners, Hispanic, Socioeconomically Disadvantaged Students , and Students with Disabilities as being identified as an area for technical assistance: All school sites will be trained and implement TIER I and TIER II PBIS supports as an alternative to suspension.
Effectiveness: Effective
Metric: Metric 4.1 Parent Survey- safe learning environment; Metric 4.5 Student Survey- Students feel safe at school; Metric 4.7 CA School Dashboard- School Climate Suspension Rate; Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest
Analysis Statement: As noted in the metric section above, the Shandon Joint Unified School District reported a decrease in the suspension rate (Metric 4.7) and a 0% expulsion rate (Metric 4.9). The percentage of parents and students reporting that the district provides a safe learning environment has been successfully maintained with over 90% reporting that they feel safe on campus (Metric 4.1 and 4.5). Staff at elementary and secondary levels completed TIER I PBIS training. Through this training we have developed a site specific behavior matrix and lesson plans for staff to utilize while teaching expected behaviors. We have implemented new behavioral expectations along with common language and protocols for dealing with disruptive behaviors. Current behavior incentives and PBIS practices are contributing to a decrease in office referrals while social emotional learning with Second Step and social emotional themed library books have aided in teaching and reinforcing expectations. Shandon Elementary has expanded their multi-leveled systems of supports by implementing PBIS TIER II interventions for students who were not successfully meeting behavioral expectations with TIER I supports alone. We anticipate consistent implementation of PBIS tiered supports will continue to decrease at risk and undesired behaviors. Because this action was effective as demonstrated by positive parent and student surveys, and decreased suspension and expulsion rates, we will continue this action into the the 2026-2027 school year.

Action 4.3 Counseling Services - This action has been modified to support English learners, long term English learners and Hispanic students in the areas of math, ELA and chronic absenteeism as research indicates that schools implementing comprehensive mental health services see a reduction in chronic absenteeism rates. This modification is being made as part of our work with the San Luis Obispo County Office of Education through Technical Differentiated Assistance. This action is also being partially funded with LREBG funding ($96,758). The district will continue to implement and refine multi tiered systems of support to address the behavioral needs of students through incentives and social emotional counseling to equip students with the tools to manage their behavior and reduce suspendable offenses. Counseling will also serve as an early intervention to overcome obstacles that may impact attendance and academic growth so students can more consistently engage in their education.
Effectiveness: Effective
Metric: Metric 1.24 CA School Dashboard Chronic Absenteeism indicator (Socioeconomically Disadvantaged); Metric 2.6 CA School Dashboard ELA academic indicator; Metric 2.7 CA School Dashboard Mathematics academic indicator; Metric 4.1 Annual Parent Survey- School provides a safe environment; Metric 4.5 Annual Student Survey- feel safe at school; Metric 4.6 Annual Teacher Survey- District meets the social emotional needs of the students; Metric 4.7 CA School Dashboard- School Climate Suspension Rate; Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest
Analysis Statement: As noted in the metric section above, the Shandon Joint Unified School District did not successfully decrease their chronic absenteeism rate; however, the district did maintain its expected outcomes in the percentage of parents and students reporting that they feel safe at school (Metrics 4.1, 4.5), as well as a reduction in suspension and expulsion rates (Metrics 4.7 and 4.9). Additionally, 93% of teaching staff reported that the district is effectively meeting students' social-emotional needs (Metric 4.6). As anticipated, students made positive academic growth in both ELA and Math as reported through the Ca School Dashboard (Metrics 2.6 and 2.7). The district employed

an elementary school counselor from August through February. During this period, the counselor effectively supported students through de-escalation strategies and check-in/check-out routines, resulting in fewer classroom disruptions and discipline referrals, more time in class and lowered anxiety amongst students. The counselor also received training in PBIS Tier II supports and the Bounce Back program to better serve students experiencing trauma. Following the counselor's resignation, the district secured a part-time counselor for April and May to continue supporting students with 504 plans and IEP behavioral goals. The district was able to successfully to hire 2.0 FTE counselors to support the social-emotional and academic needs of all district students for the 2026–2027 school year. In addition, the district will partner with the Center for Family Connectedness to provide a Community Health Worker and voluntary non-clinical wrap around services to support the needs of Shandon families. There is no cost to the district for this partnership. Given the effectiveness of this action, evidenced by increased perceptions of safety among parents and students and decreased suspension and expulsion rates, the district will continue this action in 2026–2027. However, funding for this position will be divided between LCFF, Title I, and LREBG funds.

Action 4.4 Basic Needs - A free afternoon snack will be available for all K-6 students to help curb hunger, increase learning opportunities, and decrease suspendable offenses.
Effectiveness: Effective
Metric: Metric 4.7 CA School Dashboard- School Climate Suspension Rate; Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest; Metric 4.10 Teacher Survey- Afternoon snacks increase productivity and focus; Metric 4.11 Teacher Survey- percentage of students participating in the afternoon snack program
Analysis Statement: As noted in the metric section above, 100% of teachers agreed that afternoon snacks increase their students focus and productivity and teachers also report that all student are participating in the afternoon snack program (Metric 4.11 and 4.10). In addition, the Shandon Joint Joint Unified School District reported a decline in the number of suspensions and expulsions within the district (Metric 4.7 and 4.9). The district has worked to make sure that basic needs of our students are met on a daily basis. Our community is considered food insecure. All students are eligible to receive a free breakfast and free lunch with the district's qualification through the Community Eligibility Provision. In addition to these first two meals, the district has implemented an afternoon snack program to curb hunger and increase attention and focus during the later half of the day. As a result we have had less students complaining and being sent out of class due to hunger. We anticipate that students will continue to increase in their daily performance while their basic needs are being met. Because this action was effective as demonstrated by teacher input that meeting the basic needs of their students contributes to increase focus and productivity and the fact that behavioral disruptions leading to suspension and expulsion have declined, we will continue this action into the 2026-2027 school year.

Action 4.5 Sports - Promote healthy after school activities through physical education and organized sports programs.
Effectiveness: Effective
Metric: Metric 4.4 Parent Survey Participation in a School Event; Metric 4.12 Student Survey- Which programs have you most benefited from?; Metric 4.13 Teacher Survey- extracurricular activities support student development
Analysis Statement: As noted in the metrics section above, the Shandon Joint Unified School District met its targeted outcome of 90% of parents reporting participation in a school-sponsored event (Metric 4.4). Additionally, slightly more than 45% of parents reported attending at least one athletic event during the last school year. The district has experienced ongoing challenges in recruiting qualified and willing coaches, which has impacted middle school athletic programs. Despite this, the district remains committed to maintaining a competitive sports program and currently offers volleyball, basketball, baseball, softball, track, and cross country. Participation in athletics has had a positive influence on students, encouraging them to maintain academic eligibility through improved grades and assignment completion. When asked which programs have helped them the most at school, over 59% of students identified sports (Metric 4.12). Similarly, certificated

staff frequently cited sports as one of the most beneficial programs for students (Metric 4.13). Although there was a slight decrease in affirmative responses on student surveys, the district continues to view athletics as a valuable means of fostering community, teamwork, and family engagement. Feedback from educational partners consistently reflects a desire to expand athletic programs and opportunities at Shandon schools. Given the effectiveness of this action, as demonstrated by meeting parent participation targets and positive stakeholder feedback, sports will continue to be offered to students as staffing allows. However, beginning in the 2026–2027 school year, district athletic programs will be funded through the Expanded Learning Opportunities Program (ELOP); therefore, this action will be removed from the LCAP.

Action 4.6 Educational Partner Communication - SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all educational partners in planning goals and supports for student success.
Effectiveness: Effective
Metric: Metric 4.2 Parent Survey- District seeks parent input in decision making: Metric 4.3 Parent Survey- District seeks parent input & participation in programs for unduplicated students and students with exceptional needs; Metric 4.14 Parent Survey- satisfaction with the district's communication to the parents
Analysis Statement: As noted in the metric section above, the Shandon Joint Unified School District experienced a decline in the percentage of parents who reported that the district seeks their input in decision-making (Metric 4.2). However, 86% of parents indicated satisfaction with the district’s communication (Metric 4.14), and 84% agreed that the district seeks input specifically regarding unduplicated students and those with exceptional needs (Metric 4.3). The district has historically faced challenges in obtaining meaningful parent input. Attendance at parent advisory meetings remains low, and participants are often hesitant to share ideas or concerns in a public setting. To address this, the district has utilized SurveyMonkey as a key strategy for gathering parent perspectives. Surveys are provided in both English and Spanish and include a combination of multiple choice and open ended response options. Additionally, parents may complete surveys either electronically or via paper format, increasing accessibility. This approach has proven to be an effective tool for engaging families in the LCAP development process and allows the district to efficiently disaggregate data for reporting purposes. Given the demonstrated effectiveness of this action, evidenced by positive growth in two of the three associated metrics, the district will continue implementation into the 2026–2027 school year.

