SJUSD 2022-2023 LCAP Overview

8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

District Overview

3 Schools

276 Students

Student Demographics

Socioeconomically Disadvantaged: 79.8%

English Learners: 38.3%

Foster Youth: 0.4%

Budget Overview

2021-2022

Total Budgeted Expenditures for High Needs Students: $756,579

Actual Expenditures for High Needs Students in LCAP: $774,373

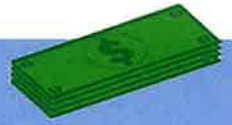
2022-2023

Total Budgeted Expenditures for High Needs Students in the LCAP: $920,765

4 LCAP Goals

LCAP Actions & Services

LCAP Measures



LCAP Budget

2022-2023 Goals

1. SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness. (10 Actions) State Priorities: 1, 3, 6
2. SJUSD students will be college and career and community ready when they graduate. (6 Actions) State Priorities: 4, 5, 7, 8
3. SJUSD will increase the academic performance of all students. (6 Actions) State Priorities: 1, 2, 4, 7, 5
4. SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards. (3 Actions) State Priorities: 2, 7, 4

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.
Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)
contact information (name, phone number and email address) in the corresponding blue Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

•**All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

•**Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Shandon Joint Unified
CDS code:	40688330000000
LEA contact information:	Shannon Kepins
Coming School Year:	2022 – 23
Current School Year:	2021 – 22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022 – 23 School Year	**Amount**
Total LCFF funds	$ 4,061,993
LCFF supplemental & concentration grants	$ 868,527
All other state funds	$ 279,756
All local funds	$ 217,769
All federal funds	$ 230,108
Total Projected Revenue	$ 4,789,626

Total Budgeted Expenditures for the 2022 – 23 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 5,304,165
Total Budgeted Expenditures in the LCAP	$ 927,982
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 920,765
Expenditures not in the LCAP	$ 4,376,183

Expenditures for High Needs Students in the 2021 – 22 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 756,579
Actual Expenditures for High Needs Students in LCAP	$ 774,373

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Operational and mandated costs that contribute to the District's overall function and educational program not included in LCAP: teacher salaries and benefits $2,174,477, support staff (Para Educators, Maintenance, Admins, Custodians) $957,435. The cost of utilities and internet $130,000. Classroom supplies, custodial supplies $171,123 and new curriculum $55,125. A variety of contracts with the County Office for financial, payroll, data processing, and courier services $132,816
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Shandon Joint Unified

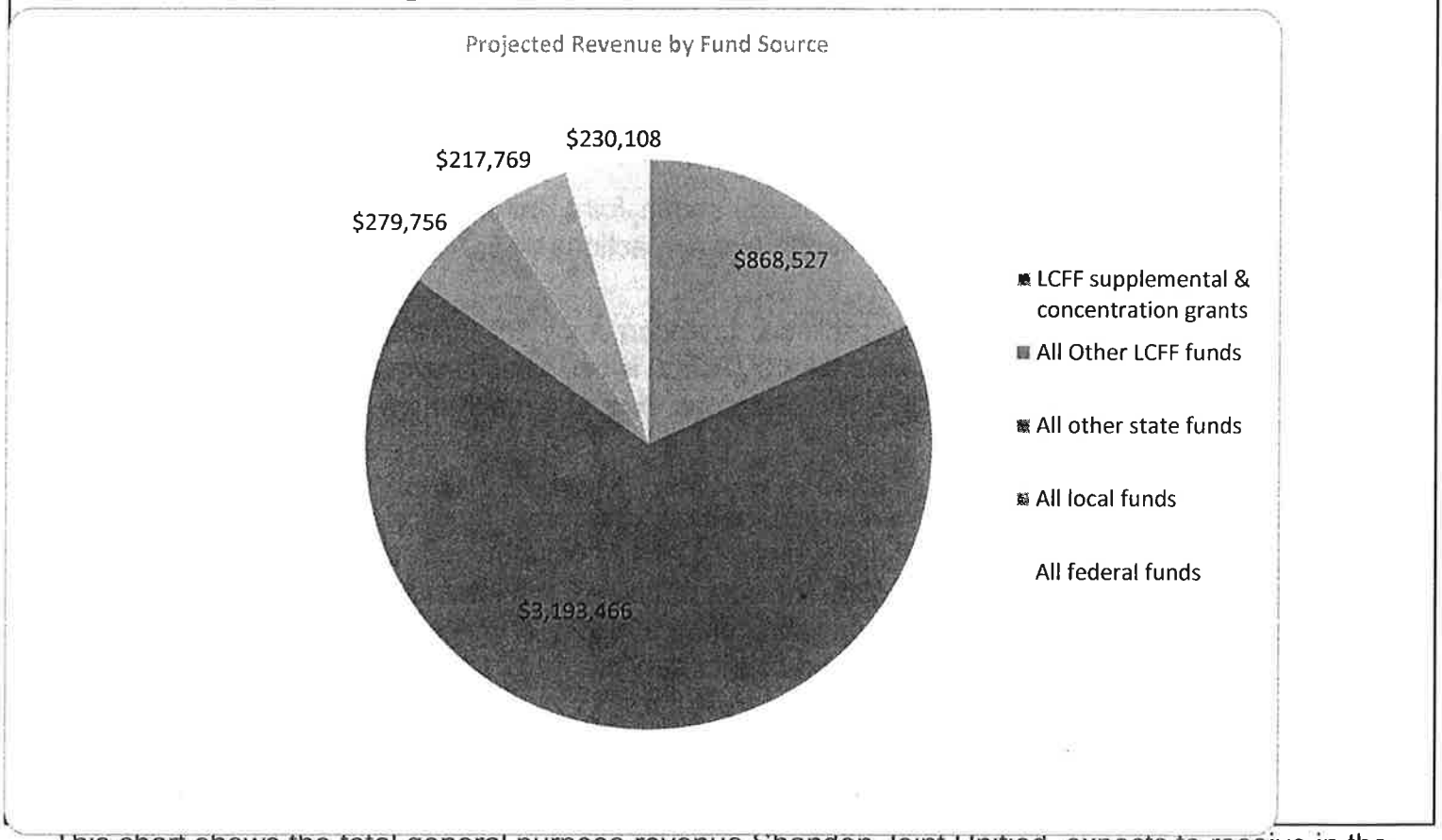
CDS Code: 40688330000000

School Year: 2022 – 23

LEA contact information: Shannon Kepins

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).

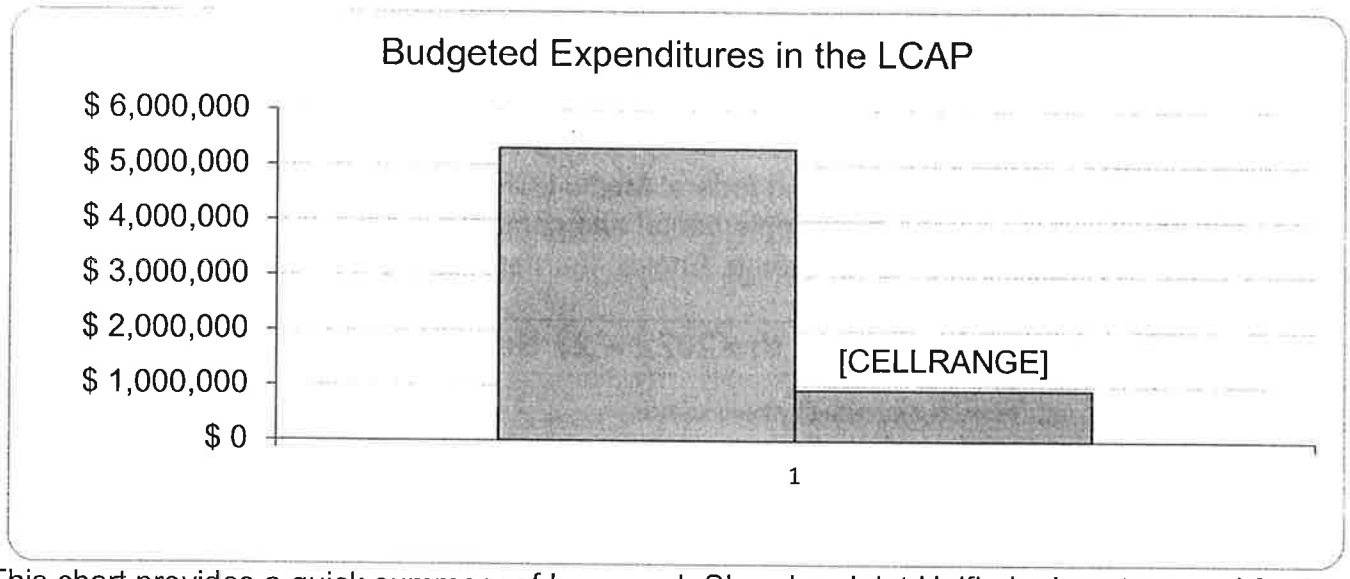
Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Shandon Joint Unified 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 is $4,789,626.00, of which $4,061,993.00 is Local Control Funding Formula (LCFF), $279,756.00 is other state funds, $217,769.00 is local funds, and $230,108.00 is federal funds. Of the $4,061,993.00 in LCFF Funds, $868,527.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

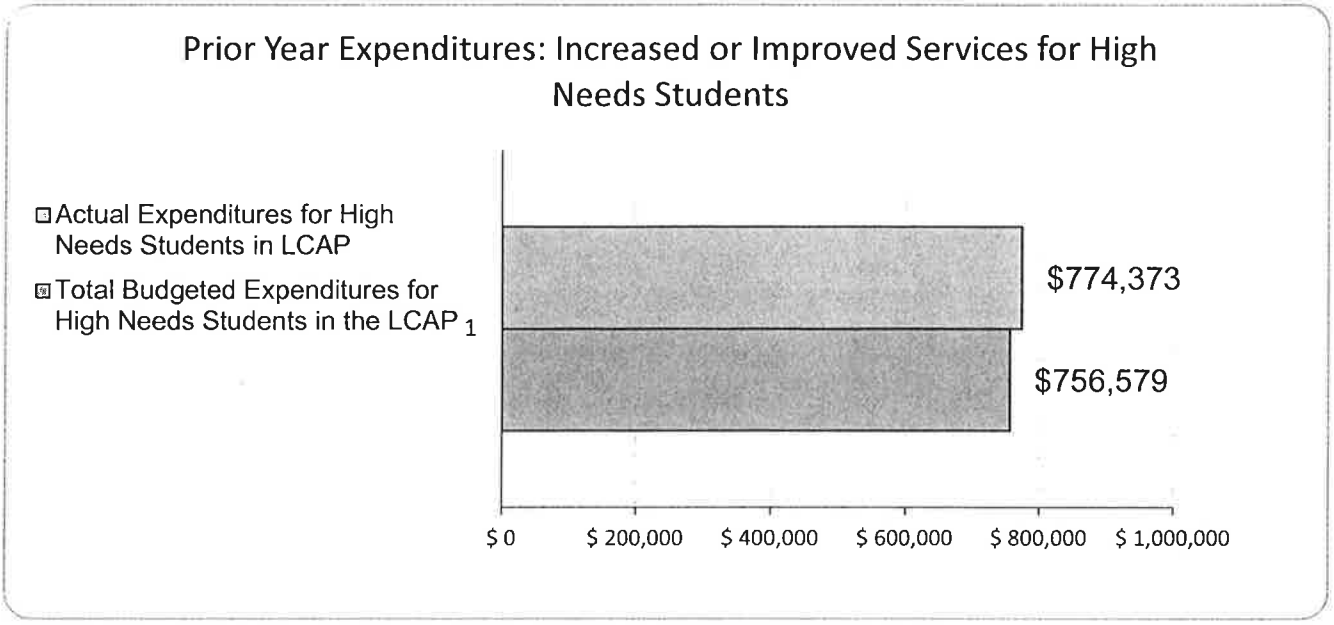
The text description of the above chart is as follows: Shandon Joint Unified plans to spend $5,304,165.00 for the 2022 – 23 school year. Of that amount, $927,982.00 is tied to actions/services in the LCAP and $4,376,183.00 is not included in the LCAP. The budgeted expenditures that are not included in 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: teacher salaries and benefits $2,174,477, support staff (Para Educators, Maintenance, Admins, Custodians) $957,435. The cost of utilities and internet $130,000. Classroom supplies, custodial supplies $171,123 and new curriculum $55,125. A variety of contracts with the County Office for financial, payroll, data processing, and courier services $132,816

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Shandon Joint Unified is projecting it will receive $868,527.00 based on the enrollment of foster youth, English learner, and low-income students. Shandon Joint Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Shandon Joint Unified plans to spend $920,765.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Shandon Joint Unified 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 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 2021 – 22, Shandon Joint Unified 's LCAP budgeted $756,579.00 for planned actions to increase or improve services for high needs students. Shandon Joint Unified actually spent $774,373.00 for actions to increase or improve services for high needs students in 2021 – 22.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shandon Joint Unified	Shannon Kepins Principal	skepins@shandonschools.org 805-238-1782

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

The Shandon Joint Unified School District has a long-established foundational principal of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Shandon Joint unified School District will continue to engage community partners regarding the additional Cost-of Living-Adjustment (COLA) and the increase to concentration funds during the LCAP community partners engagement opportunities for the 2021-2022 school year. The LEA engaged its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP) through emails, surveys, community forums and school board meetings. SJUSD provided written, verbal, in-person and virtual opportunities to engage educational partners in the development and implementation of state and federal relief plans. Meeting information was available in both in English and Spanish the district marquee and website were utilized to advertise community input opportunities.

