

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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

Contact Name and Title

Shannon Kepins

Principal

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2017-20 Plan Summary

The Story

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:31-35

Goal 2: Academic Achievement: SJUSD will increase academic achievement for all students so that they are career and college ready. 23 Actions pg:35-62

Goal 3: School Climate: SJUSD will create a positive school climate. 5 Actions pg:62-68

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:69-75

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.

Greatest Progress

Suspension rates in Shandon Elementary decrease significantly by 3.7% as a result of utilizing alternatives to suspension such as Saturday school and after school detention and increasing PBIS strategies.

District Suspension rates for English Learners declined significantly with a decrease of 4.5%.

District suspension rates for Low Income students also declined with a decrease of 1.4%. See 2017-2018 LCAP Goal 3 (pg. 22) Actions 1-5 To build upon decreasing suspension rates, SJUSD will continue to explore alternatives to suspension and utilizing restorative justice practices. Increasing counseling services and implementing Social Emotional Curriculum will also help address behaviors that contribute to negative choices by students. See 2018-2019 LCAP Goal 3, Actions 1-3 and 5.

Shandon High School maintains a graduation rate of 100%.

100% of graduating seniors plan to attend a 2 or 4 year post-secondary institution, vocational training, or military. To maintain the 100% graduation rate at Shandon High School, SJUSD will train staff on implementing the College and Career Guidance Initiative, increase career Technical Education options for High School Students, provide options for credit recovery, and provide a Learning center to assist at risk students in meeting graduation requirements. See 2018-2019 LCAP Goal 2, Actions 3, 4, 6, 7, 9

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?

Greatest Needs

Shandon High School

The Suspension Status for Shandon High School is “high” (8.3%) which equates to 7 students who were suspended during the 2015-2016 school year. The assigned Performance Indicator is “Orange”. In addition, suspensions for Low Income and Hispanic Students were “high” at 8.9% and 7.7% resulting in “Red” Performance Indicators for both subgroups. Reducing the suspension rate is a priority for Shandon High School and steps have been taken to improve this by implementing alternatives to suspension and providing counseling support to assist students in conflict resolution and restorative justice strategies. See 2018-2019 LCAP Goal 3 (pg. 67), Actions 1, 3

Shandon Elementary

Shandon Elementary’s status for English Language Arts is considered “low” with a Performance Indicator of “Orange” and a decline of 4.2 points. English Learners and Low Income student performance was also considered “low” with performance indicators both at “Orange”. To address this issue Shandon Elementary implemented mandatory guided reading in all k-5 classrooms and daily reading intervention with pull out and push in models and a daily intervention block was designed to meet the needs of struggling readers in grades 6-8. See 2018-2019 LCAP Goal 2 (pg.39) Actions 9, 17, 21

Shandon Elementary’s status for Mathematics is considered “low” with a Performance Indicator of “Orange”. And a decline of 36.2 points. English Learners and Low Income student performance was also considered “low” with performance indicators both at “Orange”. To address this issue Shandon Elementary added an additional middle school teacher to help address the gaps in student math skills and created a daily math intervention block for all 6-8 students. See 2018-2019 LCAP Goal 2 (pg.39) Action 9

English Learner Progress Status for Shandon Elementary is considered “low” with a performance Indicator of “Red”. The district has taken steps to improve English Learner Progress by providing training to staff on designing lessons and utilizing strategies to assist second language learners in accessing core curriculum such as “Thinking Maps” and UDL. All staff were trained on the new ELPAC assessment and educated on the ELD standards and performance levels. This district has also increased student exposure to realia and connections to real life applications. See 2018-2019 LCAP Goal 2 (pg.39), Actions 1, 12

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?

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 ELA progress a performance gap can be identified where “White” students are performing three performance indicators above the “all student” performance. This performance gap is again identified through CAASPP data where 44% of English Only students met or exceeded standard as indicated by the ELA CA Summative Assessment compared to 30.56% of English Learner students. In

addition, 50% of Not Economically Disadvantaged students met or exceeded standard as indicated by the ELA CA Summative Assessment compared to 38.26% of Socially Disadvantaged students.

Analysis of CAASPP data further identified performance gaps in the area of Mathematics where 28% of English Only students met or exceeded standard as indicated by the Mathematics CA Summative Assessment compared to 19.18% of English Learner students. In addition, 32% of Not Economically Disadvantaged students met or exceeded standard as indicated by the Mathematics CA Summative Assessment compared to 19.83% of Socially Disadvantaged students.

To address the gap, SJUSD LCAP includes the following actions and services:

(LCAP Goal 2)

- * Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies designed to provide EL students access to core curriculum. * Expand CCGI and CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.
- * Strengthen District's RTI delivery by providing reading and math intervention to Middle School students and establishing a Learning Lab for 9-12th grade students to receive intervention in core academic classes.
- * Continue to provide classroom support through para-educators to assist EL students in accessing core curriculum.
- * Maintain physical education and after school sports programs to provide healthy afterschool activities for low income students and improve daily attendance. Maintain 1 FTE PE Teacher to provide opportunities for remediation and vertical articulation with classroom teachers.
- * Maintain reading intervention support through a half-time Reading Specialist.

(LCAP Goal 3)

- * Expand MTSS by Adopting Second Step Anti-Bullying Curriculum and provide professional development.
- * Increase counseling support of Low income students by 1 day per week for a total of 2 days a week. Provide 1 day a week of socialization skill building for students struggling with school routines and peer relations.

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.

Increased or Improved Services

Considering stakeholder feedback and research on effective practices, we are utilizing LCFF Supplemental Funds to support implementation of 16 Actions/Services designed to directly improve services for low income, English Learner, and foster youth.