Action 4.7 Bilingual Parent Support - Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.
Effectiveness: Effective
Metric: Metric 4.2 Parent Survey- The district seeks parent input in decision making; Metric 4.3 Parent Survey- The District seeks input and promotes participation in programs for unduplicated students; Metric 4.14 Parent Survey- satisfaction with the district's communication to the parents
Analysis Statement: As noted in the metric section above, the Shandon Joint Unified School District reported a decline in the percentage of parents who feel the district seeks their input in decision-making (Metric 4.2). However, 86% of parents reported satisfaction with district communication (Metric 4.14), and 84% agreed that the district seeks input regarding unduplicated students and those with exceptional needs (Metric 4.3). Additionally, 87% of parents indicated they receive translated documents as needed, with 10% reporting that this measure is not applicable to their family. The district continues to provide bilingual support within site offices to ensure clear and effective communication among families, teachers, and administration. This support fosters strong school-to-home relationships, enabling families and staff to collaboratively support students’ behavioral and academic needs. Because this action demonstrated effectiveness, with positive outcomes in two of the three associated metrics, the district will continue implementation of this action in the 2026–2027 school year.

Action 4.8 Parent Involvement - SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events.
Effectiveness: Effective
Metric: Metric 4.2 Parent Survey- The district seeks parent input in decision making; Metric 4.3 Parent Survey- The District seeks input and promotes participation in programs for unduplicated students; Metric 4.4 Parent Survey- Parents participate in school events; Metric 4.15 Parent Survey- The district encourages parent participation
Analysis Statement: As noted in the metrics section above, the Shandon Joint Unified School District met its targeted outcome of 90% of parents reporting participation in a school-sponsored event (Metric 4.4). The district also saw an increase in the percentage of parents who agree that the district seeks input regarding unduplicated students and students with exceptional needs (Metric 4.3), and 94% of parents reported that their child's school encourages parent participation (Metric 4.15). However, there was a decline in the percentage of parents who feel the district seeks their input in decision-making (Metric 4.2). This decrease may be attributed to recent district decisions related to budget constraints and staff reductions. To promote parent engagement, the district implemented several strategies, including hosting a family night focused on assisting parents with completing volunteer requirements, such as required forms and TB testing. As a result, there has been an increase in parent participation in field trips and school-sponsored events. Despite this progress, there remains a limited number of parents volunteering within classroom settings. The district anticipates that continued parent education nights will further build parent confidence and increase willingness to volunteer in classrooms. Given the overall effectiveness of this action, as evidenced by positive growth in three of the four associated metrics, the district will continue this action into the 2026–2027 school year.

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

Action 4.3 The budget for this action is being adjusted due to a reduction for the School Psychologist and new school counselors being hired at a different salary range than past placements. The funding for this action has shifted to Title I, LREBG and LCFF.

Action 4.5 Sports will be removed from the 2026-2027 LCAP and will be funded through Expanded Learning Opportunities Program (ELOP).

In year two of this LCAP cycle, SJUSD met expected Target for 3 Year Outcomes on the following metrics:
4.1 Annual Parent Survey
4.3 Annual Parent Survey
4.4 Annual Parent Survey
4.5 Annual Student Survey
4.6 Annual Teacher Survey
4.7 CA School Dashboard - Suspension Rate
4.8 School Accountability Report Card
4.9 Shandon Joint Unified Expulsion Rate as reported through Dataquest
4.10 Annual Teacher Survey

4.11 Annual Teacher Survey
4.13 Annual Teacher Survey
4.14 Annual Parent Survey
4.15 Annual Parent Survey
4.16 CA School Dashboard- Suspension Rate for Students with Disabilities
4.17 CA School Dashboard- Suspension Rate for Socioeconomically Disadvantaged Students.
4.18 CA School Dashboard- Suspension Rate for English Leaners
Due to our small size which contributes to our historically fluctuating data performance indicators, the metrics will not be adjusted but will continue to be monitored for continued growth and sustainability.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Administrative Support	Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention, alternatives to suspensions, and social emotional needs of students.	$92,150.00	Yes
4.2	Positive Behavior Supports and Interventions	This action is being developed in response to (1.) District suspensions of English learners, Students with Disabilities, Hispanic, White and Socioeconomically Disadvantaged students (2.) Shandon High School suspensions of All, Hispanic, and Socioeconomically Disadvantaged students (3.) Shandon Elementary suspensions of All, English Learners, Hispanic, Socioeconomically Disadvantaged Students , and Students with Disabilities as being identified as an area for technical assistance in 2024: All school sites will be trained and implement TIER I and TIER II PBIS supports as an alternative to suspension.	$7,655.00	Yes
4.3	Counseling	This action has been modified to support English learners, long term English learners and Hispanic students in the areas of math, ELA and chronic absenteeism as research indicates that schools implementing comprehensive mental health services see a reduction in chronic absenteeism rates. This modification was implemented in 2025 as part of our work with the San Luis Obispo County Office of Education through Technical Differentiated Assistance. This action is also being partially	$197,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		funded with LREBG funding ($90,000).The district will continue to implement and refine multi tiered systems of support to address the behavioral needs of students through incentives and social emotional counseling to equip students with the tools to manage their behavior and reduce suspendable offenses. Counseling will also serve as an early intervention to overcome obstacles that may impact attendance and academic growth so students can more consistently engage in their education. Metrics used to monitor effectiveness will include: Metric 1.24 CA School Dashboard Chronic Absenteeism indicator (Socioeconomically Disadvantaged); Metric 2.6 CA School Dashboard ELA academic indicator; Metric 2.7 CA School Dashboard Mathematics academic indicator; Metric 4.1 Annual Parent Survey- School provides a safe environment; Metric 4.5 Annual Student Survey- feel safe at school; Metric 4.6 Annual Teacher Survey- District meets the social emotional needs of the students; Metric 4.7 CA School Dashboard- School Climate Suspension Rate; Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest		
4.4	Basic Needs	A free afternoon snack will be available for all K-6 students to help curb hunger, increase learning opportunities, and decrease suspendable offenses.	$3,600.00	Yes
4.6	Educational Partner Communication	SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all educational partners in planning goals and supports for student success.	$500.00	Yes
4.7	Bilingual Parent Support	Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.	$301,000.00	Yes
4.8	Parent Involvement	SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	Community Outreach	This action is being developed as part of our work with the San Luis Obispo County Office of Education through Technical Differentiated Assistance to support English learners, long term English learners and Hispanic students in the areas of math, ELA and chronic Absenteeism. The district will host three community forums to improve the partnership between the school and community to better support student attendance and academic success.	$3,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$866,747	$97,682

