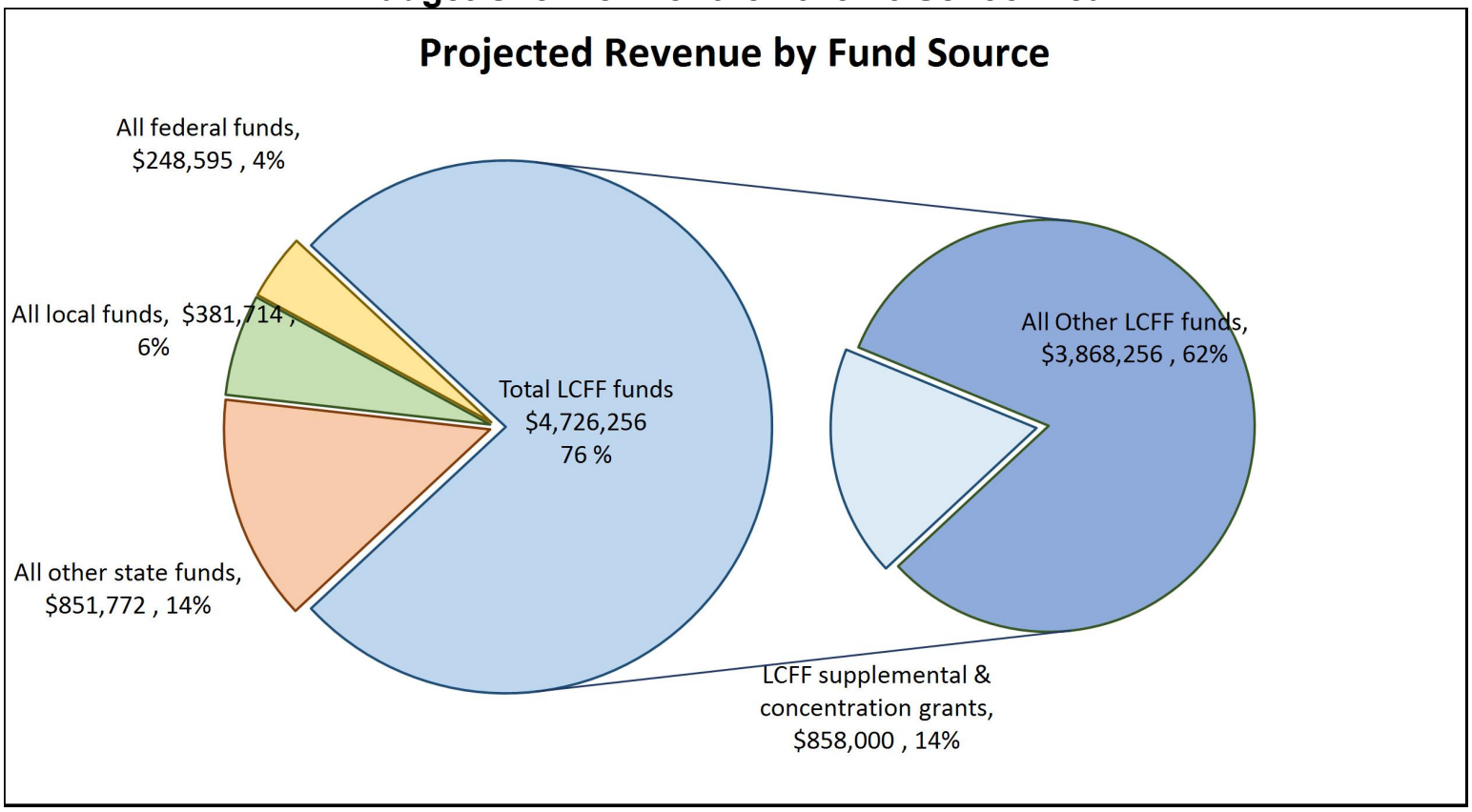
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shandon Joint Unified School District
CDS Code: 40688330000000
School Year: 2025-26
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 2025-26 School Year

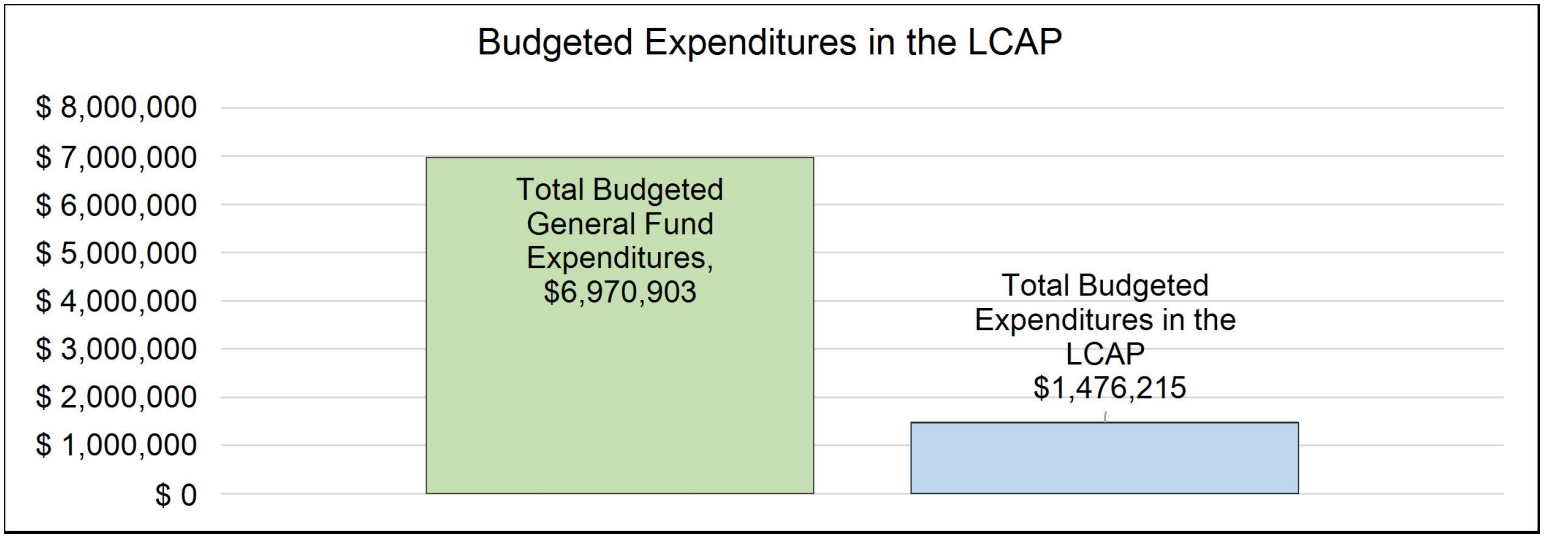


This chart shows the total general purpose revenue Shandon Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shandon Joint Unified School District is $6,208,337, of which $4,726,256 is Local Control Funding Formula (LCFF), $851,772 is other state funds, $381,714 is local funds, and $248,595 is federal funds. Of the $4,726,256 in LCFF Funds, $858,000 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 2025-26. 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 $6,970,903 for the 2025-26 school year. Of that amount, $1,476,215 is tied to actions/services in the LCAP and $5,494,688 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

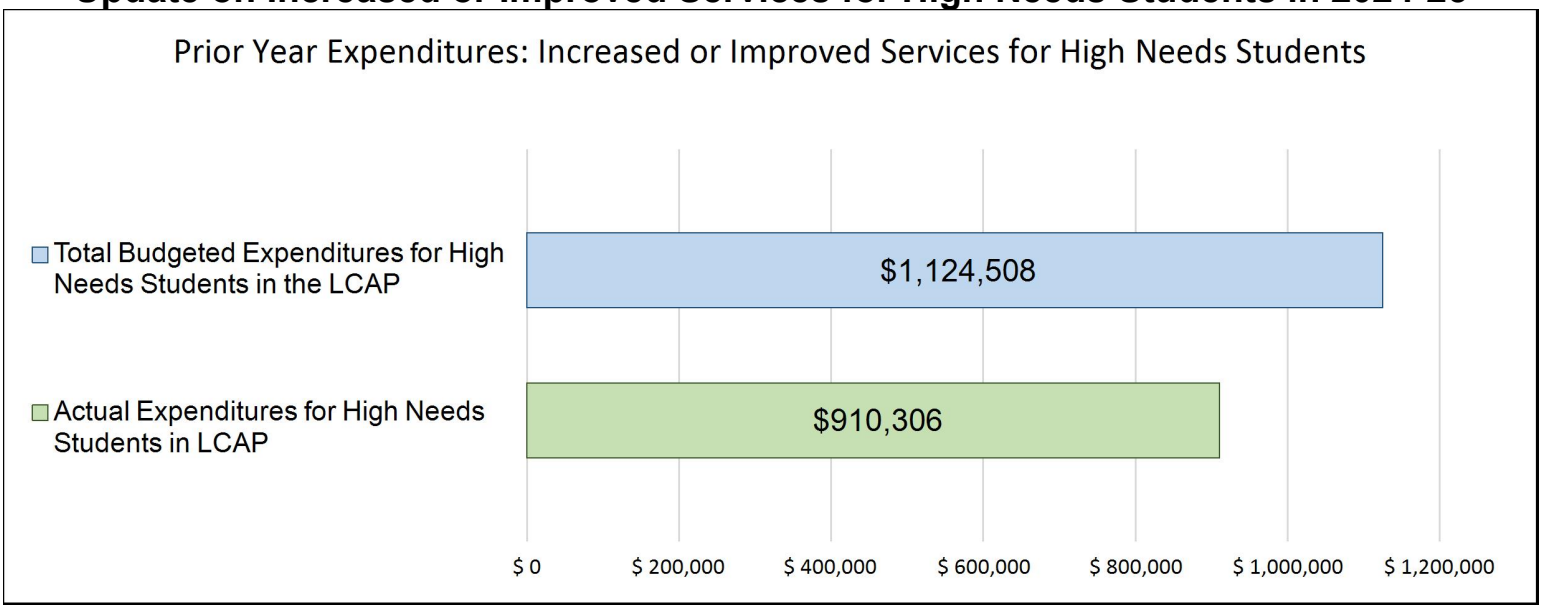
Operational and mandated costs that contribute to the District's overall function and educational program not included in LCAP include salaries and benefits of teachers and support staff (Para Educators, Maintenance, Admins, Custodians); the cost of utilities and internet; classroom supplies; custodial 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 2025-26 School Year

