

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Shandon Joint Unified School District		
Contact Name and Title	Shannon Kepins, Principal	Email and Phone	skepins@shandonschools.org 805-238-1782

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Shandon Joint Unified School District encompasses roughly 600 square miles and has total enrollment of 315 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 221, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 14.

The student population of the district is primarily Hispanic making up 72.49% of the student body. 20.39% of the students are Caucasian, 1.29% are African American, .32% are Pacific Islander, and 5.5% are multiple ethnicities or declined to state.

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 socio-economically 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”.

LCAP HIGHLIGHTS

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

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 student success.

Goal 1: Attendance: SJUSD will increase attendance of all district students. *3 Actions pg:25-28*

Goal 2: Academic Achievement: SJUSD will increase academic achievement for all students so that they are career and college ready. *22 Actions pg:29-54*

Goal 3: School Climate: SJUSD will create a positive school climate. *5 Actions pg:55-60*

Goal 4: Stakeholder Communication and Parent Involvement: SJUSD will maintain communication and expand involvement opportunities between the district, community, parents, staff, and students. *6 Actions pg:61-68*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Shandon Elementary made significant academic gains for all students in ELA (+19.7 points) and Mathematics (+33.4 points). See LCAP Goal 2 (pg. 29), Actions 2, 3, 7, 8, 9, 11, 20, 21, 22

Subgroup populations also have significant academic improvements:

* English Learners increased 20.5 points in ELA and 38.3 points in Mathematics

* Socioeconomically Disadvantaged increased 25.2 points in ELA and 32.2 points in Mathematics

*Hispanic subgroup increased 18 points in ELA and 32.7 points in mathematics

Shandon High School maintains a graduation rate of 100%.

100% of graduating seniors plan to attend a 2 or 4 year post-secondary institution or military. See LCAP Goal 2 (pg. 29), Actions 1, 4, 6

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The overall performance for state indicator Suspension Rate was categorized as orange for both Shandon Elementary and Shandon High School. The Suspension Status for Shandon High School is "Low" (1.4%) which equates to 1 student who was suspended during the 2014-2015 school year. However, the Performance Indicator was classified as "orange" because status and change could not be calculated without certified CALPADS data from the 2013-2014 school year, and Shandon Joint Unified School District did not certify CALPADS during the 2013-2014 school year.

The Suspension Status for Shandon Elementary School is "very high" (7.4%) which equates to 18 students who were suspended during the 2014-2015 school year. The assigned Performance Indicator is "orange" because status and change could not be calculated without certified CALPADS data from the 2013-2014 school year. However, Shandon Elementary

GREATEST NEEDS

recognizes that their suspension rate is high and has taken steps to improve this by implementing alternatives to suspension and exploring social and emotional curriculum that can assist students in conflict resolution and restorative justice strategies. See LCAP Goal 3 (pg. 55), Actions 1-5

English Learner Progress Status for Shandon Elementary is "Medium" (67.1%) and was assigned a Performance Indicator of "orange". The district has taken steps to improve English Learner Progress by designating a District EL Coordinator to work with the County Office of Education to increase the quality of ELD instruction including designated and integrated ELD. The coordinator is also working with staff to exam the progress of EL students and determines which students are meeting performance expectations required for reclassification. The district has also increased Bilingual para-educator support to assist teachers during designated ELD. See LCAP Goal 2 (pg.32), Actions 1, 2, 10, 12, 13, 20

Parkfield Elementary was not assigned any performance indicators because there were fewer than 30 students in any year used to calculate the status and change.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Shandon Joint Unified School District does not currently have state indicators for which the performance for any student group is two or more performance levels below the "all students" performance. However, when analyzing CAASPP data, a performance gap can be identified for English Learner students in both ELA and math. 21 % of English Learner students met or exceeded standard as indicated by the ELA CA Summative Assessment compared to 47% of English Only students. 21% of English Learner students met or exceeded standard as indicated by the Mathematics CA Summative Assessment compared to 32% of English Only students.

To address the gap, SJUSD LCAP includes the following actions and services (LCAP Goal 2, pg.32):

*Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, CA Standards, and instructional strategies.

*Analyze and support district math and ELA program adoption with professional development and analysis of student achievement.

*Maintain and refine comprehensive Response to Intervention model at all sites that adequately address the needs of students.

*Continue to provide classroom support through para-educators.

*Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.

* Staff will meet by trimester/quarter to analyze academic performance of English Language Learners and utilize Designated ELD instruction to support students in meeting the State and District's reclassification requirements.

* Provide monitoring and support for re-designated Fluent English Proficient students for at least two years after reclassification.

* Maintain reading intervention support through a half-time Reading Specialist.

*Adopt New California Standards aligned ELA curriculum for grades TK, K, and 1.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Considering stakeholder feedback and research on effective practices, we are utilizing LCFF Supplemental Funds to support implementation of 37 Actions/Services designed to improve services for low income, English Learner, and foster youth.

*Provide para-educator and bilingual assistance in parent communication and academic support for EL students. See LCAP Goal 2 (Action 10, 11) and LCAP Goal 4 (Action 3)

*Maintain and refine comprehensive Responsive to Intervention by providing after school tutoring and homework club for students who are struggling academically or who do not have an in home support system. See LCAP Goal 2 (Action 9)

*Adopt and implement Social-Emotional and Anti-Bullying Curriculum to support the social development of all students. See LCAP Goal 3 (Action 2)

* Increase AVID and CTE Course offerings at Shandon High School to increase College and Career Readiness. LCAP Goal 2 (Action 6)

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,482,370

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$542,963

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are primarily operational and mandated costs that contribute to the District's overall function and educational program:

Maintenance Operations \$308,246 (\$408,336-\$100,090 utilities and Internet) Includes salaries and supplies

Transportation \$204,044 (Includes salaries, home to school, field trips, vehicle purchases)

General Office and Classroom Supplies \$96,900 (\$187,933-\$16,534 after school athletics-\$61,230 LCAP-\$17,269, MOT Supplies + \$4,000 Postage) Resource 0000-1400

Utilities and Internet \$104,090 Object 55XX-59XX

Special Education Services \$799,575

\$3,664,371

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1</h2>	Increase attendance of all district students.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL Shandon Joint Unified School Board Goal #1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

District unexcused tardy rate will decrease by 10%.
District attendance rates will increase to 96.5%.
Reduce chronic absenteeism rates by 10%.
Maintain current low dropout rate in each of the following school years.

