LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shandon Joint Unified
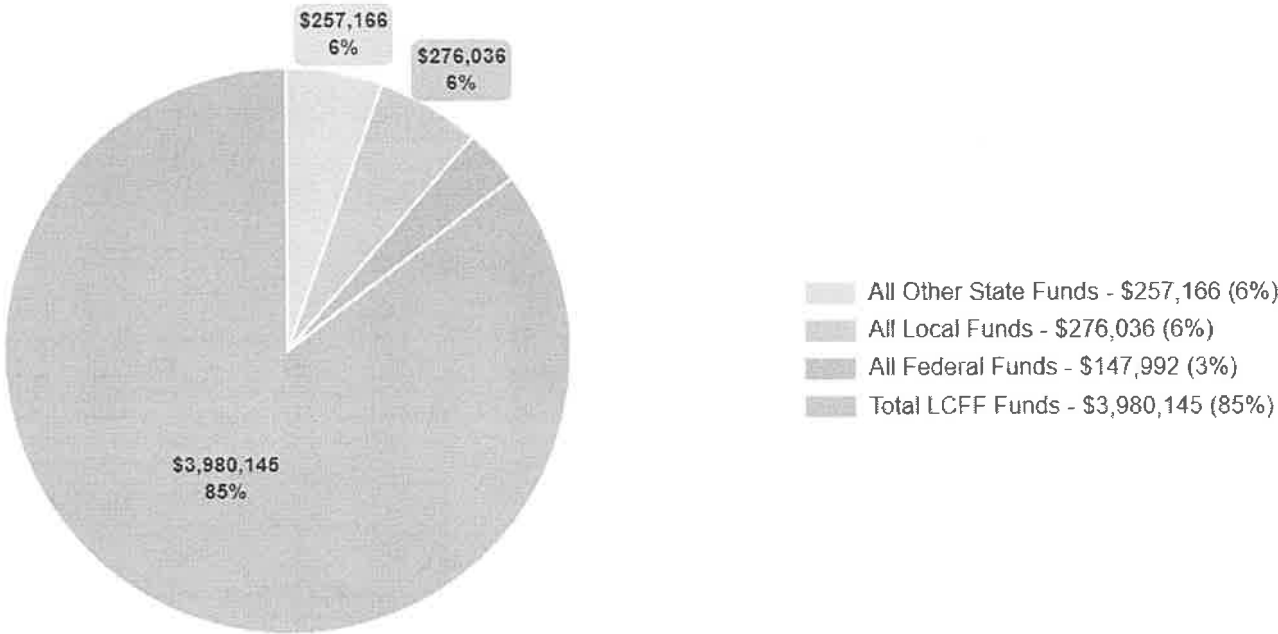CDS Code: 40688330000000
School Year: 2021-22
LEA Contact Information: Shannon Kepins |
skepins@shandonschools.org | 805-238-1782

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 2021-22 LCAP Year

Projected Revenue by Fund Source

All Other State Funds - $257,166 (6%)
All Local Funds - $276,036 (6%)
All Federal Funds - $147,992 (3%)
Total LCFF Funds - $3,980,145 (85%)

Source	Funds	Percentage
All Other State Funds	$257,166	6%
All Local Funds	$276,036	6%
All Federal Funds	$147,992	3%
Total LCFF Funds	$3,980,145	85%

Breakdown of Total LCFF Funds

LCFF S/C Grants - $752,395 (16%)
All Other LCFF Funds - $3,227,750 (69%)
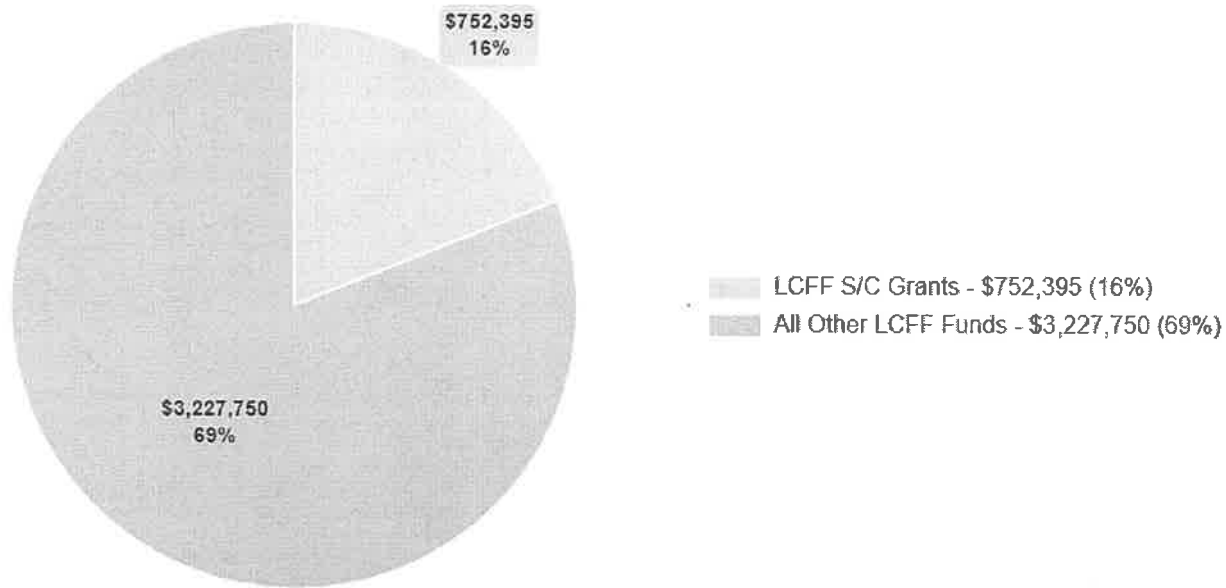
| Source	Funds	Percentage
LCFF S/C Grants	$752,395	16%
All Other LCFF Funds	$3,227,750	69%

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
$4,661,339, of which
$3,980,145 is Local Control Funding Formula
(LCFF), $257,166 is other state funds,
$276,036 is local funds, and

$147,992 is federal funds. Of the
$3,980,145 in LCFF
Funds, $752,395 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

$4,874,300	$759,379
Total Budgeted General Fund Expenditures	Total Budgeted Expenditures in LCAP
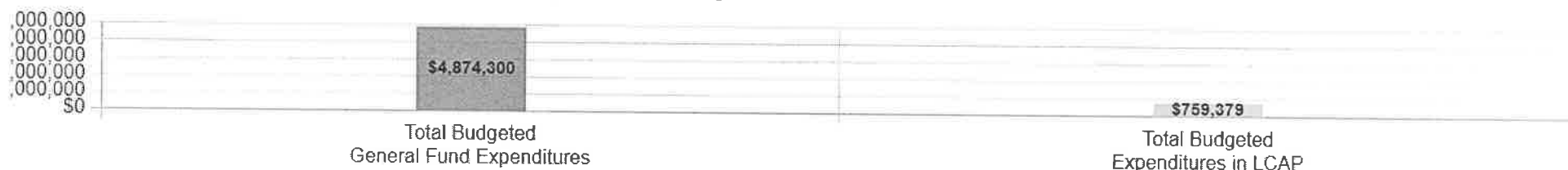
*This chart provides a quick summary of how much Shandon Joint Unified plans
to spend for 2021-22. It shows how much of the total is tied to planned actions and
services in the LCAP.*

Shandon Joint Unified plans to spend
$4,874,300 for the 2021-22
school year. Of that amount, $759,379 is tied
to
actions/services in the LCAP and $4,114,921
is not included in the LCAP.
The budgeted expenditures that are not included in the LCAP will be used for the following:
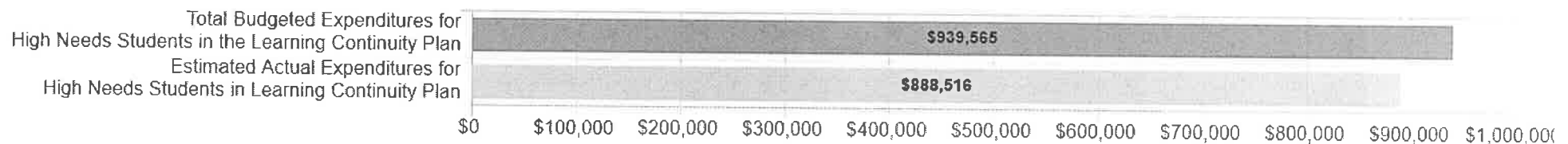
Operational and mandated costs that contribute to the District's overall function and educational program not included in LCAP:
Salary and Benefits, Transportation, Maintenance, Utilities, Curriculum, Legal Fees, License Fees, Audit fees and contracted service for payroll and fiscal
services. Salary & Benefits- $3,786,135; Books & Supplies- $232,465; Services & Other Operating Expenses-$649,911; Indirect Cost-$47,316