In 2025-26, Shandon Joint Unified School District is projecting it will receive $858,000 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 $954,600 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 2024-25



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 2024-25, Shandon Joint Unified School District's LCAP budgeted $1,124,508 for planned actions to increase or improve services for high needs students. Shandon Joint Unified School District actually spent $910,306 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $214,202 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 2024/25 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 [2025-26]

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 284 students ranging in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 81, Shandon Elementary School for grades TK-8 with a current enrollment of 192, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 11. The student population of the district is primarily Hispanic making up 87.7% of the student body. 11.1% of the students are Caucasian, 1.2% are African American, .4% are Pacific Islander, .4% are Filipino, and .4% are multiple ethnicities or declined to state. 70% of the district population is socioeconomically disadvantaged, 43.5% are English Learners, 21.7% 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".

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 Fountas and Pinnell 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.

Shandon High School has implemented a 9th grade reading and writing lab, a senior tutorial, and a general education tutorial for grades 10, 11, and 12 to assist students struggling to read and write at grade level and to meet grade level expectations in core classes.

2024 Dashboard Success:
* District suspension rate decreased by 8.2%
* High School graduation rate increased by 10.2%
* College and Career Readiness increased by 20.7%
* Homeless students increased by 13.8 points on CAASPP ELA.
* Students with disabilities increased by 12.2 points on CAASPP ELA.
* Long Term English Learners increased by 35.9 points on CAASPP Math.
* What students increased by 19.8 points on CAASPP Math.

2024 Dashboard Challenges:
* Overall ELA proficiency declined by 11.6 points and students are performing 54 points below standard on CAASPP ELA.
* Overall Math proficiency declined by 3.7 points and students are performing 100.9 points below standard on CAASPP Math.
* All sub groups decreased in CAASPP ELA performance with the exception of homeless and students with disabilities.
* All sub groups decreased in CAASPP Math performance with the exception of long term English learners and white students.

Both Shandon Elementary and Shandon High School have completed implementation of PBIS Tier I supports and will begin Tier II training during the 2025-2026 school year. Learnings gained will be applied at all school sites to further improve school climate and suspension rates among all subgroups.

Shandon Elementary will continue to offer guided and differentiated reading through Colt Trot, reading intervention, comprehension instruction and test prep.

Shandon High School will continue to work with teacher credentialing and the master schedule to offer tutorial and reading labs for those performing below grade level and as well as credit recovery options. In addition, Shandon High School will train teachers on how to teach reading and implement a reading hour to teach students fundamental reading and comprehension skills necessary for a successful high school career.

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 unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the 2025-2026 school year which can be found in Goal 4, Action 3.

Our needs assessment revealed significant needs regarding chronic absenteeism, ELA and math performance. A review of state and local data indicates significant chronic absenteeism and academic performance deficiencies among English Learners, Hispanic, Homeless, students with disabilities and long term English learners, along with a decrease in daily attendance rate and parent satisfaction with our Special Education Program. In response 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.

Shandon Joint Unified School District was identified for Technical Assistance based on State Priorities 4 and 5 and local indicators of English Learner, Long Term English Learner, and Hispanic student performance in ELA, Math, and Chronic Absenteeism Performance Indicators as reported through the California School Dashboard. In collaboration with the San Luis Obispo County Office of Education, Shandon Joint Unified has analyzed dashboard and local data to surface strengths and gaps and investigate potential root causes contributing to the areas of concern listed above for English Learners, Long Term English Learners, and Hispanic students. Shandon Joint Unified has convened improvement team(s) to study district systems through cycles of continuous improvement with high leverage practices/changes specifically designed to improve student outcomes. Teams are meeting regularly to monitor progress, consolidate learning and make critical adjustments. District staff utilized LEVERS to conduct a self evaluation of local practices and internal infrastructure to identify areas for improvement to better serve all students. Goal 1, Action 1.3 will support reading and math academic deficits in all grade levels by providing targeted interventions and supports to meet students at their academic performance level. Goal 2, Action 2.4 will support academic progress and English language acquisition of English learners, Long Term English Learners and Hispanic students by providing an ELD teacher at the 7-12 level and providing extra adult support for newcomers and during designated ELD at the elementary level. 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. Goal 4, Action 4.9 will support family connections in improved academic effort and to decrease absenteeism.

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	8/14/24 District Staff Meeting, reviewed state scores and district data in reference to district LCAP goals. Handouts were provided. 12/4/24 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. 4/8/25 Shared educational partner survey data to celebrate successes and strategically plan for improvement. 5/7/25 Reviewed a draft of the 2025-2026 LCAP
Regularly Scheduled Board Meeting and Community Input	1/14/25 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. 4/8/25 Regularly Scheduled Board Meeting, feedback from educational partners on satisfaction with school climate and district level programming was shared 6/11/25 Regularly Scheduled Board Meeting, LCAP public comment and public hearing on new LCAP Plan Goals, Actions and Expenditures 6/25/25 Regularly Scheduled Board Meeting- LCAP Adoption
Parents, Classified, Certificated Staff	10/29/24 Educational partners were given the opportunity to provide feedback and direction on school climate, student progress, campus safety, student engagement, and LCAP Development through a community forum.

Educational Partner(s)	Process for Engagement
LCAP Committee (Administrators, Certificated staff, Classified Staff, Bilingual/Special Education Parents)	4/2/25, 4/29/25, 5/7/25 The LCAP Committee met to analyze state and local data, analyze effectiveness of actions and goals, propose new goals/actions and provided evidence to support the need of new goals/actions and the continuation of current actions.
School Site Council	5/22/25 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	5/22/25 Parents were given the opportunity to review progress on each LCAP goal and give input on new goal and action development
SELPA Consultation	4/29/25 This was a collaborative conversation on how to include students with disabilities as part of the LCAP actions and priorities.
San Luis Obispo County Office of Education Consultation	3/28/25 This was a collaborative conversation on making sure that the district was meeting the needs of students through technical assistance.
Certificated, Classified, Parent and Student Surveys	Feb-March 2025 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 electives at the high school level particularly in the areas of art and music and to bring back welding and shop classes to Shandon High School. The district plans to continue to offer art and music to high school students during the 2025-2026 school year (Goal 3, Action2) and successfully hired an Ag mechanics teacher which help to expand CTE course offerings (Goal 3, Action 2).

Parent and Student input revealed a a decreased concern about bullying behavior in all campuses within the district. Therefore, Goal 4, Action 2 Positive Behavior Supports and Interventions will be continued to further improve school culture and climate.

Through the district consultation with SELPA, the district is adding Sonday curriculum for TIER 3 supports and students with disabilities to Goal 1, Action 1: Reading Intervention

Certificated staff surveys reported that the following have been most beneficial to their students and will be continued into the next three year LCAP cycle:
Goal 1, Action 1: Reading Intervention
Goal 1, Action 5: After School Enrichment Activities and Homework Club

Goal 2, Action 4: ELD Teacher and Newcomer Support
Goal 3, Action 2: Music and Art Programs
Goal 2, Action 2: Para Educators
Goal 4, Action 3: Counseling
Goal 4, Action 5: Sports

Certificated staff, parents and students all reported that adding the following service would be most beneficial to the students:
Goal 3, Action 2: CTE course expansion with Ag mechanics
Goal 1, Action 3 was expanded to included: Train teachers and paraeducators in the strategies of teaching reading including decoding, reading comprehension and vocabulary for successful implementation of a High School "Reading Only" period in response to low reading ability levels within the high school.
Goal 4, Action 9 was added to the LCAP because teachers have identified a disconnect between families and the school district and would like to improve in this area; parents identified sports, communication, the cafeteria, and budget updates as areas for discussion at community forums.