Educator Effectiveness Block Grant- Community Forum May 4, 2021and October 14, 2021- Staff email/survey October 7, 2021, Board Mtg Discussion/Presentations 8/10/21, 9/14/21, 12/20/21, 12/21/21

A-G Completion Improvement Grant- Application in process. District Planning Mtg is scheduled for February 2, 2022

Expanded Learning Opportunities Program- Community Forum May 4, 2021and October 14, 2021- Staff email/survey October 7, 2021, Board Mtg Discussion/Presentations 8/10/21, 9/14/21

Pre-K Planning and Implementation- District Planning Meeting- January 10, 2022

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

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.
Staff positions that were increased include:

- Shandon High School added 8 hours weekly to either certificated or classified personnel to provide after school homework/tutoring. $1,216 Expanded Learning Opportunity
- One FTE classified para educator position was added for bilingual support in middle school core content classes. $25,503 Expanded Learning Opportunity
- One FTE district classified position was added to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education. $16,778 Expanded Learning Opportunity
- Increase in counseling support for K-12. Two Thrive counselors at Shandon High School and one elementary counselor. $75,000 Esser III
- One 4 hour per week custodial position to maintain the safety and welfare of students and staff for shared facilities. $4,000 Esser II
- Three year contract with Kern County Office of Education for ELD support and staff training. $88,719 Expanded Learning Federal Resources

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Shandon Joint Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Shandon Joint Unified School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan. The efforts to meaningfully consult with community members included community forums, the placement and gathering of email suggestions from staff (certificated, classified and unrepresented), consultation with the Elementary Administrator, the Director of Special Education, and attendance at Community Service meetings to encourage those outside of the school

setting, to provide input. Students were spoken to directly as to their ideas for improvements in the school culture, physical plant and classroom settings. Community forums were advertised on the high school marquee which faces the main street of town, "all-call" voice and text messages to parents, and staff and by the webpage and word of mouth. The Superintendent attended community advisory board meetings and ran the community forums. All email suggestions were tracked by the Superintendent and shared at the October Community Forum and the October 12, 2021 Board of Trustees meetings. Additional ideas were shared and the Board of Trustees made the final approval at the October 18, 2021 meeting. Taken together, the engagement associated with the development of the ESSER III fund plan provided opportunities for the community and school staff and students to influence the development of this plan. The District also continues to seek input from parents and community members through Community Forums and meetings of the Governing Board.

- Emails for Staff Input on ways to spend ESSER Money: 8/26, 8/31, 10/7
- Prioritization Meeting for projects using ESSER Money: 9/2/21
- Community Forum for community to provide input on how to spend ESSER I, II, and III monies: 5/4/21 and 10/14/21
- Shandon Advisory Meeting Announcements for community forums and ways in which the community could provide input: October 6, 2021 and December 1, 2021

HCY 1 and II (Not Funded)
EANS is for Non-Public Schools (No Funding)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

SJUSD received $558,842.00 in ESSER III dollars. The district approved Esser III expenditures aligned to the educational goals of district LCAP and to support the safety of students and staff within the following areas:
Summer School (Salaries, Consumables) $220,000
Outdoor Learning (Shade Structure, outdoor Tables, Outdoor Benches, Playground Equipment) $150,000
Increased Counseling (Thrive Counselors, Elementary Counselors) $75,000
Academic Interventions (Reading Intervention, math manipulatives, Calculators, Flexible Seating) $53,842
Classroom Supports (Paints, Consumables, Letter Squares and Cards, White Boards) $50,000
Technology Upgrades (Android Tablets, Headphones, Calculators, Docucams) $10,000

The district was successful in approving expenditures that were requested or recommended by educational partners to support educational and safety goals for students and staff including: Flexible seating, whiteboards, headphones, Chromebooks, calculators, android tablets, classroom consumables, math manipulatives, counselors K-12, outdoor learning equipment, summer school for 21-22

Challenges faced by the district include: Delay in filling the counselor position due to lack of applicants, DSA approval for shade structure at SMS, supply chain difficulties, preparation for playground equipment

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

SJUSD is using fiscal resources received for the 2021-2022 school year to implement the requirements of the Safe Return to In-Person instruction and Continuity of services Plan and the Esser III Expenditure Plan in a manner that is aligned with the goals, actions, and expenditures of the SJUSD 2021-2022 LCAP.
LCAP Goal 1: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness
Increase custodial supplies $10,000 Esser III
Increase Custodial Services by four hours per week $4,000 Esser II
Increase PPE for students and staff $10,000 Esser III
Increase staff to address independent study completion and parent education $16,778 Expanded Learning Opportunity
Provide Covid Safe food service packaging material $10,000 Esser III
Provide Barbara Ginsberg Staff Development to build Connectedness $7,800 Esser III
Increase Counseling Services $75,000 Esser III

LCAP Goal 2: SJUSD students will be college and career and community ready when they graduate
Upgrade technology (Android Tablets, Headphones, Calculators, Docucams) $10,000 Esser III
Provide Driver's Education $8,000 Esser III
Provide Summer School for 2021-2022 $220,000 Esser III

LCAP Goal 3: SJUSD will increase the academic performance of all students
Provide after school homework support and tutoring $15,000 Expanded Learning Opportunity
Increase academic intervention materials (LLI, manipulatives, flexible seating) $53,842 Esser III
Increase classroom bilingual support staff $25,503 Expanded Learning Opportunity
Provide Guided Reading Professional Development $2,000 Esser III

LCAP Goal 4: SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards
Provide Professional Development in Integrated and Designated ELD - $88,719 Expanded Learning Opportunity

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the

Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans

in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021

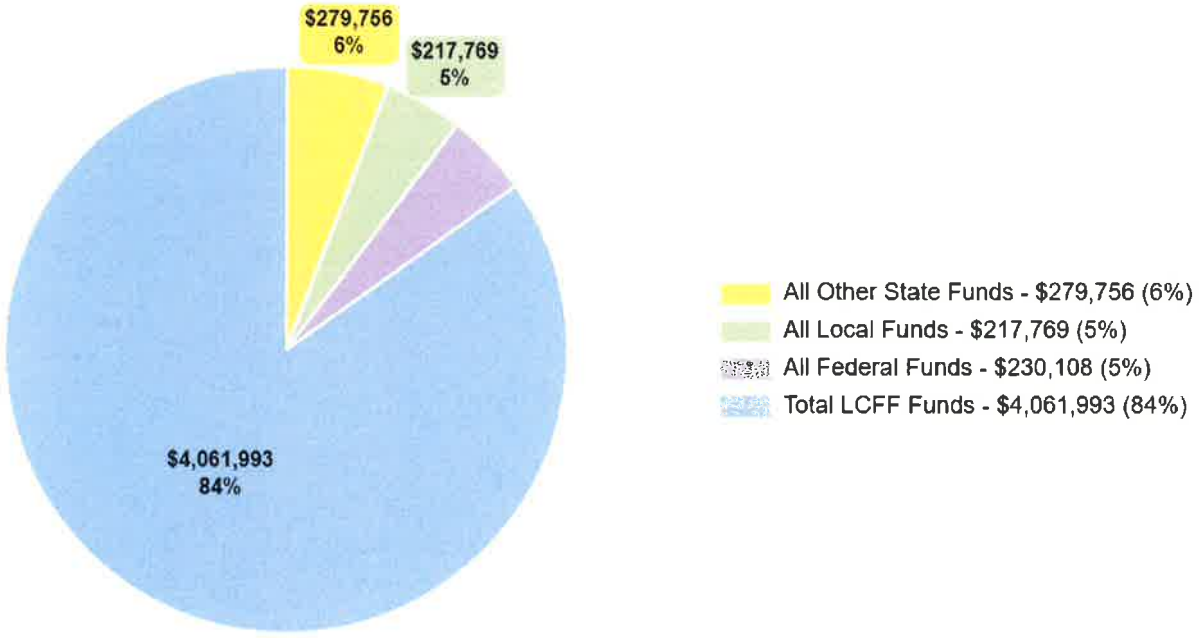
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shandon Joint Unified
CDS Code: 40688330000000
School Year: 2022-23
LEA Contact Information: Shannon Kepins | skepins@shandonschools.org | 805-238-1782

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).

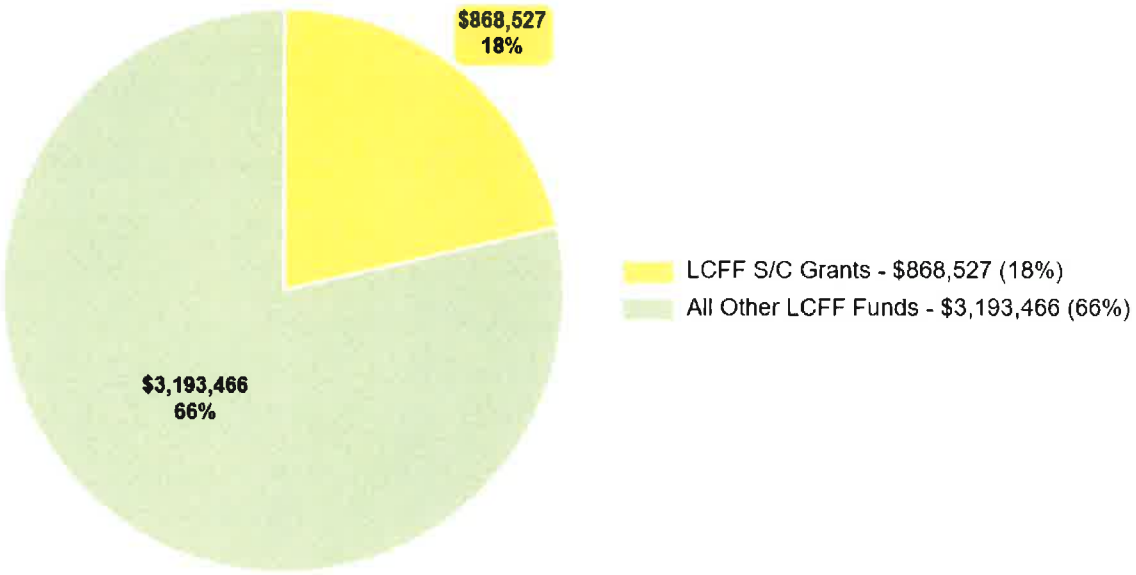
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$279,756	6%
All Local Funds	$217,769	5%
All Federal Funds	$230,108	5%
Total LCFF Funds	$4,061,993	84%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$868,527	18%
All Other LCFF Funds	$3,193,466	66%

These charts show the total general purpose revenue Shandon Joint Unified expects to receive in the coming year from all sources.

The total revenue projected for Shandon Joint Unified is $4,789,626, of which $4,061,993 is Local Control Funding Formula (LCFF), $279,756 is other state funds, $217,769 is local funds, and $230,108 is federal funds. Of the $4,061,993 in LCFF Funds, $868,527 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Shandon Joint Unified plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Shandon Joint Unified plans to spend $5,304,165 for the 2022-23 school year. Of that amount, $927,982 is tied to actions/services in the LCAP and $4,376,183 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not in the LCAP include the following expenditures: teacher salaries and benefits $2,174,477, support staff (Para Educators, Maintenance, Admins, Custodians) $957,435. The cost of utilities and internet $130,000. Classroom supplies, custodial supplies $171,123 and new curriculum $55,125. A variety of contracts with the County Office for financial, payroll, data processing, and courier services $132,816

Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Shandon Joint Unified is projecting it will receive $868,527 based on the enrollment of foster youth, English learner, and low-income students. Shandon Joint Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Shandon Joint Unified plans to spend $920,765 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

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

In 2021-22, Shandon Joint Unified's LCAP budgeted $756,579 for planned actions to increase or improve services for high needs students. Shandon Joint Unified actually spent $774,373 for actions to increase or improve services for high needs students in 2021-22.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional

actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.