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Shandon Joint Unified is projecting it will receive
$752,395 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
$759,379
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$939,565
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$888,516

$0 $100,000 $200,000 $300,000 $400,000 $500,000 $600,000 $700,000 $800,000 $900,000 $1,000,000

This chart compares what Shandon Joint Unified budgeted last year in the
Learning Continuity Plan 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 2020-21, Shandon Joint Unified's Learning Continuity Plan budgeted
$939,565 for planned actions to
increase or
improve services for high needs students. Shandon Joint Unified actually spent
$888,516 for actions to
increase or
improve services for high needs students in 2020-21. The difference between the budgeted and actual expenditures of
$51,049 had the
following impact on Shandon Joint Unified's ability to increase or improve services for high needs
students:

Differences in expenditures were due to unfilled positions, voluntary reduction in hours, and the need to redistribute funds to meet
the unique needs of our special education population during distance learning. Small group and hybrid models allowed classroom teachers to provide
intensive support for unduplicated subgroups and a partnership with County Behavioral Health supported much of our student counseling needs.

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

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase attendance of all district students

State and/or Local Priorities addressed by this goal:

State Priorities:
5

Local Priorities: Local Priorities: Shandon Joint Unified School Board Goal #1

Annual Measurable Outcomes

Expected	Actual
Decrease Severe Chronic Absenteeism Rates (Local Indicator) to 1.0%	Shandon Joint Unified's Severe Chronic Absenteeism rate was 1.9% for 2018-2019. Outcome Not Met
Satisfactory Attendance Rates will increase to 96.5%	Shandon Joint Unified School District's satisfactory attendance rate for 2018-2019 as reported by P2 was 96.07% Outcome Not Met
District Dropout rate will remain at 0%	District Dropout rate is 0%. Outcome Met
The Daily Average number of students with unexcused 1st period tardies will equate to 11 daily average number of students tardy	The Daily Average number of students with unexcused 1st period tardies was 6.7. Outcome Met
The high school graduation rate (Local Indicator) will be 100%	The high school graduation rate declined to 88.9%. Outcome Not Met
Chronic absenteeism as reported through the Ca Dashboard will be no more than 9.5%	Chronic absenteeism as reported through the Ca Dashboard was reported as 8%. Outcome Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Analyze attendance data and create a yearly timeline for SARB notification and review to decrease Chronic Absenteeism among Low Income and Homeless students.	$500 Bright Arrow $4,000 AERIES Training Supplemental and Concentration	$362 Bright Arrow $65.99 AERIES Training
Staff and administration meets quarterly to analyze district/attendance.	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students with perfect attendance or 1 excused absence with a doctor's note will be recognized by trimester at elementary schools and by semester at the high school. Students will three or less absences will be rewarded with a field trip at the end of the year.	$2,500 ASB $1,000 Supplemental and Concentration	$456.21 ASB

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services were implemented as planned with the exception of AERIES Training. The district planned to send three staff members to AERIES training; unfortunately, the training was cancelled due to lack of enrollment.
Total budgeted for Goal 1 - $8,000 Actual Total for Goal 1 - $884.20
Total budgeted with S&C- $5,500 Actual Total for S&C – $427.99
Total budgeted Other Funds - $2,500 Actual Total for Other Funds - $456.21
Action 1 had a decrease in expenditures due to school closure and cancelled training.
Action 3 had a decrease in expenditures due to school closure and canceling of attendance parties, incentives and trips.
All unspent money was retained in the general fund.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Data and stakeholder input indicate that actions and services were effective in achieving this goal. District Chronic Absenteeism has decreased by 3.9% as reported on the CA Dashboard. Chronic and Moderate absenteeism for Shandon Elementary has decreased over 4.5% since implementing attendance awards and incentives. COVID restrictions made it difficult to fully implement this action in the spring of 2020.

Goal 2

Increase academic achievement for all students so that they are career and college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4 5
7
8

Local Priorities: Local Priorities: Shandon Joint Unified School Board Goal #2

Annual Measurable Outcomes

Expected	Actual
High school students with 1st semester failing grades will not be more than 16%.	12% high school students had failing grades in the 1st semester. Outcome Met
30% of high school seniors will complete A-G requirements.	32% of the 2019-2020 seniors completed A-G requirements. Outcome Met
100% of 9th grade students will be enrolled in Algebra or higher mathematics.	75% of 9th grade students are enrolled in Algebra or higher mathematics. Outcome Not Met
16% of EL students will be re-designated.	17% of our EL were recommended for re-designation. Outcome Met
15% of students will have access to music education.	25% of high school students are participating in music education. 7 students are in Advanced Music and 13 students are enrolled in Music Guitar. All K-5 students participate in music appreciation once a week. Outcome Met
45% of students will meet or exceed CAASPP ELA Standards	32% of students met or exceeded CAASPP ELA Standards. Outcome Not Met
33% of students will meet or exceed CAASPP Math Standards	25.32% of students met or exceeded CAASPP Math Standards. Outcome Not Met

Expected	Actual
100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach. 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 teacher classes outside of their credentialed area. Outcome Met
Maintain 100% 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. Outcome Met
Full Implementation and Sustainability for ELA, ELD, Math, and NGSS. Initial Implementation for History-Social Science.	Using a local Self Reflection Tool, teaching staff report Full Implementation for ELA, Math, and ELD. Initial Implementation for NGSS and Beginning Implementation for History-Social Science was also reported. Outcome Not Met
40% of students taking ELPAC will move up at least one band.	52.2% of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4. Outcome Met
69% of students taking an AP exam will pass with a score of 3 or higher.	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. Outcome Met
20% of 11th grade students will pass the ELA Early Assessment Program with a score of 4. 9% of 11th grade students will pass the Math Early Assessment Program with a score of 4.	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. Outcome Met for ELA; Outcome Not Met for Math

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies designed to provide EL students access to core curriculum.	$15,000 Supplemental and Concentration	$2,907.40 Supplemental and Concentration

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discontinued	NA	NA
Determine student academic and life skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as College and Career Guidance Initiative to provide pathways to college through financial aid and education of the college application process for EL and Low Income Students.	$57,940 CCGI Instructors $700 College Testing Materials and Student Fees $1,400 CCGI Student Supplies $2,185 Transportation for College Visits Supplemental and Concentration 01-0709-0-5200-1110-1000-057-0000-0000	$59,158.96 CCGI Instructors $60 College Testing Materials and Student Fees $670 CCGI Student Supplies $2,356.55 Transportation for College Visits Supplemental and Concentration 01-0709-0-5200-1110-1000-057-0000-0000
Discontinued	NA	NA
Discontinued	NA	NA
Expand CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.	$112,365 Supplemental and Concentration	$112,663.81 Supplemental and Concentration
Maintain credit recovery options at the high school and ongoing course availability.	$10,195 Supplemental and Concentration	$10,267.27 Supplemental and Concentration
Expand and replace consumable Fountas and Pinnell Reading Intervention materials.	$10,000 Supplemental and Concentration	$9,343.20 Supplemental and Concentration ($7,211.60 Fountas and Pinnell; $2,131.60 Write from the Beginning)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Strengthen District's Multi Tiered Intervention and Supports by providing reading and math intervention to Middle School students and maintain a Learning Lab for 9-12th grade students to receive intervention in core academic classes. Maintain ALEKS online math for grades 3-12 and add ST Math for grades K-2.	$23,913 Supplemental and Concentration (Intervention Instructor) $3,145 Supplemental and Concentration (online Math intervention) $15,000 Low Performing School Grant (ST Math)	$20,742.23 Supplemental and Concentration (Intervention Instructor) $3,144.75 Supplemental and Concentration (online Math intervention) $15,000 Low Performing School Grant (ST Math)
Continue to provide classroom support through para-educators to assist EL students in accessing core curriculum.	$58,051 Supplemental and Concentration	$41,721.66 Supplemental and Concentration
This action was moved and incorporated into Goal 4, Action 3.	NA	NA
Integrate and implement ELD standards and instructional ELA strategies in classroom instruction to include realia and real life applications of core academic concepts.	$5,000 Supplemental and Concentration	$2,043.17 Supplemental and Concentration
Discontinued	NA	NA
District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster Youth.	$300 Title I	$300 Title I
Discontinued	NA	NA
Continue to upgrade and add technology. Contract for IT services to provide access to online credit recovery options and CTE online courses to prepare students for college and career readiness.	$30,000 Supplemental and Concentration	$30,000 Supplemental and Concentration