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-	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		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-	Lagging Data: (We expect a decrease in all future point scores.) Overall student scores- increased by 11.6 points Homeless- decreased by 13.8 points; Socioeconomically disadvantaged- Increased by 18.6 points; English Learners- Increased by 14.3 points; Hispanic-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		34.6 points below standard	below standard; Students with Disabilities- 70.3 points below standard; White- 36.7 points below standard; Long Term English Learners- 90.5 points below standard		67.5 points below standard; white- 19.6 points below standard	Increased by 13.3 Points; Students with Disabilities- Decreased by 12.2 points; white- Increased by 2.1 points; Long Term English Learners- 90.5 points below standard (New Data Point for this year 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-		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	Lagging Data: (We expect a decrease in all future point scores.) Overall student scores- increased by 3.7 points Homeless- Increased by 20.2 points; Socioeconomically disadvantaged- Increased by 15.6 points; English Learners- Increased by 2.4 points; Hispanic- Increased by 8 Points; Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			64.9 points below standard; English Learners- 144 points below standard			Disabilities- Decreased by 1.9 points; white- Decreased by 19.9 points; Long Term English Learners- 144 points below standard (New Data Point for this year 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		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.		District maintained 100% compliance with Williams Act requirement of sufficient text books and instructional materials.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 NGSS and History-Social Science.	2024-2025 Using a local Self Reflection Tool, teaching staff report Full Implementation and sustainability for ELA and Math, Full Implementation for NGSS and History-Social Science.		Using a local Self Reflection Tool, teaching staff will report Full Implementation and Sustainability for ELA, and Math; Full Implementation for NGSS and History-Social Science.	Increased to Full Implementation and Sustainability
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%.		Chronic absenteeism as reported through the CA School Dashboard will not exceed 10%.	Lagging Data: (We expect a decrease on future data points.) Increased by 2.1%
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.		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.	Decreased by 12% (We expected an increase.)
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		32% of K-12 students are performing at grade level as measured by the	Increase by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			iReady ELA Diagnostic.		iReady ELA Diagnostic.	
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.		24% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	Increased by 14%
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		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 11%
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		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 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		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 10%
1.13	iReady Math Diagnostic Results for Economically Disadvantaged Students.	2023-2024 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	2024-2025 41% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment		43% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment	Decreased by 8%
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%		Average Daily Attendance is 96%	Decrease of 2.38%
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.		Maintain overall reading growth for student body (k-6) at no less than 1.14 years of growth.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		Maintain overall reading growth for reading intervention, tier 2 students, at no less than 1.18 years of growth	Maintained
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		89% of parents who feel that the Boys and Girls Club meets the needs of their Child's social development	Decreased by 5% (We expected an increase.)
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		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	Increase of 5%
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		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	Decrease of 1.56% but still within desirable outcome limits.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		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	Increase of 5.45%
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		No less than 90% of Boys and Girls Club Members who felt that the club at least almost always supports their social needs	Increase of 4%
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.		15.84% of students are meeting standard or above	Lagging Data: Increased by 6.24%
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.		Chronic absenteeism as reported through the CA School Dashboard will not exceed 19.5% for students with disabilities.	Lagging Data: (We expect a decrease on future data points.) Increased by 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.		Chronic absenteeism as reported through the CA School Dashboard will not exceed 12.8% for socioeconomically disadvantaged students.	Lagging Data: Decreased by 3%
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.		Chronic absenteeism as reported through the CA School Dashboard will not exceed 6.2% for English learners.	Lagging Data: (We expect a decrease on future data points.) Increased by 4.3%
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		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 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		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 12%

Goal Analysis [2024-25]

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 forTK-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 school closures.

Action 1.3 Multi Tiered Systems of Support - This action was developed 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: Provide math and reading intervention to middle and high school students through tier II math and reading learning labs. Maintain the ALEKS math intervention program for high school students and Bridges math intervention program for K-6 students. Utilize iReady diagnostics and intervention materials to support K-

12th grade students in math and reading. This action was partially implemented. The teacher assigned to teach Bridges math intervention was on maternity leave from August - February. Upon her return in February she was reassigned to teach a self contained 1st grade class as the original 1st grade teacher resigned in late January and the class was being taught by a long-term substitute. As a result, elementary math intervention was not implemented as planned in the original action. Staffing shortages resulted in a restructuring of the middle school schedule from block to period classes with 6th grade shifting to a self contained classroom while 7th and 8th grade accessed core classes through a combination of middle school and high school instructors. This schedule does not allow time for the tutorial blocks as originally planned. The schedule did allow for us to provide two periods of tutorial for grades 10, 11 and 12, one period of tutorial specifically for seniors, and one period of reading lab for 9th graders.

Action 1.4 Attendance - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. 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. Incentives and trimester attendance. Shandon elementary also began monthly recognition for those who had perfect attendance for the month.

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 with no substantive difference in the planned action compared to the actual implementation. 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 February and May. This opportunity was available by teacher recommendation for students in grades 2-6 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. Reading intervention continues to be successful in making a year's worth of growth in our struggling readers while utilization of Lindamood-Bell and Sonday has been successful in building foundational reading skills in some of our most challenged readers. Expanding the after school program to include TK has helped our working families by providing secure and enriching after school care. We are also excited to be including 30 days of intercession to help with summer learning loss.

Challenges: Staffing continues to be a challenge for our district with teachers resigning mid-year and leaving vacancies that need to be filled by a teacher slated to provide intervention services. Decreasing chronic absenteeism continues to be challenging as parents tend to follow COVID protocols for keeping students home despite district attempts to educate families of the importance of daily attendance and current health regulations.

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 $361,750 and estimated actual expenditures totaled $418,657.19; however, actual expenditures did vary between actions from what was originally estimated.

Action 1.2 After School Program actualized an increase of 62,173.80 due to the yearly contract negotiations being completed after LCAP submission.
Action 1.3 Multi Tiered Systems of Support actualized a $9,963.89 decrease due not being able to staff elementary math intervention.
Action 1.4 Attendance actualized an increase of $3,802.26 due to changing services from Bright Arrow to Apptegy to ensure timely and effective communication with families.
Action 1.5 After School Tutoring and Homework Support actualized a decrease of $4,417.30 due to minimal teacher interest in providing the after school support.

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 1.11 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, 1.11) and Fountas Pinnell local assessments (Metric 1.15, 1.16). The district did not show growth as measured by the ELA academic performance indicator (Metric 1.1); however, this is lagging data and does not reflect current practices and actions as described in the 2024 LCAP. 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. Because Fountas and Pinnell and iReady are both researched based programs, 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 and Fountas and Pinnell local data, we will continue this action into the 2025-2026 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 all metrics with the exception of a decline in metric 1.19 which analyzed if students felt that they received homework assistance while attending the Boys and Girls Club. We suspect the decline in metric 1.19 to be directly correlated to the fact that many teachers have opted to not assign homework thereby making metric 1.19 irrelevant for some club members. 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 parents and students in metrics 1.17, 1.18, 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 and families. Because this action had a positive impact on the percentage of parents and students who reported that they club had a positive impact on meeting the academic and social needs of the students, we will continue this action into the 2025-2026 school year.

Action 1.3 Multi-Tiered Systems of Support - This action is being developed 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: Provide math and reading intervention to middle and high school students through tier II math and reading learning labs. Maintain the ALEKS math intervention program for high school students and Bridges math intervention program for K-6 students. Utilize iReady diagnostics and intervention materials to support K-12th 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
Analysis Statement: As noted in the metric section above Shandon Joint Unified School District realized expected growth in 10 out of the 12 metrics designated to measure action effectiveness. We did not meet expected outcomes as measured by the Ca School Dashboard ELA and Math academic indicators (Metric 1.1 and 1.2); however, both of these indicators provided lagging data and does not reflect current practices and actions as described in the 2024 LCAP. Local indicators (Metric 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15) 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 and economically disadvantaged students. We anticipate that local efforts will have a positive impact on state standardized testing in the future. This is action is being deemed effective in increasing reading and math skills in SJUSD students by meeting 10 out 12 expected outcomes and will be continued into the 2025-2026 school year; however, this action will be expanded to include: Train teachers and paraeducators in the strategies of teaching reading including decoding, reading comprehension and vocabulary for successful implementation of a High School "Reading Only" period in response to low reading ability levels within the high school. This action will also updated to include the following subgroups as being eligible for technical assistance: English learners, Long Term English Learners, and Hispanic students

Action 1.4 Attendance - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives.
Effectiveness: Not 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 a decrease of 2.38% and SJUSD continues to experience an increase in chronic absenteeism with a 2.1% increase in the percentage of students who are deemed chronically absent with a total of 22.6% 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 2024-2025 school year. Analysis of attendance data revealed that the district experienced above average absences for a three week period due to seasonal flu which had a significant impact on our daily attendance rates. The district has taken actions to educate parents on current illness protocols reminiscent of pre-covid expectations and has increased SARB notifications to inform parents on the importance of daily attendance (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 thus being eligible for technical assistance. 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 2025-2026 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 6 out 8 metrics identified to measure growth on action 1.5. We did not meet expected outcomes as measured by the Ca School Dashboard ELA and Math academic indicators (Metric 1.1 and 1.2); however, both of these indicators provided lagging data and does not reflect current practices and actions as described in the 2024 LCAP 1. Local indicators (Metric 1.8, 1.9, 1.10, 1.11, 1.12, 1.13) all indicate that after school tutoring and homework support are 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 have a positive impact on state standardized testing in the future. This is action is being deemed effective in increasing reading and math skills in SJUSD students by meeting 6 out 8 expected outcomes and will be continued into the 2025-2026 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 1.3 Multi Tiered Systems of Support will be expanded to include: 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 students "Reading Only" period in response to low reading ability levels within grades 7-12. Elementary math intervention utilizing BRIDGES is being eliminated due to budget constraints and not being able to maintain the intervention position. This action was also updated to

include the following subgroups as being eligible for technical assistance: English learners, Long Term English Learners, and Hispanic students.

Action 1.4 Attendance- will be changed from Bright Arrow to Apptegy to provide more consistent parent communication

Action 1.5 After School Tutoring and Homework Support- the budget will be reduced to from the 2024-2025 school year due to minimal staff availability to provide after school support.

Metrics 1.26 and 1.27 were added to specifically track academic progress of Hispanic students and will be included to measure Action 1.3.

Metrics 1.1 and 1.2 were adjusted to add academic progress for long term English learners and will be used to track progress on Action 1.3.