ACTUAL

*District unexcused tardy rate decreased by 7.7%. Goal Not Met
*District satisfactory attendance rate as recorded on P2 was 95.19% for 2016-2017, and a decrease of .95% from 96.14% in 2015-2016. Goal Not Met
*District Severe Chronic Absenteeism rate for 2016-2017 was 2.4% compared to 2.1% in 2015-2016. Goal Not Met
*Shandon High School had a graduation rate of 100% for 2016-2017. Goal Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p>PLANNED Analyze attendance data and refine attendance plan including implementation of Student Attendance Review.</p>	<p>ACTUAL Data was reviewed monthly. District team worked with San Luis Obispo County Office of Education to assist the LEA in establishing a procedure for analyzing attendance data and informing parents of excessive absences. Administration participated in the counties Attendance Discipline an Oversight Committee. Saturday school was offered to recoup ADA.</p>
Expenditures	<p>BUDGETED \$1,000 Supplemental Concentration</p>	<p>ESTIMATED ACTUAL \$8,610 Supplemental and Concentration ((\$6,550 – AEIRES,\$366 – Auto Caller,\$1,000 – Postage,\$111- Mileage,\$583 – Saturday School)</p>

Action **2**

Actions/Services	<p>PLANNED Staff and administration meets quarterly to analyze district/school attendance to improve learning.</p>	<p>ACTUAL Administration met with site staff quarterly to review student attendance and implementation of incentives to increase pupil attendance.</p>
Expenditures	<p>BUDGETED No Additional Cost to District</p>	<p>ESTIMATED ACTUAL No Additional Cost</p>

Action

3

Actions/Services

PLANNED
Students with perfect attendance will be recognized by trimester.

ACTUAL
Students with perfect attendance were recognized at each quarter, trimester or semester awards assembly. Each trimester, students with perfect attendance were given a party to celebrate their achievement and entered into a drawing for prizes such as Laptops, Kindle Fires, Jamba Juice, and Cold Stone gift cards.

Expenditures

BUDGETED
ASB Fundraising

ESTIMATED ACTUAL
\$970 ASB Fundraising

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were executed as planned; however, successful and fluid implementation of Student Attendance Review has not been fully achieved. Creating a time for monitoring attendance and notifying parents of the attendance concerns and the SARB process will be necessary for full implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The percentage of SJUSD students with satisfactory attendance was less than anticipated. Modifications to the current actions will be made to encourage students to attend school on a regular basis.
SJUSD fell slightly short of reaching their goal of decreasing their Chronic Absenteeism rate. More consistent attendance monitoring and parent notification of chronic absenteeism will be needed to meet this goal.
SJUSD made progress in decreasing first period tardies; however, rates still fell short of anticipated expectations. Actions and services are still relevant and will continue to be implemented as planned for 2017-2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were met as expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SJUSD were not assigned a scale score based on the Chronic Absenteeism LCFF Evaluation Rubric. However, SJUSD recognizes that a timeline must be in place for the management and support staff to maintain consistent attendance monitoring and parent notification of the SARB process. See LCAP Goal 1, Action 1.
Feedback from parent LCAP meetings has suggested that Shandon Elementary School adjust their guidelines for recognition of student attendance to include those students who have been excused with a doctor's note. See LCAP Goal 1, Action 3

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL: Shandon Joint Unified School Board Goal #1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Number of failing grades will decrease by 5%
Percentage of graduating students deemed CSU/UC ready based on completion of A-G course work will increase by 10%
Increase percent of students attaining mathematic skill level of incoming freshmen capable of taking Algebra to 70%
Increase percent of students re-designated by 5% per year
Available devices will increase by at least 20%
Music education will be provided at least once a week to all students
Provide a coordinated PK-12 Physical Education Program so all teachers can participate in planning and collaboration to address student achievement

ACTUAL

*19.3% or 16/83 students received a failing grade the 1st semester of 2016-2017 compared to 25% or 17/68 students in 2015-2016 and 23% or 15/64 students in 2014-2015. Goal Met
*15.4% or 2 of 13 students graduating were CSU/UC ready based on completion of A-G course work compared to 6.7% or 1 of 15 students in 2015-2016. Goal Met
*86% or 18 of 21 incoming Freshmen have attained a mathematic skill level capable of taking Algebra or higher compared to 57% or 16 of 28 students in 2015-2016. Goal Met
* 11 out 152 or 7% of EL students were redesignated as English Fluent Proficient in 2016-2017 compared to 6% in 2015-2016. Goal Not Met
*Available technology devices increase by 250% with

	<p>one to one Kindle devices for grades k-3, 30 additional laptops for grades 6-8, and 60 additional laptops for grades 9-12. Goal Met</p> <p>*Lack of qualified staff prevented music education from being provided weekly. Music appreciation was introduced to students during lunch with exposure to a variety of genres. Goal Not Met</p> <p>*A coordinated Physical Education Program was established for grades K-8. The program will be expanded to 12th grade in 2017-2018. Goal Met</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p>PLANNED</p> <p>Determine student academic and life skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as Success 101.</p>	<p>ACTUAL</p> <p>All 9th grade students were enrolled in Success 101. Eleven Sophomores, six Juniors, and two Seniors are enrolled in Success 102. Cuesta College came to present educational options for high school students. 75% of all high school students attended a visit to a 4 year college. All seniors attended the Cuesta College Promise Presentation.</p>
	<p>BUDGETED</p> <p>SLOPE GRANT \$17,489 \$31,479 Supplemental and Concentration</p>	<p>ESTIMATED ACTUAL</p> <p>\$25,293 SLOPE GRANT \$18,965 Supplemental and Concentration</p>
Expenditures		

Action **2**

Actions/Services	PLANNED Provide professional development in California Standard including Math, English Language Arts, English Language Development and Next Generation Science Standards to include instructional strategies.	ACTUAL Teachers participated in 10 half days of professional development to support instruction on math, ELA and NGSS.
	BUDGETED \$15,000 Supplemental Concentration	ESTIMATED ACTUAL \$3,590 Supplemental Concentration

Action **3**

Actions/Services	PLANNED Analyze and support District Math and ELA program adoption with professional development and analyses of student achievement.	ACTUAL Professional development to support district Math and ELA adoptions were provided throughout the school year in the form of Publisher based webinars and local experts through San Luis Obispo County Office of Education. District Utilized online ALEKS Program and Fuel Education to track and analyze student achievement.
	BUDGETED \$10,000 Supplemental and Concentration	ESTIMATED ACTUAL \$4,611 Supplemental and Concentration

Action **4**

Actions/Services	PLANNED Provide staff development in AVID teaching strategies grades 6-12.	ACTUAL Staff attended AVID Summer Conference. AVID following up training was provided 5 times throughout the year by district staff.
	BUDGETED \$10,000 Supplemental and Concentration	ESTIMATED ACTUAL \$12,500 Supplemental and Concentration

Action **5**

Actions/Services	PLANNED Increase credit recovery options at the high school and ongoing course availability.	ACTUAL The district purchased Shmoop to increase online course offering for credit recovery. Online courses were offered during summer school to obtain credit recovery for multiple semesters.
	BUDGETED \$5,000 Supplemental and Concentration	ESTIMATED ACTUAL \$5,000 Supplemental and Concentration

Action **6**

Actions/Services	PLANNED Refine course offerings at the high school to ensure availability of career and college readiness.	ACTUAL Shandon High School increased the number of CTE courses offered. All Seniors were enrolled in CTE/A-G Cyber Security Government course. All 9 th graders were enrolled in AVID and Success 101. Honors English classes were added for 9 th and 10 th graders. All Seniors were enrolled in Expository Reading and Writing Honors course. Advanced Welding 101/Dual Enrollment Course was offered to 11 th and 12 th grade students.
	BUDGETED \$20,648 SLOPE Grant	ESTIMATED ACTUAL \$25,455 College Readiness Grant \$25,293 Supplemental and Concentration