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain physical education and after school sports programs to provide healthy after school activities for low income students and improve daily attendance. Maintain 1 FTE PE teacher to provide opportunities for remediation and vertical articulation with classroom teachers.	$5,362 Sports Transportation, $58,032 Physical Education $38,984 Stipends, Coaching and Supplies Supplemental and Concentration	$13,274.31 Sports Transportation, $75,561.50 Physical Education $27,837.83 Stipends, Coaching and Supplies Supplemental and Concentration
Maintain beginning and intermediate guitar courses and add an advanced guitar course.	$10,440 Supplemental and Concentration	$10,584.25 Supplemental and Concentration
Utilize Survey Monkey as a district wide-evaluation tool to involve all stakeholders in planning goals and supports for student success.	$384 Supplemental and Concentration	$384 Supplemental and Concentration
Discontinued	NA	NA
Maintain reading intervention support through a half-time Reading Specialist.	$50,948 Supplemental and Concentration	$51,425.38 Supplemental and Concentration
Discontinued	NA	NA
Discontinued	NA	NA
Shandon Joint Unified School District will provide an after school program to support low income working families with child care. The program will provide homework support and enrichment activities.	$45,000 Supplemental and Concentration	$45,000 Supplemental and Concentration
The district will offer two extra curriculum planning days for teachers to develop unit warm-ups that support CAASPP language and questions.	$4,389 Title I	$4,389 Title I

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services for goal 2 were implemented as planned with the exception of action 17: Maintain physical education and after school sports programs to provide healthy after school activities for low income students and improve daily attendance. Maintain 1 FTE PE teacher to provide opportunities for remediation and vertical articulation with classroom teachers. Due to unforeseen circumstances the district PE teacher had to take a leave of absence in early November. The district attempted to fill the position with long term subs but the position often went unfilled reducing teacher planning time and opportunities for small group remediation.

Total budgeted for Goal 2 - $558,733 Actual Total for Goal 2 - $538,835.27
Total budgeted with S&C- $539,044 Actual Total for S&C – $519,146.27
Total budgeted Other Funds - $19,689 Actual Total for Other Funds - $19,689

Action 1 there was a $12,000 decrease in expenditures because of the school closure and using free county provided staff development along with in house expertise.
Action 10 there was an $11,000 decrease in expenditures because Para support was redirected to assist special education students.
Action 12 there was a $3,000 decrease in expenditures due to cancelled field trip opportunities
Action 17 there was a $14,295.64 Increase of expenditures in sports transportation and staffing fees.

All funds not spent on actions due to COVID 19 were redirected to providing internet access to all SJUSD families and purchasing online platforms for student assignments.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Matrices and local assessments indicate that the district is making progress in meeting this goal; however, we continue to fall short of target achievement goals as measured by CAASPP. District ELA and Math performance indicators are in "Orange". We need to continue to analyze and adjust actions that support student academic progress to realize desired growth. Students participating in reading are averaging 1.16 years if growth in reading fluency and comprehension. The district has shown an increase in students meeting the requirements for English language fluency since implementing bilingual aid support in 2016. The lack of normed benchmark assessments has made it challenging to accurately track and monitor student progress towards meeting state expectations and performance goals as measure by CAASPP.

Goal 3

Create a positive school climate

State and/or Local Priorities addressed by this goal:

State Priorities:

6

Local Priorities: Local Priorities: Shandon Joint Unified School Board Goal #3

Annual Measurable Outcomes

Expected	Actual
All sites will be rated "good" or better by inspection.	Shandon Elementary and Shandon High School facilities were rated as "good" by inspection. Parkfield Elementary Facilities were rated as "fair" by inspection. Outcome Not Met
85% of parents feel the school provides a safe learning environment.	82% of parent responses collected reported that they feel the school provides a safe learning environment. Outcome Not Met
65% of students feel safe at school.	89% of surveyed students reported that they feel safe at school. Outcome Met
89% 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. Outcome Met
SES Suspension rate will be no more that 2.5% (State Indicator)	SES suspension rate was 2.2% as reported through the CA Dashboard. Outcome Met
The district expulsion rate will remain 0%.	The district expulsion rate was 0%. Outcome Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs.	$68,851 Supplemental and Concentration	$71,188.69 Supplemental and Concentration
Refine and support teacher instruction and utilization of Second Step Anti-Bullying and Social Emotional Curriculum.	$0	$0
Maintain added day of counseling support of low income students to develop socialization skills with students struggling with school routines and peer relations.	$53,343 Supplemental and Concentration	$55,789.86 Supplemental and Concentration
Discontinued	NA	NA
Continue to refine district wide/school-wide student positive behavior program and recognition to promote Multi-Tiered Systems of Support.	$2,000 Supplemental and Concentration	$1,207.03 Supplemental and Concentration
Shandon Joint Unified School District will meet student basic needs by offering an afternoon snack to students in grades K-8 to help improve focus and performance.	$1,800 Supplemental and Concentration	$1,800 Supplemental and Concentration
Establish a counseling team for grades 9-12 for small, large and individual counseling to support anti-vaping, nicotine and tobacco use and reduce related suspensions	$40,000 CSI	$148,420.00 CSI

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3 staff members will be trained as "Trainer of Trainers" in Cognitive Behavioral Intervention for Trauma Schools. High school staff members will then be provided release time to be trained by Trainer of Trainers team.	$2,000 sub cost for release time $10,000 Cognitive Behavioral Intervention for Trauma Schools CSI	This training was cancelled by the presenters; however, airfare and registration had been paid for. At this time we have not been reimbursed for these expenditures. The remainder of this money was paid to San Luis Obispo County Office of Education to maintain counseling services for high school through a multi year contract see Goal 3, Action 7. $1,703.12 Supplemental and Concentration
The district will provide two additional days to write anti-vaping curriculum to support the reduction of suspendable offenses at Shandon High School.	$2,194 CSI	$2,194 CSI

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions and services related to this goal were implemented as planned with the exception of the cancellation of planned training of Cognitive Behavior Intervention for Trauma Informed Schools. Based on the improved social climate and lowered suspension rates at Shandon High School, the money assigned to this action was transferred to the San Luis Obispo County Office of Education so we could continue with increased counseling support through contracted services.

Total budgeted for Goal 3 - $180,188 Actual Total for Goal 3 - $282,302.70
Total budgeted with S&C- $125,994 Actual Total for S&C – $131,688.70
Total budgeted Other Funds - $0 Actual Total for Other Funds - $0
Total budgeted CSI - $54,195 Actual Total for CSI - $150,614

Action 5 decrease of 792.97 in S&C expenditures due to cancelled behavior parties as a result of school closure.
Action 7 Increase of $108,420 in CSI fund expenditures to obtain a multiyear contract for Thrive counseling services.
There was an increase in S&C expenditures in Action 1 due to adjustments in salary and benefits and in Action 8 which was originally
budgeted to be paid with CSI dollars.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Shandon High School significantly lowered their suspension rate by moving from "red" indicator to a "green" indicator as reported by the CA
Dashboard. 95% of K-5 students were recognized and rewarded for their positive behavior choices during the school year. 118 students
accessed on site counseling services during the school year. Utilizing alternatives to suspension such as Saturday School and detention has
helped to decrease district suspensions and classroom disruptions. Increased counseling support at Shandon High School, through CSI funds,
has aided in creating a positive school climate. Incorporating PBIS ideals and practices including multi-tiered systems of support has also
promoted respectful behaviors in elementary students. Survey responses indicate that 82% of parents and 89% of students feel that the
district provides a safe learning environment, it should be noted that this is an increase over 2018 responses when only 75% of parents felt the
district provided a safe learning environment.
Implementation of a consistent and coherent Middle School incentive program has been challenging. Staff buy in and limited counseling
support at this level has made it difficult to make significant behavioral changes in these grades.