In year one 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)
1.8 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 all K-6 Students
1.16 Fountas and Pinnell Benchmark Assessment System for Tier II Students
1.18 Annual Parent Survey
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 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.	$72,805.00	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.	$235,000.00	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 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.	$18,112.00	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
1.5	After School Tutoring and Homework Support	SJUSD will provide after school tutoring, enrichment opportunities, and homework support through certificated and classified personnel.	$5,400.00	Yes

Action #	Title	Description	Total Funds	Contributing

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.		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 20%
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.		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.		44% of students are making progress towards English language proficiency by moving up at least one level or maintain at level 4.	Lagging Data: Increased by 9.5%
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%.		20% of English Learners will be redesignated at Fluent English Proficient.	Lagging Data: Increased by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	DataQuest Long Term English Learner rate	2022-2023 16.1% of students are identified at Long Term English Learners (6+ years)	2023-2024 23% of students are identified at Long Term English Learners (6+ years)		13% of students are identified at Long Term English Learners (6+ years)	Lagging Data: Increased by 6.9% (Wanted a decrease)
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		English Learners are performing 55.9 points below ELA standard	Lagging Data Increased by 14.3% (Wanted a decrease)
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		English Learners are performing 107.7 points below Math standard	Lagging Data Increased 2.4% (Wanted a decrease)
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		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	Decrease by 8%
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	2024-2025 42% of English Learner Students are performing at two or more years below grade level		43% of English Learner Students are performing at two or more years below grade level (tier 3) in Math as	Decrease by 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		through iReady Diagnostic Assessment	(tier 3) in Math as reported through iReady Diagnostic Assessment		reported through iReady Diagnostic Assessment	
2.10	iReady ELA Diagnostic Results for Hispanic Students.	2023-2024 28% of Hispanic Students are performing at grade level in ELA as reported through the iReady Diagnostic Assessment	2024-2025 31% of Hispanic Students are performing at grade level in ELA as reported through the iReady Diagnostic Assessment		36% of Hispanic Students are performing at grade level in ELA as reported through the iReady Diagnostic Assessment	Increased by 3%
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		37% of Hispanic Students are performing at grade level in Math as reported through the iReady Diagnostic Assessment	Increased by 17%

Goal Analysis [2024-25]

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.

2.2 Para Educators - Provide access to para educators to assist English Learners with accessing core curriculum. This action was partially implemented. The district employed four bilingual para educators to support k-6th grade students in core academic achievement and early learning for TK students. One para educator position for Shandon High/Middle school remained unfilled this year and another para educator left to fulfill student teaching requirements leaving her position vacant for several months.

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 district students were invited to participate in at least one field trip; however, uncertain fiscal stability halted all field trip requests in February and required approval by the superintendent . Field trips that were taken include: Coastal Discovery Center, John's Incredible Pizza, Art Social 805, Cal Poly Performing Arts center, Fresno Zoo, and college visits such as Cuesta, Cal Poly and CSU Monterey Bay.

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 hired 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.

Challenges: Many of the metrics assigned to measure the success of this goal provide lagging data so we currently have limited current data to evaluate the success of our planned implementation. Budget constraints have also made it difficult to fully staff positions to support the implementation of these actions and 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 $184,500 and estimated actual expenditures totaled $166,980.68; however, actual expenditures did vary between actions from what was originally estimated.
Action 2.1 Staff Development actualized an increase of $13,107.26 due to finalizing professional development contracts after LCAP submission.

Action 2.2 Para Educators actualized a decrease of $63,988.26 due to a decrease in para educator support at Shandon High School. One para educator worked a partial year and then left to pursue student teaching and another was promoted to a district office level position. The district was able to fill one of the vacant positions but the other remained unfilled for the school year.
Action 2.3 Field Trips actualized an increase of $5,414 due to increased operational transportation costs.
Action 2.4 ELD Instruction actualized an increase of $27,947.68 due to adding an additional para educator to support teachers during designated ELD instruction.

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 3 out of 8 metrics designed to measure progress on action 2.1. SJUSD did not realize positive growth as measured by metric 2.3, 2.4, 2.5. 2.6 or 2.7; however, all of these data points are lagging data and do not reflect current practices and actions as described in the 2024 LCAP. Local measures as recorded in metric 2.2, 2.8 and 2.9 all provide current data and 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 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. Lagging data points will have to be reevaluated for action effectiveness once new data is released; however, based on district progress as measured by local indicators, we anticipate that state data points will positively reflect district efforts in the future. Because current local data measurements have shown to positively impact English Learner performance, this action will be continued into the 2025-2026 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 4 out of 9 metrics designed to measure progress on action 2.2. SJUSD did not realize positive growth as measured by metric 2.3, 2.4, 2.5. 2.6 or 2.7; however, all of these data points are lagging data and do not reflect current practices and actions as described in the 2024 LCAP. Local measures as recorded in metric 2.1, 2.2, 2.8 and 2.9 all provide current data and reflect positive growth in meeting desired outcomes for action 2.2. The district employs five bilingual para educators who provide primary language support for access to core content standards. Professional development was provided for all para educators 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 decrease in the percentage of student scoring two or more years below grade level in reading and math as measured by iReady diagnostic assessments and an increase in the percentage of parents who report being satisified with English language services being provided for their child. Because this action was effective, as demonstrated by positive growth in metric 2.1, 2.2, 2.8, and 2.9, we will continue this action into the 2025-2026 school year.

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 3 out of 8 metrics designed to measure progress on action 2.3. SJUSD did not realize positive growth as measured by metric 2.3, 2.4, 2.5. 2.6 or 2.7; however, all of these data points are lagging data and do not reflect current practices and actions as described in the 2024 LCAP. Local measures as recorded in metric 2.2, 2.8 and 2.9 all provide current data and reflect positive growth in meeting desired outcomes for action 2.3. Teacher feedback indicates that through field trips, students are able 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. Lagging data points will have to be reevaluated for action effectiveness once new data is released; however, we anticipate an increase in EL student performance due to exposure to real life experiences and the hands on learning provided through on location learning. Because this action was effective, as demonstrated by local iReady diagnostic results and teacher feedback, we will be continuing this action into the 2025-2026 school year.

Action 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.
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

Analysis Statement: As noted in the metric section above, we had a 20% increase in the percentage of parents who expressed satisfaction with programs and services for second language learners (Metric 2.1). Metric 2.3, 2.4 and 2.5 are all lagging data points and are not a result of actions taken during the 2024-2025 school year. However, based on actions taken during the 2023-2024 school year, we have actualized a positive growth of 9.5% 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 2.6% of students being redesignated as Fluent English Proficient. 2023-2024 data also identified an increase in the percentage of students identified as long term English Learners. We will have to wait until 2024-2025 data is released to analyze if this action had a positive affect on long term English learners. Teachers and classified staff have reported greater use and understanding of the English language since implementing action 2.4. With consistent and intentional designated ELD instruction and newcomer support, we anticipate positive growth in all metric points for the 2024-2025 school year. Because this action was effective, as demonstrated by positive parent survey response data, we will continue this action into the 2025-2026 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 2.4 ELD Instruction was adjusted to include Long Term English Learners and Hispanic Students as subgroups qualifying for technical assistance. This action was also expanded to include providing a period of ELD tutorial for designated ELD instruction for high school and middle school students.

Metrics 2.10 and 2.11 have been added to measure ELA and Math progress of Hispanic students in action 2.4.

In year one 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
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	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners by providing English Learners access to core academic concepts, content and vocabulary.		
2.2	Para Educators	Provide access to para educators to assist English Learners with accessing core curriculum.	$75,540.00	Yes
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.	$5,000.00	Yes
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.	$61,250.00	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 20222-2023 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%.		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%.		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%.		The percentage of seniors that have passed a foreign language class with a “c” or better will be 44%.	Increased 31%
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.		No less than 90% of high school seniors will complete at least one CTE pathway	Decreased 32% (We were expecting an increase.)
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.		15% of seniors completed A-G requirements and a CTE pathway.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		No less 90% of Seniors have completed FAFSA	Decreased by 14% (We were expecting an increase.)
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		25% of students will be ranked as prepared for College and Career as reported by CA School Dashboard	Increased by 20.6%
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		High School Graduation Rate will be no less than 90%.	Increased by 10.2%
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		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 16.29% for ELA (Expected an increase) Maintained for Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		The district does not anticipate offering Advance Placements courses or exams.	Increased by 2 students
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		No less than 75% of 9th grade students are enrolled in Algebra or higher mathematics.	Increased by 13%
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		10% of high school students had failing grades in the 1st semester.	Increased by 14% (Expected a decrease)
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		5% of high school seniors are on track to complete A-G requirements.	Decreased by 1% (Expected an Increase)
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.		80% of parents reported that the district offers courses that align to their child's interests or future career goals.	Increased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.		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 1.94%

Goal Analysis [2024-25]

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 created a Senior Tutorial where students are supported in writing and submitting applications for college scholarships and are provided pertinent information about the college application process. A Freshman Reading and Writing Lab was also created 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. Multiple college field trips were provided throughout the year for students in grades 10-12 as we have found a need to start the college planning process earlier than senior 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. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. This year Agricultural Physics was added to the master schedule for Shandon High School. Unfortunately, the district was unsuccessful in fulling an AG teacher position thereby limiting the expansion of CTE course offerings. However, an agricultural mechanics teacher has been secured for the 2025/26 school year with a full compliment of ag mechanics classes (welding, ag mechanics, and construction courses).

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. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. Careful regulation and monitoring of our limited master schedule is readdressed quarterly. Schedules of teachers are adjusted to accommodate student options and course availability. In addition, APEX online credit recovery was purchased and Spanish and math recovery classes have been offered throughout the school year. Cuesta online courses are also being administered for one period per day for additional credit recovery options. Core A-G APEX courses will be offered as "credit recovery" for the 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 were purchased and assigned to grades TK-2nd and new ViewSonic boards were installed in every classroom. IT continues to upgrade our system every summer and periodically throughout the year.