- * Strengthen District's RTI delivery by providing reading and math intervention to Middle School students and establishing a Learning Lab for 9-12th grade students to receive intervention in core academic classes. See LCAP Goal 2 (Action 9)
- * Maintain a .5FTE Reading Intervention teacher to directly support economically disadvantaged and English Learner students. See LCAP Goal 2 (Action 21)
- * Increase CCGI and CTE Course offerings at Shandon High School to increase College and Career Readiness. LCAP Goal 2 (Action 6)
- * Increase counseling support of Low income students by 1 day per week for a total of 2 days a week. Provide 1 day a week of socialization skill building for students struggling with school routines and peer

relations. See LCAP Goal 3 (Action 3)

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	\$4,818,222
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,073,507

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 \$135,789 (\$408,336-\$100,090 utilities and Internet) Includes salaries and supplies
- Transportation \$181,718 (Includes salaries, home to school, field trips, vehicle purchases)
- General Office and Classroom Supplies \$122,474, MOT Supplies + \$4,000 Postage Resource 0000-1400
- Utilities and Internet \$112,999 Object 55XX-59XX
- Special Education Services \$802,533

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,686,053

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Increase attendance of all district students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: Shandon Joint Unified School Board Goal #1

Annual Measurable Outcomes

Expected

Actual

Severe Chronic Absenteeism Rates (Local Indicator) will be no more than 2%
 Satisfactory Attendance Rates will be at least 95.5%
 Dropout Rate will be 0%
 Daily Average number of students with Unexcused 1st Period Tardies will be no more than 12-daily average number of students tardy
 High School Graduation Rate (Local Indicator) will maintain 100%

Severe Chronic Absenteeism Rates (Local Indicator) was 1.8%. (Met)
 2017-2018 Satisfactory Attendance Rate was 96.46% (Met)
 Dropout Rate remained 0% (Met)
 Daily average number of students with unexcused 1st period tardies was 9.9 students. (Met)
 High School Graduation Rate (Local Indicator) remained 100% (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

Planned Actions/Services

Analyze attendance data and refine attendance plan including implementation of Student Attendance Review.

Actual Actions/Services

Office staff participated in training specifically designed to assist with the SARB process including utilizing AERIES to generate parent notifications. SJUSD utilized Bright Arrow Auto Dialer to keep parents informed of attendance, sports, and engagement opportunities.

Budgeted Expenditures

\$1,000 Supplemental Concentration

Estimated Actual Expenditures

\$7010 Supplemental and Concentration

Action 2

Planned Actions/Services

Staff and administration meets quarterly to analyze district/attendance.

Actual Actions/Services

Administration met with site office staff quarterly to review student attendance and implementation of incentives to increase pupil attendance.

Budgeted Expenditures

No Additional Cost to District

Estimated Actual Expenditures

No Additional Cost

Action 3

Planned Actions/Services

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.

Actual Actions/Services

Attendance recognition was executed as planned. 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.

Budgeted Expenditures

\$1,000 ASB General

Estimated Actual Expenditures

\$3,316 ASB General

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 utilization of Student Attendance Review has yet to be fully and consistently implemented. Creating a time for monitoring attendance and notifying parents of the attendance concerns and the SARB process will be necessary for full implementation. Staff training on the SARB process and parent notification is crucial.

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

Chronic Absenteeism for Shandon Joint Unified School District is reported as 13.8% on the CA Dashboard. While The percentage of SJUSD students with satisfactory daily attendance was 96% as reported through P2. SJUSD achieved their desired goal of not more than 2% of students falling into the category of severe chronic absenteeism as reported through Calpads; however, more consistent attendance monitoring and parent notification of moderate chronic absenteeism will be needed to sustain this goal in the upcoming year. SJUSD made progress in decreasing first period tardies and exceeded anticipated outcomes. Increased recognition for student attendance and breakfast served in the classroom has helped to improve first period tardies. Data and stakeholder input indicate that actions and services are still relevant and will continue to be implemented as planned for 2018-2019 with the exception to a modification to Action 1 (see below).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures for Actions 1 and 3 exceeded our estimations by \$8,326. Increase costs were due to expanding our communication services to families with AERIES and Bright Arrow Auto Dialer and increasing our opportunities for students incentives for good and perfect attendance.

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 records indicate that All Chronic Absenteeism (Moderate and severe) for 2017 was reported as 13.8%. 2018 P2 reporting for SJUSD reports that All Chronic Absenteeism (Moderate and Severe) has decreased to 8.2%. Consistent attendance monitoring and parent notification of the SARB process is necessary. See LCAP Goal 1, Action 2

Metric indicator for Chronic Absenteeism was added to reflect CA Dashboard data and reporting.

Goal 1, Action 1 – Analyze attendance data and create a yearly timeline for SARB notifications and review was modified to Analyze attendance data and create a yearly timeline for SARB notification and review to decrease Chronic Absenteeism among Low Income and EL students and identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students. This decision was made after analysis of chronic absenteeism among Shandon Elementary students indicated that EL and Low Income subgroups were primarily identified as having chronic absenteeism beyond that of other subgroups.

Feedback from parent LCAP meetings has suggested that Shandon Elementary School vary attendance rewards and incentives to maintain student motivation. 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 Priorities: 1, 2, 4, 7, 8

Local Priorities: Shandon Joint Unified School Board Goal #1

Annual Measurable Outcomes

Expected

- *High school students with 1st semester failing grades will be no more than 18%
- *Percent of Seniors completing A-G Requirements will increase 20%
- *9th grade students enrolled in Algebra or higher mathematics will increase to 90%
- *EI Re-designation rate will increase to 10%
- *Students who have access to music education will increase to 5%
- *Students who have met or exceeded CAASPP ELA Standards will increase to 45%
- *Students who have met or exceeded CAASPP Math Standards will increase to 35%
- *Compliance with Williams Act requirements, teacher credentialing and

Actual

- *Percent of High school students with 1st semester failing grades was 21%. (Not Met)
- *Percent of Seniors completing A-G Requirements was 15.79%. (Not Met)
- *9th grade students enrolled in Algebra or higher mathematics was 90.4%. (Met)
- *EL Re-designation is pending analysis of annual student ELPAC scores which have not been released (Pending)
- *Students who have access to music education increased to 8%. (Met)
- *41.5% of students met or exceeded CAASPP ELA Standards (Not Met)
- *23.13% of Students met or exceeded CAASPP Math Standards (Not Met)

Expected

teaching assignments (Local Indicator) will increase to 100%

*Compliance with Williams Act requirements, sufficient text books and instructional materials (Local Indicator) Will maintain 100%

*Implementation of content and performance standards for all students, including EL (Local Survey) will advance to Full Implementation and Sustainability for ELA and ELD, and Full Implementation for Math and NGSS. Exploration Phase for History-Social Science

*CELDT results will indicate that 34% of the students moved up at least one band

*Percentage of pupils passing Advanced Placement Exams will increase to 63% 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 will increase to 14% of 11th grade students passed the ELA Early Assessment Program with a score of 4 and 3% of 11th grade students passed the Math Early Assessment Program with a score of 4.