California Department of Education December 2021

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	Shannon Kepins Principal	skepins@shandonschools.org 805-238-1782

Plan Summary 2022-23

General Information

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

Shandon Joint Unified School District encompasses roughly 600 square miles and has a total enrollment of 276 students ranging in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 88, Shandon Elementary School for grades TK-8 with a current enrollment of 180, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 8. The student population of the district is primarily Hispanic making up 79.8% of the student body. 17% of the students are Caucasian, 1.4% are African American, .4% are Pacific Islander, .4% are Filipino, and .4% are multiple ethnicities. 79.8% of the district population is socioeconomically disadvantaged and 38% are English learners. 27% are considered homeless and 16% 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 1,200. 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 tow 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, assistance programs, and counseling services. Parkfield is socioeconomically diverse and consists of less than 100 people. The town is 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: Successes

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

Chronic Absenteeism for Shandon Elementary declined by 4.2% resulting in a Performance Indicator of "Green". Utilization of attendance incentives and timely SARB process has contributed to increased awareness of the importance of daily attendance. SJUSD will continue to refine attendance monitoring procedures including educating parents on the importance of regular attendance. All district sites will continue to encourage daily attendance through recognition of students with good attendance. The suspension.
Shandon Elementary had 49.2% of English Learners progress by at least one proficiency level and 52.2% making progress towards English language proficiency. Utilizing para-educators to provide language support for students in core academic subject areas has contributed to the growth of this subgroup.
The suspension rate for Shandon High School declined by 5.7% resulting in a Performance Indicator of "green". Implementation of the Thrive Counselors, teacher education, and alternatives to suspension have led to positive shifts in school climate.
Implementation of daily, direct instruction in vocabulary has show an average of one years growth in vocabulary for for over 70% of our students as measured by iReady Reading diagnostic.
Students participating in Fountas and Pinnell reading intervention are averaging 1.3 years of growth in fluency and comprehension as measured by running records.

Reflections: Identified Need

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

Performance indicators for both 2019 ELA and Math are rated "orange". Performance level for ELA is 57.2 points below standard with a decline of 23.9 points. Performance level for math is 71.6 points below standard with a decline of 15.4 points. Subgroup analysis of ELA scores indicate a performance gap between English Learners and other subgroups as they are performing approximately 10 points lower than other subgroups.
ELA - English Learners and Hispanic student subgroups were placed in the "orange" performance level while Homeless and Socioeconomically Disadvantaged student subgroups were placed in the "yellow" performance level. Other subgroups were not assigned a performance level. English Learners performed 55.7 points below standard, Hispanic performed 46.3 points below standard, Homeless performed 43.5 points below standard and Socioeconomically Disadvantaged performed 37.9 points below standard.
Math - English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged student subgroups all placed in the "orange" performance level. Other subgroups were not assigned a performance level. Dashboard data does not indicate performance gaps between subgroups at this time.
Due to COVID quarantine requirements and incomplete independent study packets, Average Daily Attendance as measured by P2 has declined by 6%. English Learners performed 77 points below standard, Hispanic performed 72.2 points below standard, Homeless performed 83 points below standard and Socioeconomically Disadvantaged performed 71.7 points below standard.

We anticipate an increase in Shandon Elementary suspension and expulsion rates as reported through the California Dashboard as local data indicates 14 students who were suspended at least once and 2 students were expelled for the 2022-2023 school year.

LCAP Highlights

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

Shandon Joint Unified School District worked with educational partners to align the District and School Site Plans with our LCAP and established 4 goals to promote student success and achievement.
Goal 1 SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.
Goal 2 SJUSD students will be college and career and community ready when they graduate.
Goal 3 SJUSD will increase the academic performance of all students.
Goal 4 SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards.

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 and how this engagement was considered before finalizing the LCAP.

Throughout the 2021-2022 school year, the LCAP and district data were reviewed and input for development of goals and actions was solicited. Presentations (slides and written handouts) on state priorities for the LCAP and the CA Dashboard were presented to educational partners. The district Superintendent attended monthly Community Advisory meetings to update the community on the district goals and seek community input. Informational meetings were held with district staff to ensure proper plan implementation and development. Input from educational partners, collected data, and surveys were used to evaluate the effectiveness of each goal and supporting action described on the 21/22 LCAP. LCAP and or Dashboard discussions were held with educational partners on the following dates:
*Regularly Scheduled Open Session Board Meeting - February 7, 2022, May 9, 2022, June 6, 2022, June 21, 2022
*Public Comment - June 6, 2022-June 21, 2022
*Delac/ELPAC/School Site Council Meetings February 9, 2022; February 15, 2022
*Spanish Parent Meeting February 15, 2022
*English Parent Meeting - February 15, 2022
* Parent, Staff, Student Input Surveys - March 2022
*Certificated, Administration, and Classified Staff Meeting - February 16, 2022; May 4, 2022
*Certificated and Classified Bargaining Unit- February 16, 2022; May 4, 2022
*SELPA Consultation May 24, 2022

A summary of the feedback provided by specific educational partners.

* Parents, Students and Staff would like to explore adding more options for Art Classes
* Continue with reduced staff to student ratio on the playground
* Explore how to increase reading intervention hours
* Explore how to offer math intervention in all grade levels
* Provide training in ELD
* Provide curriculum to support ELD instruction
* Consider offering swimming
* Consider revising the dress code
* Consider allowing more opportunities for cell phone access
* Continue with family engagement/education opportunities such as literacy and math night
* Continue with attendance and behavior incentives but increase these opportunities for middle and school students
* Provide driver's education as an elective class
* Increase student counseling services at the elementary school

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

Goal 1 SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness
* Behavior education and incentive programs will be modified and consistently implemented in the middle school.
* An additional day of counseling support will be added at Shandon Elementary.
Goal 2 SJUSD students will be college and career and community ready when they graduate.
* The district will offer driver's education during 2022 summer school.
Goal 3 SJUSD will increase the academic performance of all students
*Reading intervention will be maintained for the 2022-2023 school year while we explore opportunities to expand access to more students.
* The district will host a family literacy and a family math night to assist parents in supporting their students with academic achievement.
Goal 4 SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards
* The district will contract with Kern County of Education to provide professional development in ELD while exploring ELD curriculum and support materials.
* Bilingual support will be provided to assist second language learners with core academic content knowledge while developing foundational English language skills by adding one additional para educator.

Goals and Actions

Goal

Goal #	Description
Goal 1	SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness. State Priorities: 1, 3, 6

An explanation of why the LEA has developed this goal.

Stakeholder surveys from students, parents and teachers all indicated a need for behavioral support. Bullying has been listed a s concern among all stakeholders. Office referrals for the 2019-2020 had increased from 142 in 2018-2019 to 243. The district has only 1 parent volunteer per month on average and very few parents participate in advisory meetings. SJUSD CA Dashboard data reveals: 5.9% of Homeless students were suspended at least once in 2018-2019 and had a performance indicator of orange. 4% of Students with Disabilities were suspended at least once in 2018-2019 and had a performance indicator of orange. 2.8% of English Learner students were suspended at least once in 2018-2019 and had performance indicator of yellow. 2% of Hispanic students were suspended at least

once in 2018-2019 and had performance indicator of green. 3.3% of Socioeconomically Disadvantaged students were suspended at least once in 2018-2019 and had performance indicator of green. 4.4% of White students were suspended at least once in 2018-2019 and had performance indicator of green.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Annual Parent Survey- Safe Learning Environment	84% of parents feel the school provides a safe learning environment.	85% of parents feel the school provides a safe learning environment.	[Intentionally Blank]	[Intentionally Blank]	89% of parents feel the school provides a safe learning environment.
Annual Student Survey -Safe Learning Environment	83% of students feel safe at school.	71%of students feel safe at school.	[Intentionally Blank]	[Intentionally Blank]	90% of students feel safe at school.
Annual Teacher Survey -Meet Student Social Emotional Needs	90% of teachers feel that SJUSD meets the social emotional needs of the students.	90% of teachers feel that SJUSD meets the social emotional needs of the students.	[Intentionally Blank]	[Intentionally Blank]	95% of teachers feel that SJUSD meets the social emotional needs of the students.

CA School Dashboard-School Climate (Suspension Rate)	SJUSD suspension rate is 2.7% as reported through the 2019 CA Dashboard.	SJUSD suspension rate is 2.3% as reported through the 2020 CA Dashboard.; however, local data shows that suspension have increased during the 2021-2022 school year with 7% being suspended at Shandon Elementary with the majority being suspended from middle school dur to profanity, fighting and vaping.	[Intentionally Blank]	[Intentionally Blank]	SJUSD suspension rate will be no more than 2% as reported through the CA Dashboard.
School Accountability Report Card-Facilities Rated as Good	Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection.	Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection.	[Intentionally Blank]	[Intentionally Blank]	All SJUSD facilities will be rated as "good" by inspection.

Shandon Joint Unified Expulsion Rate as reported through Dataquest	Expulsion rate is 0%.	Expulsion rate is 1%.	[Intentionally Blank]	[Intentionally Blank]	Expulsion rate will remain at 0%.
Parent Survey - School Participation	85% of collected parent responses indicate that parents have participated in at least one school sponsored event.	88% of collected parent responses indicate that parents have participated in at least one school sponsored event.	[Intentionally Blank]	[Intentionally Blank]	95% of collected parent responses indicate that parents have participated in at least one school sponsored event.
Parent Survey - The percentage of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	62% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	79% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.	[Intentionally Blank]	[Intentionally Blank]	80% of parents who feel that the district seeks parent input & promotes parental participation in programs for unduplicated students and students with exceptional needs.
The percentage of parents who feel that the district seeks parent input in school and district decision making.	55% of parents who feel that the district seeks parent input in school and district decision making.	67% of parents who feel that the district seeks parent input in school and district decision making.	[Intentionally Blank]	[Intentionally Blank]	70% of parents who feel that the district seeks parent input in school and district decision making.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #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.	$77,099.00	Yes
Action #2	Counseling Services	Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma.	$92,224.00	Yes
Action #3	Multi Tiered Systems of Support	Continue to implement and refine multi tiered systems of support to address the behavioral needs of students.	$2,000.00	Yes
Action #4	Basic Needs	A free afternoon snack will be available for all K-5 students to help curb hunger and increase learning opportunities.	$1,800.00	Yes
Action #5	Foster Youth Liaison	District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster youth.	$300.00	Yes
Action #6	Sports	Promote healthy after school activities through physical education and organized sports programs.	$61,668.00	Yes
Action #7	Stakeholder Communication	SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success.	$384.00	Yes
Action #8	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.	$143,874.00	Yes
Action #9	Parent Involvement	SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #10	Health and Safety	Increase custodial services by 4 hours per week and maintenance by 1 hour per week.	$5,217.00	No
Action #11	Food Safety	Provide Covid safe food service packaging materials.	$10,000.00	No

Goal Analysis 2021-22

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

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

Actions and services for this goal were executed as planned with the exception of Action 9. Action 9 was partially implemented. Due to the pandemic, Shandon Schools were not allowing parent volunteers and visitors to the school sites while school was in session; therefore, we did not offer TB testing to parents. In addition to these services, Shandon Elementary added a one day a week counselor to work with K-5 students who are struggling to adapt to in-person school after the pandemic and to deal with those who have experienced trauma.

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.

Expenditures to support goal 1 were met as planned with the following exceptions:
Action 6- We spent $14990.84 less than we had budgeted because we did not offer as many organized sports opportunities as we had anticipated. This resulted in a decrease in coaching, athletic director fees, transportation and supplies.
Action 9- We did not offer TB testing to parents due to not allowing visitors on campus during the pandemic.

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

Returning to a structured school environment after a year and a half of distance/hybrid learning was difficult for Shandon students. Behavior was challenging and feelings of uncertainty were prevalent resulting in an increase in suspension primarily at the middle school level with 12 Students being suspended at least once (18% of middle school students or 7% for Shandon Elementary). Other Metric measurements showed positive results with 85% of parents and 71% of students feeling that the school provides a safe learning environment, and 90% of teachers reporting that they feel the district is meeting the social emotional needs of the students. Additionally, student survey responses indicate that 78% of students feel that the district meets their social needs and 77% report having at least one caring adult at their school who they can go to if they need help. Actions 1-6 are designed to create a positive school climate while supporting the social emotional needs of unduplicated students and have specifically contributed to achieving desired metric outcomes and will be continued for the 2022-2023 school year.
Action 1: Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.
Action 2: Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma.
Action 3:Continue to implement and refine multi tiered systems of support to address the behavioral needs of students.
Action 4: A free afternoon snack will be available for all K-5 students to help curb hunger and increase learning opportunities.
Action 5: District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster youth.
Action 6: Promote healthy after school activities through physical education and organized sports programs.
SJUSD met desired outcomes with 76% of parents reporting that agree that the districts seeks input from parents/guardians in school and district decision making, 83% of parents feel that that the district encourages parent participation, and 88% of parents report that they have participated in at least one school sponsored event. Actions 7-9 contribute to successful outcomes on Goal 1 metrics by creating an atmosphere of inclusion and support for parent/family engagement and communication.
Action 7: SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success.
Action 8: Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.
Action 9: 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.

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

For the 2022-2023 school year, SJUSD has modified Action 2 and added Action 10.
Action 2- Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma will be expanded to include an additional day of counseling support at Shandon Elementary and Shandon High School.
Action 10 - Increase custodial services by 4 hours per week and maintenance by 1 hour per week will

be added to the 2022-2023 LCAP to ensure the health and safety of our students and staff and maintain a positive school climate and will be measure by the Facilities Rating in the School Accountability Report Card.
Two metrics are being added to the 2022-2023 LCAP under Goal 1:
The percentage of parents who feel that the district seeks parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.
The percentage of parents who feel that the district seeks parent input in school and district decision making.