Successes: We have expanded our CTE course offerings by opening a section of Agricultural Physics. Tutorial classes have been established to assist seniors with their future education and career goals and credit recovery is in place and being utilized.

Challenges: Teacher recruitment continues to be difficult especially in a district of our size where we need teachers to be qualified in multiple areas. We were not able to fill an open Ag Mechanics position which hindered CTE pathway completion for some students. It is also difficult to get students to fulfill A-G requirements as most of our students are opting to attend Cuesta college to take advantage of the free two years of tuition.

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 $290,375 and estimated actual expenditures totaled $234,085.12; however, actual expenditures did vary between actions from what was originally estimated.
Action 3.2 CTE Class Offerings actualized a decrease of $50,451.12 this is due to not being able to fill a high school ag mechanics position which decreased the amount of CTE class offerings available to high school students.
Action 3.4 Technology total spending for this action exceeded what was originally budgeted; however, the amount of LCFF dollars spent on this action was reduced by $12,659.69 and supported by other funding sources.

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: Somewhat 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 over a 20% increase in students deemed College and Career Ready. Our annual student survey (Metric 3.15) revealed a nearly 2% 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 even though we had a decrease in the percentage of students who completed at least one CTE pathway (Metric 3.4). Despite the fact that we had an increase in the percentage of students who had at least one failing grade in the first semester, we realized a 30% 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). Students have been provided with multiple college presentations, resources, and application support. Students have toured 5 college campuses, and have participated in a College and Career Seminar class yet they remain less motivated to attend college than past classes. Many students are still working to complete and submit their FAFSA due to waiting for parent input and or tax information. As a result, we anticipate meeting Metric 3.6 by the end of the school year. Five of our high school seniors have confirmed planning to attend Cuesta College, six are planning to attend a four year private institution and three have decided to join the military. 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. High school academic counselors report seeing much more interest in college with the upcoming classes of 2026 and 2027. 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 5 out of 9 metrics, we plan to continue this action into the 2025-2026 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 30% 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 nearly 2% 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 even though we had a decrease in the percentage of students who completed at least one CTE pathway (Metric 3.4). Staffing shortages has made it difficult to offer a variety of CTE pathway courses that appeal to the interests and career goals of all students. However, the district has hired additional staff for the 2025-2026 school year which will increase CTE course offerings. Therefore, we anticipate increased enrollment in CTE course offerings as more students opt 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 3 out of the 4 metrics, we plan to continue this action into the 2025-2026 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). Shandon High School did actualize a higher percentage of students with failing first semester grades (Metric 3:12) further exasperating the need for 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. Because 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 we will continue this action into the 2025-2026 school year. This action is deemed non-contributing and will be funded through other state funds.

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: Somewhat 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 30% 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). Staff shortages resulted in limited CTE course offerings

contributing to a decrease in the percentage of students completing a CTE pathway (Metric 3.4). The district also realized an increase in the percentage of student with failing first semester grades (Metric 3.12) and a decrease in percentage of students passing the LEA and Math Early Assessment Program as recorded by CAASPP (Metric 3.9). Due to the small size of our high school (80 students) 1 or 2 students can drastically affect our metric outcomes. The fluctuation of metric scores makes it difficult to accurately evaluate the effectiveness of actions. However, technology is a critical piece in providing APEX credit recovery for students with failing grades and those working below grade level. One to one devices are available for all student 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 half of the designated metrics for this action, we will continue this action into the 2025-2026 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 3.1 College preparation was modified to include parent information night(s) to guide parents through understanding CTE pathways, A-G requirements and FAFSA applications.
Action 3.3 Credit Recovery was modified to remove Math Labs from the action. Alternatively, math tutoring will be made available after school.

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
3.7 CA School Dashboard College and Career Readiness Indicator
3.8 CA School Dashboard Graduation Rate Indicator
3.10 Percentage of pupils passing Advanced Placement (AP) Exams
3.11 9th grade students enrolled in Algebra or higher mathematics
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.	$16,940.00	Yes
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.	$341,482.00	Yes
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 reading labs for students in grades 7-12.	$34,100.00	No
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.	$65,452.00	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.		No less than 90% of parents feel the school provides a safe learning environment.	Increased by 4%
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.		89% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.	Increased by 12%
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.		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 6%
4.4	Annual Parent Survey	2023-2024 97% of collected parent responses indicate that parents have	2024-2025 90% of collected parent responses indicate that		No less than 90% of collected parent responses indicate that parents have	Decreased by 7% (Wanted an increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participated in at least one school sponsored event.	parents have participated in at least one school sponsored event.		participated in at 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.		No less than 90% of Students reported feeling safe at school most of the time.	Increased by 2.95%
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.		No less than 90% of teachers feel that SJUSD meets the social emotional needs of the students.	Increased by 9%
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		SJUSD suspension rate will be no more than 7%.	Lagging Data: Decreased by 8.2%
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.		Parkfield Elementary, Shandon Elementary and Shandon High School will maintain a facilities rating as "good" by inspection.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Shandon Joint Unified Expulsion Rate as reported through Dataquest	2023-2024 Expulsion rate is 0%	2024-2025 Expulsion rate is 0%		Expulsion rate will remain at 0%	Maintained
4.10	Annual Teacher Survey	2023-2024 100% of teachers who at least mostly agree that afternoon snacks increase their students focus and productivity.	2024-2025 100% of teachers who at least mostly agree that afternoon snacks increase their students focus and productivity.		No less than 95% of teachers who at least mostly agree that afternoon snacks increase their students focus and productivity.	Maintained
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.		No less than 90% of students, on average, participate in the afternoon snack program.	Decreased by 9% (Wanted an increase)
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.		70% of students reported that sports is the most beneficial program that school offers.	Decreased by 2.2% (Wanted 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		77% of teachers agreed that extracurricular activities support student development as effective	Decreased by 4% (Wanted an increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			community members.		community members.	
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.		82% of parents reported being satisfied with the district's communication.	Increased by 16%
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.		87% of parents agreed that their child's school encourages parent participation.	Increased by 19%
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		Suspension rate for Students with Disabilities will be no more than 12.9%.	Lagging Date: Decreased by 13.1%
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		Suspension rate for Socioeconomically Disadvantaged Students will be no more than 5.4%.	Lagging Data: Decreased by 7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		Suspension rate for English learners will be no more than 3.4%.	Lagging Data: Decreased by 4.1%

Goal Analysis [2024-25]

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 fully implemented with no substantive difference in the planned action compared to the actual implementation. Shandon High School and Shandon Elementary created TIER I PBIS teams. Each team attending training sessions provided by the county office of education and conducted monthly team meetings at each school site to review behavior concerns and adjust school wide systems to meet behavior needs. Both the elementary and high school realized a decrease in office referrals and school-wide suspensions.

Action 4.3 Counseling Services - 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. This action was fully implemented with no substantive difference in the planned action compared to the actual implementation. The district maintained counseling services at all sites. For the 2025-2026 school year the district expects to decrease counseling services by one day per week at the elementary and one day per week and the high school due to budget constraints.

Action 4.4 Basic Needs - A free afternoon snack will be available for all K-5 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. The district was able to provide 1 FTE physical education teacher who served 7th-12th grade students. Elementary classroom teachers were required to provide physical education with their own lessons and instruction to ensure we met physical education requirements set by the state of Californian. The following sports were offered at the High School Level- Boys and Girls Basketball, Boys baseball, Girls Softball, Girls Volleyball. The following sports were offered at the Middle School level- Girls Volleyball, and Boys and Girls Basketball. The district is considering dropping middle school sports for the 2025-2026 school year due to budget constraints.

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 a Family Cooking Night, Health Fair, Family Resource Fair, Financial Aid Night, STEM Education 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.

Successes: All of these actions were fully implemented. The implementation of PBIS has helped to solidify school-wide expectations resulting in a decrease in suspensions throughout the district and in all subgroups. 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 2025-2026 school year. Parent involvement continues to be a challenge for our district. The district currently does not have any regularly scheduled volunteers.

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 $627,773 and estimated actual expenditures totaled $659,324.36; however, actual expenditures did vary between actions from what was originally estimated.
Action 4.1 Administrative Support actualized an increase of $8,947.16 due to negotiated increases in salary, health and welfare benefits.
Action 4.2 Positive Behaviors Supports and Interventions actualized a decrease of $4,888.02 due to implementation cost being less than expected.
Action 4.3 Counseling actualized an increase of $21,329.92 due to negotiated increases in salary, health and welfare benefits.
Action 4.7 Bilingual Parent Support actualized an increase of $5,504.46 due to negotiated increases in salary, health and welfare benefits.

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 4.7 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 Joint Unified School District reported growth in the percentage of parents who felt the district sought their input in decision making (Metric 4.2), the percentage of parents and students who felt safe on campus (Metric 4.5) and maintained with facilities 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. Administration and teaching staff implemented PBIS Tier I supports is response to parents and student concerns about bullying. As a result, we significantly decreased the number of suspensions within the district and within all sub groups (Metric 4.7) and 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 administrator 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 2025-2026 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 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 student reporting that the district provides a safe learning environment has increased over the last year (Metric 4.1 and 4.5). Staff at elementary and secondary levels are participating in

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. We anticipate consistent implementation of PBIS 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 2025-2026 school year.