Actual

*Compliance with Williams Act requirements, teacher credentialing and teaching assignments (Local Indicator) is 100% (Met)

*Compliance with Williams Act requirements, sufficient text books and instructional materials (Local Indicator) remained 100% (Met)

*Implementation of content and performance standards for all students, including EL (Local Survey) will advance to Full Implementation ELA , Initial Implementation for ELD, Initial Implementation for Math and NGSS, and Beginning Development Phase for History-Social Science (Not Met)

*Annual CELDT tests are no longer being administered. EL students participated in the annual ELPAC Assessment in the Spring of 2018 and results have not been released yet. (Pending)

*2017 scores were erroneously reported in the 2017 update. The correct baseline for Percentage of pupils passing Advanced Placement Exams with a 3 or higher in 2016 was 66%. In 2017 the percentage of pupils passing Advanced Placement Exams with a 3 or higher was 60%. (Not Met)

*2017 scores were erroneously reported in the 2017 update. The correct baseline for the percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP 2016 was 23% of 11th grade students passed the ELA Early Assessment Program with a score of 4 and 0% of 11th grade students passed the Math Early Assessment Program with a score of 4. For 2017 the percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP was 11% of 11th grade students passed the ELA Early Assessment Program with a score of 4 and 0% of 11th grade students passed the Math Early Assessment Program with a score of 4. (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

Planned Actions/Services

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

Actual Actions/Services

Staff participated in professional development designed to increase math instruction, Fountas and Pinnell implementation, Thinking Maps, and instructional strategies, and Multi-Tiered Systems of support. 2 staff members attended Fountas and Pinnell Institute over the summer of 2017. One staff member will attend the NGSS Summer Institute in June 2018. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

Budgeted Expenditures

\$6,679 Supplemental and Concentration

Estimated Actual Expenditures

\$5,741 SUMS Grant
\$513.54 Supplemental and Concentration

Action 2

Planned Actions/Services

Analyze and support District math and ELA program adoption with professional development and analysis of student achievement

Actual Actions/Services

Teachers and classified staff participated in 3 half days of professional development designed to support the district math and ELA programs and analysis of student achievement. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

Budgeted Expenditures

\$5,000 Supplemental Concentration

Estimated Actual Expenditures

\$1,500 Supplemental Concentration

Action 3

Planned Actions/Services

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, 102, and 103.

Actual Actions/Services

All 9th grade students participated in Success 101. All 10th-11th grade students participated in Success 102, and all 12th grade students participated in Success 103. Grades 9-12 received a presentation that addressed the following: A-G requirements, Testing, Career Pathways and

Budgeted Expenditures

\$48,178 Supplemental and Concentration

Estimated Actual Expenditures

\$40,317 Supplemental and Concentration

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Financial Aide, and Cuesta College classes. All 12th graders attended financial side night/cash for college. All 12th graders attend Cuesta College for support with their online orientation and Cuesta Promise Scholarship and 17 out of 19 seniors attended Cougar Days and registered for classes. All Sophomores took the ASVAB and attended a presentation on their scores. All Juniors took the PSAT and attended a presentation on their scores. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students. In addition, Success 101, 102, and 103 will be discontinued and replaced by CCGI.

Action 4

Planned Actions/Services

Provide staff development in AVID teaching strategies grades 6-12.

Actual Actions/Services

Staff attended AVID Summer Conference. AVID Binders were created and provided to students. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students. AVID strategies will be embedded into core curriculum and staff development will focus on implementation of CCGI.

Budgeted Expenditures

\$10,000 Supplemental and Concentration

Estimated Actual Expenditures

\$14,758 Supplemental and Concentration

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Staff will meet by trimester/quarter to analyze student performance on benchmark assessments and plan lessons to intervene with at risk students.

Each trimester K-8 staff turns in student profile sheets summarizing student achievement and mastery of standards. Intervention groups and lessons are designed to meet individual student deficits found in the data. Students in grades 3-12 take a CAASPP Interim assessment at least twice a year and writing benchmarks are utilized to monitor student learning and progress. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

\$0

\$0

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Expand AVID and CTE course offerings at Shandon High School to ensure the availability of career and college readiness options.

College Career Guidance Initiative was implemented in grades 6-12 to educate students on financial aid and college and career pathways. Each Student created a CCGI account, completed grade level appropriate career/college activities, internet inventory and journal entries. AVID strategies were embedded into content classes. CTE course offerings included Agricultural Systems, Welding, Ag Biology, Graphic Arts and Pre-calculus. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

\$20,648 Supplemental and Concentration

\$44,369 Supplemental and Concentration

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain or increase credit recovery options at the high school and ongoing course availability.

The district utilized Shmoop and Fuel Education to increase online course offering for credit recovery. Online course were also offered during summer school to obtain credit recovery for multiple semesters. Saturday School was offered to students as an additional option for credit recovery. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

\$6,611 Lottery

\$7,918 Lottery
\$3,360 Supplemental and Concentration

Action 8

Planned Actions/Services

Expand and replace consumable Fountas and Pinnell Reading Intervention materials.

Actual Actions/Services

Fountas and Pinnell take home books for grade K-2 were purchased.

Budgeted Expenditures

\$13,450 Sums Initiative and Title I

Estimated Actual Expenditures

\$12,371.42 Title I
\$2,932.26 Sums Grant

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

K-5 created literacy and math matrices that define steps to provide intervention to students struggling to meet grade level expectations. Reading Intervention takes place in and outside of the general education classroom for all k-8 students. Shandon High School utilized a Learning Lab to assist struggling students and provided after school tutoring. MS schedules were redesigned to include a reading intervention block for at risk students. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

\$0

\$97,560 Supplemental and Concentration

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to provide classroom support through para-educators.

The district employs 6 full-time and 2 part-time para-educators to support special education, at-risk, and EL students in meeting academic expectations. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL students. Special Education para-educators were removed from identification within this action as they support the educational base program.

\$35,761 Supplemental
\$99,096 Special Education
\$8,362 Title III

\$46,762 General
\$115,511 Special Education
\$37,441 Title I and Title III

Action 11

Planned Actions/Services

Maintain bilingual support for parent communication and attendance monitoring.

Actual Actions/Services

The district employs 4 full-time bilingual office personnel to assist with effective parent communication and attendance monitoring. Action is being moved and incorporated into Goal 4, Action 3.

Budgeted Expenditures

\$93,645 Supplemental and Concentration

Estimated Actual Expenditures

\$102,623 Supplemental and Concentration

Action 12**Planned Actions/Services**

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

Actual Actions/Services

Teacher implementation of ELD standards and ELA strategies is monitored by administration. Student progress is tracked through unit and benchmark assessments. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 13**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Staff met as planned to analyze CELDT and CAASPP scores and planned designated ELD instruction to support students in meeting the State and District's reclassification requirements. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

\$0

\$0

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 the needs of Foster Youth. She 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. After school tutoring was provided to assist Foster Youth with academic achievement and credit recovery.