Action **7**

Actions/Services	PLANNED Implement and refine ongoing assessments, establish quarterly benchmarks to measure student learning.	ACTUAL Shandon High School created quarterly benchmark assessments for ELA and Math. Shandon and Parkfield Elementary are utilizing CAASPP Interim Assessments and Step Up to Writing Benchmarks to monitor student learning and progress.
	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost to District

Action **8**

<p>Actions/Services</p>	<p>PLANNED Maintain and refine comprehensive Response to Intervention model at all sites that adequately address the needs of students.</p>	<p>ACTUAL Teachers in grades k-8 identified at risk students and planned small group instruction to meet the individual needs of their students. Shandon Elementary purchased Fountas and Pinnell reading intervention and assessment materials to support classroom and reading intervention instruction. Shandon High School provided after school tutoring for at risk students.</p>
<p>Expenditures</p>	<p>BUDGETED \$13,212 – Title I</p>	<p>ESTIMATED ACTUAL \$13,050 Title I \$3,500 SLOCOE Homeless Grant</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED Continue to provide classroom support through para-educators.</p>	<p>ACTUAL 7 Para-Educators were utilized throughout the LEA to support special education and EL students in meeting academic expectations.</p>
<p>Expenditures</p>	<p>BUDGETED No Additional Cost to District</p>	<p>ESTIMATED ACTUAL \$35,761 General Fund \$99,096 Special Education \$8,362 Title III</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED Maintain bilingual support for parent communication and attendance monitoring.</p>	<p>ACTUAL The LEA maintains 4 bilingual office staff to meet translation needs for effective parent communication, and attendance monitoring.</p>
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$76,832 Supplemental and Concentration	\$91,809 Supplemental and Concentration (50% for 4 bilingual office personnel)

Action **11**

Actions/Services	PLANNED	ACTUAL
	Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.	Teachers participated in 2 half day trainings designed to assist them in integrating and implementing ELD standards through ELA instruction. Training was provided through San Luis Obispo County Office of Education.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	No Additional Cost to District	No Additional Cost

Action **12**

Actions/Services	PLANNED	ACTUAL
	Evaluate the effectiveness of the district's reclassification criteria for English Learner Students.	Administration examined the state criteria for reclassifying English Learner Students to Fluent English Proficient and adjusted district criteria to meet proficiency levels of Met Standard as reported on ELA CAASPP.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	No Additional Cost to District	No additional Cost to District

Action **13**

Actions/Services	PLANNED	ACTUAL
	District Counselor will serve as the Foster Youth liaison to document and address needs of Foster Youth.	District Counselor served as the Foster Youth Liaison to document and address needs of Foster Youth. He attended training on identifying and providing support and services for Foster Youth. The counselor provided the staff with information about Foster Youth and services that are available to support

	this population.
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BUDGETED \$300 Title I	ESTIMATED ACTUAL \$300 Title I
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Expenditures

Action **14**

PLANNED Continue to increase the quality of the libraries.	ACTUAL District has established a library committee that meets to review library procedures for purchasing and weeding books. District works with a library consultant (\$1910) to assist us in maintaining an effective and resourceful library that meets the educational needs of students and instructional needs of teachers. \$1200 was used to purchase nonfiction books about Elements, Biographies, Amendments and History. \$2400 was used to purchase for Fiction books: Hi-low books Graphic novels Bilingual books Teen angst Next in series of books Award winning fiction lots of genres (All AR books) Shandon Elementary also increased their graphic novels with Dork Diaries and Diary of a Wimpy Kid series-\$270.90.
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Actions/Services

BUDGETED \$2,000 Library Donation \$3,000 Supplemental and Concentration	ESTIMATED ACTUAL \$1,910 Supplemental and Concentration \$3,600 Library Donations \$270.90 – Shandon Elementary ASB Fundraising
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Expenditures

Action **15**

Actions/Services	PLANNED Continue to upgrade and add technology.	ACTUAL 30 new laptops were added to support students in grades 6-8. 90 Kindle Fires were added to support learning of students in grades k-2. Increase IT Technician position to 1FTE.
	BUDGETED \$29,000 Supplemental and Concentration	ESTIMATED ACTUAL \$19,247 CTE College Readiness Grant \$41,262 Supplemental and Concentration

Action **16**

Actions/Services	PLANNED Maintain physical education/sports programs.	ACTUAL The district hired a part time PE teacher to support the development of large motor and foundational sport skills for students in grades k-8. High School sports included volleyball, football, basketball, and softball/baseball. Middle school sports included flag football, volleyball, basketball, soccer, and track.
	BUDGETED \$40,000 Unrestricted General	ESTIMATED ACTUAL \$84,905 Supplemental and Concentration (\$36,479 part-time PE teacher and \$48,426 Middle and High School After School Sports)

Action **17**

Actions/Services	PLANNED Explore ways to increase music education offered to students.	ACTUAL Current staff does not have musical background/knowledge. Music was introduced into the cafeteria during lunch to increase exposure to multiple genres of music. A high school teacher has expressed an interest in teaching guitar next year.
	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost to District

Action **18**

Actions/Services

PLANNED
Implement and refine certificated and classified evaluation system/expectation to better support instructional practices.

ACTUAL
Certificated and Classified evaluation systems and procedures are subject to negotiation and they were not discussed this school year.

Expenditures

BUDGETED
No Additional Cost to District

ESTIMATED ACTUAL
No Additional Cost to District

Action **19**

Actions/Services

PLANNED
Continue to explore a school-wide program evaluation tool that supports student outcomes and instructional needs.

ACTUAL
SJUSD purchased a Survey Monkey account and utilized the account to create surveys for staff, students and parents. Surveys were available online through our district website. A paper version was made available for those without internet access. The California Healthy Kids Surveys are given to students in grades 7, 9, and 11. All survey data is analyzed to evaluate perceptions of the district and to identify areas of strength and growth.

Expenditures

BUDGETED
No Additional Cost to District

ESTIMATED ACTUAL
\$300 Unrestricted General

Action **20**

Actions/Services

PLANNED
Provide monitoring and support for re-designated Fluent English Proficient students.

ACTUAL
Teachers were notified of their students who were re-designated Fluent English Proficient within the last two years. Student academic progress was closely monitored to make sure that re-designated students were performing the same as their English Only peers.