Action 4.3 Counseling Services - 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.
Effectiveness: Effective
Metric: 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 Joint Unified School District reported growth in the percentage of parents and students who reported feeling safe at school (Metric 4.1, 4.5) and a decrease in the suspension and expulsion rates (Metric 4.7 and 4.9). In addition 100% of teaching staff reported that they felt that the district was meeting the social emotional needs of the students (Metric 4.6). The district was able to maintain a full time elementary school counselor who successfully supported students in de-escalation and check-in check-out routines to minimize classroom disruptions and discipline referrals. We anticipate that behaviors will continue to improve as the social emotional needs of students are met and will continue to decrease the number of district suspensions and expulsions. Because this action was effective, as demonstrated by an increase in parents and students feeling safe at school and a decrease in the suspension and expulsion rates, we will continue this action into the 2025-2026 school year; however, this action will be funded through other state funds.

Action 4.4 Basic Needs - A free afternoon snack will be available for all K-5 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, despite having a slight decline in the average number of students participating in the afternoon snack program, 100% of teachers agreed that afternoon snacks increase their students focus and productivity (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 2025-2026 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 metric section above the Shandon Joint Joint Unified School District met their targeted outcome of 90% of parents reporting that they have participated in a school sponsored event (Metric 4.4). Slightly over 27% of parents claimed to have attended at least one athletic game during the last school year. Finding qualified and willing coaches has been a struggle for the district and has greatly impacted our middle school programs. However, we continue to be dedicated to maintaining a competitive sports program and currently offer volleyball, basketball, baseball, softball, track and cross country. Offering competitive sports has positively influenced our students to maintain their grades so they are eligible to participate in sports. When asked which programs have helped you the most at school, over 62% of students responded "sports" (Metric 4.12). In addition, when asked which programs have benefited your students the most, sports was a common response among certificated staff (Metric 4.13). Despite the slight decrease in affirmative responses in student and parent surveys, we believe that sports builds community and teamwork with our students and their families. We also believe that sports have been a motivating factor in student effort and assignment completion. Feedback from educational partners continues to show a desire to increase the sports programs and opportunities at Shandon schools. Because this action was effective as demonstrated by meeting targeted outcomes in parent participation and local feedback gathered from students and parents, we will continue this action into the 2025-2026 school year.

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 Joint Unified School District reported growth in the percentage of parents reporting that they feel the district seeks their input in decision making (Metric 4.2). In addition, 92% of parents reported being satisfied with the district's communication to the parents (Metric 4.14) and 77% agreed that the district seeks input on unduplicated students and those with exceptional needs (Metric 4.3). Both of these measures show positive growth over the 2023-2024 school year. The district has historically struggled to get parent input on decision making. Very few parents attend parent advisory meetings and those who do are often reluctant to share ideas or concerns in a public forum. Utilizing Survey Monkey has been one tool that has helped us to get parent perspectives and input. All surveys are in both English and Spanish with multiple choice and free response options. Parents are given the option to complete the survey electronically or in a pencil paper format. This tool has been instrumental in collaborating with parents for LCAP development and allows us to quickly disaggregate our results for reporting on LCAP metrics. Because this action was effective as demonstrated by positive growth in all three metrics assigned to this action, we will continue this action into the 2025-2026 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 Joint Unified School District reported growth in the percentage of parents reporting that they feel the district seeks their input in decision making (Metric 4.2). In addition, 92% of parents reported being satisfied with the district's communication to the parents (Metric 4.14) and 77% agreed that the district seeks input on unduplicated students and those with exceptional needs (Metric 4.3). Both of these measures show positive growth over the 2023-2024 school year. In addition, 90% of parents reported that they receive translated documents as needed with 10% of respondents reporting that this is not applicable to their family. The district maintains bilingual support within site offices to ensure clear and effective communication between families, teachers, and administration. This support helps to foster healthy school to home relationships so families and staff can work together to better support the behavior and academic needs of the student's. Because this action was effective as demonstrated by positive growth in all three metrics assigned to this action, we will continue this action into the 2025-2026 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 metric section above the Shandon Joint Joint Unified School District met their targeted outcome of 90% of parents reporting that they have participated in a school sponsored event (Metric 4.4), realized an increase in the percentage of parents who agree that the district seeks input on unduplicated students and those with exceptional needs (Metric 4.3), and also demonstrated growth in the percentage of parents reporting that they feel the district seeks their input in decision making (Metric 4.2) . In addition, 100% of parents report that they agree that their child's school encourages parent participation (Metric 4.15). 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. There continues to be a limited number of parents who volunteer to help students within the classroom. We anticipate that continued parent education nights will help build parent confidence and willingness to work within the classrooms. Because this action was effective as demonstrated by positive growth on the four metrics assigned to measure this action, we will continue this action into the 2025-2026 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.

Metrics 4.2 Annual Parent Survey and 4.5 Annual Student Survey have been added to measure effectiveness of Action 4.1 Administrative Support.

LREBG funds are being added to support Action 4.3 Counseling.

Action 4.3 Counseling has been modified to support English learners, long term English learners and Hispanic students in the areas of math, ELA and chronic Absenteeism as part of our work with the San Luis Obispo County Office of Education through Technical Differentiated Assistance by designating counseling as an early intervention to overcome obstacles that may impact attendance and academic growth so students can more consistently engage in their education as research indicates that schools implementing comprehensive mental health services see a reduction in chronic absenteeism rates

Action 4.9 Community Outreach is being added in response to the district qualification for Technical Differentiated Assistance in the areas of math, ELA, and chronic Absenteeism for English learners, long term English learners and Hispanic students.

In year one of this LCAP cycle, SJUSD met expected Target for 3 Year Outcomes on the following metrics:
4.1 Annual Parent Survey
4.2 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
4.14 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.
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.	$93,500.00	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: 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 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.	$135,379.00	Yes
4.4	Basic Needs	A free afternoon snack will be available for all K-5 students to help curb hunger, increase learning opportunities, and decrease suspendable offenses.	$3,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Sports	Promote healthy after school activities through physical education and organized sports programs.	$40,000.00	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.	$248,500.00	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
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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$858,000	$94,961

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
24.123%	0.000%	$0.00	24.123%

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 Fountas & Pinnell Leveled Literacy Intervention System(LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. Using this curriculum, all students will receive daily Tier 1 support through 30 minutes of leveled guided reading instruction. In addition, students needing additional support will receive Tier 2 support through small group	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 1.11 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 show persistent 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	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, the t English and socially disadvantaged 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 has not responded positively to the Fountas and Pinnell intervention supports. For this reason, we will add Sonday and Lindamood Bell curriculum as a Tier 3 support primarily focused on students with disabilities. These programs are designed to target the sensory-cognitive processes that underlie reading and comprehension problems and focus on students with Dyslexia, Autism Spectrum Disorders and other learning difficulties. Our district's special education teachers will receive training in this curriculum and utilize it 3-4 days a week during small group instruction with the RSP teacher. Overall student ELA CAASPP scores are significantly below the state ELA standard. Fountas and Pinnell Benchmark Assessment System results corroborates that the majority of all Shandon students are reading below grade level expectations. For this reason, this action will be offered on a School-Wide basis because based on local and state data, all students will benefit from leveled reading to increase literacy across all content areas.	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

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
1.3	**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	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. 9-12 students will receive 30 minutes of daily leveled math instruction through the ALEKS online program. Math intervention will be offered to K-6 students as a Tier 2 support through the use of the Bridges Intervention Curriculum. Math and reading interventions will be utilized to close the achievement gaps for our EL and low socioeconomic subgroups who are scoring the farthest below standard in both ELA and Math. This action is being provided on an LEA-wide basis because all of our students can benefit from intensive math and reading intervention to strengthen their academic areas of need. We will implement district wide math and reading intervention for our students performing below standard.	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
			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
1.4	**Action:** Attendance **Need:** Chronic absenteeism continues to be a significant challenge across all student groups, specifically—socioeconomically disadvantaged students, homeless youth, and English learners—experiencing higher rates of absenteeism. This chronic absence results 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.	Our district 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 the homeless, socioeconomically disadvantaged, students with disabilities, which is contributing to poor academic performance. These academic deficiencies are most evident in the scores on the CAASPP, ELAPC, and i-Ready diagnostic assessments. Our current rewards and incentives have proved to make a positive impact on attendance, as shown by the decline in chronic absenteeism from the 2022-2023 to the 2023-2024 school year among our unduplicated subgroups. Because our chronic absenteeism is high amongst all district subgroups, we will continue to offer rewards and incentives, such as attendance parties and field trips, LEA-wide to motivate students to attend school daily.	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
	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 has been a motivating factor for improving student daily attendance and 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		
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	The district will continue to offer after school tutoring and homework support through certificated and classified personnel. Our data shows that although the majority of our students are performing below standard in both facets of the CAASPP, our EL and student with disabilities subgroups are performing far below standard. In order to bridge the gap between these subgroups and the remainder of the population of students, as well as improving the scores for all students, we will be offering tutoring and enrichment opportunities after school to strengthen these areas of need. Additionally, socioemotional needs	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

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
	Shandon students at a disadvantage in their ability to access recreational sports and clubs. Educational partner feedback from classified staff identified after 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	will also be met through the creation and implementation of after school classes and clubs (ex: music, drama, art, etc.). These services will be available LEA-wide because all subgroups of Shandon students are performing below the state average on the CAASPP in both ELA and Math and will benefit from extra academic and enrichment opportunities.	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.
2.3	**Action:** Field Trips **Need:** Feedback from educational parent and student partners expressed a need for more hand-on learning experiences to make learning relevant for second language learners. While teachers have noted that due to our rural location, low-income families have limited resources to provide educational experiences for their children outside of Shandon. As a result, teachers have expressed that students have very limited background knowledge and experience with scientific and historical topics.	We will continue offering field trips to strengthen academic concepts through hands-on experience and realia for our low income and EL students. CAASPP ELA and Math data shows a significant gap between the achievement levels of our EL learners and those of our English only speakers. Economically advantaged families are more likely to have exposure to cultural and community experiences outside of school hours, but less-advantaged students are less likely to have these experiences if schools do not provide them. Research has shown that students better retain factual information gained from field trips. (Education Next, vol. 14, NO. 1) Field trips offer a unique opportunity for students to create connections, which will help them gain	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