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
24.539%	0.000%	$0.00	24.539%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reading Intervention **Need:** Our enrollment data received from low-income and families who primarily speak Spanish revealed that many low-income students and second language learners have limited early literacy skills because many do not have access to early childhood education such as preschool. In addition, with parents working	The adoption and implementation of a 95 Percent Group reading curriculum is a strategic, research-based action designed to improve literacy outcomes for unduplicated students, including English learners, homeless students, and socioeconomically disadvantaged students. These student groups have been identified through local and state data as performing below grade-level benchmarks in foundational reading skills, including phonemic awareness, decoding, and fluency.	Metric 1.1 CA School Dashboard ELA academic performance indicator Metric 1.8 iReady ELA Diagnostic Metric 1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs Metric 1.12 iReady ELA Diagnostic Results for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outside of the home, it has been reported that many do not have time or the confidence to help their children build those skills prior to coming to school. Academic performance data reflects that English learners, homeless students, and socioeconomically disadvantaged students, demonstrate significant challenges in meeting grade-level standards in English Language Arts. Students with disabilities traditionally display performance gaps in reading proficiency compared to their general education peers. Educational partner feedback highlights the positive impact of the reading intervention program in building foundational literacy skills, providing students with essential reading support, and offering families access to grade-appropriate materials for home use. Teachers and staff report that the intervention has contributed to improved reading fluency and comprehension for elementary students and should be continued in to the next LCAP cycle. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Schoolwide	A 95 Percent Group reading curriculum is grounded in the science of reading and provides explicit, systematic, and sequential instruction in essential literacy components. This approach ensures that all students, particularly those who may not have had equitable access to early literacy experiences, receive consistent and high-quality instruction in foundational skills. By eliminating instructional gaps and variability, the curriculum promotes equitable access to core reading competencies necessary for academic success. Using this curriculum, all students will receive daily Tier 1 support through 30 minutes of targeted phonics, vocabulary and comprehension reading instruction. In addition, students needing additional support will receive Tier 2 support through small group reading lessons with a reading specialist 4 days per week. These services are designed to address the literacy gaps of socioeconomically disadvantaged and second language learners. As noted in the needs assessment, Long Term English learners and Homeless students are performing significantly below below ELA standard. Students with disabilities show persistent gaps in reading proficiency compared to their general education peers. This group had not responded positively to other Tier II interventions. For this reason, we will utilize 95 Percent Group intervention curriculum to provide a double dose of support primarily focused on students with disabilities. 95 Percent Group intervention	Economically Disadvantaged Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		curriculum is an explicit, systematic, and research-based program aligned with the Science of Reading and designed to address foundational literacy deficits. The structured lessons target critical reading skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension through direct instruction, modeling, guided practice, and frequent opportunities for feedback. These materials allow teachers to differentiate instruction based on student needs, monitor progress regularly, and provide targeted interventions that support individualized IEP goals. In addition, the consistent routines and scaffolded supports help increase student confidence, engagement, and access to grade-level curriculum while promoting measurable growth in reading achievement. Our district's special education teachers have received training in this curriculum and will utilize it 3-4 days a week during small group instruction. Overall student ELA CAASPP scores are significantly below the state ELA standard and iReady reading diagnostic results indicate low reading achievement for all students. In alignment with LCAP goals related to closing achievement gaps and increasing student achievement, the use of a 95 Percent Group reading and intervention curriculum represents a targeted investment in evidence-based practices. It is expected to result in measurable improvements in early literacy, increased reading proficiency rates, and long-term academic success. For this reason, this action will be offered on a School-Wide basis because based on local and state data, all students will benefit	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		from targeted, data-driven intervention to increase literacy across all content areas.	
1.3	**Action:** Multi Tiered Systems of Support **Need:** Dashboard data indicates that students across all grade levels face significant challenges in meeting grade-level standards in both English Language Arts (ELA) and Math. Students identified as English learners, students with disabilities, homeless youth, and socioeconomically disadvantaged students experience persistent performance gaps compared to their peers statewide. Educational partner feedback from certificated staff expressed a need for TIER 2 intervention supports in the areas of both math and reading to close the achievement gap for these subgroups. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	The identified dashboard data highlights that unduplicated student groups—including English learners, students with disabilities, homeless youth, and socioeconomically disadvantaged students—are disproportionately impacted by low achievement in both ELA and mathematics. These students often face barriers such as limited access to literacy resources, interrupted schooling, language acquisition challenges, and fewer academic supports outside of school. As a result, targeted, structured, and consistent interventions during the school day are critical to closing these performance gaps. The implementation of a “Reading Only” period at the middle and high school levels directly addresses the foundational literacy deficits that hinder access to grade-level content across all subject areas. By dedicating protected instructional time specifically to reading development and utilizing the 95 Percent Group curriculum, an evidence-based, structured literacy program, teachers can provide explicit, systematic instruction in phonics, fluency, and comprehension. This approach is particularly effective for English learners and students with disabilities, who benefit from consistent, research-based literacy strategies that build decoding and language skills. At the elementary level, training teachers in the 95 Percent Group curriculum during the 2026–2027 school year ensures early intervention and alignment of instructional practices across grade	Metric 1.1 CA School Dashboard ELA academic performance indicator Metric 1.2 CA School Dashboard mathematics academic performance indicator Metric 1.3 Williams Act Teacher Credentialing Metric 1.4 Williams Act Access to Text Books Metric 1.5 State Standard Implementation (Local Indicator) Metric 1.8 iReady ELA Diagnostic Metric 1.9 iReady Math Diagnostic Metric 1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs Metric 1.11 iReady Math Diagnostic Results for Students with Exceptional Needs Metric 1.12 iReady ELA Diagnostic Results for Economically Disadvantaged Students. Metric 1.13 iReady Math Diagnostic Results for Economically Disadvantaged Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		spans. This proactive approach supports younger students before gaps widen, especially for unduplicated pupils who may enter school with less exposure to early literacy experiences. The continued use of iReady diagnostics and intervention materials across K–8 further strengthens this action by providing ongoing assessment data to identify individual student needs and deliver targeted instruction in both reading and mathematics. iReady's adaptive platform allows educators to differentiate instruction, monitor progress, and adjust supports in real time, which is essential for addressing the diverse and evolving needs of unduplicated students. Teachers at all grade levels will be utilizing i-Ready diagnostic and Tier 1 intervention materials for both Math and Reading. K-8 students will receive 40 minutes of weekly iReady reading, 40 minutes of weekly iReady math intervention. This action is provided on an LEA-wide basis because literacy and numeracy gaps are evident across all schools and grade levels, not isolated to a single site or subgroup. Implementing a cohesive, districtwide system ensures consistency in instructional quality, equitable access to interventions, and alignment of practices from elementary through high school. By embedding these supports universally, the district ensures that unduplicated students—regardless of school site—receive the sustained, high-quality instruction necessary to improve outcomes and close achievement gaps.	Metric 1.15 Fountas and Pinnell Reading Inventory School-wide growth Metric 1.26 iReady ELA Diagnostic Results for Hispanic Students Metric 1.27 iReady Math Diagnostic Results for Hispanic Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Attendance **Need:** Chronic absenteeism continues to be a significant challenge across all student groups, specifically socioeconomically disadvantaged students, and English learners experiencing higher rates of absenteeism. Chronic absences result in missed instructional time that cannot be fully recovered through online platforms or makeup assignments, contributing to lower academic performance and wider achievement gaps. Educational partner feedback highlights that attendance incentives have been effective in encouraging students to attend school regularly. Staff report that improved attendance directly correlates with stronger academic outcomes, making it a priority for continued focus in the next LCAP cycle. Dashboard data indicates that students across all grade levels face significant challenges in meeting grade-level standards in both English Language Arts (ELA) and Math. Students identified as English learners, students with disabilities, homeless youth, and socioeconomically disadvantaged students experience persistent performance gaps compared to their peers statewide. Educational partner feedback from certificated staff reported that providing attendance incentives along with visually tracking class attendance rates has been a motivating factor	The action of monitoring daily attendance through Aeries Student Information System, communicating with families via Apptegy, and reinforcing positive attendance through incentives directly addresses the identified needs of unduplicated students by promoting consistent school engagement and reducing barriers to learning. SJUSD will continue to encourage daily attendance through the use of rewards and incentives. Student attendance and tardies are tracked daily. Students with good attendance are recognized each trimester and honored with a party and incentive opportunities. Students meeting the requirements of good attendance for the school year will participate in a trip at the end of the year. Chronic absenteeism is most prevalent in English learners, socioeconomically disadvantaged, and students with disabilities which is contributing to poor academic performance. These academic deficiencies are most evident in the scores on the CAASPP, ELPAC, and i-Ready diagnostic assessments. Unduplicated students including English learners, socioeconomically disadvantaged students, and students with disabilities are disproportionately impacted by chronic absenteeism. By using Aeries to track attendance in real time, school staff can quickly identify patterns of absence and intervene early with targeted supports such as outreach, counseling, or problem-solving around barriers to attendance (e.g., transportation, health, or family responsibilities). This proactive approach helps	Metric 1.6 Ca School Dashboard Chronic Absenteeism Metric 1.14 Average Daily Attendance as Reported through P2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for improving student daily attendance and should be continued in to the next LCAP cycle to help reduce chronic absenteeism. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Schoolwide	prevent students from falling further behind academically. Communication through Apptegy ensures that families receive timely, accessible, and consistent messaging about the importance of daily attendance. This is particularly important for English learners and families who may face language or access barriers, as clear and frequent communication strengthens home-school connections and reinforces expectations around attendance. Incentives and rewards serve as a positive reinforcement strategy that has been identified by educational partners as effective in motivating improved attendance. For unduplicated students who may face external challenges, these incentives can increase engagement, build a sense of belonging, and encourage habits of regular attendance that support academic success in both ELA and Math. This action is provided on an LEA-wide basis because chronic absenteeism affects all Shandon student groups, and a consistent, systemwide approach ensures equity, clarity of expectations, and cohesive implementation across all sites. Implementing attendance monitoring, communication, and incentives universally avoids stigmatization of specific student groups while still allowing for targeted interventions where data indicates higher need. Additionally, improving overall attendance rates strengthens the instructional program for all students and maximizes learning time, which is essential for	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		closing achievement gaps and improving outcomes districtwide.	
1.5	**Action:** After School Tutoring and Homework Support **Need:** Shandon students are performing below the Ca average in ELA and Math and students are missing key academic instruction as indicated by the high chronic absenteeism rate. Teachers express not having enough time in their day to cover all required standards at a pace that will allow for learning of all students and time to reteach for struggling or absent students is limited. Our rural location puts Shandon students at a disadvantage in their ability to access recreational sports and clubs. Educational partner feedback from certificated staff identified after school tutoring as one of the most beneficial programs offered by the district and due to our remote location and low socioeconomic status of the community they expressed an interest in expanding this action to include enrichment opportunities. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	Providing after school tutoring, enrichment opportunities, and homework support through certificated and classified personnel directly addresses the identified academic and access needs of Shandon's unduplicated students—particularly English learners, socioeconomically disadvantaged students, and those experiencing chronic absenteeism. Baseline data shows that although the majority of our students are performing below standard in both facets of the CAASPP, our Homeless and Long-Term English Learner subgroups are performing far below standard. This action increases access to additional instructional time beyond the regular school day, which is critical for students who miss core instruction due to high absenteeism. After school tutoring allows these students to recover missed learning, receive targeted reteaching, and build foundational skills in ELA and Math, helping to close persistent achievement gaps. For English learners and students requiring additional academic support, small-group and individualized assistance from trained staff provides differentiated instruction that may not be feasible during the regular school day due to time constraints. In addition, enrichment opportunities expand learning beyond core academics and help address inequities caused by the district's rural location and limited access to extracurricular activities. By offering structured, school-based enrichment	Metric 1.1 CA School Dashboard ELA academic performance indicator Metric 1.2 CA School Dashboard mathematics academic performance indicator Metric 1.8 iReady ELA Diagnostic Metric 1.9 iReady Math Diagnostic Metric 1.10 iReady ELA Diagnostic Results for Students with Exceptional Needs Metric 1.11 iReady Math Diagnostic Results for Students with Exceptional Needs Metric 1.12 iReady ELA Diagnostic Results for Economically Disadvantaged Students. Metric 1.13 iReady Math Diagnostic Results for Economically Disadvantaged Students.