Goal 4

Maintain communication and expand involvement opportunities between the district, community, parents, staff, and students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Local Priorities: Shandon Joint Unified School Board Goal #4

Annual Measurable Outcomes

Expected	Actual
80% of parents have participated in a school sponsored event.	91%of collected parent responses indicate that parents have participated in at least one school sponsored event. Outcome Met
91% of students report that they are informed about their progress.	81% of surveyed students agreed that they were informed about their progress and 19% had a neutral response. No students responded that they disagreed with the statement that they were informed about their progress. Outcome Met
84% of parents report that they understand teacher expectations.	84% of collected parent responses indicate that parents understand teacher expectations. Outcome Met
86% of parents report that SJUSD encourages parent participation.	72% of collected parent responses indicate that the SJUSD encourages parent participation. Outcome Not Met
80% of parents have participated in a school sponsored event.	91%of collected parent responses indicate that parents have participated in at least one school sponsored event. Outcome Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain clear communication of academic expectations, eligibility requirements for extra-curricular activities and keep families informed of important dates and upcoming events through electronic and student written newspapers and electronic notifications.	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide education opportunities for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta ESL classes.	$0	$0
Maintain bilingual support to meet Spanish Language translation needs and to communicate with families, students, and parents to increase student attendance, decrease tardies and maximize student performance.	$120,602 Supplemental and Concentration	$111,598.03 Supplemental and Concentration
Continue to provide and refine opportunities for school based involvement of parents and community.	$500 SES ASB Fundraising	$1792.11 ASB
Continue implementation of communication strategies to engage parents and community by school and students.	$0	$0
Provide each student with access to AERIES student Portal and teach students how to access their account to check on grades, progress, and assignments.	$0	$0
The district will host a family engagement night to assist families in completing the parent volunteer packet and have a nurse available to administer the required tuberculosis screening.	$500 Supplemental and Concentration 01-0709-0-5841-0000-7400-059-0000-4007	$312 Supplemental and Concentration

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All action and services to support goal 4 were implemented as planned with the exception of additional parent engagement opportunities that were cancelled due to the school closure. All oral and written communication is provided in the parent's primary language.

Total budgeted for Goal 4 - $121,602 Actual Total for Goal 4 - $113,702.14
Total budgeted with S&C- $121,102 Actual Total for S&C – $111,910.03
Total budgeted Other Funds - $500 Actual Total for Other Funds - $1,792.11

Action 3 reflects a $9,003.97 decrease in expenditures due to maternity leave of one employee and a decrease in contractual days worked by one employee.
Action 4 had a $1,292.11 increase in ASB expenditures to support family engagement opportunities.
Action 7 had a slight decrease ($188) in expenditures due to less parents taking part in the TB testing/screening opportunity than expected.
Unspent dollars were used to cover increased costs supported by S&C dollars in Goal 3.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Feedback from stakeholder surveys reveal positive responses on district communication with parents and students. 87% of parents surveyed reported being well informed about their child's progress, 84% reported that they understood teacher expectations and only 4 parent responses indicated that they did not feel that the district encourages parent participation. 100% of students agreed or were neutral about feeling they were informed about their progress, and 81% of students reported that they understand what their teacher expects of them. Limited parent participation in planning and informational meetings continues to be a concern and creates challenges to the creation of meaningful goals and actions.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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.	$61,029	$61,747.42	Y
Continue CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.	$113,882	$115,297	Y
Shandon High School will maintain credit recovery options and course availability.	$10,731	$97,148.82	Y
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.	$30,000	$31,000	Y
Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback.	$10,809	$10,844.91	Y
Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives.	$500	$365	Y
Provide staff development in Math, English Language Arts, English Language Development, Next Generation Science, and instructional strategies designed to provide English Learners with access to core curriculum.	$500	$0	Y
Provide access to para educators to assist English Learners with accessing core curriculum.	$100,349	$32,828	Y
Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.	$70,951	$71,070.28	Y
Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma.	$56,978	$42,041	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success.	$384	$384	Y
Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.	$98,737	$60,100	Y
Provide face coverings for staff, students and visitors.	$0	$0	N
Increase sanitation supplies	$ 0	$ 0	N
Install water filling stations at all school sites.	$ 10,000	$13,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Action 3 - Shandon High School will maintain credit recovery options and course availability to ensure graduation. ($10,731) This district increased spending by $86,417.82 to combat the learning loss perpetuated by distance learning and COVID-19. With an increased number of students failing grade level expectations, the following changes were made to the district's summer school program: the district increased the amount of available student seats, added an additional 7 teachers and 5 para educators. Summer school hourly wages and benefits were also increased due to union agreements.

Action 7 - Provide staff development in Math, English Language Arts, English Language Development, Next Generation Science, and instructional strategies designed to provide English Learners with access to core curriculum. ($500) Due to Covid-19 professional development opportunities were limited. We did focus our efforts into training teachers on implementation of iReady which was included in the purchase price of the program (see Actions Related to Distance Learning Action 2). Staff development took place on September 14, 2020, October 14, 2020 and February 10, 2021.

Action 8 - Provide access to para educators to assist English Learners with accessing core curriculum. ($100,349) The scope of this action was reduced as support staff were reassigned to address the growing need in special education, resulting in a $67,521 decrease in spending for this action.

Action 10 - Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma. ($56,978) Spending for this action was reduced by $14,937 as a result of an elected reduction of hours by one of the counselors.

Action 12- Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. ($98,737) This action was implemented as planned. The $38,637 reduction in spending was due to a staff vacancy that went unfilled.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction has been a challenge in 2020-2021 due to the COVID-19 pandemic and distancing requirements mandated by the state of California and County Public Health. SJUSD has been operating on small group cohort status for the majority of the 2020-2021 school year so in-person instruction and contacts have been limited to 14 students or less per teacher. Despite these restrictions, we have successfully transitioned to provide these in-person instructional offerings through our distance learning platforms and to our in-person small group cohorts.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Educator Zoom accounts for all certificated and administration staff to conduct online meetings and synchronous, daily, live instruction.	$1,980	$1,980	N
Collaborate with local internet vendors to provide free or subsidized internet services to families.	$50,000	$55,080	Y
Purchase i-Ready to assess student performance in math, ELA and SEL and plan interventions to mitigate learning loss.	$25,561.92	$25,561.92	Y
Purchase Mystery Science for online science instruction and modules.	$499	$499	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The district did not have any substantial difference between planned actions and/or budgeted expenditures for the distance learning program and what was implemented and or expended on the actions with the exception of a $5,080 increase in spending to subsidize internet services to families. This is due to the final negotiated price with Ranch WIFI and the number of families in need of internet service.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Challenges of the distance learning program included delays in getting internet services to families, training of staff to utilize Zoom, i-Ready, Google Classroom, and Seesaw. An additional challenge was training parents and students to access and utilize technology when most of our families did not have prior experience with how to use Chromebooks and online learning platforms.
Successes of the distance learning program have been our parent education nights, where parents were taught how to use the technology that was being provided and how to assist their children with their online education. Another success was being able to provide internet access to all families and to staff. We were fortunate to be able to offer in-person services to support pupils with unique needs 4 days a week while the school as a whole operated in a distance learning format. English Learner students and those with IEPs were given priority in attending in-person small group cohorts followed by those in need of social emotional support. This allowed us to intervene and provide intensive support to those who were most at risk of regression during distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials.	$62,277	$61,517	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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	$45,000	Y
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. The district will explore alternative funding sources ($15,000) to continue with ST Math for TK-8.	$27,785	$27,785	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The district did not have any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The district purchased iReady to track learning loss and assess students on progress towards mastery of grade level standards in ELA and math. Because we did not use the program prior to the COVID-19 pandemic, it was difficult to identify the exact amount of learning loss that occurred since the school closure in March. However, fall diagnostic scores revealed that 59% of K-12th grade students were performing 2 or more years below grade level in ELA and 55% of K-12th grade students were performing 2 or more years below grade level in math. iReady intervention lessons were implemented from grades K-8 to reteach and build mastery of grade level skills. The intervention lessons were designed to be completed at home while on distance learning but student accountability was difficult to maintain resulting in limited progress. Winter diagnostic scores revealed that 52% of K-12th grade students were still preforming 2 or more years below grade level in ELA and 53% were still performing 2 or more years below grade level in math. We will continue to utilize iReady diagnostic assessments to track student progress on grade level expectations and will increase the time spent on ELA and math intervention as we move to hybrid and full in-person schedules.