\$300 Title I

\$467 Title I
\$1,000 Homeless Foster Youth Grant
\$864.85 General Fund

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to increase the quality of the libraries and expand the library collections.

The district Library Committee met periodically to review library procedures for expanding book collections. The district contracted with a library consultant to assist us in maintaining an effective and resourceful library that meets the educational and instructional needs of students who do not have access to internet and research materials. As a result, library circulation increased by 182 new titles. Elementary students took trips to visit and explore the Shandon Public Library and all students were offered a public library card. 83 Shandon Elementary students were issued a public library card. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

\$4,000 Supplemental and Concentration

\$3,998 Supplemental Concentration
\$1,400 SLO County Project Grant

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to upgrade and add technology. Maintain 1FTE IT Technician.

22 Promethean Boards were purchased. 440 Chrome Books were purchased. 12 computers were purchased for the high school library and 10 computers were purchased for the Graphic Arts Lab. 1FTE IT Technician was utilized to make tech purchases, and upgrade/maintain our infrastructure. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

\$154,027 Supplemental and Concentration Measure K

\$51,639 Supplemental and Concentration
\$316,371 Measure K Bond

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain physical education and sports programs. Increase from .50 FTE to 1 FTE PE Teacher.

The district hired a full 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, and track. Developing essential foundational skills is vital to the education of the whole student and providing avenues to positive afterschool/extracurricular activities. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

\$88,366 Supplemental and Concentration

\$96,201 Supplemental and Concentration

Action 18

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase music education by adding a beginning guitar course.

Beginning guitar was added to Shandon High School's course offerings. 300 recorders were purchased for students in grades TK-8. Teachers are exploring instructional materials and planning music instruction for 2018-2019. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL and Low Income students.

\$0

\$698 Music Books for High School Guitar
 State Lottery 6300-0-4300-1110-1000-057-000-000
 \$899.06 ASB General for 300 Recorders

Action 19

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Modify school-wide survey evaluation tool to involve all stakeholders in planning goals and supports for students.

Survey Monkey was utilized to design parent, staff, and student surveys. Survey questions were reviewed and revised to gather information needed to make informed decisions about the district's educational program. English and Spanish surveys were available online through our district website. A paper version was made available for those without internet access. The California Healthy Kids Survey was given in grades 7, 9 and 11. All survey data was analyzed to evaluate perceptions of the district and to identify areas of strength and growth. Action was modified for 2018-2019 to reflect focus on unduplicated students and accountability to directly contributing to meeting the increased or improved services requirement for EL, Foster Youth, and Low Income students.

\$0

\$336 General Fund

Action 20

Planned Actions/Services

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

Actual Actions/Services

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. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 21

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

A half-time Reading Specialist worked with students in grades k-5 who were reading 1 or more years below grade level. She utilized Fountas and Pinnell reading intervention materials and provided peer coaching to k-5 teachers to strengthen guided reading within the classroom.

\$48,078 Supplemental and Concentration

\$49,466 Supplemental Concentration

Action 22

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Adopt New California Standards aligned ELA curriculum for grades TK,- 1st, Spanish Curriculum for 9th-12th , and Math Curriculum for 9th-12th .

ELA Curriculum, Wonders, was adopted for grades k-1. McGraw-Hill Spanish and Math curriculum was purchased for grade 9-12. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

\$42,000 Supplemental and Concentration

\$6,471 Supplemental and Concentration

Action 23

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide supplemental Next Generation Science Curriculum for grades k-8 through Mystery Science.

Mystery Science was purchased as a supplementary science curriculum to make learning more accessible to students through hands on science experiments and NGSS aligned lessons. This action was identified as supporting the base educational program and will be discontinued in LCAP for 2018-2019.

\$499 Supplemental and Concentration

\$499 Supplemental and Concentration

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 implemented as planned with the exception of Actions 6 and 7

Action 6: Expand AVID and CTE course offerings at Shandon High School to ensure the availability of career and college readiness options. – The decision to exchange AVID classes for CCGI was made at the semester. District staff felt that AVID strategies were best utilized as embedded structures within core curriculum and CCGI was a more appropriate program for educating and preparing students for college and career success.

Action 7: Maintain or increase credit recovery options at the high school and ongoing course availability. – This action was expanded at the semester to include Saturday School as a credit recovery option.

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

The matrices set by the district to measure improvement were generally not met through the actions and services implemented to support goal 2. Given the small student population of the district a decreased score among a few students can drastically impact performance levels and state and local indicator outcomes. The district's desire to improve has motivated the modification of most of the actions designated to support goal 2. (See below)

Implementation of Fountas and Pinnell reading intervention and guided reading has positively affected our k-5 students. In the fall of 2017-2018 school year, 39% of K-5 students were reading at grade level. After participating in guided reading and Fountas and Pinnell reading intervention 55% of k-5 students were reading at grade level by May of 2018.

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. The implementation of CCGI at the semester and expansion of CTE classes of at the high school resulted in an increase to the actual budget for action

6. The addition of Saturday School increased the actual expenditures for action 7 by \$3,360. Expenditures for Action 16 increased significantly due to technology upgrades but increased expenses were paid out of the Measure K Bond. Action 18 expenditures increase due to the purchase of music books which were overlooked as an essential part of music education. This increase was paid for through State Lottery funds. The district increased after school sports for both Middle and High School students increasing estimated expenditures to provide coaching, transportation, and equipment. 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.

Metric Indicators for academic progress in ELA and Math were both lowered to establish a more realistic growth expectation.

CELDT Metric will need to be adjusted to meet the reporting requirements of ELPAC and to establish a base line.

Percentage of pupils passing Advanced Placement Exams Metric has been rewritten to reflect an accurate baseline and projected growth. Baseline established in 2017 was created with erroneous data.

Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP Metric has been rewritten to reflect an accurate baseline and projected growth. Baseline established in 2017 was created with erroneous data.

Goal 2, Actions 2, 5, 13, 15, 20, 22, and 23 will all be discontinued for the 2018-2019 school year because they were identified as being part of the base educational program.

Goal 2, Actions 1, 3, 4, 6, 7, 9, 10, 12, 17, 18, 19, and 21 all have language modifications within the actions for 2018-2019 and were identified as directly contributing to meeting the increases or improved services requirement for unduplicated students.

Goal 2, Action 10 was modified to reflect solely the para-educators who are being paid out of Supplemental and Concentration. These para-educators are working directly with students who struggle to comprehend core curriculum and who need primary language support. Special education para-educators have been removed from this action and is noted in the estimated funding.

Goal 2, Action 11 was moved and incorporated into Goal 4, Action 3.