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		programs, the district ensures that unduplicated students who may lack transportation, financial resources, or community access can participate in engaging, well-rounded experiences that support both academic and social-emotional development. These opportunities also increase student engagement and connection to school, which research and local feedback indicate can positively impact attendance. Homework support further reinforces daily learning, especially for students who may not have access to academic assistance at home. This is particularly important for socioeconomically disadvantaged students and English learners whose families may face barriers in supporting academic work due to time, language, or resource constraints. This action is provided on an LEA-wide basis because the identified needs, below-average academic performance, chronic absenteeism, limited instructional time, and lack of enrichment access, are systemic across the district and impact unduplicated students at all school sites. Implementing this support broadly ensures equitable access and consistency of services, preventing gaps between schools and maximizing the district's ability to support its highest-need students. Additionally, offering these services districtwide reduces stigma and increases participation by embedding support within a comprehensive program available to all students, while still prioritizing outreach and access for unduplicated student groups.	

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3.1	**Action:** College Preparation **Need:** Shandon High School seniors consistently do not complete A-G requirements. The 2025 CA School Dashboard indicates that only 18.2% of all students are prepared for College and Career. Data also reveals that 21.1% of Hispanic, and 21.1% of socio-disadvantaged subgroups were deemed College and Career ready in 2025. All other subgroup populations were too small to report data. Educational partner feedback from certificated staff reported the need of offering access to a wider variety of courses that interest students but also fulfill A-G requirements. Feedback from student and parent surveys reported that even though they are mostly satisfied with the class offerings, they would still like to see a wider variety of courses to meet their educational needs and interests. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Schoolwide	Our district's primary reason for offering this action is to make accessible college and career opportunities that English learners and low socioeconomic students and families will be able to take advantage of; thereby, increasing college-going awareness, and empowering students and families to take actionable steps toward postsecondary education. The district will continue to offer college and career nights for all juniors and seniors. Hosting parent information nights focused on A–G requirements, CTE pathways, and financial aid strengthens family engagement and builds the capacity of parents to support their students' academic planning. This is especially important for English learner families and those from underserved backgrounds, who may face language or informational barriers when navigating the education system. Providing clear, accessible information helps ensure that families can actively participate in decision-making and long-term planning. The district will work to accommodate the Hispanic and socioeconomic subgroups by making meeting times later in the evening for seasonal workers to attend and will provide bilingual translators to facilitate conversations. By increasing access to A–G aligned coursework, such as foreign language, ensures that unduplicated students have equitable opportunities to meet college entrance requirements. In a small, rural settings like Shandon, limited staffing and course availability can disproportionately impact these student groups, who may rely solely on school-based offerings. By recruiting qualified	Metric 3.3 Broad Course of Study Local Measurement Metric 3.4 CTE Pathway Completion Rate - Calpads Metric 3.5 Data Quest and Calpads-The percentage of seniors who completed A-G requirements and a CTE pathway. Metric 3.6 Local Data: The Percentage of Seniors who have Completed FAFSA. Metric 3.7 CA School Dashboard College and Career Readiness Indicator Metric 3.12 High school students with 1st semester failing grades Metric 3.13 Percent of seniors completing A-G requirements as reported in DataQuest. Metric 3.14 Annual Parent Survey-courses aligned to child's interest Metric 3.15 Annual Student Survey-courses aligned to student's interest

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		teachers or utilizing virtual platforms (e.g., Zoom-based instruction), the LEA expands course access and reduces scheduling and availability barriers that have contributed to low A–G completion rates. The school counselor will offer 2 late evening FAFSA parent nights in both English and Spanish to accommodate ELL, low socioeconomic and Foster Youth students and guardians. Targeted assistance with FAFSA is particularly impactful for socioeconomically disadvantaged students, as it directly connects them to financial resources necessary for college access. The school will continue to pay for transportation and staff to take English Learners to SI Se Puede conference and Cougar days. The Cuesta Promise night presentation will be in the evening in both English and Spanish. The counselor will continue to work with county organizations to encourage the foster youth and low socio economic groups to apply for the Cuesta Promise and the follow up information that they will need to access the Cuesta Promise as well as registering for the fall classes. This action is provided on an LEA-wide basis because expanding course offerings and improving access to college and career pathways benefits all students, while still prioritizing the needs of unduplicated students. Schoolwide implementation reduces stigma, ensures equitable access, and creates a comprehensive system of support that increases overall A–G completion rates and college and career readiness. At the	

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		same time, unduplicated students receive the greatest benefit, as these actions directly address specific systemic barriers such as limited access and lack of information.	
3.2	**Action:** CTE Class Offerings **Need:** Educational partners, student and parent survey responses, indicated a continued desire to expand course offerings to reach a broader scope of interests and further prepare student for college and career opportunities. Due to our small size and limited staff, our CTE class offerings have been very limited. However; this year we were able to expand CTE pathway options by adding an Ag Mechanics teacher. This aided us in increasing the percentage of high school seniors who have completed at least one CTE pathway to 82% and 63% who have completed a broad course of study by passing a foreign language class with a "c" or better. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Schoolwide	Maintaining our increased Career Technical Education (CTE) course offerings at Shandon High School and Middle School directly addresses the expressed needs of students, families, and staff by increasing access to meaningful, engaging pathways that support both college and career readiness. This action is particularly impactful for unduplicated students, including English learners, socioeconomically disadvantaged students, and foster/homeless youth, who often face barriers to accessing enrichment opportunities, postsecondary planning resources, and career exposure outside of school. Access to diverse CTE pathways also supports equity by ensuring that all students, regardless of background, have opportunities to meet graduation requirements, explore high-demand careers, and pursue both college and workforce options. To assist in maintaining access to CTE course offerings, the district plans to do a virtual zoom and partnership with Cuesta College or transport students to and from Cuesta College, allowing our Low Socio economic and Foster Youth the opportunity to achieve at a higher level. This action is provided on an LEA-wide basis because the needs it addresses, limited course offerings, lack of career exposure, and gaps in college and career readiness, are experienced across the entire student population as evidenced by only 18.2% of Shandon High students being	Metric 3.3 Broad Course of Study Local Measurement Metric 3.4 CTE Pathway Completion Rate - Calpads Metric 3.14 Annual Parent Survey-courses aligned to child's interest Metric 3.15 Annual Student Survey-courses aligned to student's interest

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		deemed college and career ready. In a small, rural district like Shandon, offering expanded CTE pathways schoolwide ensures that unduplicated students are given an equal opportunity to fully participate in programs alongside their peers.	
3.4	**Action:** Technology **Need:** 70% of Shandon students are considered to be socioeconomically disadvantaged and the majority of those families do not have internet access except for the wifi on their phones. During distance learning and currently on the weekends, students can be found sitting outside the school and our community library to gain internet access. Educational partner feedback from certificated staff reported the importance of tech literacy in their students as we prepare them for the future. In addition, state assessments are only accessible from on line platform and many of the intervention programs and components of core curriculum are only offered in digital formats. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. Currently foreign language is only being offered through an online course with 60% of high school seniors completed a broad course of study by passing a foreign language class with a "c" or better.	Continuing to upgrade and expand access to technology devices and reliable internet connectivity directly addresses barriers faced by Shandon's unduplicated students, particularly those who are socioeconomically disadvantaged and lack consistent internet access at home. The district will maintain tech support for teachers and students to access curriculum and intervention programs. Chromebooks/iPads will be purchased and replaced as needed for all students in the district. The district will maintain one to one devices to use during school hours. This will ensure that all students can fully participate in core instruction, complete assignments, and engage with digital curriculum components that are increasingly embedded in daily learning. Because state assessments such as CAASPP and key instructional programs are delivered through online platforms, improving access helps ensure that unduplicated students are not disproportionately disadvantaged in demonstrating their knowledge and skills. In addition, increased access to technology supports the development of digital literacy skills, which certificated staff have identified as critical for college and career readiness. Expanding technology also strengthens access to online credit recovery, distance learning, and CTE	Metric 3.1 DataQuest Middle School drop out rate Metric 3.2 DataQuest High School drop out rate Metric 3.3 Broad Course of Study Local Measurement Metric 3.4 CTE Pathway Completion Rate - Calpads Metric 3.9 Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP Metric 3.12 High school students with 1st semester failing grades