Running record data collected in October revealed an 18% learning loss in regards to reading since the school closure in March of 2020. Shandon Elementary continued to provide Fountas and Pinnell reading intervention and increased the number of staff members available to serve struggling readers.

As of March 2021, 47 students are receiving pull out reading intervention services. 32 of these students have seen consistent growth as measured by increasing by at least one Fountas and Pinnell level each month. 8 students have gained at least a years worth of growth and are reading at grade level or have exited the program.

In mid-September, we began to offer in-person support for at risk groups of students (second language learners, special education, homeless and foster youth).

The Boys and Girls Club of America, in partnership with Shandon Joint Unified School District, began to offer synchronous and asynchronous support for at risk youth and students of working parents in August.

Shandon Joint Unified School District plans to expand its summer learning program to help address learning loss from the 2020-2021 school year. The summer school expansion will open the opportunity for summer school to elementary aged students as well as expand our current high school and middle school offerings.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Needless to say, our students and families have experienced a broad range of challenges during the 2021 school year. Fortunately, SJUSD has been well positioned to address many of these needs, and has worked to enable access through in person meetings, phone calls, home visits, and zoo meetings. The school team actively works to overcome barriers to access to social emotional supports, using the preferred method of access and communication according to each families' needs.

K-5 teaching staff monitor student involvement and engagement through daily interaction via Zoom and other online platforms. Social emotional learning is incorporated into weekly lessons in all grade level classes. Students who have struggled to access the curriculum, often due to social emotional needs, have been brought in to cohorts to address their needs. The school psychologist is available to follow up with social emotional concerns, and he meets weekly with several students who access a cohort or the Boys and Girls Club.

Similar supports are available for middle school students. Students who are struggling academically and/or socially have access to a counselor through County Behavioral Health. The counselor has a full day committed to meet these needs, and currently sees 8 students out of a caseload of potentially 20-30.

At the 9-12th grade level, teaching staff also monitor students' engagement, and refer to a variety of counseling resources, including our Thrive

counselors (available 2 days a week), our academic counselor, and the school psychologist. All students have weekly access to the Thrive counselors, as they teach weekly Thrive classes to all students on carious topics involving healthy lifestyle choices, and peer and family relationships.

Keeping students and families motivated and engaged during this exceptional school year has been a challenge. Student and family morale has faltered at times. The district has sought to enable engagement through online activities through Friday Night Live online activities, and two drive by celebration events that focused on student progress and success.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The district was successful in providing a one to one device to each student and internet services for those who needed it. Family communication increased via text messaging, phones calls and email. The district hosted several virtual meetings: parent teacher conferences, grade level parent education nights, Lcap and Delac meetings. Parents and students have increased their understanding of and adaptability to use new technology and applications. Parents have been better informed on learning in the classroom and have taken a more active roll in their child's education while assisting during distance learning. The district also hosted successful drive through events for Thanksgiving, winter break, and award ceremonies.

The district was operating through distance learning and small groups cohorts for the majority of 2020-2021. Having the campus closed to parents and large groups made things challenging resulting in multiple small meetings and individual phone calls to relay information. The district struggled to get parents to opt in to text messaging, and we found that many parents misinterpreted, didn't fully read, or didn't fully understand all of our written communications. Parent demands for special accommodations during distance learning was challenging for teaching staff to manage. Access to YouTube and everyday household noise and interruptions made distance learning less than ideal.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes include:
* Seeing staff arise from challenges
* Knowing that families are grateful for the meals

* Learning that we have a tremendous amount of support from other districts
* Trying new recipes and ideas we didn't think we could do, but we ca. Also having the kids like the new recipes.
* Working with local farms to get better quality produce into our cafeteria
* Celebrating small wins
* Being organized and creative in the cafeteria with meus and new ideas pays off
Challenges include:
* Navigating through a pandemic for the first time
* Ordering specific items for meals and our purveyors either don't have the product or forget to deliver it
* Being short staffed with no replacements
* Meeting all requirements of school meals (thankfully we have meal waivers in place with the state, new rules with school meals, district policies, and also the health department)
* Maintaining the quality of meals while also trying to simplify meals so that meal participation doesn't decline, nut also doesn't overload the staff with work
* Getting meals packaged and out on time
* Not knowing how many meals to make from day to day. Participation rates change from day to day increasing the risk of having surplus or not enough food prepared.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Contract with the County Office of Education to expand Thrive Counseling services.	$142,749	$142,749 (spent in 2019/2020)	Y
School Nutrition	Partnership with the Berryman to provide fresh fruits and vegetables to our community free of charge and extending our school meal program to accommodate students during school breaks.	$30,843	$7,996.53	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Substantial differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions include the following:
The action of expanding counseling services has and is being implemented as planned for the 2020-2021 school year; however, funds to secure this multi-year contract were expended at the end of the 2019-2020 fiscal year and not in 2020-2021.
School Nutrition had a $22,003.47 decrease in spending to support our partnership with the Berryman. This was due to an unanticipated decline in community food service participation during the COVID-19 induced school closure.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In-person and distance learning program implementation during the 2020-2021 school year has influenced our 2021-2024 goals and actions as follows:
Goal 1: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.
* Many of our students have been exposed to traumatic life events. Distance learning has intensified the need of counseling support for these families and students. The district has partnered with FNL to provide a community liaison to work with families who are in need of family counseling or who are struggling to provide basic necessities. The district is also planning to hire an additional counselor to serve elementary students two days a week. Both of these services will be paid with grant and donation monies.
* Through hybrid instruction we have discovered that shortened breaks and less students on the playground has greatly decreased student conflict thereby reducing office referrals and increasing time spent on instruction in the classroom. As we move to full in-person instruction, we plan to restructure student breaks so that they are no longer than 10 minutes for morning and afternoon recess and we will limit the number of classes on the playground to two at any given time.
*Distance learning also highlighted the fact that most of Shandon families did not subscribe to internet services which limits their students ability to conduct research and access educational applications designed to support their education. The district also discovered that reliable internet providers are extremely limited in our rural community. There is a need for fast, affordable, reliable internet in Shandon. At this time the district is unsure on how we can assist our families with this need but is looking to explore options.
* Virtual meetings and instruction was not something that we had considered prior to distance learning. Today we have found that virtual

meetings are an excellent resource for conducting parent teacher conferences, IEP meetings, and instruction during independent study giving families and staff flexibility of meeting times and locations. Virtual meetings will be continued in the future when feasible for all parties to allow for meeting flexibility, reduction in fiscal resources, and access to teachers while on independent study,

Goal 3: SJUSD will increase the academic performance of all students.
* The district adopted iReady when faced with the task of identifying learning loss as a result of distance learning., We plan to continue to utilize iReady assessment and intervention materials to progress monitor student performance through benchmark assessments, and provide targeted support in ELA and math.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

For the 2021-2024 LCAP we plan to implement the following services/actions to address learning loss:
Expand summer school offerings to include elementary summer sessions. This action will be available to all students but principally directed to low socio-economic families, English Learners, and students with disabilities who are failing core academic classes.

Partner with the Boys and Girls Club of America to provide homework and distance learning support for those electing to continue on that learning platform and in the event of a future closure. This action will be available to all students but principally directed to low socio-economic families who are in need of childcare and academic assistance outside of school.

Provide tutoring services for secondary students through tutorial and learning lab. This action will be available to all students but principally directed to English learners, low socio-economic families and students with disabilities who need additional academic and language support.

Utilize iReady to track student progress and mastery of K-12 standards in ELA and math and to provide intervention/remediation lessons to reinforce key grade level concepts. This action will be available to all students but principally directed to low socio-economic families, English Learners and students with disabilities as data will be disaggregated allowing for targeted interventions to support academic and CAASPP performance.