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

Goal

Goal #	Description
Goal 2	SJUSD students will be college and career and community ready when they graduate. State Priorities: 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

CA School Dashboard indicates that only 27.8% of all students are prepared for College and Career which was a decline of 8.6% from the previous year's data. Data also reveals that only 9.1% of English Learners, 20% of Hispanic, and 23.5% of socio-disadvantaged subgroups are College and Career ready. From 2018 to 2019 data, Hispanic student readiness declined by 22.1% and socio-disadvantaged readiness declined by 16.5%. Data was not reported for other subgroups.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Parent Survey-Course Offerings	53% of parents reported that the district offers courses that align to their child's interests or future career goals.	77% of parents reported that the district offers courses that align to their child's interests or future career goals.	[Intentionally Blank]	[Intentionally Blank]	70% of parents will report that the district offers courses that align to their child's interests or future career goals.
Board Course of Study Local Measurement	The percentage of seniors that have passed a foreign language class with a "c" or better is 74%.	The percentage of seniors that have passed a foreign language class with a “c” or better is 52%.	[Intentionally Blank]	[Intentionally Blank]	The percentage of seniors that have passed a foreign language class with a "c" or better will be 85%.
CTE Pathway Completion Rate - Calpads	70% of high school seniors have completed at least one CTE pathway.	81% of high school seniors have completed at least one CTE pathway.	[Intentionally Blank]	[Intentionally Blank]	90% of high school seniors will complete at least one CTE pathway.
Student Survey - Course Offerings	54% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals.	47% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals.	[Intentionally Blank]	[Intentionally Blank]	70% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals.

High school students with 1st semester failing grades	12% high school students had failing grades in the 1st semester of 2019 (in-person). 46% of high school students had failing grades in the 1st semester of 2020 (distance learning).	25% of high school students had failing grades in the 1st semester of 2021.	[Intentionally Blank]	[Intentionally Blank]	No more than 7% of high school students will have a failing 1st semester grade.
Percent of seniors completing A-G requirements as reported in DataQuest.	20% of the 2019-2020 seniors completed A-G requirements.	35% of high school seniors are on track to complete A-G requirements.	[Intentionally Blank]	[Intentionally Blank]	40% of seniors completed A-G requirements.
9th grade students enrolled in Algebra or higher mathematics	75% of 9th grade students are enrolled in Algebra or higher mathematics.	84% of 9th grade students are enrolled in Algebra or higher mathematics.	[Intentionally Blank]	[Intentionally Blank]	82% of 9th grade students are enrolled in Algebra or higher mathematics.

Percentage of pupils passing Advanced Placement (AP) Exams	During the 2018-2019 school year, Advanced Placement Exams were only given in the area of Spanish. 90% of students who took the exam passed with a score of 3 or higher.	During the 2020-2021 school year, Advanced Placement Exams were only given in the area of Spanish. 100% of students who took the exam passed with a score of 3 or higher.	[Intentionally Blank]	[Intentionally Blank]	90% of students taking an AP exam will pass with a score of 3 or higher.
Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP	39% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 5% of 11th grade students passed the Math Early Assessment Program with a score of 4.	Data for this Metric is not available as the CAASPP assessment was not given in 2020-2021 and 2021-2022 scores are not available.	[Intentionally Blank]	[Intentionally Blank]	45% if 11th grade students will pass the ELA Early Assessment Program with a score of 4. 11% of 11th grade students will pass the Math Early Assessment Program with a score of 4.
CA School Dashboard Graduation Rate Indicator	The high school graduation rate declined to 88.9%.	2021 CA School Dashboard reported Shandon High School has having a 95% graduation rate.	[Intentionally Blank]	[Intentionally Blank]	High School Graduation Rate will be 100%.

CA School Dashboard College and Career Readiness Indicator	27.8% of students were ranked as prepared for College and Career as reported by CA School Dashboard.	50% of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard	[Intentionally Blank]	[Intentionally Blank]	35% of students will be ranked as prepared for College and Career as reported by CA School Dashboard.
Local Data: The Percentage of Seniors who have Completed FAFSA.	85% of Seniors have Completed FAFSA.	90% of Seniors have completed FAFSA.	[Intentionally Blank]	[Intentionally Blank]	95% of Seniors have completed FAFSA
Data Quest and Calpads-The percentage of seniors who completed A-G requirements and a CTE pathway.	35% of seniors completed A-G requirements and a CTE pathway.	40% of seniors completed A-G requirements and a CTE pathway.	[Intentionally Blank]	[Intentionally Blank]	50% of seniors completed A-G requirements and a CTE pathway.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	College Preparation	Utilize College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students.	$65,641.00	Yes
Action #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.	$115,816.00	Yes
Action #3	Credit Recovery	Shandon High School will maintain credit recovery options and course availability.	$10,731.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #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.	$31,000.00	Yes
Action #5	Music	Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback.	$11,948.00	Yes
Action #6	Driver's Education	Shand High School will offer driver's education during summer school to support students in obtaining a driver's license so they can legally commute to work in Paso.	$8,000.00	Yes

Goal Analysis 2021-22

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

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

All actions were implemented as planned with the exception of providing college tours. College tours were planned but college and university COVID restrictions did not allow visitations unless we could confirm all attendees were vaccinated.

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.

Expenditures were executed as planned with an additional expenditure of $74,405 in Action 3. Additional state funds were utilized to expand summer school offerings and increase the number of students served to address learning loss as a result of distance and hybrid learning.

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

Action 1: College Preparation- Utilize College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students. - 82% of the graduating class of 2022 will be attending a 2 year or 4 year University of their choice. Shandon High students are given direction in the area of filling out applications for enrollment as well as financial aid. Both resources are provided to parents as well, and

in both cases, are provided in Spanish and English, as requested. Evening and afternoon classes are scheduled for this activity as well. This action has also contributed to 77% of parents reported that the district offers courses that align to their child's interests or future career goals and 50% of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard.
Action 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. CTE classes offered at Shandon High have remained
the same, even though there has been significant changes in staffing for some of those classes. A key instructor is no longer working in education but the District was able to fill the absence from within, and keep the level of CTE performance at predictable levels contributing to 81% of high school seniors have completing at least one CTE pathway during their high school career.
Action 3: Credit Recovery - Shandon High School will maintain credit recovery options and course availability. This year there was a potential for a higher than usual number of non-graduates due to the learning gap created with COVID absences, distance learning and the lack of engagement by students. To combat this issue, senior level students were given the opportunity to forgo traditional scheduling and classes and instead, have study time with the counselor to solely study for the successful completion of the GED assessment. One student began this non-traditional schedule and the remaining three improved their grades to passing grades. 2021 CA School Dashboard reported Shandon High School has having a 95% graduation rate. 25% of high school students had failing grades in the 1st semester of 2021 which was reduced from 46% in 2020.
Action 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. New chromebooks for use in the classrooms were purchased and are used in addition to the chromebooks that are issued to students for use at home. Action 4 supports progress on metrics aligned to Actions 1,2, and 3.
Action 5: Music - Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback. Music classes, including guitar, ukulele, percussion and vocal skills are
taught at Shandon High School. This discipline is taught in a manner in which students can take their love of music with them - even crafting their own guitars in some cases. Student surveys indicate that students want to continue to learn about music and want music offered as an elective course. Currently 47% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. By listening to student input we hope to increase student satisfaction with course offerings.

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

For the 2022-2023 school year, SJUSD has added action 6.
Action 6: Driver's Education - Driver's Education class is being offered during summer
school to all eligible students. There is no cost to the student and the goal is to have all participating students obtain their "Learner's Permit" certificate on the way to obtaining a driver's License. Currently there are 47 student's recommended for this program. Parents and students are excited to have this opportunity free of charge.
Two new metrics will be added to the 2022-2023 LCAP:

Local Data- Percentage of seniors who have completed a FAFSA.
Data Quest and Calpads-The percentage of seniors who completed A-G requirements and a CTE pathway.

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

Goal

Goal #	Description
Goal 3	SJUSD will increase the academic performance of all students. State Priorities: 1, 2, 4, 7, 5

An explanation of why the LEA has developed this goal.

SJUSD Dashboard ELA Performance Data revealed: *Overall student scores were 42.3 points below ELA standard and a decrease of 5.9 points between 2018 to 2019 testing results. All reported subgroups received a performance indicator of orange or yellow. ELA Subgroup Data: *Homeless - 43.5 Points below standard with an increase of 14.2 points over 2018. *Socioeconomically disadvantaged - 37.9 Points below standard with an increase of 5.1 points over 2018. *English Learners - 54.8 Points below standard and maintained performance since 2018. *Hispanic - 46.3 Points below standard and maintained performance since 2018. *Students with Disabilities - 111.5 Points below standard with a decline of 31.7 points since 2018. *White - 26 Points below standard with a decline of 28.3 points since 2018. SJUSD Dashboard Math Performance Data revealed: *Overall student scores were 68.1 points below math standard and a decrease of 4 points between 2018 to 2019 testing results. All reported subgroups received a performance indicator of orange. Math Subgroup Data: *Homeless - 83 Points below standard and maintained performance since 2018. *Socioeconomically disadvantaged - 71.7 Points below standard and maintained performance since 2018. *English Learners - 77 Points below standard with a decline of 9.9 points since 2018. *Hispanic - 72.2 Points below standard and maintained performance since 2018. *Students with Disabilities - 131 Points below standard with a decline of 23.1 points since 2018. *White - 60.6 Points below standard with a decline of 13.3 points since 2018.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA School Dashboard ELA academic performance indicator	Overall student scores - 42.3 points below standard; Homeless - 43.5 Points below standard; Socioeconomically disadvantaged - 37.9 Points below standard; English Learners - 54.8 Points below standard; Hispanic - 46.3 Points below standard; Students with Disabilities - 111.5 Points below standard; White - 26 Points below standard	Data is not available for 2020-2021 or 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Overall student scores - 22.3 points below standard; Homeless - 23.5 Points below standard; Socioeconomical disadvantaged - 17.9 Points below standard; English Learners - 34.8 Points below standard; Hispanic - 26.3 Points below standard; Students with Disabilities - 91.5 Points below standard; White - 6 Points below standard

CA School Dashboard mathematics academic performance indicator	Overall student scores - 68.1 points below standard; Homeless - 83 Points below standard; Socioeconomically disadvantaged - 71.7 Points below standard; English Learners - 77 Points below standard; Hispanic - 72.2 Points below standard; Students with Disabilities - 131 Points below standard; White - 60.6 Points below standard	Data is not available for 2020-2021 or 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Overall student scores - 48.1 points below standard; Homeless - 63 Points below standard; Socioeconomical disadvantaged - 51.7 Points below standard; English Learners - 57 Points below standard; Hispanic - 52.2 Points below standard; Students with Disabilities - 111 Points below standard; White - 40.6 Points below standard

Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator)	All district teachers are fully credentialed; however, two employees were approved through the waiver process to teach classes outside of their credentialed area.	All District teachers are fully credentials; however, five employees were approved through the waiver process to teach classes outside their credentialed area.	[Intentionally Blank]	[Intentionally Blank]	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach.
Compliance with Williams Act requirements, sufficient text books and instructional materials (local indicator)	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.	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% compliance with Williams Act requirement of sufficient text books and instructional materials.