Goal 3

Create a positive school climate

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: Shandon Joint Unified School Board Goal #2

Annual Measurable Outcomes

Expected

Actual

- *District Facilities will be rated as “good” or better on the Facilities Inspection Tool.
- *Increase the percent of parents indicating that the school provides a safe environment for learning to 79%.
- *Increase the percent of students indicating that they feel safe at school to 55%.
- *Increase the percentage of teachers who agree that SJUSD meets the social emotional needs of the students to 83%.
- *Decrease Shandon Elementary School suspensions to 3% as reported through the CA Dashboard State Indicator.
- *Maintain a district expulsion rate of 0%.

- *Facilities improvements were made according to 5 year maintenance plan. Shandon Elementary FIT reports facilities as “Good”. Roofs were repaired and replaced the summer of 2017. Windows, carpet and paint are scheduled for the summer of 2018. Parkfield Elementary FIT reports facilities as “Good”. Windows are scheduled to be replaced in the summer of 2018. Shandon High School FIT reports facilities as “Fair”. Septic and windows are scheduled to be replaced in the summer of 2018. (Not Met)
- *69% of parent survey responses indicated that the school provides a safe environment for learning while only 3% felt that their children were unsafe at school. 7% of parent responses indicated that they did not know if their child was safe at school and 20% did not agree or disagree with the statement that their child was safe at school. (Not Met)
- *63.46% of surveyed students reported that they feel safe at school. (Met)
- 82.35% of teachers agreed that SJUSD meets the social emotional needs of the students. (Not Met)
- Shandon Elementary School decreased their student suspensions to .09%. (Met)
- *The district maintained an expulsion rate of 0%. (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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
---------------------------------	--------------------------------	------------------------------	--------------------------------------

Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs.

The district maintains two administrators to address behavior, parent communication, data management, professional development, curriculum development, and social emotional learning.

\$122,434 Supplemental and Concentration

\$125,817- Supplemental and Concentration

Action 2

Planned Actions/Services

Expand MTSS by Adopting Second Step Social Emotional Curriculum and provide professional development.

Actual Actions/Services

K-5 staff explored Second Step and Leader in Me Social Emotional Curriculum. The decision to purchase Second Step for grades pre-K-8 was made and purchased in May 2018.

Budgeted Expenditures

\$13,197 Sums Initiative

Estimated Actual Expenditures

\$3,419 Sums Initiative

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain Student Counseling support.

Student counseling support is provided by the district counselor, school psychologist, and FNL for students who are struggling with issues that hinder their function and performance at school and or with peers.

\$5,000 Supplemental and Concentration

\$5,087- Supplemental and Concentration

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain school site leadership teams with superintendent to address climate and culture needs.

Site Administrator and Superintendent meet weekly to address climate and culture needs of students and the community.

\$0

\$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to refine district wide/school-wide student positive behavior program and recognition to promote Multi-Tiered Systems of Support.

Shandon Elementary created Multi-Tiered Matrix Systems for reading intervention, math intervention and behavioral support. Positive reinforcement and recognition is provided through Horseshoe Hurrahs and student store. Character education is discussed in school-wide morning meetings. Outstanding behavior is recognized monthly in grades k-8.

\$150 Unrestricted General

\$155 ASB General

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 daily with horseshoe hurrahs for use in the student store, and monthly awards ceremonies. Shandon Elementary staff took the majority of the school year to explore options for Social and Emotional Learning Curriculum. The decision to move forward with the adoption of Second Step was made in May 2018 and will be implemented as a Tier 2 support in the fall of 2018. 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.

Utilizing alternatives to suspension such as Saturday school and after school detention has helped to decrease the Shandon Elementary suspension rate to .9%. Intentional and direct instruction of appropriate behavior expectations and consistent language among all tk-5 staff has also contributed to less suspendable offenses being committed and the use of restorative justice practices has minimized office referrals.

Surveys revealed that 69% of parents and 63% 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. When analyzing why SJUSD fell short of meeting this goal, it was discovered that recent school shootings and threats around the nations and neighboring school districts contributed to local parent concerns over school safety.

82.17% of students surveyed reported having at least one caring adult that they could go to at school if they needed help.

92% of parents and 93% of students surveyed report feeling welcomed at Shandon Schools the majority of the time.

84% of parents and 37.6% of students feel that school facilities are well maintained, clean, and safe.

Stakeholders believe that actions related to this goal are effective and should be maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District 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.

Anti-Bullying Curriculum will be explored and possibly adopted to provide additional Tier 2 supports for struggling students. See LCAP Goal 3, Action 2 Goal 3, Action 1- Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs was modified to Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs. This action was modified to reflect direct services provided to service directly to support the behavior and social emotional needs of EL and Low Income Students. Provide an alternative to suspension for EL and Low Income subgroups who are been suspended at a high rate than other subgroups.

Goal 3, Action 3- Maintain Student Counseling support was modified to Increase counseling support of Low income students by 1 day per week for a total of 2 days a week and identified as directly contributing to meeting the increased or improved services requirement for Low Income Students.

Goal 3, Action 4- Maintain school site leadership teams with superintendent to address climate and culture needs. This action was discontinued because it supports the base program.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Shandon Joint Unified School Board Goal #2

Annual Measurable Outcomes

Expected

Actual

*60% of parents will indicate that they participated in at least one school sponsored event.
 *71% of students will report that they are informed about their progress.
 *78% of parents will report that they understand teacher expectations.
 *80% of parents will report that SJUSD encourages parent participation.

*85% of parent surveys indicate that they participated in at least one school sponsored event. (Met)
 *62.82% of surveyed students report that they are informed about their progress. 4.49% of surveyed students report that they are not informed about their progress and 32.69% neither agreed nor disagreed with the statement that they are informed about their progress. Aeries access is available for all 6th -12th grade students to check grades and missing assignments. Progress reports and report cards are provided 6 to 8 times a year. (Not Met)
 *89% of parent surveys report that they understand teacher expectations. (Met)
 *77% of parent surveys report that SJUSD encourages parent participation. (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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain clear communication of academic expectations and student eligibility requirements for extra-curricular activities.

Academic expectations are defined in student handbooks and athletic packets. Parents are contacted when students are in jeopardy of becoming ineligible for sports and other extra-curricular activities.

\$0

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide education opportunities for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta ESL classes.

Parent Education in AERIES was offered on August 24, 2017, Written AERIES instructions were sent home and parents were invited to get AERIES support through newsletters. Cuesta ESL classes were held every Friday. A parent night is being planned for the fall of 2018 to discuss the College and Career Guidance Initiative (CCGI).

\$0

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders.