Expenditures

BUDGETED
No Additional Cost to District

ESTIMATED ACTUAL
No additional Cost to District

Action **21**

Actions/Services	<p>PLANNED Adopt Ca Standards ELA Curriculum for grades TK-8.</p>	<p>ACTUAL ELA Curriculum, Wonders, was adopted for grades 2-5 and Study Sync was adopted for students in grades 6-8.</p>
Expenditures	<p>BUDGETED \$30,000 Supplemental and Concentration</p>	<p>ESTIMATED ACTUAL \$38,766 Supplemental and Concentration</p>

Action **22**

Actions/Services	<p>PLANNED Maintain reading intervention support through a half-time Reading Specialist.</p>	<p>ACTUAL A half-time Reading Specialist worked with students in grades k-5 who were reading 1 or more years below grade level.</p>
Expenditures	<p>BUDGETED \$46,500 Supplemental and Concentration</p>	<p>ESTIMATED ACTUAL \$47,413 Supplemental and Concentration</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally executed as planned with the exception of Actions 17, 18, and 21.
Action 17: Explore ways to increase music education offered to students - The intent of this goal was to bring music education into each classroom. This action could not be fully implemented due to lack of resources to hire a music teacher and current staff does not possess the skills necessary to teach music.
Action 18: Implement and refine certificated and classified evaluation systems/expectation to better support instructional practices – This action was not implemented due to contractual limitations and bargaining unit negotiation timelines.
Action 21: Adopt CA Standards ELA Curriculum for grades TK-8 – This action was partially implemented with ELA curriculum adoptions for grades 2-8. TK-1st grade did not adopt new ELA curriculum due to lack of funds.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services implemented to support goal 2 have positively influenced the academic achievement of SJUSD students as recorded in CAASPP. ELA scores for all students increased by 19.2 points and Math scores for all students increased by 32.3 points.
Academic improvements were also identified in EL and Socioeconomically Disadvantaged subgroups. English Learner students increased in ELA by 20.6 points and in Math by 36.8 points.
Socioeconomically Disadvantaged students increased in ELA by 25.7 points and by 32.4 points in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between estimated actual and budgeted expenditures were primarily due to additional donations and grant funded projects and materials. There was an increase in office and IT staffing. The district increased after school sports for both Middle and High School students increasing estimated expenditures to provide coaching, transportation, and equipment. District funds spent on staff development was less than expected due to local trainings and free publisher based webinars which reduced registration and travel costs. In addition, negotiated increases in salaries with certificated and classified personal resulted in an increase in the District’s budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SJUSD recognizes the need to have CA standard aligned curriculum available to all students and will extend the ELA adoption to include grades TK-1st. See LCAP Goal 2, Action 22
Parent and student survey results expressed a desire to increase music education for SJUSD students; therefore, the District will increase course offerings to include Beginning Guitar. See LCAP Goal 2, Action18
To begin preparation to meet the rigor of NGSS, Shandon and Parkfield Elementary will utilize supplemental Science curriculum until state approved materials are available for adoption. See LCAP Goal 2, Action 23

Goal 3

Create a positive school climate

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL: Shandon Joint Unified School Board Goal #2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School site leadership teams will be held regularly and specifically include climate/culture needs.
Facilities improvements will be made according to 5 year maintenance plan.
Increase the percent of parents indicating that the school provides a safe environment for learning to 75%.
Decrease number of suspensions at Shandon Elementary School by 20%.

ACTUAL

*Leadership teams met weekly to discuss academic, behavioral, and climate strengths and weaknesses of the LEA.
*Shandon High School had new paint and carpet installed and the LEA successfully passed a Bond that will assist with modernization and facilities. Work is scheduled to begin June of 2017.
*76% of parents feel that the LEA provides a safe environment for learning as indicated by annual parent survey compared to 70.5% of parents in 2015-2016. Goal Met
* Suspension rate for Shandon Elementary decreased by 7.5% in 2016-2017 with 8 pupil suspensions or 3.5% compared to 11% with 27 pupil suspensions in 2015-2016. Goal Not Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	PLANNED Maintain school site leadership teams with superintendent to address climate/culture needs.	ACTUAL Site leadership teams met weekly to discuss climate and culture needs.
	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost to District

Action **2**

Actions/Services	PLANNED Continue to refine district wide/school-wide student positive behavior program and recognition.	ACTUAL Shandon Elementary continued weekly recognition of students who displayed desired behaviors. A male and female Middle school student of the month was recognized monthly.
	BUDGETED \$150 Unrestricted General	ESTIMATED ACTUAL \$50 Shandon Elementary ASB

Action **3**

Actions/Services	PLANNED Refine district-wide/school-wide anti-bullying and tolerance program(s).	ACTUAL Bullying and tolerance was discussed during collaboration and teachers worked together to establish a common language and behavioral expectations to use with all students in all settings. Students in grades k-8 participated in assemblies that carried anti-bullying messages such as Retro Bill.
	BUDGETED Embedded Cost	ESTIMATED ACTUAL No Additional Cost to District

Action **4**

Actions/Services	PLANNED Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs.	ACTUAL Site level administration was maintained to address behavior, parent communication, data management, and social emotional needs.
Expenditures	BUDGETED \$114,000 Supplemental and Concentration	ESTIMATED ACTUAL \$116,719 Supplemental and Concentration

Action **5**

Actions/Services	PLANNED Maintain student counseling support.	ACTUAL Student Counseling support was provided through the District Counselor, School Psychologist, and FNL.
Expenditures	BUDGETED \$5,000 Supplemental and Concentration	ESTIMATED ACTUAL \$5,000 Supplemental and Concentration

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All Actions and Services for this goal were completed as planned. Site and District Leadership Teams met regularly to discuss behavior and discipline expectations as well as alternatives to suspensions. Students demonstrating desired positive behaviors were recognized weekly. Counseling support continues to be high priority in meeting the social emotional needs of our students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The use of suspension as a means to correct undesired behavior at Shandon Elementary continues to be a concern; however, alternatives to suspension have been successful in decreasing the school's suspension rate by 7.5% from last year. Surveys revealed that 76% of parents and 51% of students feel that SJUSD provides a safe learning environment for students and both parents and students support the district's efforts to recognize positive student behaviors. 90% of parents and 50.84% of students surveyed report feeling welcomed at Shandon Schools. 76% pf parents and 37.2% of students feel that school facilities are well maintained, clean, and safe.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	District expenditures were met as expected with the exception of increased administrative costs due to negotiated salary and benefit increases.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Staff, Parent and Student surveys revealed that more education is needed to assist students in their social development by promoting positive peer interactions and problem solving skills. Therefore, the district will adopt Social-Emotional and Anti-Bullying Curriculum to be utilized in grades k-8. See LCAP Goal 3, Action 2 LCFF Evaluation Rubric identified Suspension Rates as an area of growth for Shandon Elementary. Shandon Elementary will work to refine positive behavior programs and recognition to promote Multi-Tiered Systems of Support through implementation of the SUMS Initiative and decrease Suspensions at Shandon Elementary by 10%. See LCAP Goal 3, Action 5

Goal 4

Expand communication between the district, community, parents, staff, and students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL: Shandon Joint Unified School Board Goal #2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

DELAC committee meetings participation will increase by 10%
Written communication to parents will be translated as needed.
Academic expectation of students participating in extra-curricular activities will be clearly articulated to staff, students and parents through written notifications and verbal presentations to students, staff, and parents.