State Standard Implementation Reflection Tool (local indicator)	Using a local Self Reflection Tool, teaching staff report Full Implementation for ELA, and Math; Initial Implementation for NGSS and Beginning Development History-Social Science.	Using a local Self Reflection Tool, teaching staff report Full Implementation for ELA, and Math; Beginning Development for NGSS and Initial Implementation for History-Social Science.	[Intentionally Blank]	[Intentionally Blank]	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.
CA School Dashboard Chronic Absenteeism indicator	Chronic absenteeism as reported through the CA School Dashboard was reported as 8%.	Chronic absenteeism as reported through the CA School Dashboard was reported as 6%.	[Intentionally Blank]	[Intentionally Blank]	Chronic absenteeism as reported through the CA School Dashboard will not exceed 5%.
Parent Survey-Satisfaction with Special Education	50% of parents ranked their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest.	44% of parents ranked their satisfaction with Special Education Services that their child receives as 5 out of 5.	[Intentionally Blank]	[Intentionally Blank]	65% of parents will rank their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest.

iReady ELA Diagnostic	18% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	17% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	[Intentionally Blank]	[Intentionally Blank]	40% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.
iReady Math Diagnostic	19% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	14% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.	[Intentionally Blank]	[Intentionally Blank]	40% of K-12 students are performing at grade level as measured by the iReady Math Diagnostic.
Average Daily Attendance as Reported through P2.	Average Daily Attendance is 96%.	Average Daily Attendance is 90%	[Intentionally Blank]	[Intentionally Blank]	Average Daily Attendance will be no less than 96%.
Middle School Dropout Rate as reported by Dataquest	The Middle School Dropout rate for Shandon Elementary is 0%.	The Middle School Dropout rate for Shandon Elementary is 0%.	[Intentionally Blank]	[Intentionally Blank]	The Middle School Dropout rate for Shandon Elementary is 0%.
The Shandon High School Dropout rate as reported by Dataquest	The Shandon High School Dropout rate is 0%	The Shandon High School Dropout rate is 0%	[Intentionally Blank]	[Intentionally Blank]	The Shandon High School Dropout rate will remain 0%

iReady ELA Diagnostic Results for Students with Exceptional Needs	84% 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.	82% 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.	[Intentionally Blank]	[Intentionally Blank]	No more than 70% of students with Exceptional Needs will be performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment.
iReady Math Diagnostic Results for Students with Exceptional Needs	80% of students with Exceptional Needs are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment.	77% of students with Exceptional Needs are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment.	[Intentionally Blank]	[Intentionally Blank]	No more than 65% of students with Exceptional Needs will be performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment.

iReady ELA Diagnostic Results for Economically Disadvantaged Students.	57% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment.	59% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment.	[Intentionally Blank]	[Intentionally Blank]	40% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment.
iReady Math Diagnostic Results for Economically Disadvantaged Students.	54% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment.	52% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment.	[Intentionally Blank]	[Intentionally Blank]	40% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Reading Intervention	Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials.	$55,150.00	Yes
Action #2	After School Program	Through a partnership with Boy 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.	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Multi Tiered Systems of Support	Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention programs ALEKS for grades 3-12. Utilize iReady diagnostics and intervention materials to support TK-12th grade students in math and reading.	$22,873.00	Yes
Action #4	Attendance	Good daily attendance will be monitored with an independent study coordinator, AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives.	$10,693.00	Yes
Action #5	Professional Development	Provide professional development in guided reading.	$2,000.00	No
Action #6	After School Tutoring and Homework Support	SJUSD will provide after school tutoring and homework support through certificated and classified personnel.	$15,000.00	Yes

Goal Analysis 2021-22

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

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

Actions and services for this goal were executed as planned. Due to tracking and contact tracing of COVID-19, Shandon experienced an above average number of absences. In addition, COVID precautions limited our ability to fundraise incentives to support Action 4.

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.

There was less than a 10% difference between budgeted expenditures and estimated actual expenditures in all action except action 4- Attendance. The district spent less than expected out of ASB funds due to donated items that were used for incentives prizes and parties. In addition the district spent $15,000 of Esser III monies on after school tutoring which will be added as an LCAP action for 2022-2023.

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

The size of SJUSD makes reporting data challenging as there is often not a statistically relevant amount people in each subgroup to qualify for demographic reporting. Furthermore, the performance of the small student population historically fluctuates from year to year due to enrollment changes where one or two students can drastically skew the percentage of students deemed as making adequate progress. The suspension of statewide academic testing has made it impossible to report on all metrics set by the district.
Action 1: Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials. Students enrolled in reading intervention are averaging 1.3 years of growth in reading fluency and comprehension as measured through Fountas and Pinnell running records.
Action 2:Through a partnership with Boy 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. The afterschool program supports socioeconomically disadvantaged students by providing a safe space for them after school while supporting them with homework completion and exposing them to enrichment activities that they would not otherwise have an opportunity to participate in. Current enrollment in the afterschool program is 50 students with a waiting list for other students who wish to join.
Action 3:Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention programs ALEKS for grades 3-12. Utilize iReady diagnostics and intervention materials to support TK-12th grade students in math and reading. Although we did not see the growth were expecting to see through iReady diagnostic results with a 1% decrease in the percentage of students reading in grade level and a 5% decrease in the percentage of students performing at grade level in math, the district believes that iReady and ALEKS are useful and research supported interventions for reading and math. Furthermore, baseline data may be unreliable as students took baseline assessments at home and were not monitored for adult assistance. Tutorial and learning lab continue to be utilized and assist students in completing missing assignments and support for unfamiliar content as evident by the reduction of students receiving at least one failing grade. (2021: Number of students with at least one F - 37) (2022: Number of students with at least one F - 14)
Action 4:Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. Attendance monitoring and incentives has historically helped the district to maintain a daily average attendance rate above 95%. Due to COVID-19 and mandated quarantine times, our average daily attendance did drop to 90% for the 2021-2022 school year; however, we expect with improved independent study monitoring we improve our attendance in the 2022-2023 school year. .

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

For the 2022-2023 school year, SJUSD will modify Action 4 and add Actions 5 and 6.
Action 4 was modified to include independent study coordinator and parent liaison to better support families of English learners and socioeconomically disadvantaged students in completing independent study contracts and maintaining their academics while on independent study due to illness or seasonal migrant absences.
The following actions are being added to the 2022-2023 LCAP on a LEA Wide basis.
Action 5 Guided Reading Professional Development will be provided to support the reading instruction for all students as over 50% of the student population is reading below grade level.
Action 6 After School tutoring/homework support will be available to all students but primarily directed to unduplicated students who are performing significantly below standard in ELA and Math CAASPP assessments.

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

Goal

Goal #	Description
Goal 4	SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards State Priorities: 2, 7, 4

An explanation of why the LEA has developed this goal.

42.1% of SJUSD students are English Learners. 54.4% of English Learners are making progress on English language proficiency and is considered "medium" progress. SJUSD CA Dashboard data reveals: Current English Learners are performing 97.4 points below ELA standard with a performance indicator of orange and a decline of 16.5 points since 2018. Current English Learners are performing 107.8 points below Math standard with a performance indicator of orange and a decline of 20.9 points since 2018.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent Survey - Satisfaction with English Learner Services	60% of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest.	67% of parents ranked their satisfaction with the English Learner Services that their child receives as 5 out of 5.	[Intentionally Blank]	[Intentionally Blank]	75% of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest.
State Standard Implementation Reflection Tool (local indicator) - ELD Implementation	Using a local Self Reflection Tool, teaching staff report Full Implementation for ELD.	Using a local Self Reflection Tool, teaching staff report Full Implementation for ELD.	[Intentionally Blank]	[Intentionally Blank]	Using a local Self Reflection Tool, teaching staff report Full Implementation and Sustainability for ELD.

CA School Dashboard English Language Proficiency indicator	54.4% of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4.	This indicator has not been updated in the CA School Dashboard. According to 2021 Summative ELPAC reports, 7.69% of English Learners scored a 4 on the ELPAC exam.	[Intentionally Blank]	[Intentionally Blank]	64% of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4.
Data Quest English Learner redesignation rate	Students redesignated as Fluent English Proficient in 2019-2020 was 15.2%.	Students redesignated as Fluent English Proficient in 2020-2021 was 4.8%.	[Intentionally Blank]	[Intentionally Blank]	21% of English Learners will be redesignated at Fluent English Proficient.
CA School Dashboard ELA academic indicator	Current English Learners are performing 97.4 points below ELA standard.	Data is not available for 2020-2021 or 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Current English Learners are performing no more than 72 points below ELA standard.

CA School Dashboard Mathematics academic indicator	Current English Learners are performing 107.8 points below Math standard.	Data is not available for 2020-2021 or 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Current English Learners are performing no more than 82.8 points below Math standard.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Para Educators	Provide access to para educators to assist English Learners with accessing core curriculum.	$99,415.00	Yes
Action #2	Staff Development	Provide staff development in academic vocabulary and SDAIE methodologies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum.	$500.00	Yes
Action #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.	$15,000.00	Yes

Goal Analysis 2021-22

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

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

The actions for this goal were executed as planned. However, Action1 was expanded using Expanded Learning Federal funds to provide a three year staff development plan through a contract with Kern County Office of education to work with teachers on designated nd integrated ELD strategies and instructional coaching.

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.

Due to an increase in 2021-2022 LCFF and Supplemental and Concentration funds, the district spent more on these actions than originally budgeted. Action 1: Staff development increased by $88,219 to secure a three year contract with Kern County Office of education to provide a series of professional development and mentoring designed to strengthen designated and integrated ELD instruction. Action 2: Bilingual Para Educator support was increased by $12,189 to provide additional bilingual academic support for middle school students.

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

State academic and English Language proficiency testing was suspended during the COVID pandemic creating a gap in state data reporting; therefore, not all metric data can be reported on as planned. Local data indicates that 75% of parents ranked their satisfaction with the English Learner Services that their child received at SJUSD as a 5 with 5 being the highest. According to 2021 Summative ELPAC reports, 7.69% of English Learners scored a 4 on the ELPAC exam and 4.8% of English Learners were redesignated to Fluent English Proficient in 2020-2021. IReady reading diagnostic results show a 7% increase in English Learners performing at grade level during the school year. IReady math diagnostic results show a 10% increase in English Learners performing at grade level during the school year. Actions 1 and 2 directly support increases in metric and local data by providing explicit instructional support for English Learners through lesson development and para-educator assistance.
Action 1 Provide staff development in academic vocabulary and SDAIE methodologies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum.
Action 2 Provide access to para educators to assist English Learners with accessing core curriculum.

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

For the 2022-2023 school year, SJUSD has modified Actions 1 and 2 and added Action 3.
Action 1 is being modified to reflect a series of PD opportunities being provided through a contract with the Kern County Office of Education. While this will be a one time purchase to contract services, the professional development series will run through the 23-24 school year. Modified Action 1: Provide staff development in academic vocabulary and integrated and designated instructional strategies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum.
Action 2 was expanded to add another bilingual para educator position to support second language learners with academic concepts.
The following action is being added to the 2022-2023 LCAP on a LEA Wide basis.
Action 3- 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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,917,567.00	$868,527.00	$106,379.00

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
29.77%	0.47%	$13,763.00	29.77%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s) and be effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. The contributing "wide" actions in this plan are:

Goal 1, Action 1 – Administrative Support

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 has had a positive effect on these subgroups. Data reported through the CA School Dashboard reveals a decrease in suspension rates over a three year period with the exception of middle school suspension for 2022. 2018: English Learners and Homeless were assigned an orange indicator. English Learner suspension rate was 2.6% and Homeless suspension rate was 6.1%. Socioeconomically Disadvantaged was assigned a yellow indicator and a suspension rate of 4.7%. 2019: Homeless and Students with Disabilities were assigned an orange indicator. English Learners were assigned a yellow indicator and Socioeconomically Disadvantaged were assigned a green indicator. Homeless suspension rate was 5.9%; Students with Disabilities suspension rate was 4% and Socioeconomically Disadvantaged suspension rate was 3.3%. 2020 and 2021: There were no suspensions in any subgroup. 2022 High School and Elementary suspensions remained at zero; however, middle suspensions have increased with a total of 20 suspensions. Expulsions have also increased in 2022 with 3 students recommended for expulsion. Funding will be used to maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. Restorative justice practices will be implemented 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 homeless 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. However, this action is being implemented on an LEA wide basis to support the behavioral needs of all students and reduce suspensions in all subgroups. SJUSD expects that the number of suspensions will decrease by 2% for all subgroups and recommendations for expulsions will return to 0%.

Goal 1, Action 2 – Counseling Services

SJUSD annual student survey revealed that only 52% of students reported that they feel like the school meets their social needs. 20% of students reported having "benefited" from participating in school provided counseling services. 16% of students reported feeling sad "almost always" during the past month and 54%

reported "almost always" feeling stressed out over the last month. Because the survey results are anonymous, we have no way to correlate responses to subgroups. However, based on the current counseling caseload, 87% of students receiving counseling services are from an unduplicated subgroup. Supplemental and Concentration funds will be used to maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma and will be expanded to include an additional day of counseling support at Shandon Elementary and Shandon High School. Counseling services can be accessed through parent/student request or staff recommendation. Counseling takes place weekly on each school site. Session length varies by student need or plan (Behavioral, SST, 504, IEP) specifications. Counseling interventions to reduce and manage stress help students better manage test anxiety while increasing test scores, improving self image, and developing effective coping strategies (Page 3 of 4 Cheek, Bradley, Reynolds, & Coy (2002). An intervention for helping elementary students reduce test anxiety. Professional School Counseling 6(2), 162-164; Eder & Whiston (2006). Does psychotherapy help some students? An overview of psychotherapy outcome research. Professional School Counseling, 9(5), 337-343). We believe that students who participate in counseling will feel less anxiety and have better peer relationships. This service will be accessible to all students on an LEA wide basis though it is principally directed to socioeconomically disadvantaged students who would not otherwise have access to private counseling services and will provide social emotional support and guidance to families who may need additional outside resources. SJUSD expects to have a 10% decrease in the number of students who report feeling stressed out and/or sad almost always.