SJUSD maintains 3 full time bilingual clerks and 1 bilingual administrative assistant to support translating parent information.

\$1,000 Supplemental and Concentration

\$1,000 Supplemental and Concentration

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to provide and refine opportunities for school based involvement of parents and community.

2 Family Movie Nights, Muffins with Mom, Donuts with Dad, Family Bingo, Holidays Around the World, SHS Community Night, Health Fair, and Donkey Basketball

\$500 ASB Fundraising

\$1,100 ASB General

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Parent information goes home in the form of fliers, newsletters, and all calls. Information is also posted on the marquee. All information is provided in the family's primary language.

\$0

\$0

Action 6

Planned Actions/Services

Provide each student with access to AERIES student Portal and teach students how to access their account to check on grades, progress, and assignments.

Actual Actions/Services

All students in grade 6-12 were assigned a school email and check AERIES on a weekly basis.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 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. Parent engagement continues to expand and adjust to meet the needs and desires of the community.

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. SJUSD has increased student incentives to return parent surveys and parent participation in district sponsored events. This increased parent participation and feedback but more work needs to be done in this area.

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

92% of parents surveyed feel that they are well informed of their child's progress and 89% feel that they understand teacher expectations. In addition, 77% of parents reported that school encourages parent participation.

Student surveys indicate that 73.25% of students understand teacher expectations and 62.82% 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.

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.

Student responses as to why they feel they are not informed about their progress indicate that students are not checking AERIES on a regular basis and some teachers are not punctual in recording grades. Direct instruction on how to access AERIES Student Portals is still needed to increase the percentage of students who feel informed about their progress. LCAP Goal 4, Action 6

Goal 4, Action3- Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders. This Action was modified to Increase bilingual support to improve student attendance, decrease tardies and maximize student performance through expanded communication with families, students, and parents. This action was moved to Goal 4 from Goal 2, Action 11.

Goal 4, Action 5- Continue implementation of communication strategies to engage parents and community by school and students. This action was discontinued because it supports the base program and did not have funds allocated to it.

Stakeholder Engagement

LCAP Year: 2018-19

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 2017-2018 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 and the CA Dashboard 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 17/18 LCAP. Based on that information, services will continue as planned for the 18/19 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 – November 4, 2017 and February 13, 2018

*Delac/Site Council Meetings- October 11, 2017; February 14, 2018; March 20, 2018

*Spanish Parent Meeting- March 20, 2018

* English Parent Meeting- March 20, 2018

* Certificated and Classified Staff Meeting- August 21, 2017; November 11, 2017

* Certificated Bargaining Group- March 21, 2018

- * Classified Bargaining Group- March 21, 2018
- * Certificated surveys were distributed and completed March 1, 2018-May 15, 2018.
- * Classified surveys were distributed and completed March 1, 2018-May 15, 2018.
- * Student surveys for grades 3-12 were distributed and completed March 1, 2018-May 15, 2018.
- * Parent surveys were distributed and completed March 1, 2018-May 15, 2018.

A public hearing for the LCAP was held on June 5, 2018 and it was board approved on June 19, 2018.

Impact on LCAP and Annual Update

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

Stakeholder input indicated that the 17/18 goals were appropriate for moving our district forward in preparing our students for success. However, a need for a more precise and transparent reporting of Supplemental and Concentration funds was desired. Therefore, LCAP was modified to reflect only those actions that directly contributed to meeting the increased or improved services requirement for Unduplicated students.

Parent surveys indicated that parents would like to see an expansion of music, art and sports. See LCAP Goal 2, Actions 6, 17, and 18

Certificated and Classified staff expressed a need to expand counseling support for Low Income students who struggle with family dynamics and mental health concerns. See LCAP Goal 3, Action 3

Student surveys expressed an interest in expanding course offerings that better prepare them for future success. See LCAP Goal 2, Actions 3 and 6
72.85% of students felt that sports programs have them the most helpful to them at school. See LCAP Goal 2, Action 17
73.89% of students used technology on a regular basis. See LCAP Goal 2, Action 16

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. State and Local indicators will be monitored and analyzed for progress on meeting LCAP matrices and for adjusting and modifying future actions.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Increase attendance of all district students

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: 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 Measureable 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 1st 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism (Ca Dashboard)	13.8%	10.5%	10%	9.5%

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Analyze attendance data and create a yearly timeline for SARB notifications and review.

2018-19 Actions/Services

Analyze attendance data and create a yearly timeline for SARB notification and review to decrease Chronic Absenteeism among Low Income and EL students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$6,122	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	0709-0-5800-0000-2700-050-0000-0000	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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Staff and administration meets quarterly to analyze district/attendance.

N/A

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

0

Year	2017-18	2018-19	2019-20
Source	NA		
Budget Reference	NA		

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000		
Source	ASB General		
Budget Reference	NA		

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High school students with 1st semester failing grades	19.3%	18%	17%	16%
Percent of Seniors completing A-G Requirements	15.4%	20%	25%	30%
9th 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students who have met or exceeded CAASPP ELA Standards	40%	45%	43%	45%
Students who have met or exceeded CAASPP Math Standards	29%	35%	30%	33%
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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of pupils passing Advanced Placement Exams	66% 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	23% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 0% of 11th grade students passed the Math Early Assessment Program with a score of 4.	14% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 3% of 11th grade students passed the Math Early Assessment Program with a score of 4.	17% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 6% of 11th grade students passed the Math Early Assessment Program with a score of 4.	20% of 11th grade students passed the ELA Early Assessment Program with a score of 4. 9% of 11th 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

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies designed to provide EL students access to core curriculum.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$6,679	\$15,000	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	0709-0-5200-000-7410-05X-0000-0000	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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Discontinued

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	NA	
Source	Supplemental and Concentration	NA	
Budget Reference	0709-0-5200-000-7410-050-0000-0000	NA	

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Shandon High School

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Modified

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

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, 102, and 103.

2018-19 Actions/Services

Determine student academic and life skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as College and Career Guidance Initiative to provide pathway to college through financial aid and education of the college application process for EL and Low Income Students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,178	\$56,323 CCGI Instructors \$5,700 College Testing Materials and Student Fees \$1,400 CCGI Student Supplies \$2,185.25 Transportation for College Visits	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	01-7338-0-5200-1110-1000-057-0000-0000	01-0709-0-5200-1110-1000-057	

Action #4

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

Students to be Served

All Students

Location(s)

Specific Grade spans, 6-12

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide staff development in AVID teaching strategies grades 6-12.