ACTUAL

*Despite written and verbal notices, childcare and food, DELAC committee meeting participation did not increase as expected. Goal Not Met
*100% of written and verbal communication is conducted in English and Spanish. Goal Met
*Parent, staff and student surveys indicate that 100% of stakeholders understand the academic expectation of students participating in extracurricular activities. Staff was informed of the academic expectations of students participating in extracurricular activities through staff meetings and written communication. Students and parents were informed of these expectations through the district athletic packet and verified by their signature of such materials. The District Athletic Director also verbally informed/reminded students and

parents of the academic expectations. Goal Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Maintain/enhance parent/community involvement through School Site Council, DELAC, and community meetings to provide ongoing feedback and assist in development of the LCAP.	ACTUAL LCAP goals and progress was discussed in open session of four board meetings, and once at School Site council, DELAC and community meetings. At each meeting, stakeholders were encouraged to give input on future goals.
Expenditures	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL \$75.60 Unrestricted General

Action **2**

Actions/Services	PLANNED Continue to provide appropriate education options for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta educational opportunities.	ACTUAL Parents were given access to AERIES student portal at the beginning of the school year. Teachers assisted parents in logging into the Portal during Back to School Night and staff was available to support parents throughout the year. LEA partnered with Cuesta College to offer English Language Development classes to
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		parents and community members.
Expenditures	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost to District

Action **3**

Actions/Services	PLANNED Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders.	ACTUAL LEA maintained classified support to meet the translation needs and stakeholder communication.
Expenditures	BUDGETED \$4,000 Supplemental and Concentration	ESTIMATED ACTUAL \$1,000 Supplemental and Concentration

Action **4**

Actions/Services	PLANNED Continue to provide and refine opportunities for school based involvement of parents and community.	ACTUAL To promote parent involvement, Shandon Elementary hosted 3 family movie nights, Doughnuts with Dads and Muffins with Moms. Parent volunteers were solicited at the beginning of the school year and parent volunteer packets were provided to each family. Fliers and all call system were utilized to inform families of involvement opportunities.
Expenditures	BUDGETED No Additional Cost	ESTIMATED ACTUAL \$420 Shandon Elementary ASB

Action

5

Actions/Services

PLANNED
Continue to refine, implement, and communicate clear academic expectations of student participation in extra-curricular activities.

ACTUAL
Policies and academic expectations were clearly defined and translated in the Athletic Packet. Parents were required to sign that they were informed of the expectations. Students and staff were informed about the academic expectations through administration, coaches and the Athletic Director.

Expenditures

BUDGETED
No Additional Cost to District

ESTIMATED ACTUAL
No Additional Cost to District

Action

6

Actions/Services

PLANNED
Continue implementation of communication strategies to engage parents and community by school and students.

ACTUAL
LEA continued to utilize fliers, marquee, and the all call system to inform parents, students, and the community of school events. All communication is provided in both English and Spanish.

Expenditures

BUDGETED
No Additional Cost to District

ESTIMATED ACTUAL
No Additional Cost to District

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions 3, 4, 5, and 6 for LCAP Goal 4 were fully and successfully implemented. All verbal and written parent communication is provided in the parent's primary language. SJUSD has increased the opportunities for parents to participate in social and educational events.
Actions 1 and 2 for LCAP Goal 4 were fully implemented but partially successful. SJUSD continues to struggle with parent and community attendance and participation in planning and informational meetings. Our remote location has made it difficult to obtain family services and supports from outside agencies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

88% of parents surveyed feel that they are well informed of their child's progress and 76% feel that they understand teacher expectations. In addition, 79% of parents reported that school encourages parent participation.
Student surveys indicate that 68.57% of students understand teacher expectations and 61.24% feel that they are well informed of their academic progress.
Bilingual support continues to be needed to support clear and effective communication between the District, parents and the community. Family outreach and engagement opportunities will be continued to strengthen the home school connection.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in estimated actual and budgeted expenditures were due to an effort to increase parent involvement by providing more outreach opportunities for families. Time spent after school to meet the District's translation needs was decreased due to additional bilingual office support which allowed time for translations during the school day.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All 6th -12th grade students need direct instruction on how to access AEIRES Student Portals as a result we expect the percentage of students who feel informed about their progress to increase by 10%. LCAP Goal 4, Action 7

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout the 2016-2017 school year, the LCAP goals and district data was reviewed and input for suggested changes in goals and /or actions were solicited. Presentations (PowerPoint and written handouts) on state priorities for the LCAP were presented to stakeholder groups. Surveys 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 and LCFF professional development activities to insure proper development and implementation of the plan. Input from stakeholder groups, collected data, and surveys was used to evaluate the effectiveness of each goal and supporting action described in the 16/17 LCAP. Based on that information, services will continue as planned for the 17/18 school year with continuing to upgrade our technology, modernize our facilities, strengthen the social emotional development of students and explore options to make music education available to all students, continue with middle and high school sports and coordinated physical education, and a .5 FTE Reading Specialist to assist with intervention and reading support.

LCAP discussions were held with Stakeholders on the following dates:

- *Regularly Scheduled Open Session Board Meetings – December 13, 2016; January 10, 2016; March 14, 2017; April 4, 2017
- *Delac/Site Council Meetings-September 14, 2016; October 12, 2016; November 9, 2016; January11, 2017; February 8, 2017; March 14, 2017
- *Spanish Parent Meeting- March 14, 2017
- * English Parent Meeting- March 14, 2017
- * Certificated and Classified Staff Meeting- October 5, 2016; November 2, 2016; February 4, 2017; February 8, 2017
- * Certificated Bargaining Group- October 19, 2016; February 1, 2017
- * Classified Bargaining Group- February 1, 2017

Staff, student and parent surveys were distributed and completed April 7, 2017-May 15, 2017.

A public hearing for the LCAP was held on June 13, 2017 and it was board approved on June 22, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

All stakeholders input indicated that the 16/17 goals were appropriate for moving our district forward in preparing our students for success. However, a need for Social Emotional and Anti-Bullying curriculum was identified thus adding an action under School Climate. In addition, parent groups expressed a desire to expand our perfect attendance incentives to include those students who had excused absences and were verified by a doctor's note. Music education continues to be a high priority.

To increase parent communication, it was suggested that we include both Spanish and English messages on the Marquee. It was also suggested that we purchase an electronic Marquee to assist in parent and community notifications.