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
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. Dataquest reported that 27.6% of 2024 English Learners were reclassified as English Fluent Proficient and 23% of 2024 English Learners were identified as Long Term English Learners. 2024 ELPAC Data Revealed that 44.4% of English Learners are making progress on English language proficiency which is a nearly a 10% increase from the 2023 school year. 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:** LEA-wide	understanding and develop an enjoyment of learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Nabors et al., 2009). We expect that participation in field trips directly tied to core content standards will significantly increase CAASPP scores for English learners and socioeconomically disadvantaged students as research indicates that field trips increase a students conceptual knowledge and increase a students understanding and application of learning. Hands-on experiences and realia have been proven to help strengthen language acquisition. Students are offered the opportunities to make connections between physical objects/experiences and content specific vocabulary. We will be offering these field trips LEA-wide because all students can benefit from hands on learning experiences and our rural location limits exposure to realia for all 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
3.1	**Action:** College Preparation **Need:**	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. The district will continue to	Metric 3.3 Broad Course of Study Local Measurement Metric 3.4 CTE Pathway Completion Rate - Calpads

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
	Shandon High School seniors consistently do not complete A-G requirements. The 2024 CA School Dashboard indicates that only 31.3% of all students are prepared for College and Career. Data also reveals that 35.7% of Hispanic, and 31.3% of socio-disadvantaged subgroups were deemed College and Career ready in 2024. 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	offer college and career nights for all juniors and seniors with bilingual translators to facilitate conversation. We will also make sure to accommodate the Hispanic and socioeconomic subgroups by making our times later in the evening for seasonal workers to attend. Para educators will pull out our English Learners to help them achieve success in their classes that will allow them to become A-G qualified. 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. 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. One on one help will be given to students. 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 offered on a schoolwide basis because our low socioeconomic subgroup makes up 74% of our school wide population.	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
3.2	**Action:** CTE Class Offerings **Need:**	To expand course offerings and accessibility to English learners and socioeconomically disadvantaged students, the district plans to do a virtual zoom and partnership with Cuesta College or transport students to and from Cuesta College,	Metric 3.3 Broad Course of Study Local Measurement Metric 3.4 CTE Pathway Completion Rate - Calpads

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
	Due to our small size and limited staff, our CTE class offering have been limited to AG and Floral design. Educational partners, student and parent survey responses, indicated a desire to expand course offering to reach a broader scope of interests and further prepare student for college and career opportunities. Teacher input revealed that online Spanish class offerings have not been effective, as evident by only two Spanish speaking students taking and passing the Spanish AP Exam. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. 50% of 2025 high school seniors have completed at least one CTE pathway, while 60% have completed a broad course of study by passing a foreign language class with a "c" or better. **Scope:** Schoolwide	allowing our Low Socio economic and Foster Youth the opportunity to achieve at a higher level. The district is actively recruiting to offer music and art as an additional CTE pathway but will explore a partnership with Cuesta for these subjects if recruitment is not possible. The district is planning to offer Chemistry to allow low socioeconomic students to meet the A-G requirements for a 4 year university without having to travel 20-50 miles to take it at our local community college. Offering on our high school campus will allow us to provide bilingual educator support to our English language learners. The district will also explore changing the master schedule to allow for an additional section of landscape for the CTE pathway. This action will be offered on school-wide basis because with only 31.3% of the school population being deemed prepared for college and career, all students will benefit from additional CTE pathways that fit their future interests.	Metric 3.14 Annual Parent Survey-courses aligned to child's interest Metric 3.15 Annual Student Survey-courses aligned to student's interest
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	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. Grades 7-12 will have the option to check out Chromebooks/iPads for at home use. This will benefit low socioeconomic families who do not have the resources to provide devices and internet connections to access online course work. The	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

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
	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. Shandon High School is experiencing an increasing number of students who have failing grades in the first semester of school. 2023-2024 CAASPP data revealed that 4.76% of 11th grade students passed the ELA Early Assessment Program with a score of 4; however, 0% of 11th grade students passed the Math Early Assessment Program with a score of 4. **Scope:** LEA-wide	district will continue to offer individual technologies to facilitate the online Spanish classes and or the partnership with Cuesta College for virtual presentations that will allow low socioeconomic students and foster youth to achieve success at the same rate as their peers. Math intervention programs with an online footprint will be offered on campus for one period of the day, allowing students who do not have access to the internet at home to do so in a quiet and secure setting. This action is district-wide to accommodate the rural nature of our community. It will allow for classes that rely heavily on technology like our science and math curriculum.	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

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
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 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 2023-24 school year was at 3.3% which was a decline of 8.2% from 2022-2023. Long -Term English Learners and Students with Disabilities had the highest percentage of suspensions and were assigned a yellow	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 2023-24 school year. 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 Hispanic and 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 are greatly reduced when implemented with fidelity. We will continue to monitor these social emotional health and connectedness through parent, staff, and student	Metric 4.2 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

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
	performance indicator. English learners, homeless and socioeconomically Disadvantaged students were assigned a green performance indicator and Hispanic students were assigned a blue indicator. **Scope:** LEA-wide	surveys. This action will provided on a LEA-wide basis to support the social emotional needs of all students and increase school connectedness with all students.	
4.2	**Action:** Positive Behavior Supports and Interventions **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 2024, the district realized a decrease in suspensions and 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 2023-24 school year was at 3.3%. Long -Term English Learners and Students with Disabilities had the highest percentage of	School discipline has traditionally focused on the correction and/or punishment of undesired behaviors. However, PBIS is designed to move 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 will be trained and then will design Tier 1 supports for their school sites. Team members will meet monthly to review data and adjust Tier 1 supports as needed. The district plans to expand PBIS to build Tier 2 teams and implement Tier 2 supports within this LCAP cycle. 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 4.1 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

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
	suspensions and were assigned a yellow performance indicator. English learners, homeless and socioeconomically Disadvantaged students were assigned a green performance indicator and Hispanic students were assigned a blue indicator. **Scope:** LEA-wide		
4.3	**Action:** Counseling **Need:** SJUSD annual student survey revealed that 95% of students reported that they feel like the school meets their social needs at least most of the time. 10.37% of students reported having “benefited” from participating in school provided counseling services. 8.54% have benefited from visiting the Shandon Wellness Center and 6.71% 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.	Shandon Schools hired an additional counselor halfway through the 2023-2024 school year and have maintained the same level of services for during the 2024-2025 school year to support low income students in developing socialization skills and the impacts of trauma. Counseling services can be accessed through parent/student request or staff recommendation. Counseling sessions are 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 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 outcomes, particularly for English learners and Hispanic students. This action is designed to help our	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

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
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	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.	reported through DataQuest
4.4	**Action:** Basic Needs **Need:** 73.8% 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 feed back 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. 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. “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).This action is designed to meet the basic needs of	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

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
	increased since implementing the afternoon snack program. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Schoolwide	socioeconomically disadvantaged students thereby maximizing focus and work completion while reducing suspensions and hanger induced behavioral concerns. 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 feeling safe at school is connected to having one's nutritional needs met.	
4.5	**Action:** Sports **Need:** Educational partner feedback from parents reported that over 12% of parents claimed to have attended at least one athletic game during the last school year. In addition, parents have reported a desire for more sporting options for students. Educational partner feedback from students revealed that over 62% of students reported that sports is the most beneficial program that school offers. Students also reported that sports are highly motivating in student desire to maintain their GPA and should be maintained through the next LCAP cycle. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:**	Our district will continue to offer after-school activities through physical education and organized sports programs to promote health and wellness. This will also provide support to our Low Socioeconomic and Foster Youth who do not have access to recreational sports and activities due to our rural location. Shandon offers extracurricular sports and athletic transportation on a School-wide basis to students in middle and high school because there are no other recreational sports or activities in the community and all students will benefit from structured physical activity. Districtwide we will continue to provide physical education programs to promote healthy living techniques, teach about the value of nutrition management, and identify low socioeconomic students through our free and reduced school lunches.	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

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
	Schoolwide		
4.6	**Action:** Educational Partner Communication **Need:** The community of Shandon consists of a large Spanish speaking population as indicated by fact that 43.5% 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, 92% 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 Bright Arrow 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. Bright Arrow 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 sure that all voices are heard and represented in district planning.	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

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
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 Stampede. 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. 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.) 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. 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.	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
4.9	**Action:** Community Outreach	Hosting regular school-wide community forums will strengthen the partnership between the school and families, improving communication, trust, and	Metric 1.1 CA School Dashboard ELA 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
	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 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 which have been identified for differentiated assistance in the areas of ELA, math, and chronic absenteeism. See also: Engaging Educational Partners, Reflections Technical Assistance, Annual Performance, and Metrics sections of Goal 1, and Goal 2. **Scope:** LEA-wide	shared responsibility for student outcomes. They also promote cultural responsiveness and inclusivity, helping students feel valued and connected to their school community. 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 school-wide 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 1.2 CA School Dashboard mathematics academic performance indicator 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