Provide staff development to better prepare low income students for college and career pathways.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	01-0709-0-5200-1110-1000-057-0000-0000	01-0709-0-5200-1110-1000-057-0000-0000	

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Staff will meet by trimester/quarter to analyze student performance on benchmark assessments and plan lessons to intervene with at risk students.

2018-19 Actions/Services

Discontinued

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

Specific Grade spans, 6th-12th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Expand AVID and CTE course offerings at Shandon High School to ensure the availability of career and college readiness options.

2018-19 Actions/Services

Expand CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,648	\$113,666	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	01-0709-0-1100-1110-1000-057-0000-0000	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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Shandon High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain or increase credit recovery options at the high school and ongoing course availability.

2018-19 Actions/Services

Maintain or increase credit recovery options at the high school and ongoing course availability.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	\$6,611	\$3,603	
Source	Lottery	Supplemental and Concentration	
Budget Reference	6300-0-4100-1110-1000-057-0000-0709	01-0709-0-1100-1110-1000-057-0000-0000	

Action #8

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

Students to be Served

All Students

Location(s)

Specific Grade spans, Shandon Elementary k-5

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand and replace consumable Fountas and Pinnell Reading Intervention materials.

Expand and replace consumable Fountas and Pinnell Reading Intervention materials.

Expand and replace consumable Fountas and Pinnell Reading Intervention materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,450	\$14,823.75	\$12,317
Source	Title 1 and Sums Initiative	Title 1 and Sums Initiative	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	01-3010-0-4100-1110-1000-059-0000-0709 01-7823-0-440-1110-1000-050-0000-0000	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

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

Specific Grade spans, 6th-12th

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Strengthen District's RTI delivery by providing reading and math intervention to Middle School students and establishing a Learning Lab for 9-12th grade students to receive intervention in core academic classes.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$97,562	
Source	NA	Supplemental and concentration	
Budget Reference	NA	01-0000-0-2100-1110-1000-050-0000-0000	

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide classroom support through para-educators.

Continue to provide classroom support through para-educators to assist EL students in accessing core curriculum.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$35,761 Supplemental
\$99,096 Special Education
\$8,362 Title III

\$75,285

Source

Supplemental and concentration, SPED, Title III

Supplemental and Concentration

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

01-0000-0-2100-1110-1000-050-0000-0000

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain bilingual support for parent communication and attendance monitoring.

This action was moved and incorporated into Goal 4, Action 3.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$93,645	NA	
Source	Supplemental and Concentration	NA	
Budget Reference	01-0709-0-2400-0000-2700-050-0000-0000	NA	

Action #12

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Integrate and implement ELD standards and instructional ELA strategies in classroom instruction to include realia and real life applications of core academic concepts.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0	\$5,000	
Source	NA	Supplemental and Concentration	
Budget Reference	NA	01-0709-0-2400-0000-2700-050-0000-0000	

Action #13

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Discontinued

N/A

Budgeted Expenditures

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

Action #14

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster Youth.

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$300		
Source	Title I		
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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to increase the quality of the libraries and expand the library collections.

Discontinued

N/A

Budgeted Expenditures

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

Action #16

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to upgrade and add technology. Maintain 1FTE IT Technician.

Continue to upgrade and add technology. Maintain an IT Technician to provide access to online credit recovery options and CTE online courses to prepare students for college and career readiness.

Continue to upgrade and add technology. Maintain an IT Technician to provide access to online credit recovery options and CTE online courses to prepare students for college and career readiness.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$154,027	\$51,813	\$53,000
Source	Supplemental and Concentration Measure K	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	01-0709-0-2200-0000-7710-050-0000-0000	01-0709-0-2200-0000-7710-050-0000-0000	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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Schoolwide

Specific Schools, Shandon Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Maintain physical education and sports programs. Increase from .50 FTE to 1 FTE PE Teacher.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Maintain physical education and after school sports programs to provide healthy afterschool activities for low income students and improve daily attendance. Maintain 1 FTE PE Teacher to provide opportunities for remediation and vertical articulation with classroom teachers.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,366	\$24,350.18 Sports Transportation \$54,342 Physical Education \$49,079 Stipends, Coaching and Supplies	
Source	Supplemental and Concentration	Supplemental and Concentration	

Budget Reference

01-0709-0-1100-1290-1000-059-0000-0000

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Schoolwide

Specific Schools, Shandon High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10,063	\$10,063
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	01-0709-0-1100-1290-1000-059-0000-0000	01-0709-0-1100-1290-1000-059-0000-0000

Action #19

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Modify school-wide survey evaluation tool to involve all stakeholders in planning goals and supports for student success.

Utilize Survey Monkey as a district wide-evaluation tool to involve all stakeholders in planning goals and supports for student success.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$336	
Source	NA	Supplemental and Concentration	
Budget Reference	NA	01-0709-0-1100-1290-1000-059-0000-0000	

Action #20

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Discontinued

N/A

Budgeted Expenditures

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

Action #21

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Schoolwide

Specific Schools, Shandon Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,078	\$49,648	\$50,020
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	01-0709-0-1100-1110-1000-059-0000-0000	01-0709-0-1100-1110-1000-059-0000-0000	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

Location(s)

All Students

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

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Adopt New California Standards aligned ELA curriculum for grades TK,- 1st, Spanish Curriculum for 9th-12th , and Math Curriculum for 9th-12th .

Discontinued

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$42,000	NA	
Source	Supplemental and Concentration	NA	
Budget Reference	01-0709-0-4100-1110-1000-05x-0000-0000	NA	

Action #23

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

Students to be Served

All Students

Location(s)

Specific Schools, Shandon Elementary and Parkfield Elementary

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide supplemental Next Generation Science Curriculum for grades k-8 through Mystery Science.

Discontinued

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$499

NA

Source

Supplemental and Concentration

NA

Budget Reference

01-0709-0-4100-1110-1000-050-0000-0000

NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Create a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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:

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Shandon Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain appropriate site level administrative

Maintain appropriate site level administrative

N/A

support to address behavior, parent communication, data management, and social emotional needs.

support to address behavior, parent communication, SST meetings, after school detention and social emotional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$122,434	\$66,245	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	01-0709-0-1340-0000-2700-059-0000-0000	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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Schoolwide

Specific Schools, Shandon Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$13,197	\$1,099	\$0
Source	SUMS Initiative	SUMS Initiative	NA
Budget Reference	01-7823-5200-0000-7410-050-0000-0000	01-7823-5200-0000-7410-050-0000-0000	NA

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain Student Counseling support.