The 2017-2018 LCAP will continue to be evaluated, discussed, and consistently monitored with stakeholders through Delac/Site Council and parent meetings, staff, student and parent meetings and surveys. LCAP will continue to be reviewed on a quarterly basis by administration and school board members and monthly during district staff meetings.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal 1	Increase attendance of all district students		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Shandon Joint Unified School Board Goal #1

Identified Need

Data collected between the first day of school and P2 reporting during 2016-2017 reveals the following:
 *Shandon Elementary reported 448 unexcused tardies in 2016-2017 compared to 547 unexcused tardies in 2015-2016
 *Shandon High School reported 608 first period unexcused tardies in 2016-2017 compared to 521 first period unexcused tardies in 2015-2016
 * Daily Average number of students who are tardy in SJUSD is 12.5
 *Parkfield Elementary reported 23 unexcused tardies in 2016-2017 compared to 102 unexcused tardies in 2015-2016
 *The District attendance rate for 16/17 was 95.19%
 * The District chronic absenteeism rate for 16/17 was 2.4%
 *The District dropout rate for 16/17 was 0%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Severe Chronic Absenteeism Rates (Local Indicator)	2.4%	2.0%	1.5%	1.0%
Satisfactory Attendance Rates	95.19%	95.5%	96.0%	96.5%

Dropout Rate	0%	0%	0%	0%
Daily Average number of students with Unexcused 1 st Period Tardies	12.5 - daily average number of students tardy	12-daily average number of students tardy	11.5 -daily average number of students tardy	11 – daily average number of students tardy
High School Graduation Rate (Local Indicator)	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Analyze attendance data and create a yearly timeline for SARB notifications and review.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1000	Amount \$1000	Amount \$1000
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 0709-0-5800-0000-2700-050-0000-0000	Budget Reference 0709-0-5800-0000-2700-050-0000-0000	Budget Reference 0709-0-5800-0000-2700-050-0000-0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff and administration meets quarterly to analyze district/attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount: \$1000
Source: ASB General
Budget Reference:

2018-19

Amount: \$1000
Source: ASB General
Budget Reference:

2019-20

Amount: \$1000
Source: ASB General
Budget Reference:

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Shandon Joint Unified School Board Goal # 2

Identified Need

- *TK-1st grade ELA curriculum is not aligned to CA Standards
- *19.3% of students failed courses in 2013-2017 as compared to 25% in 15/16
- *15.4% (2 of 13) graduating seniors were CSU/UC ready based on completion of A-G course work
- *100% (13 of 13) graduating seniors plan to attend a 2 or 4 year post-secondary institution or military
- *Time needs to be designated for analyzation of benchmark assessments and lesson planning
- *7% of EL students were re-designated Fluent English Proficient
- * A (K-8) Reading Specialist continues to be needed to improve reading levels of students and to meet TIER 2 interventions
- *Limited internet access and out dated technology inhibits the use of curriculum delivered through technology in the classroom and student development of computer skills necessary to participate in online state academic testing.
- * Access to music education is not available to all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High school students with 1 st semester failing grades	19.3%	18%	17%	16%
Percent of Seniors completing A-G Requirements	15.4%	20%	25%	30%
9 th grade students enrolled in Algebra or higher mathematics	86%	90%	95%	100%
EI Re-designation rate	7%	10%	13%	16%
Students who have access to music education	0%	5%	10%	15%
Students who have met or exceeded CAASPP ELA Standards	40%	45%	50%	55%

Students who have met or exceeded CAASPP Math Standards	29%	35%	40%	45%
Compliance with Williams Act requirements, teacher credentialing and teaching assignments (Local Indicator)	95% of teachers were appropriately assigned and fully credentialed in subject matter for pupils they teach.	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach.	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach.	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)	100% of students have their own assigned text and instructional materials.	Maintain 100%	Maintain 100%	Maintain 100%
Implementation of content and performance standards for all students, including EL (Local Survey)	Based on the State Standard Implementation Reflection Tool, we are currently at the Full Implementation Stage for ELA and ELD and at the Initial Implementation Stage for Math, and NGSS.	Full Implementation and Sustainability for ELA and ELD, and Full Implementation for Math and NGSS. Exploration Phase for History-Social Science	Full Implementation and Sustainability for ELA, ELD, Math, and NGSS. Beginning Implementation for History-Social Science.	Full Implementation and Sustainability for ELA, ELD, Math, and NGSS. Initial Implementation for History-Social Science.
CELDT	31% of the students moved up at least one band	34% of the students moved up at least one band	37% of the students moved up at least one band	40% of the students moved up at least one band
Percentage of pupils passing Advanced Placement Exams	60% of students taking an AP exam passed with a score of 3 or higher.	63% of students taking an AP exam passed with a score of 3 or higher.	66% of students taking an AP exam passed with a score of 3 or higher.	69% of students taking an AP exam passed with a score of 3 or higher.
Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP	11% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 0% of 11 th grade students passed the Math Early Assessment Program with a score of 4.	14% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 3% of 11 th grade students passed the Math Early Assessment Program with a score of 4.	17% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 6% of 11 th grade students passed the Math Early Assessment Program with a score of 4.	20% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 9% of 11 th grade students passed the Math Early Assessment Program with a score of 4.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,679	Amount: \$15,000	Amount: \$15,000
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration

Budget
Reference

0709-0-5200-000-7410-05X-0000-
0000

Budget
Reference

0709-0-5200-000-7410-05X-
0000-0000

Budget
Reference

0709-0-5200-000-7410-05X-0000-
0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Analyze and support District math and ELA program adoption with professional development and analysis of student achievement.	Provide professional to support student achievement through District math and ELA curriculum adoptions.	Analyze and support District NGSS curriculum adoption with professional development and analysis of student achievement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000	Amount \$5,000	Amount \$5,000
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 0709-0-5200-000-7410-05X-0000-0000	Budget Reference 0709-0-5200-000-7410-05X-0000-0000	Budget Reference 0709-0-5200-000-7410-05X-0000-0000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Determine student academic and like skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as Success 101, 102, and 103.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$48,178	Amount \$48,178	Amount \$48,178
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 0709-0-1100-1110-1000-057-0000-0000 01-7338-0-5200-1110-1000-057-0000-0000	Budget Reference 0709-0-1100-1110-1000-057-0000-0000 01-7338-0-5200-1110-1000-057-0000-0000	Budget Reference 0709-0-1100-1110-1000-057-0000-0000 01-7338-0-5200-1110-1000-057-0000-0000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Shandon Elementary and High School Specific Grade spans: 6-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide staff development in AVID teaching strategies grades 6-12.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$10,000	Amount \$10,000	Amount \$10,000
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-0709-0-5200-1110-1000-057-0000-0000	Budget Reference 01-0709-0-5200-1110-1000-057	Budget Reference 01-0709-0-5200-1110-1000-057

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff will meet by trimester/quarter to analyze student performance on benchmark assessments and plan lessons to intervene with at risk students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Shandon High School	<input type="checkbox"/> Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Expand AVID and CTE course offerings at Shandon High School to ensure the availability of career and college readiness options.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$20,648	Amount \$20,648	Amount \$20,648
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-0709-0-1100-1110-1000-057-0000-0000	Budget Reference 01-0709-0-1100-1110-1000-057-0000-0000	Budget Reference 01-0709-0-1100-1110-1000-057-0000-0000

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Shandon High School	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain or increase credit recovery options at the high school and ongoing course availability.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,611	Amount: \$6,611	Amount: \$6,611
Source: Lottery	Source: Lottery	Source: Lottery
Budget Reference: 6300-0-4100-1110-1000-057-0000-0709	Budget Reference: 6300-0-4100-1110-1000-057-0000-0709	Budget Reference: 6300-0-4100-1110-1000-057-0000-0709