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	2024-2025 CAASPP data revealed that 0% of 11th grade students passed the ELA Early Assessment Program with a score of 4, and 0% of 11th grade students passed the Math Early Assessment Program with a score of 4. **Scope:** LEA-wide	courses. For unduplicated students who may face challenges such as absenteeism, limited course offerings due to small school size, or scheduling conflicts, these options provide flexible and personalized pathways to stay on track for graduation. This is particularly important given current data showing low performance on ELA and Math Early Assessment Program indicators and limited completion of a broad course of study. Access to online foreign language courses, for example, allows students to meet A–G requirements that would otherwise be unavailable. This action is being offered district-wide to accommodate the rural nature of our community. The high percentage of socioeconomically disadvantaged students means that technology access is a widespread need, not isolated to a small subgroup. Implementing upgrades across all schools ensures consistency in instructional delivery, allows teachers to effectively integrate digital tools into their teaching, and guarantees that unduplicated students are seamlessly supported in all learning environments.	
4.1	**Action:** Administrative Support **Need:** After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we discovered that efforts to support social emotional wellness of students is an area of increased need. The rural location and small	We will maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. According to our parent surveys, parents and students feel the school provides a safe learning environment. Parents also feel the district seeks parent input and promotes parental participation in programs for unduplicated students and students with exceptional needs, and no students were expelled in the 2025-26 school year.	Metric 4.1 Parent Survey Metric 4.5 Student Survey Metric 4.7 CA School Dashboard- School Climate Suspension Rate Metric 4.8 School Accountability Report Card- facilities report Metric 4.9 Shandon Joint Unified Expulsion Rate as

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	size of Shandon Joint Unified School District means that the availability of support resources are limited. There are currently two administrators who cover three sites and grades TK-12. Even though we are small, much of the school population has high ACE scores as a result of trauma exposure. Educational partner feedback from certificated and classified staff indicates that having an administrator on site and accessible is effective in maintaining school expectations and the emotional well being of the classroom. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. SJUSD's suspension rate for the 2024-25 school year was at 2.4% which was a decline of 9.1% from 2022-2023. Socioeconomically Disadvantaged students had the highest percentage of suspensions and were assigned an orange performance indicator. Long -Term English Learners and Hispanic students were assigned a yellow performance indicator. English learners, homeless and students with disabilities were assigned a green performance indicator. **Scope:** LEA-wide	Site administrators will implement Restorative Justice practices to reduce the number of unduplicated students who are suspended or recommended for expulsion. Behavior plans will be designed and students will be assigned to tiered behavioral supports and interventions including Social Emotional Education lessons. Students classified as socioeconomically disadvantaged have been suspended at a higher rate than other subgroups within the district; however, suspension has not been proven to be effective in altering undesired behavior. Restorative Justice is a theory of justice that emphasizes repairing the harm caused by delinquent behavior. Behavior is then modified through understanding and empathy of others. We believe that by implementing Restorative practices suspensions will decrease in homeless and socioeconomically disadvantaged subgroups because Restorative practice studies have shown that suspensions of low-income and minority groups have been greatly reduced when implemented with fidelity. We will continue to monitor the social emotional health and connectedness through parent, staff, and student surveys. This action will be provided on a LEA-wide basis to support the social emotional needs of all students and increase school connectedness with all students.	reported through Dataquest
4.2	**Action:** Positive Behavior Supports and Interventions	School discipline has traditionally focused on the correction and/or punishment of undesired behaviors. However, PBIS is designed to move	Metric 4.1 Parent Survey-safe learning environment

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	Need: As reported in the CA School Dashboard, Shandon Joint Unified School District reported a high number of suspension during the 2022-2023 school year. As a result, the district received a red performance indicator in the area of suspension thus making it eligible for Technical Assistance. In 2024and 2025, the district realized a decrease in suspensions and was assigned a green performance indicator. Educational Partner feedback from parent surveys, indicate a concern about bullying. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. SJUSD's suspension rate for the 2024-25 school year was at 2.4%. Socioeconomically Disadvantaged students had the highest percentage of suspensions and were assigned an orange performance indicator. Long -Term English Learners and Hispanic students were assigned a yellow performance indicator. English learners, homeless and students with disabilities were assigned a green performance indicator. **Scope:** LEA-wide	away from that model and instead focus on acknowledging and rewarding positive behaviors so that positive behavior become the norm. The district has designated staff members to make up elementary and high school Tier 1 PBIS teams. Team members have been trained and have designed Tier 1 supports for their school sites. Team members meet monthly to review data and adjust Tier 1 supports as needed. Shandon Elementary has expanded PBIS to build Tier 2 teams and is implement and monitoring Tier 2 supports. Team members meet twice a month to review and adjust TIER II supports. This action is designed to reduce the number of Hispanic and socioeconomically disadvantaged students who are being suspended in Shandon schools. Research has shown that PBIS has been particularly effective in reducing both in and out of school suspensions, therefore; it will be offered on an LEA-wide basis to reduce suspensions and increase positive behaviors among all students.	Metric 4.5 Student Survey- Students feel safe at school Metric 4.7 CA School Dashboard- School Climate Suspension Rate Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest
4.3	**Action:** Counseling	Shandon Schools hired an additional counselor halfway through the 2023-2024 school year. Unfortunately, due to budget reductions,	Metric 1.24 CA School Dashboard Chronic Absenteeism indicator

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	Need: SJUSD annual student survey revealed that 93% of students reported that they feel like the school meets their social needs at least most of the time. 8.27% of students reported having "benefited" from participating in school provided counseling services. 13.53% have benefited from visiting the Shandon Wellness Center and 5.26% said they have benefited from counselor led check in- check out routines. Because the survey results are anonymous, we have no way to correlate responses to subgroups. However, based on the current counseling caseload, over 80% of students receiving counseling services are from an unduplicated subgroup. Educational partner feedback from certificated staff indicated a desire to increase counseling services to deal with the negative effects of trauma faced by many of the Shandon youth. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	counseling services at Shandon High School and Middle School were reduced during the 2025-2026 school year and the Counselor at Shandon Elementary resigned in early March leaving the elementary with one day per week for counseling services. 2.0 FTE counselors have been hired to restore counseling services at all sites for the 2026-2027 school year to support low income students in developing socialization skills and the impacts of trauma. In addition, the district will partner with with the Center for Family Connectedness to provide a Community Health Worker and voluntary non-clinical wrap around services to support the needs of Shandon families. This action is being partially funded with LREBG funds ($90,000). Counseling and community support services are accessed through parent/student request, staff recommendation, or TIER II interventions. For 2026-2027 counseling sessions will be held on each school site, through the Wellness Center, and through teletherapy. Session length varies by student need or plan (Behavioral, SST, 504, IEP) specifications. Counselors, utilize a variety of programs to address student needs including Bounce Back, Second Step lessons, whole class role playing, and awareness and capacity building. Evidence supports that comprehensive school mental health frameworks, such as Multi-Tiered Systems of Support (MTSS), improve student engagement and academic outcomes. MTSS interventions that include school-based counseling are associated with reductions in absenteeism, discipline incidents, and improved mental health	(Socioeconomically Disadvantaged) Metric 2.6 CA School Dashboard ELA academic indicator Metric 2.7 CA School Dashboard Mathematics academic indicator Metric 4.1 Annual Parent Survey- School provides a safe environment Metric 4.5 Annual Student Survey- feel safe at school Metric 4.6 Annual Teacher Survey- District meets the social emotional needs of the students Metric 4.7 CA School Dashboard- School Climate Suspension Rate Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest

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		outcomes, particularly for English learners and Hispanic students. This action is designed to help our unduplicated population, who would not otherwise have access to private counseling services, lower anxiety, manage stress, and reduce the effects of trauma that might otherwise lead to poor decision making resulting in suspension. This action is being offered on an LEA-wide basis because all students will benefit from less anxiety and improved peer relationships.	
4.4	**Action:** Basic Needs **Need:** 67.5% of Shandon Elementary students are considered socioeconomically disadvantaged and the community of Shandon is considered “food insecure”; therefore, Shandon schools qualify to offer free breakfast and lunch to all students through the Community Eligibility Provision (CEP). “CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Prior to implementing the afternoon snack program, there was an average of 3 students per day who were sent to the office for "hunger.” Educational partner feedback from certificated and classified staff has indicated that complaints about late afternoon hunger has decreased while time on task has	The majority of SJUSD families are socioeconomically disadvantaged and are considered food insecure. Providing a free afternoon snack for all K–6 students directly addresses the needs of those who are socioeconomically disadvantaged by satisfying the basic need of hunger. By ensuring that every student receives a snack late in the school day, the LEA helps stabilize students’ physical well-being, which is closely tied to their ability to focus, regulate behavior, and engage in instruction. Our district will continue to offer free afternoon snacks to help curb hunger and increase learning opportunities for socioeconomically disadvantaged students. Partnering with the Shandon Colt’s Café, healthy snacks such as fresh fruit and raisins will be provided to each classroom and made available for students to access throughout the day. Since implementing the afternoon snack program, there have been zero students sent to the office for hunger and a decrease in behavioral office referrals. This demonstrates that students are	Metric 4.7 CA School Dashboard- School Climate Suspension Rate Metric 4.9 Shandon Joint Unified Expulsion Rate as reported through DataQuest Metric 4.10 Teacher Survey- Afternoon snacks increase productivity and focus Metric 4.11 Teacher Survey- Percentage of students participating in the afternoon snack program

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	increased since implementing the afternoon snack program. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Schoolwide	better able to concentrate and participate in learning when their basic needs are met. "Research demonstrates that children from families who are not sure where their next meal may come from are more likely to have lower math scores and repeat a grade, among other challenges. Kids at risk of hunger may be less equipped to reach their full potential as they engage with the world around them. Studies show that children from homes that lack consistent access to food are more likely to experience developmental impairments in areas like language, motor skills, and behavior." (Allison Weber, Feeding America, August 8, 2019). For unduplicated students, who are disproportionately impacted by food insecurity, this support is especially critical in promoting equitable access to academic opportunities and improving overall educational outcomes. In addition, When students' basic needs are unmet, they are more likely to exhibit frustration, fatigue, or disengagement, which can lead to disciplinary incidents. By proactively reducing hunger, the snack program supports a more positive school climate and may decrease behaviors that result in suspendable offenses. This action is designed to meet the basic needs of socioeconomically disadvantaged students thereby maximizing focus and work completion while reducing suspensions and hunger induced behavioral concerns in conjunction with eliminating any stigma associated with receiving food assistance. This action will be offered LEA-wide because the attention and focus of all students is improved when basic needs are met and part of	

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		feeling safe at school is connected to having one's nutritional needs met. Given the high percentage (67.5%) of students identified as socioeconomically disadvantaged, a universal approach is both efficient and necessary to meet the widespread need within the school community.	
4.6	**Action:** Educational Partner Communication **Need:** The community of Shandon consists of a large Spanish speaking population as indicated by fact that 39.9% of the district students are English learners. The district is responsible for making district information accessible through the primary language of our educational partners. Since implementation of the district all call system and utilization of survey monkey to collect feedback on our educational programs, 86% of parents are reporting being satisfied with the district's communication to the parents. Based on this Educational partner feedback from parents, we will continue to utilize Survey Monkey to gather much needed parent, and student feedback for the next LCAP cycle. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	The district will continue to send out surveys not only through Survey Monkey but also through our Apptegy system. Survey Monkey is a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success. Survey Monkey will be utilized to engage stakeholders in meaningful input by providing opportunities for parents, students and staff to respond in their primary language and with the safety to remain anonymous when asking questions or expressing concerns. Survey Monkey will be used annually to gather data and feedback on LCAP goal development and implementation, and district, ELAC and DELAC needs assessments. Apptegy is the district all system that allows for the district to send out verbal and written communication in English and Spanish. In addition, the district will continue to put information on the school marquee, email home surveys, print surveys, and upload surveys to the school website. All of which is done in both English and Spanish. This action is designed to ensure that low socioeconomic stakeholders who may not have internet service, and those who's primary language is not English, are kept informed and are able to provide input in district decision making. This action will be provided on an LEA-wide basis because the district wants to keep all educational partners informed and wants to make	Metric 4.2 Parent Survey-District seeks parent input in decision making Metric 4.3 Parent Survey-District seeks parent input & participation in programs for unduplicated students and students with exceptional needs Metric 4.14 Parent Survey-Satisfaction with the district's communication to the parents

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		sure that all voices are heard and represented in district planning.	
4.8	**Action:** Parent Involvement **Need:** The district has put many things in place to encourage parent participation, including a family night devoted to helping parents fill out volunteer forms and paying for their required TB test. As a result, we are getting more parents volunteering to attend field trips and helping at school sponsored events such as the COLT Olympics. We are still limited in the number of parents who volunteer to help students within the classroom and those who are willing to attend parent advisory meetings. Educational partner feedback from certificated staff indicates that there is still a need for school to home outreach and due to the low socioeconomic status of our community, staff feels it is important that the district attempts to alleviate some of the financial burden of TB testing while planning for engaging and meaningful parent education nights. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	Supporting families of unduplicated students will build a strong home to school connection and partnership providing students with a system of support in all educational settings to help them reach their academic and future goals. Unduplicated students often face systemic challenges that reduce family participation in school activities, including financial constraints, limited access to information about the education system, and competing work or childcare responsibilities. By removing the financial burden of TB testing, the district eliminates a key barrier that prevents many parents from volunteering in classrooms or participating in school events. Increasing the number of cleared volunteers expands adult support available to students during the school day, which can lead to improved academic engagement, more individualized attention, and stronger relationships between home and school. Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.)	Metric 4.2 Parent Survey- The district seeks parent input in decision making Metric 4.3 Parent Survey- The District seeks input and promotes participation in programs for unduplicated students Metric 4.4 Parent Survey- Parents participate in school events Metric 4.15 Parent Survey- The district encourages parent participation

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		The district will host community events and coordinate outreach through health screenings, ELA, math and science nights, health fairs, financial aid nights, TB testing, COVID, and Flu immunizations. Hosting targeted family education events such as ELA, math, and science nights equips parents with practical strategies to support learning at home, an area where unduplicated students often have less access to academic support. Health fairs and financial aid events further address broader socioeconomic needs by connecting families to critical resources, increasing stability, and promoting college and career awareness. These efforts help ensure that families are not only welcomed into the school community but are also empowered to actively contribute to their child's academic success. Through this partnership, we will create a support network for behavioral and academic success for all students. This action is principally directed to support the needs of our socioeconomically disadvantaged families who would not otherwise have the resources to volunteer or support their student academically; however, this action will be offered to all students on an LEA-wide basis because all students benefit from increased parental support and positive school to home relationships.	
4.9	**Action:** Community Outreach **Need:** Teachers and staff have identified a disconnect between home and school expectations and have struggled to build a successful school to home connection. The	Hosting regular school-wide community forums will strengthen the partnership between the school and families, improving communication, trust, and shared responsibility for student outcomes. They also promote cultural responsiveness and inclusivity, helping students feel valued and connected to their school community.	Metric 1.1 CA School Dashboard ELA academic performance indicator Metric 1.2 CA School Dashboard mathematics academic performance indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Shandon students traditionally have struggled to meet grade level expectations as measured by state and local assessments and chronic absenteeism is contributing to widening the learning gap because of missed educational opportunities. This is especially true for English learners, long term English learners, and Hispanic subgroups who were identified for differentiated assistance in the areas of ELA, math, and chronic absenteeism in 2024. See also: Engaging Educational Partners, Reflections Technical Assistance, Annual Performance, and Metrics sections of Goal 1, and Goal 2. **Scope:** LEA-wide	The district will host three community forums each year to provide a platform for families to share concerns, offer input, and collaborate with school staff to address challenges affecting attendance and academic achievement. This action is principally directed towards English learners (ELs), long-term English learners (LTELs), and Hispanic students, who may face language or cultural barriers that hinder engagement. Implementing this strategy on a LEA wide basis ensures all families are engaged and all students benefit from a unified, supportive environment. It creates a culture of collaboration that enhances student attendance, engagement, and long-term academic success.	Metric 1.6 CA School Dashboard Chronic Absenteeism indicator Metric 1.25 CA School Dashboard Chronic Absenteeism indicator (English Learners) Metric 1.26 iReady ELA Diagnostic Results for Hispanic Students. Metric 1.27 iReady Math Diagnostic Results for Hispanic Students. Metric 2.6 CA School Dashboard ELA academic indicator Metric 2.7 CA School Dashboard Mathematics academic indicator Metric 2.8 iReady ELA Diagnostic for English Learners Metric 2.9 iReady Math Diagnostic for English Learners Metric 4.2 Parent Survey- The district seeks parent input in decision making Metric 4.3 Parent Survey- The District seeks input and promotes participation in programs for unduplicated students Metric 4.4 Parent Survey- Parents participate in school events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 4.14 Parent Survey-Satisfaction with the district's communication to the parents Metric 4.15 Parent Survey-The district encourages parent participation