2018-19 Actions/Services

Increase counseling support of Low income students by 1 day per week for a total of 2 days a week. Provide 1 day a week of socialization skill building for students struggling with school routines and peer

2019-20 Actions/Services

N/A

relations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$52,743	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	01-3010-0-1200-0000-3110-050-0000-0000	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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain school site leadership teams with superintendent to address climate and culture needs.

2018-19 Actions/Services

Discontinued

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to refine district wide/school-wide student positive behavior program and recognition to promote Multi-Tiered Systems of Support.

N/A

N/A

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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:

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain clear communication of academic expectations and student eligibility requirements for extra-curricular activities.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0		
Source	NA		
Budget Reference	NA		

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide education opportunities for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta ESL classes.

N/A

N/A

Budgeted Expenditures

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

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders.

Increase bilingual support to meet Spanish Language translation needs and to communicate with families, students, and parents to increase student attendance, decrease tardies and maximize student performance.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,000	\$110,179	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	01-0709-0-2190-0000-1000-050-0000-0000	01-0709-0-2190-0000-1000-050-0000-0000	

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide and refine opportunities for school based involvement of parents and community.

N/A

N/A

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

N/A

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$0

Source	NA		
Budget Reference	NA		

Action #6

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

Students to be Served

Location(s)

All Students

Specific Grade spans, Shandon High and Shandon Elementary 6-12

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide each student with access to AERIES student Portal and teach students how to access their account to check on grades, progress, and assignments.

N/A

N/A

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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)

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

767,998

Percentage to Increase or Improve Services

26.25

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.

SJUSD has an unduplicated count of over 83% which 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, experience, educational theory, and research on effective practices we are implementing 27 Actions/Services to increase or improve services for all students and 16 Actions/Services specifically identified as directly contributing to meeting the increased or improved services requirement 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 modifying existing programs. The services and actions listed below are principally directed to and effective in meeting the increased or improved services for unduplicated students.

*Goal 1, Action 1 – Analyze attendance data and create a yearly timeline for SARB notifications and review was modified to Analyze attendance data and create a yearly timeline for SARB notification and review to decrease Chronic Absenteeism among Low Income and EL students and identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students. This decision was made after analysis of chronic absenteeism among Shandon Elementary students indicated that EL and Low Income subgroups were primarily identified as having chronic absenteeism beyond that of other subgroups. \$12,332

*Goal 2, Action 1- Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies was modified to Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies designed to provide EL students access to core curriculum and identified as directly contributing to meeting the increased or improved services requirement for EL Students. This decision was made after analyzing the purpose of improving our teaching strategies and the need to close the achievement gap for our second language learners. \$15,000

*Goal 2, Action 3- 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, 102, and 103 was modified to Determine student academic and life skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as College and Career Guidance Initiative to provide pathway to college through financial aid and education of the college application process for EL and Low Income Students and identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students. This decision was made after it was determined that these subgroups were not pursuing higher education at the same rate as other subgroups. \$65,608

*Goal 2, Action 4- Provide staff development to better prepare low income students for college and career pathways. AVID teaching strategies were not producing desired results amongst our EL and Low Income Students; therefore, teachers are being trained on strategies supported by the College Career Guidance Initiative to better meet the needs of EL and Low Income Students and support their career and college goals. \$5,000

*Goal 2, Action 6- Expand CTE course offerings at Shandon High School to ensure the availability of career and college readiness options and identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students. This decision was made after it was determined that these subgroups were not pursuing higher education at the same rate as other subgroups. \$113,693

*Goal 2, Action 7- Maintain or increase credit recovery options at the high school and ongoing course availability. EL and Low Economic students were identified as the primary subgroup needing credit recovery and alternative course offerings. \$3,603

*Goal 2, Action 9 -Strengthen District's RTI delivery by providing reading and math intervention to Middle School students and establishing a Learning Lab for 9-12th grade students to receive intervention in core academic classes. It was determined that EL and Low Income students were not achieving grade level expectations at the same rate as other subgroups. \$97,560

*Goal 2, Action 10- Continue to provide classroom support through para-educators to assist EL students in accessing core curriculum. Para-educators being paid out of Supplemental and Concentration funds are assigned to classrooms with students who struggle to comprehend core curriculum and who need primary language support. \$75,285

*Goal 2, Action 12- Integrate and implement ELD standards and instructional ELA strategies in classroom instruction to include realia and real life applications of core academic concepts and identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students. EL and Low Income families may lack the back ground knowledge, vocabulary, and resources to engage in activities that have been shown to increase content knowledge, interest in academics, and engagement in school. \$5,000

*Goal 2, Action 16- Continue to upgrade and add technology. Maintain an IT Technician to provide access to online credit recovery options and CTE online courses to prepare students for college and career readiness. Data indicated that EL and Low Income students had a greater need for credit recovery opportunities than other subgroups. The district has increased IT support from 2 days a week to 5 days a week to expand internet capability and access to Low Income students to do research and to complete online courses. \$35,232

*Goal 2, Action 17- Maintain physical education and after school sports programs to provide healthy afterschool activities for low income students and improve daily attendance and Maintain 1 FTE PE Teacher to provide opportunities for remediation and vertical articulation with classroom teachers and identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students by providing an opportunity for academic remediation for EL and Low Income students during PE time that extends the required 200 minutes per 10 days and by providing sports training and after school recreational activities for Low Income students. \$127,771

*Goal 2, Action 18- Maintain beginning guitar course and add an intermediate guitar course. This action is designed to support music education for Low Income students. \$10,063

*Goal 2, Action 19- Utilize Survey Monkey as a district wide-evaluation tool to involve all stakeholders in planning goals and supports for student

success. This tool has been identified as the most effective way of gathering and calculating stakeholder input. \$336

*Goal 2, Action 21- Maintain reading intervention support through a half-time Reading Specialist. This action has been identified as contributing directly to the achievement of Low Income Students and closing the achievement gap. \$49,648

*Goal 3, Action 1- Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs was modified to Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs. This action reflects direct services provided to support the behavior and social emotional needs of EL and Low Income Students and as an alternative to suspension for EL and Low Income subgroups who are been suspended at a high rate than other subgroups. \$66,245

*Goal 3, Action 3- Maintain Student Counseling support was modified to Increase counseling support of Low income students by 1 day per week for a total of 2 days a week. This action was identified through stakeholder input as needed to support Low Income students who do not have access to counseling and mental health services. \$52,743

*Goal 4, Action 3- Increase bilingual support to meet Spanish Language translation needs and to communicate with families, students, and parents to increase student attendance, decrease tardies and maximize student performance. This action has been identified as contributing directly to the achievement of EL students and provides after hour availability for parent outreach and engagement as well as building a positive home to school connection/partnership. \$110,179