Expand counseling services FNL for MS, Thrive for SHS, 2 day a week counselor for SES. This action will be available to all students but principally directed to low socio-economic families, English Learners and students with disabilities who have been affected by trauma to maximize time spent in class.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions Related to In-Person Instructional Offerings
Action 3 - Shandon High School will maintain credit recovery options and course availability to ensure graduation. ($10,731) This district increased spending by $86,417.82 to combat the learning loss perpetuated by distance learning and COVID-19. With an increased number of students failing grade level expectations, the following changes were made to the district's summer school program: the district increased the amount of available student seats, added an additional 7 teachers and 5 para educators. Summer school hourly wages and benefits were also increased due to union agreements.
Action 7 - Provide staff development in Math, English Language Arts, English Language Development, Next Generation Science, and instructional strategies designed to provide English Learners with access to core curriculum. ($500) Due to Covid-19 professional development opportunities were limited. We did focus our efforts into training teachers on implementation of iReady which was included in the purchase price of the program see Actions Related to Distance Learning Action 2. Staff development took place on September 14, 2020, October 14, 2020 and February 10, 2021.
Action 8 - Provide access to para educators to assist English Learners with accessing core curriculum. ($100,349) The scope of this action was reduced as support staff were reassigned to address the growing need in special education, resulting in a $67,521 decrease in spending for this action.
Action 10 - Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma. ($56,978) Spending for this action was reduced by $14,937 as a result of an elected reduction of hours by one of the counselors.
Action 12- Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. ($98,737) This action was implemented as planned. The $38,637 reduction in spending was due to a staff vacancy that went unfilled.

Actions Related to the Distance Learning Program
Action 2 - Collaborate with local internet vendors to provide free or subsidized internet services to families. ($50,000) This action was implemented as planned with an increase in spending of $5,080 to subsidize internet services to families. This is due to the final negotiated price with Ranch WIFI and the number of families in need of internet service.
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. The district will explore alternative funding sources ($15,000) to continue with ST Math for TK-8. $27,785 This action was implemented as planned; however, the district did not pursue funding for ST math because iReady replaced the online math intervention for K-8 students.

Additional Actions to Implement the Learning Continuity Plan

Action 1: Mental Health and Social and Emotional Well-Being – Contract with the County Office of Education to expand Thrive Counseling services to address trauma, depression, and fear as a result of COVID-19. $142,749 This services was implemented as planned; however, the money used to implement this action was incumbered at the end of 2019-2020.

Action 2: School Nutrition- Partnership with the Berryman to provide fresh fruits and vegetables to our community free of charge and extending our school meal program to accommodate students during school breaks. $30,843 This action was carried out but it was done on a lesser than predicted scale due to low participation numbers resulting in a spending reduction of $22,003.47.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Upon reflection of the 2019-2020 LCAP and 2020-21 Learning Continuity and Attendance Plan along with stakeholder feedback, Shandon Joint Unified School District will create 4 goals to continue to improve on the social emotional and educational growth of unduplicated students.

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.

Parent, staff and student survey results have indicated that music continues to be a desired course offering and an expansion of music education into elementary would be welcomed by stakeholders. Music will be continued at the high school level and funding sources to expand the program will continue to be explored. The district will continue to actively recruit bilingual staff members to support our second language learner population and assist with translation and parent education nights. Current parent education nights include Reading night, College Night, Health Fairs, and Tech Literacy. For the next LCAP cycle we plan to expand parent education to include a math and possibly a science night.

Reading Intervention through Fountas and Pinnell and Leveled Literacy Intervention have proven to have a positive impact on increasing the reading ability of elementary students and will be continued into the next LCAP cycle.

Shandon Joint Unified plans to continue to implement iReady as a benchmark diagnostic assessment of all K-12 students and utilize program provided reading and math intervention lessons to supplement core curriculum in grades K-8.

The after school program provides students with enrichment opportunities not otherwise available in the community of Shandon. In addition, teachers are reporting that the after school program has had a direct correlation to the amount and quality of homework that is being turned in.

To continue the work we have done to improve school climate, the district will expand current levels of counseling support to address the affects of trauma and continue to offer rewards and incentives for behavior and attendance.

To specifically support our English learner students and students with disabilities, we will seek to provide staff development targeted at vocabulary development as identified through our SEP needs analysis. We will also implement a walk to learn model at the K-5 level to provide targeted vocabulary instruction, interventions, and supports.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal,

Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.
- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full

continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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 2021-24

General Information

A description of the LEA, its schools, and its students.

Shandon Joint Unified School District encompasses roughly 600 square miles and has total enrollment of 280 students ranging in grades TK¬-12. The district consists of Shandon High School for grades 9-¬12 with a current enrollment of 80, Shandon Elementary School for grades TK-¬8 with a current enrollment of 189, 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 77.8% of the student body. 19.4% of the students are Caucasian, .7% are African American, .4% are Pacific Islander, .4% are Filipino, and .7% are multiple ethnicities or declined to state. 82.8% of the district population is socioeconomically disadvantaged and 37% are English Learners.27.5% Homeless and 14.8% make up students with disabilities. Shandon High School and Shandon Elementary are both located in the town of Shandon, a small, rural, agricultural community. Shandon resides in an unincorporated area of San Luis Obispo County with a population of approximately 2,000. Farmers, ranchers, vineyard keepers, and farm laborers characterize the labor force for the jobs available in the surrounding agricultural lands. The town's service establishments are limited to two family owned convenience stores; therefore, residents have to travel 20 miles to the nearest town to shop for food, clothing and fuel. The schools serve as valuable resources for the community by providing access and information about state agencies and assistant programs, counseling services. Parkfield Elementary School is located in a rural and isolated section of

Monterey County. The community of Parkfield is socioeconomically diverse and consists of approximately 200 people. The town is a predominantly agricultural area and continues to support cattle ranches and farms. The school is an essential part of the community and has been identified as a "Necessary Small School".

Reflections: 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 3.9% 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 site will continue to encourage daily attendance through recognition of students with good attendance. 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. 54.4% of English Learners are making progress towards English Language Proficiency. 50% of English Learners increased by at least one proficiency level as measured by ELPAC and 4.4% of English Learners maintained a level 4 proficiency. Utilizing para-educators to provide primary language support for students in core academic subject areas has contributed to the growth of this subgroup.

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 ELA and Math are rated "orange". Performance level for ELA is 42.3 points below standard and 68.1 points below standard for math. ELA - English Learners and Hispanic subgroups performance levels are "orange", Homeless and Socioeconomically Disadvantaged Performance levels are "yellow". Other subgroups were not assigned a performance level. Math- English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged subgroups performance levels are "orange". Other subgroups were not assigned a performance level. Dashboard data does not indicate performance gaps between subgroups at this time.

LCAP Highlights

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

Shandon Joint Unified School District worked with stakeholders to align the District and School Site Plans with our LCAP and established 4 goals to promote students success.
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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout the 2019-2020 and 2020-2021 school years, the LCAP and LCP goals and district data were reviewed and input for the 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 stakeholder groups. Survey and discussion groups were used to involve staff, parents, and students in the process of gathering input. The Superintendent attended monthly community Advisory meetings to update the community on the district goals and seek input from the community. District staff attended LCAP, LCP, and LCFF professional development activities to insure proper development and implementation of the plan. Input for stakeholder groups, collected data, and surveys were used to evaluate the effectiveness of each goal and supporting action described in the the 19/20 LCAP and 20-21 LCP. LCAP, LCP, and or Dashboard discussions were held with Stakeholders on the following dates: *Regularly Scheduled Open Session Board Meetings - October 8, 2019; March 31, 2020; September 1, 2020; September 15, 2020; April 20, 2021 *Delac/Site Council Meetings October 23, 2019; August 28, 2020; March 8, 2021; April 28, 2021*Spanish Parent Meeting March 3, 2020; March 8, 2021 *English Parent Meeting March 3, 2020; March 8, 2021 *Certificated and Classified Staff Meeting January 29, 2020; February 26, 2020; March 11, 2021 *Certificated Bargaining Group January 29, 2020; March 11, 2021 *SELPA Consultation April 15, 2021

A summary of the feedback provided by specific stakeholder groups.