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Staff Development **Need:** DataQuest reported that Shandon Joint Unified is making positive growth in reclassification of English learners as English Fluent Proficient; however, the percentage of students being designated as long term English learners has also increased. 2025 ELPAC Data Revealed that 46% of English Learners are making progress on English language proficiency which is an increase of 11.1% from the 2023 school year. ELA Performance Data for English Learners revealed that English Learners are performing	Providing staff development in designated and integrated English Language Development (ELD), including GLAD (Guided Language Acquisition Design) methodologies, directly addresses the identified needs of unduplicated students, particularly English learners, by strengthening both language acquisition and access to grade-level content. This action equips teachers with research-based strategies to intentionally integrate language instruction within core content areas (integrated ELD) while also delivering targeted language instruction based on students' proficiency levels (designated ELD). As a result, English learners are better supported in simultaneously developing academic language and mastering standards in English Language Arts and Math.	Metric 2.2 State ELD Standard Implementation Reflection Tool (local indicator) Metric 2.3 CA School Dashboard English Language Proficiency indicator Metric 2.4 DataQuest English Learner redesignation rate Metric 2.5 DataQuest Long Term English Learner data Metric 2.6 CA School Dashboard ELA academic indicator for EL Students Metric 2.7 CA School Dashboard Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significantly below standard, while English - only students are performing at a higher level. Similarly, Math performance Data for English Learners revealed that English Learners scored well below standard, whereas English-only students performed at a comparatively higher level. Educational partner feedback from certificated staff indicated a need for more training on providing integrated and designated ELD to support language acquisition. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)	The district will partner with Kern County Office of Education to provide monthly onsite professional development for teachers and para educators. Staff will be trained on research based strategies from the EL Toolkit. Strategies will be taught, modeled and then teachers will be coached as they implement the new learning. Strategies to be taught include: Pictorial Input Chart, Sentence Deconstruction, Close Reading, Interactive Read Aloud, Academic Conversations, Collaborative Retell, Collaborative summarizing and writing about an experience. Strategies will be taught and modeled in every classroom and then teachers will be coached through implementation and sustainability.	academic indicator for EL students Metric 2.8 iReady ELA Diagnostic for English Learners Metric 2.9 iReady Math Diagnostic for English Learners
2.2	**Action:** Para Educators **Need:** Dataquest reported that 110 students or 43.5% of Shandon Students are identified as English Learners. 38 of those students are considered to be Newcomers. 35 students are identified as Long Term English Learners and 11 additional students are at risk of becoming Long Term English Learners. 11.88% of English learners are rated as Proficient as measured by the ELPAC and	Bilingual para educators have been an essential part of the educational program for English learners at Shandon Joint Unified. Para educators are assigned to work in classrooms with the highest EL populations and the lowest English proficiency levels. Bilingual para educators provide students with language accessibility by communicating in the students' native language to make instructions and explanations more accessible and comprehensible. They will provide targeted support in both the students' first language and the language of instruction, facilitating a smoother transition and helping students develop proficiency in the new language without compromising their understanding of	Metric 2.1 Annual Parent Survey- Satisfaction with EL services Metric 2.2 State ELD Standard Implementation Reflection Tool (local indicator) Metric 2.3 CA School Dashboard English Language Proficiency indicator Metric 2.4 DataQuest English Learner redesignation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	20% are rated as Proficient as measured by the ELA CAASPP. ELA Performance Data for English Learners revealed that English Learners are performing significantly below standard, while English - only students are performing at a higher level. Similarly, Math performance Data for English Learners revealed that English Learners scored well below standard, whereas English-only students performed at a comparatively higher level. Educational partner feedback from parent surveys indicated that 100% of parents ranked their satisfaction with the English Learner Services that their child receives as a 4 or 5 with 5 being the highest. Educational partner feedback from certificated staff indicated a need for bilingual support in their classrooms to communicated key academic concepts in the students primary language. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)	academic content. This ensures that students fully understand the content and can participate actively in their learning process. Lastly, bilingual para educators will help support English language acquisition by interacting in both English and Spanish, para educators demonstrate the practical value of bilingualism, encouraging students to value and continue developing their language skills.	Metric 2.5 DataQuest Long Term English Learner data Metric 2.6 CA School Dashboard ELA academic indicator for EL Students Metric 2.7 CA School Dashboard Mathematics academic indicator for EL students Metric 2.8 iReady ELA Diagnostic for English Learners Metric 2.9 iReady Math Diagnostic for English Learners
2.4	**Action:** ELD Instruction **Need:**	In response to the low academic performance of English learners and qualifying for technical assistance and to increase language acquisition and academic performance of English learners,	Metric Metric 2.1 Annual Parent Survey-Satisfaction with EL services

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In reviewing the Ca School Dashboard, it is evident that English learners are performing significantly lower than other subgroups when measured by CAASPP ELA and math. In addition, English learners are making limited growth as measured by the English Learner Progress indicator. For these reasons English learner progress is an area that was identified for Technical Assistance in 2025. Educational partner feedback from certificated staff indicated that there is a need for more intensive language support for Newcomers an uninterrupted time for designated ELD. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. Dataquest reported that 110 students or 43.5% of Shandon Students are identified as English Learners. 38 of those students are considered to be Newcomers. 35 students are identified as Long Term English Learners and 11 additional students are at risk of becoming Long Term English Learners. 11.88% of English learners are rated as Proficient as measured by the ELPAC and 20% are rated as Proficient as measured by the ELA CAASPP. 46% of students are making progress towards English language proficiency by moving up at least 1 ELPAC level or maintaining at level 4.	the district will work to increase their direct services to English learners. The district will maintain an ELD teacher to design and deliver designated ELD lessons to students in grades 7-12. The ELD instructor will be responsible for monitoring progress of English learners in acquiring language and for providing integrated ELD supports for core teachers. Grades TK-6 will look at utilizing existing staff to provide additional supports for Newcomer language development which will be in addition to integrated and designated ELD being provided by the homeroom teacher. If the budget allows, the district will prioritize scheduling para educators into each classroom during designated ELD time so that the teacher can focus her/his attention on providing language support to second language learners.	Metric 2.3 CA School Dashboard English Language Proficiency indicator Metric 2.4 DataQuest English Learner redesignation rate Metric 2.5 DataQuest Long Term English Learner data Metric 2.10 iReady ELA Diagnostic for Hispanic students Metric 2.11 iReady Math Diagnostic for Hispanic students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA Performance Data for English Learners revealed that English Learners are performing significantly below standard, while English - only students are performing at a higher level. Similarly, Math performance Data for English Learners revealed that English Learners scored well below standard, whereas English-only students performed at a comparatively higher level. **Scope:** Limited to Unduplicated Student Group(s)		
4.7	**Action:** Bilingual Parent Support **Need:** The community of Shandon consists of a large Spanish speaking population as indicated by fact that 39.9% of the district students are English learners. The district is responsible for making district information accessible through the primary language of our educational partners. Therefore, it is of the utmost importance that all information is translated for our Spanish speaking community and that we have bilingual staff on each site of our district to assist with keeping parents apprised of their child's academic and behavioral growth. Educational partner feedback from parent surveys indicate that 86% of parents reported being satisfied with the district's communication; 76% of parents responded they agree to the statement that SJUSD seeks	The district maintains two bilingual staff members in each office to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. Bilingual clerks and assistants serve as a crucial link between the school and our non-English-speaking families by improving communication and fostering stronger partnerships in the students' education. Bilingual office staff will support parents during parent conferences and assist with communication between admin, teachers and families. In addition, bilingual staff will help lead parent education events such as literacy and math nights to maximize parent participation. This increased engagement, leads to better support at home, and a more cohesive educational experience. Because bilingual office staff share cultural backgrounds with the students and families, they help to foster cultural awareness by being more sensitive to cultural nuances and effectively bridge cultural gaps between the school and the	Metric 4.2 Parent Survey- The district seeks parent input in decision making Metric 4.3 Parent Survey- The District seeks input and promotes participation in programs for unduplicated students Metric 4.14 Parent Survey- Satisfaction with the district's communication to the parents

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	input from parents/guardians in school and district decision making; 84% of parents feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs. Based on these successes, classified and certificated staff indicated a need to continue to offer bilingual parent support to build the current level of parent satisfaction with school communication. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)	community. This cultural alignment cultivates a more inclusive and supportive learning environment, promoting better social integration and reducing feelings of isolation among second-language learners and their families.	

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

This plan contains no actions with a planned percentage of improved service.