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
			in programs for unduplicated students Metric 4.4 Parent Survey-Parents participate in school events 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 as also increased.	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. This is a two year contract,	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
	2024 ELPAC Data Revealed that 44.4% of English Learners are making progress on English language proficiency which is an increase of 10% from the 2023 school year. 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 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)	where in the first year, strategies will be taught and modeled and they second year will consist of teacher coaching as they plan and implement the strategies in their classrooms.	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
2.2	**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	The district plans to maintain employment of six bilingual para educators and hire at least one more for the 2024-2025 school year. 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	Metric 2.1 Annual Parent Survey- Satisfaction with EL services Metric 2.2 State ELD Standard Implementation Reflection Tool (local indicator)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 14.63% of English learners are rated as Proficient as measured by the ELPAC and only 4.26% 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 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. 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.	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 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 2.3 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.4	**Action:** ELD Instruction **Need:** 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 has been identified for Technical Assistance. Educational partner feedback from certificated staff indicated that there is a need for more intensive language support for Newcomers. In addition, teachers would like para support o help manage English only and RFEP students while the teacher provides designated ELD instruction. 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	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, the district will work to increase their direct services to English learners. The district plans to recruit 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 pull out services for Newcomer ELD support which will be in addition to integrated and designated ELD being provided by the homeroom teacher. In addition, 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 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	11 additional students are at risk of becoming Long Term English Learners. 14.63% of English learners are rated as Proficient as measured by the ELPAC and only 4.26% 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. 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 43.5% of the district students are English learners. The district is responsible for making district information accessible through	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 92% of parents reported being satisfied with the district's communication; 95% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making; 77% 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)	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 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.	Metric 4.14 Parent Survey-Satisfaction with the district's communication to the parents

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 was added for bilingual support in core content classes for Shandon Elementary students. Goal 2, Action 2.2

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

One FTE social emotional counselor will be added to Shandon Elementary School to support the effects of trauma and to build empathy in response to parent concerns about bullying. This staff member was added in January of 2024 and is funded with the Learning Recovery Emergency Block Grant (Goal 4 Action 3)

One FTE 7-12 Spanish/ELD Teacher will be added to support ELD instruction in Shandon High School and Shandon Elementary grades 7 and 8 in response to this being an area identified for technical assistance in 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 1:11; Shandon Elementary 1:38; Shandon High School 1:86
Staff-to-student ratio of certificated staff providing direct services to students	n/a	Parkfield Elementary 1:11; Shandon Elementary 1:16; Shandon High School 1:12

2025-26 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	3,556,798	858,000	24.123%	0.000%	24.123%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$954,600.00	$480,075.00	$0.00	$41,540.00	$1,476,215.00	$1,123,163.00	$353,052.00

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	School wide	English Learners Low Income	Specific Schools: Shandon Elementary K-6	3 years (2024-2027)	$72,805.00	$0.00	$72,805.00				$72,805.00	
1	1.2	After School Program	All Low Income	No			Specific Schools: Shandon Elementary TK-8	3 years (2024-2027)	$0.00	$235,000.00		$235,000.00			$235,000.00	
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)	$18,112.00	$0.00	$18,112.00				$18,112.00	
1	1.4	Attendance	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Shandon Elementary K-8	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)	$5,400.00	$0.00	$5,400.00				$5,400.00	
2	2.1	Staff Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2 years (2024-2026)	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.2	Para Educators	English Learners	Yes	Limited to Undupli	English Learners	All Schools	3 years (2024-2027)	$75,540.00	$0.00	$34,000.00			$41,540.00	$75,540.00	

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
					cated Student Group(s)											
2	**2.3**	Field Trips	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years (2024-2027)	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.4**	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years (2024-2027)	$61,250.00	$0.00	$61,250.00				$61,250.00	
3	**3.1**	College Preparation	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Shandon High School and Shandon Elementary 7-127-12	3 years (2024-2027)	$16,940.00	$0.00	$16,940.00				$16,940.00	
3	**3.2**	CTE Class Offerings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Shandon High School 9-12	3 years (2024-2027)	$341,482.00	$0.00	$253,217.00	$88,265.00			$341,482.00	
3	**3.3**	Credit Recovery	All	No			Specific Schools: Shandon High School 9-12	3 years (2024-2027)	$24,100.00	$10,000.00		$34,100.00			$34,100.00	
3	**3.4**	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years (2024-2027)	$0.00	$65,452.00	$39,500.00	$25,952.00			$65,452.00	
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)	$93,500.00	$0.00	$93,500.00				$93,500.00	
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	

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	4.3	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$135,379.00	$0.00	$38,621.00	$96,758.00			$135,379.00	
4	4.4	Basic Needs	Low Income	Yes	School wide	Low Income	Specific Schools: Shandon Elementary K-6	3 years (2024-2027)	$0.00	$3,600.00	$3,600.00				$3,600.00	
4	4.5	Sports	Low Income	Yes	School wide	Low Income	Specific Schools: Shandon Elementary and Shandon High 7-12	3 years (2024-2027)	$25,000.00	$15,000.00	$40,000.00				$40,000.00	
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	
4	4.7	Bilingual Parent Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years (2024-2027)	$248,500.00	$0.00	$248,500.00				$248,500.00	
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	

2025-26 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
3,556,798	858,000	24.123%	0.000%	24.123%	$954,600.00	0.000%	26.839 %	**Total:**	$954,600.00
								LEA-wide Total:	$211,788.00
								Limited Total:	$345,750.00
								Schoolwide Total:	$397,062.00

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	$72,805.00	
1	1.3	Multi Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,112.00	
1	1.4	Attendance	Yes	Schoolwide	English Learners Low Income	Specific Schools: Shandon Elementary K-8	$10,500.00	
1	1.5	After School Tutoring and Homework Support	Yes	LEA-wide	English Learners Low Income	All Schools	$5,400.00	
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	All Schools	$34,000.00	

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 (%)
2	2.3	Field Trips	Yes	LEA-wide	English Learners	All Schools	$5,000.00	
2	2.4	ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$61,250.00	
3	3.1	College Preparation	Yes	Schoolwide	English Learners Low Income	Specific Schools: Shandon High School and Shandon Elementary 7-12	$16,940.00	
3	3.2	CTE Class Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shandon High School 9-12	$253,217.00	
3	3.4	Technology	Yes	LEA-wide	Low Income	All Schools	$39,500.00	
4	4.1	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,500.00	
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	$38,621.00	
4	4.4	Basic Needs	Yes	Schoolwide	Low Income	Specific Schools: Shandon Elementary K-6	$3,600.00	
4	4.5	Sports	Yes	Schoolwide	Low Income	Specific Schools: Shandon Elementary and Shandon High 7-12	$40,000.00	
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	$248,500.00	

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 (%)
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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,464,398.00	$1,478,507.35

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	$69,000.00	$73,772.32
1	**1.2**	After School Program	No	$200,000.00	$262,173.80
1	**1.3**	Multi Tiered Systems of Support	Yes	$82,250.00	$72,286.11
1	**1.4**	Attendance	Yes	$2,500.00	$6,302.26
1	**1.5**	After School Tutoring and Homework Support	Yes	$8,000.00	$3,582.70
2	**2.1**	Staff Development	Yes	$13,000.00	$26,107.26
2	**2.2**	Para Educators	Yes	$104,000.00	$40,011.74
2	**2.3**	Field Trips	Yes	$5,000.00	$10,414
2	**2.4**	ELD Instruction	Yes	$62,500.00	$90,447.68
3	**3.1**	College Preparation	Yes	$122,750.00	$118,862.87
3	**3.2**	CTE Class Offerings	Yes	$102,500.00	$52,048.80

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	$7,625.00	$3,351.14
3	3.4	Technology	Yes	$57,500.00	$59,822.31
4	4.1	Administrative Support	Yes	$83,000.00	$91,947.16
4	4.2	Positive Behavior Supports and Interventions	Yes	$15,275.00	$10,888.02
4	4.3	Counseling	Yes	$180,650.00	$201,979.92
4	4.4	Basic Needs	Yes	$3,600.00	$3,600.00
4	4.5	Sports	Yes	$76,880.00	$77,330.74
4	4.6	Educational Partner Communication	Yes	$468.00	$495.89
4	4.7	Bilingual Parent Support	Yes	$267,400.00	$272,904.46
4	4.8	Parent Involvement	Yes	$500.00	$178.17

2024-25 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)
858,038	$1,124,508.00	$910,305.91	$214,202.09	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	$69,000.00	$73,772.32		
1	1.3	Multi Tiered Systems of Support	Yes	$82,250.00	$72,286.11		
1	1.4	Attendance	Yes	$2,500.00	$6,302.26		
1	1.5	After School Tutoring and Homework Support	Yes	$8,000.00	$3,582.70		
2	2.1	Staff Development	Yes	$13,000.00	$107.26		
2	2.2	Para Educators	Yes	$104,000.00	$40,011.74		
2	2.3	Field Trips	Yes	$5,000.00	$10,414		
2	2.4	ELD Instruction	Yes	$62,500.00	$90,447.68		
3	3.1	College Preparation	Yes	$48,750.00	$44,556.37		
3	3.2	CTE Class Offerings	Yes	$102,500.00	$52,048.80		
3	3.4	Technology	Yes	$37,235.00	$24,575.31		
4	4.1	Administrative Support	Yes	$83,000.00	$91,947.16		
4	4.2	Positive Behavior Supports and Interventions	Yes	$15,275.00	$10,888.02		

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	$142,650.00	$34,856.92		
4	**4.4**	Basic Needs	Yes	$3,600.00	$3,600		
4	**4.5**	Sports	Yes	$76,880.00	$77,330.74		
4	**4.6**	Educational Partner Communication	Yes	$468.00	$495.89		
4	**4.7**	Bilingual Parent Support	Yes	$267,400.00	$272,904.46		
4	**4.8**	Parent Involvement	Yes	$500.00	$178.17		

2024-25 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)
3,467,680	858,038	0	24.744%	$910,305.91	0.000%	26.251%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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