* Continue to maintain parent communication in both English and Spanish.
* Increase the use of text messaging to keep parents informed.
* Include language in the student handbook that informs parents that students need to be fever free for 24 hours before returning to school.
* Send a notification to all parents when lice has been detected in the school so parents can help monitor their children for lice.
* Send additional information, separate from back to school paperwork, to parents regarding homeless status classifications and definitions
* Consider adding 2nd Step curriculum or behavior intervention curriculum to the schedule for Middle School students.
* Clear communication about bullying, how bullying is defined and how parents should communicate with the school if bullying is a concern.
* Increase health education to focus on student hygiene
* The majority of parents are in favor of fully reopening school
* Continue family fun and education nights
*Increase vocabulary development for EL students

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1- SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.
* Parent information regarding bullying and how to work with the school to improve student relations will be provided.
* SJUSD will increase the use to text messages to keep parents informed of important information
* Student handbooks will be updated to include language that informs parents that students need to be fever free for 24 hours before returning to school and that a fever is defined as 100.4
* Behavior education and incentive programs will be designed and implemented in the Middle School
Goal 3 SJUSD will increase the academic performance of all students
* Reading Intervention will be maintained through the 2020-2021 school year.
* The district will host a Family Math Night to equip parents with the skills necessary to assist their students in building math literacy.
Goal 4 SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards.
* Provide staff development in academic vocabulary and SDAIE methodologies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum.
*Bilingual support will be provided to assist second language learners with core academic content knowledge while developing foundational English language skills.

Goals and Actions

Goals

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	84% of parents feel the school provides a safe learning environment.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	89% of parents feel the school provides a safe learning environment.
Annual Student Survey	83% of students feel safe at school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of students feel safe at school.
Annual Teacher Survey	90% of teachers feel that SJUSD meets the social emotional needs of the students.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% of teachers feel that SJUSD meets the social emotional needs of the students.
CA School Dashboard- School Climate	SJUSD suspension rate is 2.7% as reported through the 2019 CA Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	SJUSD suspension rate will be no more than 2% as reported through the CA Dashboard.

School Accountability Report Card	Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All SJUSD facilities will be rated as "good" by inspection.
Annual Parent Survey	68% of parents responded they agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% of parents will respond agree to the statement that SJUSD seeks input from parents/guardians in school and district decision making.
Annual Parent Survey	63% of parents report that SJUSD encourages parent participation.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	75% of parents report that SJUSD encourages parent participation.

Shandon Joint Unified Expulsion Rate as reported through Dataquest	Expulsion rate is 0%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Expulsion rate will remain at 0%.
Parent Survey	85% of collected parent responses indicate that parents have participated in at least one school sponsored event.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% of collected parent responses indicate that parents have participated in at least one school sponsored event.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$75,014.00	Yes
Action #2	Counseling Services	Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma.	$58,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$59,363.00	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 #	Title	Description	Total Funds	Contributing
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.	$104,711.00	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

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

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).	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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%.	[Intentionally Blank]	[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.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	35% of students will be ranked as prepared for College and Career as reported by CA School Dashboard.
Student Survey	54% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals.
Parent Survey	53% of parents reported that the district offers courses that align to their child's interests or future career goals.	[Intentionally Blank]	[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%.	[Intentionally Blank]	[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.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of high school seniors will complete at least one CTE pathway.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$65,016.00	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.	$107,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Credit Recovery	Shandon High School will maintain credit recovery options and course availability.	$10,731.00	Yes
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.	$11,553.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Overall student scores - 22.3 points below standard; Homeless - 23.5 Points below standard; Socioeconomically 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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Overall student scores - 48.1 points below standard; Homeless - 63 Points below standard; Socioeconomically 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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Chronic absenteeism as reported through the CA School Dashboard will not exceed 5%.
iReady ELA Diagnostic	18% of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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%.	[Intentionally Blank]	[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%.	[Intentionally Blank]	[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%	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.

Parent Survey	50% of parents ranked their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest.	[Intentionally Blank]	[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.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$54,608.00	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	Contributing
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.	$27,650.00	Yes
Action #4	Attendance	Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives.	$4,000.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

State Standard Implementation Reflection Tool (local indicator)	Using a local Self Reflection Tool, teaching staff report Full Implementation for ELD.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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 in 2019-2020 was 15.2%.	[Intentionally Blank]	[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.	[Intentionally Blank]	[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.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Current English Learners are performing no more than 82.8 points below Math standard.
Parent Survey	60% of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest.	[Intentionally Blank]	[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.

Actions

Action # Title	Description	Total Funds Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	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 #2	Para Educators	Provide access to para educators to assist English Learners with accessing core curriculum.	$99,415.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.15%	$752,395.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

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 affect on these subgroups. Data reported through the CA School Dashboard reveals a decrease in suspension rates over a three year period.

2017: Socioeconomically Disadvantaged were assigned a yellow indicator with a suspension rate of 5.9%

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%

Goal 1: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness and the following actions will be continued to support the social emotional needs of unduplicated students on a LEA wide basis. Through maintenance of this goal and actions, we expect that 89% of our parents will feel that their children are safe while at school, 90% of students will report feeling safe at school and the district suspension rate will be no more than 2% by 2024 as reported by the Ca School Dashboard.

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 including depression and anxiety as a result of COVID-19.

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.

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.

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we discovered that efforts to support academic and career readiness needs of students has had an overall positive effect on these subgroups and will be continued regardless of our in-person or distance learning status to ensure career and college readiness of our students.

The small class size of Shandon High School results in a wide fluctuation of student subgroups and reporting information from year to year and 1 or two students can drastically affect multiple subgroups. Data reported through the California School Dashboard reveals a fluctuation in the percent of students in each subgroup who are recognized as being College and Career Ready.

2017: 15.4% of Hispanic, 8.3% of Socioeconomically Disadvantaged

2018: 42.1% of Hispanic, 40% of Socioeconomically Disadvantaged

2019: College and Career Ready: 9.1% of English Learners 20% of Hispanic, and 23.5% of Socioeconomically Disadvantaged are prepared for College and Career.

Data is not available for 2020; however, local data indicates that of our High School Seniors identified as English Learner and/or Socioeconomically Disadvantaged two 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.

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.

Data reported through the California School Dashboard provided the following Graduation Rates: 2017: All unduplicated students graduated

2018: (2 unduplicated students did not graduate) 90% of Socioeconomically Disadvantaged students graduated

2019: (2 unduplicated students did not graduate) 90.9% of English Learners, 86.7 of Hispanic, 88.2% of Socioeconomically Disadvantaged California Dashboard data is not available for 2020 but local data reveals that 100% of unduplicated students graduated.

2021 Data is expected to reveal that 100% of unduplicated students graduated.

The following actions will be continued to support the academic and career development of unduplicated students on a school wide basis regardless of in-person or distance learning instruction. Through maintenance of this goal and actions we expect that the graduation rate will be at 100% and that the number of failing classes within our unduplicated subgroup will decrease over the academic year. In addition, we expect a 5% increase in the percentage of English Learners, Hispanic and Socioeconomically Disadvantage students who are College and Career Ready as reported through the 2024 California School Dashboard.

Goal 2 SJUSD students will be college and career and community ready when they graduate.

Action 1 - 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.

Action 2 - Continue CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options. Our CTE courses are designed to build college and career readiness in the field of agriculture. 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. We currently have 16 work permits issued for students to work in these industries.

Action 3 - Shandon High School will maintain credit recovery options and course availability. In 2020, 30 students were enrolled in summer

school and by accessing credit recovery options they avoided having to retake classes in the fall. Approximately 80% of those attending summer school were unduplicated students who failed a course in the Spring or needed credit recovery.

Action 4 - 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. The district will continue to explore funding options to provide subsidized internet to the homes of our students.

Action 5 - Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback. 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.

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we learned that English learners are performing 12 points behind "All Students" in ELA and 9 points behind "All Students" in math. Homeless students are performing 1.2 points behind "All Students" in ELA and 14.9 points behind "All Students" in math. Socioeconomically disadvantaged students are performing 4.4 points above "All Students" in ELA and 3.6 points behind "All Students" in math.

Three- year comparison:

ELA 2017: All subgroups were assigned an orange indicator. English Learners performed 37.6 points below standard, Homeless performed 60.8 points below standard and Socioeconomically Disadvantaged performed 35.1 points below standard

2018: All subgroups were assigned an orange indicator. English Learners performed 55.7 points below standard, Homeless performed 57.7 points below standard and Socioeconomically Disadvantaged performed 43.7 points below standard

2019: 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.

Math 2017: Homeless were assigned a red indicator and performed 95.8 points below standard.. All other subgroups were assigned an orange indicator. English learners performed 66.8 points below standard, Socioeconomically Disadvantaged performed 79.8 points below standard.