Goal 1, Action 3 – Multi-Tiered Systems of Support

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 has had a positive effect on these subgroups. Data reported through the CA School Dashboard reveals a decrease in suspension rates over a three-year period with the exception of middle school suspension for 2022. 2018: English Learners and Homeless were assigned an orange indicator. English Learner suspension rate was 2.6% and Homeless suspension rate was 6.1%. Socioeconomically Disadvantaged was assigned a yellow indicator and a suspension rate of 4.7%. 2019: Homeless and Students with Disabilities were assigned an orange indicator. English Learners were assigned a yellow indicator and Socioeconomically Disadvantaged were assigned a green indicator. Homeless suspension rate was 5.9%; Students with Disabilities suspension rate was 4% and Socioeconomically Disadvantaged suspension rate was 3.3%. 2020 and 2021: There were no suspensions in any subgroup. 2022 High School and Elementary suspensions remained at zero; however, middle suspensions have increased with a total of 20 suspensions. Supplemental and Concentration funds will be used to continue to implement and refine multi-tiered systems of support to address the behavioral needs of students. Items will be purchased that the students can earn by demonstrating appropriate behavior and kindness. Do to the reduction of office referrals and suspensions seen at the elementary school, a token economy will be expanded to include middle school and high school students. This will be accomplished through Positive Behavior Interventions and Support (PBIS) ideals including utilizing a token economy. Students will earn recognition for desired behavior and have the opportunity to "cash out" for a tangible reward every Friday. Students classified as socioeconomically disadvantaged are being suspended and sent to the office at a greater rate than other subgroups. Research has shown that PBIS is effective in decreasing student behaviors that result in negative outcomes such as expulsions, office discipline referrals, and suspensions (Bradshaw, Mitchell, & Leaf, 2010; Simonsen et al., 2012; Simonsen, Sugai, & Negron, 2008) We believe that by implementing Positive Behavior Interventions and Supports will see a decrease in negative student behaviors resulting in

suspension. This action is principally directed to reduce negative disciplinary action amongst socioeconomically disadvantaged as PBIS has been shown to reduce negative behaviors resulting in the suspension of unduplicated students; however, PBIS will be implemented on an LEA-wide basis to support the behavioral needs of all students. SJUSD expects that elementary suspensions will be maintained at less than 2% and middle school suspension will decrease by 5%.

Goal 1, Action 4 – Basic Needs

84% 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." (https://www.fns.usda.gov/cn/community-eligibility-provision#main-content) Since implementing the afternoon snack program, there have been zero students sent to the office for hunger and a decrease in behavioral office referrals. Supplemental and Concentration funds will be used to offer a free afternoon snack to all K-5 students to help curb hunger and increase learning opportunities. 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. "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). We believe that by offering an afternoon snack, students will be less likely to be off task and spend more time on academics. This action is principally directed to support the needs of socioeconomically disadvantaged students where school is often their only source of food; however, a snack will be available on a school-wide basis to all k-5 students who may need additional sustenance to complete their school day. SJUSD expects that by providing an afternoon snack to all K-5 students we will continue to have no office referrals for hunger, more time on task and better academic performance.

Goal 1, Action 6 – Sports

When asked which programs, or supports have helped you the most at school, 60% of Shandon students reported that sports has been the most beneficial to them by promoting teamwork, cooperation, social interaction and providing motivation to maintain a qualifying GPA. In addition, the board of trustees, parents and students have expressed a desire to maintain if not expand Shandon sports programs. SJUSD will promote healthy after school activities through physical education and organized sports programs. Supplemental and Concentration funds will be used to pay for coaches, sports equipment and transportation to sporting events. Given the rural and remote location of Shandon, and the low socio economic status of the community, Shandon does not offer organized city or county sports within town limits. The majority of Shandon families do not have the resources or ability to provide access to organized sports outside of the school community. A study conducted by the University of Chicago reported that participation in school sports had a significantly positive effect on academic achievement, positive body-image, and self esteem. Youth involvement in sports can instill confidence, promote positive values, and

improve academic, social, and physical skills (Mahoney, Larson, & Eccles, 2005; Mahoney, Lord, & Carryl, 2005; Olushola, Jones, Dixon, & Green, 2013). Participation in sports improves physical and psychological health and decreases obesity levels among youth (American College of Sport Medicine, 2002; Kilpatrick, Hebert, & Jacobsen, 2002). For minority youth, after-school sports programs have been found to decrease delinquency and serve as a buffer from negative effects of low socioeconomic status, discrimination, and neighborhood crime (e.g., Hartmann, 2001). We believe that offering school sponsored sports at no cost to the students encourages academic achievement and healthy life choices amongst the athletes. This action is principally directed to support socioeconomically disadvantaged students who would not otherwise have the resources to participate in organized sports but will be offered on LEA-Wide basis to encourage all student to live a clean and healthy life style while incentivizing academic achievement. SJUSD expects to maintain 60% of its student population participating in school sponsored sporting opportunities while maintaining a minimum 2.0 GPA.

Goal 1, Action 7 – Educational Partner

38% of Shandon students are English learners and an even larger percentage of the community have a primary language other than English. The district has struggled to provide meaningful participation opportunities and families have expressed reluctance to attend in-person gatherings and an uncertainty in sharing ideas/concerns in a public setting. After moving to anonymous surveys and questionnaires 85% of parents report that they feel the district encourages parent participation and 67% believe that the district seeks parent/community input in school and district decision making. Supplemental and Concentration funds will be used to purchase Survey Monkey as 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. Research has shown that there are many benefits to increasing parent involvement including improvement in student behavior, attendance, and academic achievement. Parent involvement in schools helps students earn higher grades, boost test scores, improve social skills, and graduate, according to the 2002 paper titled A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement, authored by Harvard Graduate School of Education Lecturer, Dr. Karen Mapp. We believe that providing multiple opportunities for parent to provide us with anonymous feedback in their primary language encourages non-English speaking parents to communicate their thoughts, praises and criticisms in a non threatening way. This action is principally directed to non-English speaking families as a platform for them to communicate anonymously but will be made available to all families on an LEA-wide basis to encourage open communication between all parents and the district. SJUAD expects that input from educational partners will continue to increase through the safety and ease of Survey Monkey while maintaining a minimum of 85% parents reporting that the district encourages parent participation and an increase of 3% of parents reporting they feel that the district seeks input from parents in decision making.

Goal 1, Action 9 – Parent Involvement

Shandon Elementary hosted a family literacy night with 50 participants and family math night with 36 participants during the 2021-2022 school year. A parent survey revealed that 86% of participants reported attending at least one school sponsored event during the school year. Parent volunteers are non-existent due to the district's TB and background clearance requirements which parents have expressed are too

expensive. Other parents have communicated feeling under educated or ill equipped to work in the school or classroom. 59% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. 52% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. Current English Learners are performing no more than 97 points below ELA standard. Current English Learners are performing no more than 107 points below Math standard. 9% of English Learners are performing at grade level on the iReady Reading Diagnostic, 12% of English Learners are performing at grade level on the iReady Math Diagnostic. 50% of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard 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. Supplemental and concentration funds will be utilized to provide TB testing and educational supplies and resources for low income families. 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.) We believe that encouraging parent participation 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 we believe that all students benefit from increased parental support and positive school to home relationships. SJUAD expects to increase parent volunteers by 2%; decrease the number of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA and Math by 5% as reported through iReady Diagnostic Assessment. English Learners will perform no more than 90 points below ELA standard and no more than 100 points below Math standard as measured by SBAC. 14% of English Learners will be performing at grade level on the iReady Reading Diagnostic and 17% of English Learners will be performing at grade level on the iReady Math Diagnostic. 55% of students will be ranked as prepared for College and Career as reported by CA School Dashboard.

Goal 2, Action 1 – College Preparation

2019 indicator of College and Career Readiness revealed that 9.1% of English Learners 20% of Hispanic, and 23.5% of Socioeconomically Disadvantaged were prepared for College and Career. 2020 local data indicates that of our High School Seniors identified as English Learner and/or Socioeconomically Disadvantaged 2 were accepted to attend multiple four-year universities, 75% are attending a community college, 20% went on to a career and 1 student went to the military. According to the 2020 Ca School Dashboard, 50% of SJUSD students were ranked as prepared for College and Career. 2021 local data indicates that of our High School Seniors identified as English Learner and/or Socioeconomically Disadvantaged, 7 are planning to attend a community college and 2 will be moving on to career. SJUSD implements the College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students. Supplemental and Concentration funds will be used to tour local colleges, host college/career parent nights, and staff dedicated to educate students on college and career pathways. College and Career

Readiness means students exit high school prepared for success in a wide range of post-secondary opportunities and equipped with the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment. Many of Shandon's students are first generation American and/or first to attend college or university. Socioeconomically disadvantaged and English Learner families find the application process overwhelming. We believe that having a dedicated period in their day to research college and career opportunities, with staff to guide them through the application process, helps level the playing field for unduplicated students when the college enrollment rates for students in low income areas is nearly 20% less that those from high income areas. We expect that percentage of students deemed collage and career ready will increase significantly. With an unduplicated student count of over 80%, this action will be offered to all students on a school-wide basis to support the future college and career goals of all students. SJUAD expects that the percentage of unduplicated students deemed college and career ready will increase by 2% for all subgroups.

Goal 2, Action 2 – CTE Course Offerings

SJUSD local data revealed that in 2021 70% of high school seniors had completed at least one Career Technical Education (CTE) pathway during their school career. 2022 local data indicates that 90% of high school seniors will complete at least one CTE pathway. Shandon CTE courses are designed to build college and career readiness in the field of agriculture. 16 student work permits have been issued to students working in these industries. SJUSD will continue to offer CTE courses to Shandon High School to ensure availability of career and college readiness options. Shandon offers CTE courses including welding, ag biology, California Career Pathways, Pre-Calculus, Calculus and graphic design and are available to all 9-12th grade students. Supplemental and Concentration funds will support 1.5 FTE and classroom supplies and materials. College and Career Readiness means students exit high school prepared for success in a wide range of high-quality post-secondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment. Shandon unduplicated student groups are already working in Ag related fields and CTE courses help them get beyond entry level positions in the Ag community. Career and technical education is designed to increase a student's skills in technology, academics and employability. In addition, career and technical education helps students apply their learnings to meet the needs of current and future employers. Career technical education is beneficial for students on track to enter college or the workforce because the skills gained help to prepare students for future employment. In addition, CTE courses can provide job-based experiences that can help define career plans, identify an appropriate course of study and help pay for tuition thus further assisting socioeconomically disadvantaged students. We believe that offering CTE courses aligned with the interests of our unduplicated student population students will be better equipped to enter the workforce and be more knowledgeable about pursuing an advanced course of study. This action is principally directed towards unduplicated students but with an unduplicated count of over 80%, will be available to all students so that all students may pursue a course of study that will benefit their future college and career goals. SJUAD expects to maintain 90% of unduplicated high school seniors who have completed at least one CTE pathway during their school career.

Goal 2, Action 3 – Credit Recovery; Action 4 Technology

12% of high school students had failing grades in the 1st semester of 2019 (in-person). 46% of high school students had failing grades in the 1st semester of 2020 (distance learning). 25% of high school students had failing grades in the 1st semester of 2021. 39% of 11th grade students passed the ELA Early

Assessment Program with a score of 4 and 5% of 11th grade students passed the Math Early Assessment Program with a score of 4. 20% of the 2019-2020 seniors completed A-G requirements. 35% of 2021-2022 high school seniors are on track to complete A-G requirements. In 2019 Shandon High School graduation rate declined to 88.9%. Approximately 80% of those attending summer school were unduplicated students who failed a course in the Spring or needed credit recovery. Shandon High School will maintain credit recovery options and course availability for unduplicated students. Supplemental and Concentration funds will be used to offer summer school, Saturday school and SHMOOP online courses to students who have fallen behind and need to make up high school credits. SJUSD will also continue to upgrade and add technology accessibility for access to online credit recovery options and CTE online courses to prepare students for college and career readiness. The district is providing 1-1 devices to all students but is primarily designed to support socioeconomically disadvantaged students. In addition, the district is subsidizing in-home internet connections to support online learning for socioeconomically disadvantaged students. In 2020, 30 students were enrolled in summer school and by accessing credit recovery options they avoided having to retake classes in the fall. Research indicates "credit recovery students are more likely to graduate from high school and less likely to drop out than students who repeat courses traditionally. Credit recovery is a particularly effective strategy to prevent dropping out for black, Hispanic, and economically disadvantaged students and for increasing the likelihood of graduating from high school for economically disadvantaged students."
(https://appam.confex.com/appam/2018/webprogram/Paper26158.html) Providing timely and effective credit recovery options will provide the best opportunity for unduplicated students to complete state and district requirements while working towards graduation; however, this action will be made available to all students on an School-wide basis because all students falling short on graduation credits and district requirements can benefit. . SJUSD expects that 42% of 11th grade students will pass the ELA Early Assessment Program with a score of 4 and 8% of 11th grade students will pass the Math Early Assessment Program with a score of 4. In addition, 40% of seniors will complete A-G requirements and the graduation rate for Shandon High School will increase to 90%.