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All grade level <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Students reading 1 or more years below
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Shandon Elementary <input checked="" type="checkbox"/> Specific Grade spans: k-5

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Expand and replace consumable Fountas and Pinnell Reading Intervention materials.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$13,450	Amount \$14823.75	Amount \$12,317
Source Title 1 and Sums Initiative	Source Title 1 and Sums Initiative	Source Title 1 and Sums Initiative
Budget Reference 01-3010-0-4100-1110-1000-059-0000-0709 01-7823-0-440-1110-1000-050-0000-0000	Budget Reference 01-3010-0-4100-1110-1000-059-0000-0709 01-7823-0-440-1110-1000-050-0000-0000	Budget Reference 01-3010-0-4100-1110-1000-059-0000-0709 01-7823-0-440-1110-1000-050-0000-0000

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain and refine comprehensive Response to Intervention model at all sites that adequately address the needs of students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide classroom support through para-educators.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$35,761 Supplemental \$99,096 Special Education \$8,362 Title III	Amount \$35,761 Supplemental \$99,096 Special Education \$8,362 Title III	Amount \$35,761 Supplemental \$99,096 Special Education \$8,362 Title III
Source	Supplemental and concentration, SPED, Title III	Source Supplemental and concentration, SPED, Title III	Source Supplemental and concentration, SPED, Title III
Budget Reference	01-0000-0-2100-1110-1000-05X- 0000-0000	Budget Reference 01-0000-0-2100-1110-1000- 05X-0000-0000	Budget Reference 01-0000-0-2100-1110-1000-05X- 0000-0000

01-3310-0-2100-5770-1190-05X-0000-0000
 01-6500-0-2100-5770-1190-05X-0000-0000
 01-4203-0-2100-1110-1000-05X-0000-0000

01-3310-0-2100-5770-1190-05X-0000-0000
 01-6500-0-2100-5770-1190-05X-0000-0000
 01-4203-0-2100-1110-1000-05X-0000-0000

01-3310-0-2100-5770-1190-05X-0000-0000
 01-6500-0-2100-5770-1190-05X-0000-0000
 01-4203-0-2100-1110-1000-05X-0000-0000

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain bilingual support for parent communication and attendance monitoring.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	\$93,645	Amount	\$95,518	Amount	\$97,428
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	01-0709-0-2400-0000-2700-05X-0000-0000	Budget Reference	01-0709-0-2400-0000-2700-05X-0000-0000	Budget Reference	01-0709-0-2400-0000-2700-05X-0000-0000

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff will meet by trimester/quarter to analyze academic performance of English Language Learners and utilize Designated ELD instruction to support students in meeting the State and District's reclassification requirements.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$0	\$0	\$0
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster Youth.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$300	Amount \$300
Source	Title I	Source Title I
Budget Reference	01-3010-0-1200-000-3110-050-0000-0000	Budget Reference 01-3010-0-1200-000-3110-050-0000-0000

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to increase the quality of the libraries and expand the library collections.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,000	Amount: \$4,000
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 01-0001-0-4300-0000-2420-050-0000-0000 01-0709-0-5800-0000-2420-050-0000-0000	Budget Reference: 01-0001-0-4300-0000-2420-050-0000-0000 01-0709-0-5800-0000-2420-050-0000-0000	Budget Reference: 01-0001-0-4300-0000-2420-050-0000-0000 01-0709-0-5800-0000-2420-050-0000-0000

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____
[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income
[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to upgrade and add technology. Maintain 1FTE IT Technician.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$154,027	Amount: \$50,008	Amount: \$51,008
Source: Supplemental and Concentration Measure K	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 01-0709-0-2200-0000-7710-050-0000-0000	Budget Reference: 01-0709-0-2200-0000-7710-050-0000-0000	Budget Reference: 01-0709-0-2200-0000-7710-050-0000-0000

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Maintain physical education and sports programs. Increase from .50 FTE to 1 FTE PE Teacher.	Maintain physical education and sports programs. Maintain 1 FTE PE Teacher.	Maintain physical education and sports programs. Maintain 1 FTE PE Teacher.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$88,366	Amount: \$90,103	Amount: \$91,905
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 01-0709-0-1100-1290-1000-059-0000-0000	Budget Reference: 01-0709-0-1100-1290-1000-059-0000-0000	Budget Reference: 01-0709-0-1100-1290-1000-059-0000-0000

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Shandon High School Specific Grade spans:9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase music education by adding a beginning guitar course.	Maintain beginning guitar course and add an intermediate guitar course.	Maintain beginning and intermediate guitar courses and add an advanced guitar course.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Modify school-wide survey evaluation tool to involve all stakeholders in planning goals and supports for student		

success.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide monitoring and support for re-designated Fluent English Proficient students for at least two years after reclassification.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Students reading 1 or more years below grade level

Location(s) All schools Specific Schools: Shandon Elementary Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain reading intervention support through a half-time Reading Specialist.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$48,078	Amount \$49,040	Amount \$50,020
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-0709-0-1100-1110-1000-059-0000-0000	Budget Reference 01-0709-0-1100-1110-1000-059-0000-0000	Budget Reference 01-0709-0-1100-1110-1000-059-0000-0000

Action **22**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Shandon and Parkfield Elementary Specific Grade spans:TK, K, 1

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Adopt New California Standards aligned ELA curriculum for grades TK,- 1 st , Spanish Curriculum for 9 th -12 th , and Math Curriculum for 9 th -12 th .	Adopt New California Standards aligned ELA curriculum for grades 9-12.	Adopt Next Generation Science Standards aligned curriculum for grades TK-8.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$42,000	Amount: \$25,000	Amount: \$25,000
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 01-0709-0-4100-1110-1000-05x-0000-0000	Budget Reference: 01-0709-0-4100-1110-1000-05x-0000-0000	Budget Reference: 01-0709-0-4100-1110-1000-05x-0000-0000

Action **23**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Shandon and Parkfield Elementary Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide supplemental Next Generation Science Curriculum for grades k-8 through Mystery Science.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$499	Amount \$1,499	Amount \$1,499
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-0709-0-4100-1110-1000-05x-0000-0000	Budget Reference 01-0709-0-4100-1110-1000-05x-0000-0000	Budget Reference 01-0709-0-4100-1110-1000-05x-0000-0000

New Modified Unchanged

Goal 3

Create a positive school climate.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL **Shandon Joint Unified Board Goal #3**

[Identified Need](#)

Shandon High School Facilities are rated as Fair on the SARC.
 Shandon Elementary Facilities are rated as Fair on the SARC