Additional Concentration Grant Funding

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

SJUSD has an unduplicated student population greater than 55% and has utilized additional concentration grant funds to increase certificated, and classified positions to support the health, safety and educational needs of unduplicated students at Shandon Elementary, and Shandon High School. These two school sites serve 97% of the district's enrollment. The sites are located next door to each other and share staff and facilities. We have no schools with unduplicated enrollments below 55%.

Planned staff increases include:

One FTE classified para educator position will be maintained for bilingual support in core content classes for Shandon Elementary students. Goal 2, Action 2.2

One FTE agricultural mechanics teacher will be maintained to Shandon High School to expand CTE course offerings and to increase opportunities for pathway completion. Goal 3, Action 3.2

One FTE 7-12 Spanish/ELD Teacher will be maintained to support ELD instruction in Shandon High School and Shandon Elementary grades 7 and 8 . Goal 2, Action 2.4.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	Parkfield Elementary 1:14; Shandon Elementary 1:37; Shandon High School 1:71
Staff-to-student ratio of certificated staff providing direct services to students	n/a	Parkfield Elementary 1:14; Shandon Elementary 1:16; Shandon High School 1:9

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,532,192	866,747	24.539%	0.000%	24.539%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,054,963.00	$404,370.00	$0.00	$137,925.00	$1,597,258.00	$1,193,908.00	$403,350.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Intervention	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Shandon Elementary K-6	3 years (2024-2027)	$72,000.00	$0.00	$72,000.00				$72,000.00	
1	1.2	After School Program	All Low Income	No			Specific Schools: Shandon Elementary TK-8	3 years (2024-2027)	$0.00	$246,000.00		$246,000.00			$246,000.00	
1	1.3	Multi Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$125,800.00	$0.00	$125,800.00				$125,800.00	
1	1.4	Attendance	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	3 years (2024-2027)	$0.00	$10,500.00	$10,500.00				$10,500.00	
1	1.5	After School Tutoring and Homework Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years (2024-2027)	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.1	Staff Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 year (2026-2027)	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.2	Para Educators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Shandon Elementary TK-6	3 years (2024-2027)	$77,040.00	$0.00	$29,115.00			$47,925.00	$77,040.00	
2	2.3															

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years (2024-2027)	$26,880.00	$0.00	$26,880.00				$26,880.00	
3	3.1	College Preparation	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Shandon High School and Shandon Elementary 7-127-12	3 years (2024-2027)	$17,085.00	$0.00	$17,085.00				$17,085.00	
3	3.2	CTE Class Offerings	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shandon High School 9-12	3 years (2024-2027)	$257,098.00	$0.00	$236,478.00	$20,620.00			$257,098.00	
3	3.3	Credit Recovery	All	No			Specific Schools: Shandon High School 9-12	3 years (2024-2027)	$20,000.00	$10,000.00		$30,000.00			$30,000.00	
3	3.4	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years (2024-2027)	$0.00	$124,750.00	$107,000.00	$17,750.00			$124,750.00	
4	4.1	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$92,150.00	$0.00	$92,150.00				$92,150.00	
4	4.2	Positive Behavior Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$5,155.00	$2,500.00	$7,655.00				$7,655.00	
4	4.3	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$197,700.00	$0.00	$17,700.00	$90,000.00		$90,000.00	$197,700.00	
4	4.4	Basic Needs	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Shandon Elementary K-6	3 years (2024-2027)	$0.00	$3,600.00	$3,600.00				$3,600.00	
4	4.6	Educational Partner Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years (2024-2027)	$0.00	$500.00	$500.00				$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Bilingual Parent Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years (2024-2027)	$301,000.00	$0.00	$301,000.00				$301,000.00	
4	4.8	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$500.00	$500.00				$500.00	
4	4.9	Community Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools	2 years (2025-2027)	$0.00	$3,000.00	$3,000.00				$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,532,192	866,747	24.539%	0.000%	24.539%	$1,054,963.00	0.000%	29.867 %	**Total:**	$1,054,963.00
								LEA-wide Total:	$356,305.00
								Limited Total:	$358,995.00
								Schoolwide Total:	$339,663.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reading Intervention	Yes	Schoolwide	English Learners Low Income	Specific Schools: Shandon Elementary K-6	$72,000.00	
1	**1.3**	Multi Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,800.00	
1	**1.4**	Attendance	Yes	Schoolwide	English Learners Low Income	All Schools	$10,500.00	
1	**1.5**	After School Tutoring and Homework Support	Yes	LEA-wide	English Learners Low Income	All Schools	$2,000.00	
2	**2.1**	Staff Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
2	**2.2**	Para Educators	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Shandon Elementary TK-6	$29,115.00	
2	**2.4**	ELD Instruction	Yes	Limited to Unduplicated	English Learners	All Schools	$26,880.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
3	3.1	College Preparation	Yes	Schoolwide	English Learners Low Income	Specific Schools: Shandon High School and Shandon Elementary 7-12	$17,085.00	
3	3.2	CTE Class Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shandon High School 9-12	$236,478.00	
3	3.4	Technology	Yes	LEA-wide	Low Income	All Schools	$107,000.00	
4	4.1	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,150.00	
4	4.2	Positive Behavior Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,655.00	
4	4.3	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,700.00	
4	4.4	Basic Needs	Yes	Schoolwide	Low Income	Specific Schools: Shandon Elementary K-6	$3,600.00	
4	4.6	Educational Partner Communication	Yes	LEA-wide	English Learners	All Schools	$500.00	
4	4.7	Bilingual Parent Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$301,000.00	
4	4.8	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
4	4.9	Community Outreach	Yes	LEA-wide	English Learners	All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,476,215.00	$1,399,910.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Reading Intervention	Yes	$72,805.00	$72,583.16
1	**1.2**	After School Program	No	$235,000.00	$254,059.18
1	**1.3**	Multi Tiered Systems of Support	Yes	$18,112.00	$18,072.59
1	**1.4**	Attendance	Yes	$10,500.00	$6,843.00
1	**1.5**	After School Tutoring and Homework Support	Yes	$5,400.00	$0
2	**2.1**	Staff Development	Yes	$2,000.00	$0
2	**2.2**	Para Educators	Yes	$75,540.00	$75,561.39
2	**2.3**	Field Trips	Yes	$5,000.00	$5,470.40
2	**2.4**	ELD Instruction	Yes	$61,250.00	$56,856.47
3	**3.1**	College Preparation	Yes	$16,940.00	$16,716.22
3	**3.2**	CTE Class Offerings	Yes	$341,482.00	$333,746.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Credit Recovery	No	$34,100.00	$24,235.36
3	3.4	Technology	Yes	$65,452.00	$51,317.21
4	4.1	Administrative Support	Yes	$93,500.00	$94,041.00
4	4.2	Positive Behavior Supports and Interventions	Yes	$7,655.00	$5,154.80
4	4.3	Counseling	Yes	$135,379.00	$95,909.50
4	4.4	Basic Needs	Yes	$3,600.00	$2,585.47
4	4.5	Sports	Yes	$40,000.00	$36,135.61
4	4.6	Educational Partner Communication	Yes	$500.00	$492.00
4	4.7	Bilingual Parent Support	Yes	$248,500.00	$250,045.68
4	4.8	Parent Involvement	Yes	$500.00	$0
4	4.9	Community Outreach	Yes	$3,000.00	$84.94

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
872,328	$954,600.00	$878,183.13	$76,416.87	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reading Intervention	Yes	$72,805.00	$72,583.16		
1	1.3	Multi Tiered Systems of Support	Yes	$18,112.00	$18,072.59		
1	1.4	Attendance	Yes	$10,500.00	$6,843		
1	1.5	After School Tutoring and Homework Support	Yes	$5,400.00	0		
2	2.1	Staff Development	Yes	$2,000.00	0		
2	2.2	Para Educators	Yes	$34,000.00	$34,137.20		
2	2.3	Field Trips	Yes	$5,000.00	$5,470.40		
2	2.4	ELD Instruction	Yes	$61,250.00	$56,856.47		
3	3.1	College Preparation	Yes	$16,940.00	$16,716.22		
3	3.2	CTE Class Offerings	Yes	$253,217.00	$250,015.26		
3	3.4	Technology	Yes	$39,500.00	$26,648.21		
4	4.1	Administrative Support	Yes	$93,500.00	$94,041.00		
4	4.2	Positive Behavior Supports and Interventions	Yes	$7,655.00	$5,154.80		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Counseling	Yes	$38,621.00	$29,021.81		
4	**4.4**	Basic Needs	Yes	$3,600.00	$2,585.47		
4	**4.5**	Sports	Yes	$40,000.00	$9,414.58		
4	**4.6**	Educational Partner Communication	Yes	$500.00	$492.34		
4	**4.7**	Bilingual Parent Support	Yes	$248,500.00	$250,045.68		
4	**4.8**	Parent Involvement	Yes	$500.00	0		
4	**4.9**	Community Outreach	Yes	$3,000.00	$84.94		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,973,735	872,328	0	21.952%	$878,183.13	0.000%	22.100%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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