Goal 2, Action 5 – Music Education
7% of Shandon High School English Learners are performing at grade level compared to 17% English only students as measured by the iReady math diagnostic. 0% of high school students with disabilities are performing at grade level compared to 15% students without disabilities as measured by the iReady math diagnostic. 5% of high school socioeconomically disadvantaged students are performing at grade level compared to 7% of non-socioeconomically disadvantaged students as measured by the iReady reading diagnostic. 3% of Shandon High School English Learners are performing at grade level compared to 7% English only students as measured by the iReady reading diagnostic. 0% of high school students with disabilities are performing at grade level compared to 6% students without disabilities as measured by the iReady reading diagnostic. Student and parent surveys indicate that both stakeholder groups want students to have access to music education. This has also been an interest expressed by the Shandon Board of Trustees. Shandon High School will offer music education that supports student and parent interests as indicated through stakeholder feedback. 80% of Shandon's population is socioeconomically disadvantaged and as a result of surveying unduplicated student interests and the cost of musical instruments, the district is providing access to instruments and course instruction at no cost to the students. Supplemental and Concentration funds will be used for a .20 FTE music teacher and classroom supplies/materials including musical instruments. Providing musical supplies and instruments to low income students free of charge provides them with an opportunity to learn to read and play music that

would not be otherwise available to them through private instruction or by renting an instrument. An analysis of data from the National Educational Longitudinal Study of 1988 demonstrated a significant correlation between participation in school music groups and achievement in math and English. Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? Sociology of Education, 75(1), 69-95. Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district. Johnson, C. M. & Memmott, J. E. (2007). Examination of relationships between participation in school music programs of differing quality and standardized test results. Journal of Research in Music Education, 54(4), 293-307. On the 2012 SAT, students who participated in music scored an average of 31 points above average in reading, 23 points above average in math, and 31 points above average in writing. College Board SAT, 2012 College-Bound Seniors: Total Group Profile Report. (See table 18.) We believe that music education can have a positive effect on academic scores of unduplicated students and will have a positive increase in proficient iReady scores. This action is principally directed to support the learning needs and student course requests of English learners, socioeconomically disadvantaged, and students with disabilities; however, music courses will be available to all students on a school-wide basis because we expect that all students showing below proficiency will benefit. SJUSD expects that 10% of Shandon High School English Learners will be performing at grade level as measured by the iReady math diagnostic. 3% of high school students with disabilities will be performing at grade level as measured by the iReady math diagnostic. 8% of high school socioeconomically disadvantaged students will be performing at grade level as measured by the iReady reading diagnostic. 6% of Shandon High School English Learners will be performing at grade level as measured by the iReady reading diagnostic.3% of high school students with disabilities will be performing at grade level as measured by the iReady reading diagnostic.

Goal 2, Action 6- Diver's Education

13% of high school student survey responses indicated a desire to have the school offer driver's education. Shandon High currently has approximately 5 students who are legally licensed drivers with several others who drive without a license. Shandon High School will use Supplemental and Concertation funds to purchase class materials and provide driver's education to prepare students to take their permit test. Due to lack of qualified staff, the district will not provide behind the wheel training. Providing driver's education to students free of charge provides them with the opportunity to obtain a driver's permit and subsequent license. This will create more opportunities for students for students to obtain jobs in Paso Robles to help support their families and schooling needs while increasing defensive driving skills while driving 20 miles to the nearest town. Studies have shown that teens who have a license will have more opportunities and access to a wider variety of jobs. With the shift of diver's education oversight from the department of education to the state, the burden of funding driver's education fell to families. The cost of driver's education can range between $300-$500 making it nearly impossible of low income families to access. In addition, when students get a driver's license before age 18, driving at night and with friends is restricted for the first year of licensure giving students the opportunity to gradually learn the skills necessary to be safe behind the wheel. These restrictions do not apply to students who are 18 years of age and apply for a driver's license without taking an approved driver's education course thus increasing their risk of causing or being injured in an automobile accident. By offering driver's education we expect that the number of properly licensed drivers will increase significantly. This action is principally directed to support the needs of socioeconomically disadvantaged students but due to our socioeconomically disadvantaged population count of 80% this action will be offered on a school-wide basis to benefit all students seeking a legal

drivers license. SJUSD expects to have 47 eligible high school students enroll and pass driver's education during the summer of 2022.

Goal 3, Action 1 - Reading Intervention

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, in English Language Arts, we learned that English learners are performing 12 points behind "All Students"; Homeless students are performing 1.2 points behind "All Students" ; and socioeconomically disadvantaged students are performing 4.4 points above "All Students". English Learners were assigned an orange indicator and performed 54.8 points below standard. Homeless were assigned a yellow indicator and performed 43.5 points below standard. Socioeconomically Disadvantaged were assigned a yellow indicator and performed 37.9 points below standard. Supplemental and Concentration grade funds will be used to maintain reading intervention support through hiring a .5 FTE reading specialist and purchasing Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials. A tiered intervention system is used for reading support and the reading intervention teacher and principal monitor placement. Students in intervention receive an additional 30 minutes of reading instruction four days per week. The majority of students who need additional reading intervention are unduplicated students. Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials is a research based intervention program that has demonstrated the ability to improve reading scores of students who participate. We believe that implementing reading intervention will increase a students reading fluency and comprehension by at least one grade level resulting in a correlation in iReady and CAASPP performance. Though this action is principally directed towards unduplicated students, it will be offered on a school-wide basis because we believe that all students reading below grade level expectations can benefit. Shandon Unified School district expects students participating in reading intervention to average 1.16 years of growth in reading fluency and comprehension as measured by running records which will lead to improved performance on the SBAC English language arts assessment and all subgroups in the green tier.

Goal 3, Action 2- After School Program

Results from the 2019 ELA and mathematics SBAC assessment indicated that English learners were rated in the orange tier in both assessments and homeless students and socio disadvantaged students were rated yellow in ELA and orange in mathematics. The Boys and Girls Club offers after school support for students including homework help. Parent survey results revealed that 60% of parents responded that they utilize the Boy and Girls Club and found it effective in meeting academic and homework needs for their students. Funding will be used through a partnership with Boy and Girls Club of America to provide an after school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities. Students attending the Boys and Girls club will participate in 60 minute of homework support per week ,in addition to the opportunity to engaging educational activities after school. The Boys and Girls Club is offering academic and homework support primarily for English Learners, Foster Youth, Special Education, and Socioeconomically Disadvantaged students. through implementation of the Boys and Girls Club, we expect that parents and teachers will report an increase in homework completion and find it effective in meeting the academic needs of the students. This action is principally directed toward socioeconomically disadvantaged students but will be be available to all students on a school-wide basis because all children of working parents can benefit from afterschool supervision and homework assistance. SJUSD expects to maintain 60% of parents surveyed indicating that they utilize the Girls and Boys Club and find it effective in meeting the academic and homework needs of students which will lead to

participating student improved SBAC ELA and mathematics scores and a green tier rating for all subgroups.

Goal 3, Action 3- Multi-Tiered Systems of Support
Utilization of iReady math intervention revealed an increase from 8% to 14% of students performing on grade level as measured by iReady math benchmark/diagnostic assessments while 58% of SJUSD economically disadvantaged students were performing 2 or more years below grade level in math. Utilization of iReady reading intervention revealed an increase from 9% to 17% of students performing on grade level as measured by iReady reading benchmark/diagnostic assessments while 54% of economically disadvantaged students were performing 2 or more years below grade level. Data revealed that only 6% of students were making desired progress through ALEKS but instructional delivery needs to be modified internally. Funding will be used to provide math and reading intervention to middle and high school students through tutorial and a learning lab and to maintain ALEX and iReady math intervention programs. Research has shown that when using ALEX and iReady intervention with fidelity, historically marginalized groups have scored significantly better on state assessments than peers who did not use these programs. Both ALEX and iReady are online resources. 3-12 students work on ALEX 20 minutes per day while TK-8 students work on iReady 40 minutes per week for math and 40 minutes per week for reading. Using ALEX and iReady math provides individualized practice based on diagnostic analysis of student performance. The electronic programs provide instruction in Spanish and have tutorial videos so students can still access instruction when family support is limited due to socioeconomic factors and language barriers. We expect that the iReady reading and math scores for low-income students will increase significantly, as the programs are designed to address individualized educational deficiencies in marginalized groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. SJUSD expects students who are performing at grade level to increase by 10% as measured by iReady reading and iReady math diagnostics and a corresponding correlation to state standardized test scores.

Goal 3, Action 4- Attendance
From 2018 to 2019 the district indicator from Chronically absent students has moved from orange to green for all students. This action was originally designed to address the significant absenteeism rates among our homeless and socioeconomically disadvantaged students. The CA School Dashboard reported the following for Chronic Absenteeism in 2018: Homeless was assigned an orange indicator with 14.9% being chronically absent. Socioeconomically Disadvantaged was assigned a yellow indicator with 11.5% identified as being chronically absent. CA School Dashboard for 2019 reported that all subgroups were assigned a green indicator; however, Socioeconomically Disadvantaged were identified as having the highest chronically absent percentage with 8.2%. Funding will be used to purchase the Bright Arrow program, fund rewards and incentives for good daily attendance and to provide a .23 FTE district classified position to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education.. Good daily attendance will be monitored with AERIES, including unduplicated student subgroups, communicated through Bright Arrow, and encouraged through rewards and incentives. We expect that the attendance of homeless and socioeconomically disadvantaged students will increase as data from the CA dashboard indicates that this program was effective at having all subgroups meet the green tier in attendance including unduplicated students. This action will be offered to all student on a school-wide basis because attendance incentives have been shown to be effective in encouraging attendance of all students. SJUSD expects that each subgroup will maintain green tier status and that

socioeconomically disadvantaged subgroup will drop to 7% of chronic absenteeism.

Goal 3, Action 6- After School Tutoring and Homework Support

2019 ELA CAASPP test results revealed that English Learners were assigned an orange indicator and performed 54.8 points below standard. Homeless were assigned a yellow indicator and performed 43.5 points below standard. Socioeconomically Disadvantaged were assigned a yellow indicator and performed 37.9 points below standard. 2019 Math CAASPP test results revealed that All subgroups were assigned an orange indicator. English Learners performed 77 points below standard, Homeless performed 83 points below standard and Socioeconomically Disadvantaged performed 71.7 points below standard. After School Tutoring and Homework Support was started in 2021-2022 with the use of ESSER III dollars. Up to 12 students who attended tutorial were facing failing grades and after several sessions, these students were passing all classes. Additionally, some tutorial students also participated in community assistance activities as needed. SJUSD will use supplemental and concentration funds to support the needs of second language learners, foster youth and socioeconomically disadvantaged students by providing after school tutoring and homework support through certificated and classified personnel. Staff will be available to work with students 4 days a week from 3:15-5:15 on missing assignments, homework and tutoring. The library will remain open during these hours for internet access for homework and research projects. The majority of students who need additional academic support are unduplicated students. Some research indicates that participation in after school tutoring reduces the likelihood of delinquent behavior and increase skills needed for college and career success. We expect that the CAASPP ELA scores for low-income students will increase significantly, as research shows that consistent participation in after school programs helps decrease dropout rates and close achievement gaps for low-income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. By implementing this goal on a LEA and school wide basis SJUSD expects the academic performance of English learners, Socioeconomically Disadvantaged and Homeless students to increase by a minimum of 20 points in both ELA and math as reported by the 2024 CA Dashboard.

Goal 4, Action 3 -Field Trips

SJUSD English Learners are performing 55.1 points below "All Students" on CAASPP ELA summative assessments. Socioeconomically Disadvantaged students are performing 37.9 below standard on CAASPP ELA summative assessments. iReady diagnostic assessments revealed that 9% percent of English learners are performing at grade level in ELA compared to 24% of non English learners. 11% of English learners are performing at grade level in vocabulary as compared to 28% of non English learners. 84% percent of economically disadvantaged students are performing below grade level in reading and 85% are performing below grade level in math. Supplemental and Concentration funds will be used to provide each class with at least one field trip opportunity per school year.

Field trips will support student understanding of state standards and be with hands on learning experiences and realia that build language and content knowledge for second language learners and socioeconomically disadvantaged students. 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 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 CAASSP 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. However, because this action can benefit all underperforming students it will e offered on an LEA-wide basis. SJUSD expects English Learner students to perform no more than 25 points below "All Students" and Socioeconomically Disadvantaged students to perform no more than 18 points below standard on CAASPP ELA standard as reported through the CA Dashboard by 2024.

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

Shandon Joint Unified School District has demonstrated it has at least met/exceeded the 29.77% proportionality percentage, as required, by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 29.77% proportionality percentage based on the contributing actions/services in this plan. It is important to note we are meeting/exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and also explained and justified in detail in each contributing limited action described below. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 1, Action 5 – Foster Youth Liaison
There is not a statistically significant amount of foster youth enrolled in Shandon Schools to provide data as recorded from the CA School Dashboard and dataquest; therefore, Supplemental and Concentration Funds will not be used to support this action. However, SJUSD recognizes that foster youth require specialized attention and resources to meet their unique needs. SJUSD will use Title III funds to support the district counselor as the Foster Youth Liaison. The Liaison will coordinate foster youth access to programs in and outside of school and will monitor attendance, conduct home visits and provide support for foster youth and families. In addition, the Liaison will provide staff training on the needs of foster youth. SJUSD expects that suspensions and chronic absenteeism among foster youth will remain statistically insignificant.