Parkfield Elementary Facilities are rated as Good on the SARC.
 76% of parents surveyed indicated that they believe that the school provides a safe environment for learning.
 51.4% of students surveyed indicated that they feel safe at school.
 20% of staff surveyed felt that more supports are needed in the area of social-emotional development.
 Suspensions rates for Shandon Elementary are high at 3.5% with 8 pupil suspensions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card	Shandon High School and Shandon Elementary facilities are rated "fair"	All site will be rated "good" or better by inspection	All site will be rated "good" or better by inspection	All site will be rated "good" or better by inspection
Parent Survey	76% of parents feel the school provides a safe learning environment	79% of parents feel the school provides a safe learning environment	82% of parents feel the school provides a safe learning environment	85% of parents feel the school provides a safe learning environment
Student Survey	51.4% of students feel safe at school	55% of students feel safe at school	60% of students feel safe at school	65% of students feel safe at school
Certificated Survey	80% of teachers feel that SJUSD meets the social emotional needs of the students	83% of teachers feel that SJUSD meets the social emotional needs of the students	86% of teachers feel that SJUSD meets the social emotional needs of the students	89% of teachers feel that SJUSD meets the social emotional needs of the students
SES Suspension Rates - State Indicator	3.5%	3%	2.5%	2%
District Expulsion Rate	0%	0%	0%	0%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$122,434	Amount \$125,892	Amount \$129,997
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-0709-0-1340-0000-2700-059-0000-0000	Budget Reference 01-0709-0-1340-0000-2700-059-0000-0000	Budget Reference 01-0709-0-1340-0000-2700-059-0000-0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Shandon Elementary School Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expand MTSS by Adopting Second Step Social Emotional Curriculum and provide professional development.	Expand MTSS by Adopting Second Step Anti-Bullying Curriculum and provide professional development.	Refine and support teacher instruction and utilization of Second Step Anti-Bullying and Social Emotional Curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$13,197	Amount: \$1099	Amount: \$0
Source: SUMS Initiative	Source: SUMS Initiative	Source: _____
Budget Reference: 01-7823-5200-0000-7410-050-0000-0000	Budget Reference: 01-7823-5200-0000-7410-050-0000-0000	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Student Counseling support.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000	Amount \$5,000	Amount \$5,000
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-3010-0-1200-0000-3110-050-0000-0000	Budget Reference 01-3010-0-1200-0000-3110-050-0000-0000	Budget Reference 01-3010-0-1200-0000-3110-050-0000-0000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain school site leadership teams with superintendent to address climate and culture needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to refine district wide/school-wide student positive behavior program and recognition to promote Multi-Tiered Systems of Support.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$150	Amount \$150	Amount \$150
Source Unrestricted General	Source Unrestricted General	Source Unrestricted General
Budget Reference 01-0709-0-4300-1110-1000-xxx-0000-0000	Budget Reference 01-0709-0-4300-1110-1000-xxx-0000-0000	Budget Reference 01-0709-0-4300-1110-1000-xxx-0000-0000

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Shandon Joint Unified Board Goal #4

Identified Need

Low parent participation in Delac and Site Council meetings.

75% of parent surveys indicated that parents understood what teachers expected of their students

78.5% of parent surveys indicated that the school encourages parent participation

61% of student surveys indicated that they are informed of their progress

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Attendance	50% of Parents have participated in a school sponsored event	60% of Parents have participated in a school sponsored event	70% of parents have participated in a school sponsored event	80% of parents have participated in a school sponsored event
Student Survey	61% report that they are informed about their progress	71% report that they are informed about their progress	81% report that they are informed about their progress	91% report that they are informed about their progress
Parent Survey	75% report that they understand teacher expectations	78% report that they understand teacher expectations	81% report that they understand teacher expectations	84% report that they understand teacher expectations
Parent Survey	78.5% report that SJUSD encourages parent participation	80%% report that SJUSD encourages parent participation	83% report that SJUSD encourages parent participation	86% report that SJUSD encourages parent participation

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain clear communication of academic expectations and student eligibility requirements for extra-curricular activities.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide education opportunities for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta ESL classes.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,000	Amount \$1,000	Amount \$1,000
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 01-0709-0-2190-0000-1000-xxx-0000-0000	Budget Reference 01-0709-0-2190-0000-1000-xxx-0000-0000	Budget Reference 01-0709-0-2190-0000-1000-xxx-0000-0000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide and refine opportunities for school based involvement of parents and community.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount: \$500	Amount: \$500
Source: SES ASB Fundraising	Source: SES ASB Fundraising	Source: SES ASB Fundraising
Budget Reference:	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue implementation of communication strategies to engage parents and community by school and students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Shandon High School and Shandon Elementary</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>6-12</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide each student with access to AERIES student Portal and teach students how to access their account to check on grades, progress, and assignments.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 600,391

Percentage to Increase or Improve Services:

21.37 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

SJUSD has an unduplicated count over 55% that allows for the use of Supplemental and Concentration Local Control Funding Formula Funds 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 LCAP will support all students as this will be the most effective use of funds.

Based on staff and stakeholder feedback and research on effective practices we are implementing 29 Actions/Services to increase or improve services for all students and 8 Actions/Services specifically designed to improve services for low income, English learner and foster youth. In order to meet the needs of all students including low income, foster youth, and EL students the district will be implementing several new programs as well as enhancing existing programs.

- Increasing CTE and Honors/AP Courses to prepare all students for Career and College Readiness (Goal 2, Actions 3 & 6-\$68,826)
- Purchasing and implementing Social and Emotional Curriculum to increase Multi-Tiered Levels of Support for elementary students and provide alternatives to suspension (Goal 3, Action 2 - \$13,197 Sums Initiative Funds)
- Provide materials and training to teachers to improve instruction in ELA, Math, Science, and ELD (Goal 2, Actions 1,2, 12, 22 & 23 -\$62,499)
- Provide materials and training to teachers implementing reading intervention in grades k-5 to increase the number of students reading at or above grade level and maintain a half-time Reading Intervention Teacher for students reading 1 or more years below grade level (Goal 2, Actions 8,9 & 21-\$48,078)
- Increasing available technology and IT support to assist students in acquiring skills necessary for Career and College Readiness along with increasing students' access to California Standards based curriculum and technology based learning. (Goal 2, Action 16 - \$54,027 S/C, \$100,000 Measure K)
- Implementing music education for high school students through guitar classes (Goal 2, Action18)
- Provide AVID training to new staff members to support middle and high school students - The AVID program is a highly successful model for preparing underrepresented youth for college admission and attendance. (Goal 2, Action 4 -\$10,000)
- Providing Para-Educator support to assist teachers in intervention, ELD, and parent communications to improve student academic achievement and increase parent to school partnerships (Goal 2, Action 10 - \$35,761 & Goal 4, Action 3 -\$1,000)
- Maintaining current level of bilingual office staff to monitor daily attendance and assist in district communications regarding regular student attendance to reduce chronic absenteeism (Goal 2, Action 11 -\$93,645)
- Increase quality of District libraries and book collections to motivate student independent reading (Goal 2, Action15 - \$4,000)
- Increase Physical Education to 1FTE to allow teachers planning time to improve lesson quality (Goal 2, Action 17 -\$88,366)

- Maintain administrative support to guide curriculum and teacher instruction to meet the academic and behavioral needs of all students (Goal 3, Action1 - \$122,434)

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?