2018: All subgroups were assigned a yellow indicator. English Learners performed 67.7 points below standard, Homeless performed 81.5 points below standard and Socioeconomically Disadvantaged performed 71.8 points below standard

2019: 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

Goal 3, SJUSD will increase the academic performance of all students, was designed to address these academic deficiencies. Due to the small size of our district and further reflection on three years of data it was determined that slight changes in subgroup enrollment from one year to the next contributes to the change in status from year to year and inconsistent growth projections as tracked by standardized methods; however, analysis of individual actions indicated positive affects on subgroup performance. Therefore, we are continuing to implement actions previously executed on a LEA and school wide basis and we expect the academic performance of English learners, Socioeconomically Disadvantaged and Homeless students will increase by a minimum of 20 points in both ELA and math as reported by the

2024 CA Dashboard.

Action 1 - Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials. Students participating in reading intervention are averaging 1.16 years of growth in reading fluency and comprehension as measured by 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 Boys and Girls Club is offering academic and homework support primarily for English Learners, Foster Youth, Special Education, and Socioeconomically Disadvantaged students. The Boys and Girls Club was only operational for the 2019-2020 school therefore statistical significance of the program is inconclusive at this time. However, parent survey results revealed 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.

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. Utilization of iReady math intervention revealed an increase from 8% to 20% of students performing on grade level as measured by iReady benchmark/diagnostic assessments. Data revealed that only 6% of students were making desired progress through ALEKS but instructional delivery needs to be modified internally.

Action 4 - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. 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. This action has proved to be successful and maintenance into the next LCAP cycle is required. 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%.

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 7% percent of English learners are performing at grade level in ELA compared to 23% of non English learners. iReady diagnostics further revealed that only 10% of English learners are performing at grade level in vocabulary as compared to 28% of non English learners. In order to address the achievement gap we have established Goal 4: SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards and the following actions. 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. 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.

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

SJUSD has an unduplicated count of over 84% which allows for the use of Supplemental and Concentration Local Control Formula Funds (LCFF) in either school wide or district wide manner, depending on targeted needs. Due to the small size of the district, services and actions implemented through the LCFF will support all students as this will be the most effective use of funds.

Based on staff and stakeholder feedback, experience, educational theory, and research on effective practices we are implementing 20 Actions/Services specifically identified as directly meeting the increased or improved services requirement for low income, foster youth, and English learner students. The required percentage of improved services equates to $752,395 and SJUSD district has budgeted $756,579 through LCFF funds and $ 2,800 from additional funding sources to implement actions and services principally directed to and effective in meeting the increased or improved services for unduplicated students.

Goal 1 SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness

Action 1 - Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. $75,014

Action 2 - Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma. $58,468

Action 3 - Continue to implement and refine multi tiered systems of support to address the behavioral needs of students. $2,000

Action 4 - A free afternoon snack will be available for all K-5 students to help curb hunger and increase learning opportunities. $1,800

Action 5 - District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster youth. $300 (Title III)

Action 6 - Promote healthy after school activities through physical education and organized sports programs. $59,363

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. $384

Action 8 - Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. $104,711

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. $500

Goal 2 SJUSD students will be college and career and community ready when they graduate.

Action 1 - 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. $65,016

Action 2 - Expand CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options. $107,366

Action 3 - Shandon High School will maintain credit recovery options and course availability. $10,731

Action 4 - 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. $31,000

Action 5 - Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback. $11,553

Goal 3 SJUSD will increase the academic performance of all students.

Action 1 - Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials. $54,608

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. $45,000

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. $27,650

Action 4 - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. $1,500 and $2,500 ASB   Goal 4 SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards.

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. $500

Action 2 - Provide access to para educators to assist English Learners with accessing core curriculum. $99,415

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Administrative Support		$75,014.00	$0.00	$0.00	$0.00	$75,014.00

1	2	Counseling Services		$58,468.00	$0.00	$0.00	$0.00	$58,468.00
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		$59,363.00	$0.00	$0.00	$0.00	$59,363.00
1	7	Stakeholder Communication		$384.00	$0.00	$0.00	$0.00	$384.00
1	8	Bilingual Parent Support		$104,711.00	$0.00	$0.00	$0.00	$104,711.00
1	9	Parent Involvement		$500.00	$0.00	$0.00	$0.00	$500.00
2	1	College Preparation		$65,016.00	$0.00	$0.00	$0.00	$65,016.00
2	2	CTE Class Offerings		$107,366.00	$0.00	$0.00	$0.00	$107,366.00
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		$11,553.00	$0.00	$0.00	$0.00	$11,553.00
3	1	Reading Intervention		$54,608.00	$0.00	$0.00	$0.00	$54,608.00

3	2	After School Program		$45,000.00	$0.00	$0.00	$0.00	$45,000.00
3	3	Multi Tiered Systems of Support		$27,650.00	$0.00	$0.00	$0.00	$27,650.00
3	4	Attendance		$1,500.00	$0.00	$2,500.00	$0.00	$4,000.00
3	5	Learning Loss		$0.00	$0.00	$0.00	$0.00	$0.00
4	1	Staff Development		$500.00	$0.00	$0.00	$0.00	$500.00
4	2	Para Educators		$99,415.00	$0.00	$0.00	$0.00	$99,415.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$756,579.00	$0.00	$2,500.00	$300.00	$759,379.00

Total Personnel	Total Non-Personnel
$13,440,546.00	$2,506,413.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	1	Administrative Support	LEA-wide	Economically Disadvantaged	Shandon Elementary and Shandon High School	$75,014.00	$75,014.00
1	2	Counseling Services	LEA-wide	Economically Disadvantaged	Shandon Elementary and Shandon High School	$58,468.00	$58,468.00
1	3	Multi Tiered Systems of Support	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High School, Parkfield Elementary	$2,000.00	$2,000.00
1	4	Basic Needs	Schoolwide	Economically Disadvantaged	Shandon Elementary	$1,800.00	$1,800.00
1	5	Foster Youth Liaison	LEA-wide	Foster Youth	Shandon Elementary, Shandon High, Parkfield Elemetary	$0.00	$300.00
1	6	Sports	Limited	Economically Disadvantaged and Foster Youth	Shandon High and Shandon Elementary grades 6-8	$59,363.00	$59,363.00
1	7	Stakeholder Communication	LEA-wide	English Learners, Economically Disadvantaged, Foster Youth	Shandon Elementary, Shandon High, Parkfield Elementary	$384.00	$384.00

1	8	Bilingual Parent Support	LEA-wide	English Learners	Shandon High and Shandon Elementary	$104,711.00	$104,711.00
1	9	Parent Involvement	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High, Parkfield Elementary	$500.00	$500.00
2	1	College Preparation	Schoolwide	English Learners and Economically Disadvantaged	Shandon High School and Shandon Elementary Grades 6-8	$65,016.00	$65,016.00
2	2	CTE Class Offerings	Schoolwide	Economically Disadvantaged, English Learners, Foster Youth	Shandon High School	$107,366.00	$107,366.00
2	3	Credit Recovery	Schoolwide	Economically Disadvantaged, English Learners, Foster Youth	Shandon High School	$10,731.00	$10,731.00
2	4	Technology	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High School, Parkfield Elementary	$31,000.00	$31,000.00
2	5	Music	Schoolwide	Socioeconomically Disadvantaged	Shandon High School	$11,553.00	$11,553.00

3	1	Reading Intervention	Schoolwide	English Learners and Economically Disadvantaged	Shandon Elementary	$54,608.00	$54,608.00
3	2	After School Program	Schoolwide	Economically Disadvantaged	Shandon Elementary	$45,000.00	$45,000.00
3	3	Multi Tiered Systems of Support	LEA-wide	Economically Disadvantaged, English Learners	Shandon Elementary, Shandon High School, Parkfield Elementary	$27,650.00	$27,650.00
3	4	Attendance	LEA-wide	Economically Disadvantaged	Shandon Elementary, Shandon High School, Parkfield Elementary	$1,500.00	$4,000.00
4	1	Staff Development	Limited	English Learners	Shandon Elementary, Shandon High School, Parkfield Elementary	$500.00	$500.00
4	2	Para Educators	Limited	English Learners	Shandon Elementary and Shandon High School	$99,415.00	$99,415.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	$756,579.00	$759,379.00
LEA-wide Total:	$301,227.00	$304,027.00

Limited Total:	$159,278.00	$159,278.00
Schoolwide Total:	$296,074.00	$296,074.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but

also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs

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

Information and resources that support effective stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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

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

Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% attendance rate will benefit. However, because of the significantly lower attendance rsate 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% 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%, 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures

- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

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

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.