Goal 1, Action 8- Bilingual parent Support
66% of parents who responded to the SJUSD annual survey, reported feeling welcomed at their child's school. 73% reported being informed about their child's progress and knowing what their child's teacher expects of their child. 99% reported being satisfied with the district's communication with parents. SJUSD will use Supplemental and Concentration funds to maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. Bilingual office staff will support parents during parent conferences and assist with communication between admin, teachers and families. In addition, bilingual staff will help lead parent education events such as literacy and math nights to maximize parent participation. SJUSD expects that 70% of parents who respond to the SJUSD annual survey, will report feeling welcomed at their child's school, 77%will report being informed about their child's progress and knowing what their child's teacher

expects of their child, and the district will maintain 99% reported being satisfied with the district's communication with parents.

Goal 4, Action 1 Professional Development and Action 2 Bilingual Para Educators -
After assessing the needs, conditions, and circumstances of our English learner students, we learned that our English Learners are performing 55.1 points below "All Students" on CAASPP ELA summative assessments. iReady diagnostic assessments revealed that 9% percent of English learners are performing at grade level in ELA compared to 24% of non English learners. 11% of English learners are performing at grade level in vocabulary as compared to 28% of non English learners. 13% of English learners are performing at grade level in Comprehension of Literature compared to 24% of non English Learners. 13% of English learners are performing at grade level in Comprehension of Informational Text compared to 19% of non English learners. SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards by using Supplemental and Concentration funds to provide staff development in academic vocabulary and integrated and designated instructional strategies and para educator support to assist English learners with accessing core curriculum. These actions are being continued from the 2020-2021 school year because since implementation we have redesignated 15% of our English learners. Push-in classroom supports currently serve approximately 60 students per day. Data suggests that out of the English learner students receiving para-educator support, 36 students have been redesignated over the past three years, as opposed to 7 students being redesignated in the three years prior to this. These actions are being provided on a LEA Wide basis and we expect English Learner students to perform no more than 25 points below "All Students" on CAASPP ELA standard as reported through the CA Dashboard and a 6% increase in the number of students being reclassified as English language proficient by 2024.

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.
Staff positions that were increased during the 21/22 school and will continue into the 22/23 school year include:
* 8 hours weekly to either certificated or classified personnel to provide after school homework/tutoring. $15,000
* One FTE classified para educator position was added for bilingual support in middle school core content classes. $25,503
* .23 FTE district classified position to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education. $8,168
* Increase in counseling support for K-12. Two Thrive counselors at Shandon High School and one elementary counselor. $32,608
* One 4 hour per week custodial position and a 1 hour per week maintenance position to maintain the safety and welfare of students and staff for shared facilities. $5,214

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		PES:1:8 ; SES 1:26; SHS 1:29
Staff-to-student ratio of certificated staff providing direct services to students		PES: 1:8; SES 1:13; SHS 1:11

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$901,033.00	$0.00	$2,500.00	$300.00	$903,833.00	$792,437.00	$111,396.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Administrative Support		$77,099.00	$0.00	$0.00	$0.00	$77,099.00
1	2	Counseling Services		$92,224.00	$0.00	$0.00	$0.00	$92,224.00
1	3	Multi Tiered Systems of Support		$2,000.00	$0.00	$0.00	$0.00	$2,000.00
1	4	Basic Needs		$1,800.00	$0.00	$0.00	$0.00	$1,800.00
1	5	Foster Youth Liaison		$0.00	$0.00	$0.00	$300.00	$300.00
1	6	Sports		$61,668.00	$0.00	$0.00	$0.00	$61,668.00
1	7	Stakeholder Communication		$384.00	$0.00	$0.00	$0.00	$384.00
1	8	Bilingual Parent Support		$143,874.00	$0.00	$0.00	$0.00	$143,874.00
1	9	Parent Involvement		$500.00	$0.00	$0.00	$0.00	$500.00
1	10	Health and Safety	all students	$5,217.00	$0.00	$0.00	$0.00	$5,217.00
1	11	Food Safety	All	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
2	1	College Preparation		$65,641.00	$0.00	$0.00	$0.00	$65,641.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	CTE Class Offerings		$115,816.00	$0.00	$0.00	$0.00	$115,816.00
2	3	Credit Recovery		$10,731.00	$0.00	$0.00	$0.00	$10,731.00
2	4	Technology		$31,000.00	$0.00	$0.00	$0.00	$31,000.00
2	5	Music		$11,948.00	$0.00	$0.00	$0.00	$11,948.00
2	6	Driver's Education		$8,000.00	$0.00	$0.00	$0.00	$8,000.00
3	1	Reading Intervention		$55,150.00	$0.00	$0.00	$0.00	$55,150.00
3	2	After School Program		$45,000.00	$0.00	$0.00	$0.00	$45,000.00
3	3	Multi Tiered Systems of Support		$22,873.00	$0.00	$0.00	$0.00	$22,873.00
3	4	Attendance		$8,193.00	$0.00	$2,500.00	$0.00	$10,693.00
3	5	Professional Development	All Students	$2,000.00	$0.00	$0.00	$0.00	$2,000.00
3	6	After School Tutoring and Homework Support		$15,000.00	$0.00	$0.00	$0.00	$15,000.00
4	1	Para Educators		$99,415.00	$0.00	$0.00	$0.00	$99,415.00
4	2	Staff Development		$500.00	$0.00	$0.00	$0.00	$500.00
4	3	Field Trips		$15,000.00	$0.00	$0.00	$0.00	$15,000.00

2022-23 Contributing Actions Tables

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)
$2,917,567.00	$868,527.00	29.77%	0.47%	30.24%	$883,816.00	0.00%	30.29%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$883,816.00	$886,616.00
LEA-wide Total:	$310,941.00	$313,441.00
Limited Total:	$243,789.00	$244,089.00
Schoolwide Total:	$329,086.00	$329,086.00

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	Administrative Support	Yes	LEA-wide	Economically Disadvantaged	Shandon Elementary and Shandon High School	$77,099.00	0%

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	2	Counseling Services	Yes	LEA-wide	Economically Disadvantaged	Shandon Elementary and Shandon High School	$92,224.00	0%
1	3	Multi Tiered Systems of Support	Yes	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High School, Parkfield Elementary	$2,000.00	0%
1	4	Basic Needs	Yes	Schoolwide	Economically Disadvantaged	Shandon Elementary	$1,800.00	0%
1	5	Foster Youth Liaison	Yes	Limited	Foster Youth	Shandon Elementary, Shandon High, Parkfield Elemetary	$0.00	0%
1	6	Sports	Yes	LEA-wide	Economically Disadvantaged and Foster Youth	Shandon High and Shandon Elementary grades 6-8	$61,668.00	0%
1	7	Stakeholder Communication	Yes	LEA-wide	English Learners, Economically Disadvantaged, Foster Youth	Shandon Elementary, Shandon High, Parkfield Elementary	$384.00	0%

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	8	Bilingual Parent Support	Yes	Limited	English Learners	Shandon High and Shandon Elementary	$143,874.00	0%
1	9	Parent Involvement	Yes	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High, Parkfield Elementary	$500.00	0%
2	1	College Preparation	Yes	Schoolwide	English Learners and Economically Disadvantaged	Shandon High School and Shandon Elementary Grades 6-8	$65,641.00	0%
2	2	CTE Class Offerings	Yes	Schoolwide	Economically Disadvantaged, English Learners, Foster Youth	Shandon High School	$115,816.00	0%
2	3	Credit Recovery	Yes	Schoolwide	Economically Disadvantaged, English Learners, Foster Youth	Shandon High School	$10,731.00	0%

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	4	Technology	Yes	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High School, Parkfield Elementary	$31,000.00	0%
2	5	Music	Yes	Schoolwide	Socioeconomically Disadvantaged	Shandon High School	$11,948.00	0%
2	6	Driver's Education	Yes	Schoolwide	Socioeconomically disadvantaged students	Shandon High School	$8,000.00	0%
3	1	Reading Intervention	Yes	Schoolwide	English Learners and Economically Disadvantaged	Shandon Elementary	$55,150.00	0%
3	2	After School Program	Yes	Schoolwide	Economically Disadvantaged	Shandon Elementary	$45,000.00	0%
3	3	Multi Tiered Systems of Support	Yes	LEA-wide	Economically Disadvantaged, English Learners	Shandon Elementary, Shandon High School, Parkfield Elementary	$22,873.00	0%

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 (%)
3	4	Attendance	Yes	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High School, Parkfield Elementary	$8,193.00	0%
3	6	After School Tutoring and Homework Support	Yes	Schoolwide	English Learners, Foster Youth, socioeconomically disadvantaged	Shandon High School and Shandon Elementary School	$15,000.00	0%
4	1	Para Educators	Yes	Limited	English Learners	Shandon Elementary and Shandon High School	$99,415.00	0%
4	2	Staff Development	Yes	Limited	English Learners	Shandon Elementary, Shandon High School, Parkfield Elementary	$500.00	0%

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	3	Field Trips	Yes	LEA-wide	English Learners and socioeconomically disadvantaged	Shandon Elementary, Parkfield Elementary, Shandon High School	$15,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$759,379.00	$941,718.83

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Administrative Support	Yes	$75,014.00	$75,247.59
1	2	Counseling Services	Yes	$58,468.00	$61,034.42
1	3	Multi Tiered Systems of Support	Yes	$2,000.00	$2,000.00
1	4	Basic Needs	Yes	$1,800.00	$598.53
1	5	Foster Youth Liaison	Yes	$300.00	$300.00
1	6	Sports	Yes	$59,363.00	$44,372.16
1	7	Stakeholder Communication	Yes	$384.00	$384.00
1	8	Bilingual Parent Support	Yes	$104,711.00	$128,333.43
1	9	Parent Involvement	Yes	$500.00	$164.00
2	1	College Preparation	Yes	$65,016.00	$66,574.47
2	2	CTE Class Offerings	Yes	$107,366.00	$110,205.90
2	3	Credit Recovery	Yes	$10,731.00	$85,000.00
2	4	Technology	Yes	$31,000.00	$31,000.00
2	5	Music	Yes	$11,553.00	$10,966.87
3	1	Reading Intervention	Yes	$54,608.00	$54,022.98

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	2	After School Program	Yes	$45,000.00	$45,000.00
3	3	Multi Tiered Systems of Support	Yes	$27,650.00	$25,825.63
3	4	Attendance	Yes	$4,000.00	$365.85
4	1	Staff Development	Yes	$500.00	$88,719.00
4	2	Para Educators	Yes	$99,415.00	$111,604.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$822,424.00	$759,379.00	$773,928.98	$-14,549.98	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	Administrative Support	Yes	$75,014.00	$75,247.59	0.00%	0.00%
1	2	Counseling Services	Yes	$58,468.00	$55,034.42	0.00%	0.00%
1	3	Multi Tiered Systems of Support	Yes	$2,000.00	$2,000.00	0.00%	0.00%
1	4	Basic Needs	Yes	$1,800.00	$598.53	0.00%	0.00%
1	5	Foster Youth Liaison	Yes	$0.00	$0.00	0.00%	0.00%
1	6	Sports	Yes	$59,363.00	$44,372.16	0.00%	0.00%
1	7	Stakeholder Communication	Yes	$384.00	$384.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	8	Bilingual Parent Support	Yes	$104,711.00	$128,333.43	0.00%	0.00%
1	9	Parent Involvement	Yes	$500.00	$164.00	0.00%	0.00%
2	1	College Preparation	Yes	$65,016.00	$66,574.47	0.00%	0.00%
2	2	CTE Class Offerings	Yes	$107,366.00	$110,205.90	0.00%	0.00%
2	3	Credit Recovery	Yes	$10,731.00	$10,595.00	0.00%	0.00%
2	4	Technology	Yes	$31,000.00	$31,000.00	0.00%	0.00%
2	5	Music	Yes	$11,553.00	$10,966.87	0.00%	0.00%
3	1	Reading Intervention	Yes	$54,608.00	$54,022.98	0.00%	0.00%
3	2	After School Program	Yes	$45,000.00	$45,000.00	0.00%	0.00%
3	3	Multi Tiered Systems of Support	Yes	$27,650.00	$25,825.63	0.00%	0.00%
3	4	Attendance	Yes	$1,500.00	$1,500.00	0.00%	0.00%
4	1	Staff Development	Yes	$500.00	$500.00	0.00%	0.00%
4	2	Para Educators	Yes	$99,415.00	$111,604.00	0.00%	0.00%

2021-22 LCFF Carryover Table

	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$2,954,67[illegible]	$822,424.00	27%	28.30%	$773,928.98	0.00%	26.19%	$62,343.62	2.11%

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

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

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any

performance gaps, including by
meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

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

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

are encouraged to keep this goal in the forefront when completing this section.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local

indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the

"All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

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

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

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of

the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for

unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low- income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the

basis of the number and concentration of unduplicated students for the coming school year.

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

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

Scope:

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

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

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

LCFF Funds:

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

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

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

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

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

- 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 of 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 + 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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