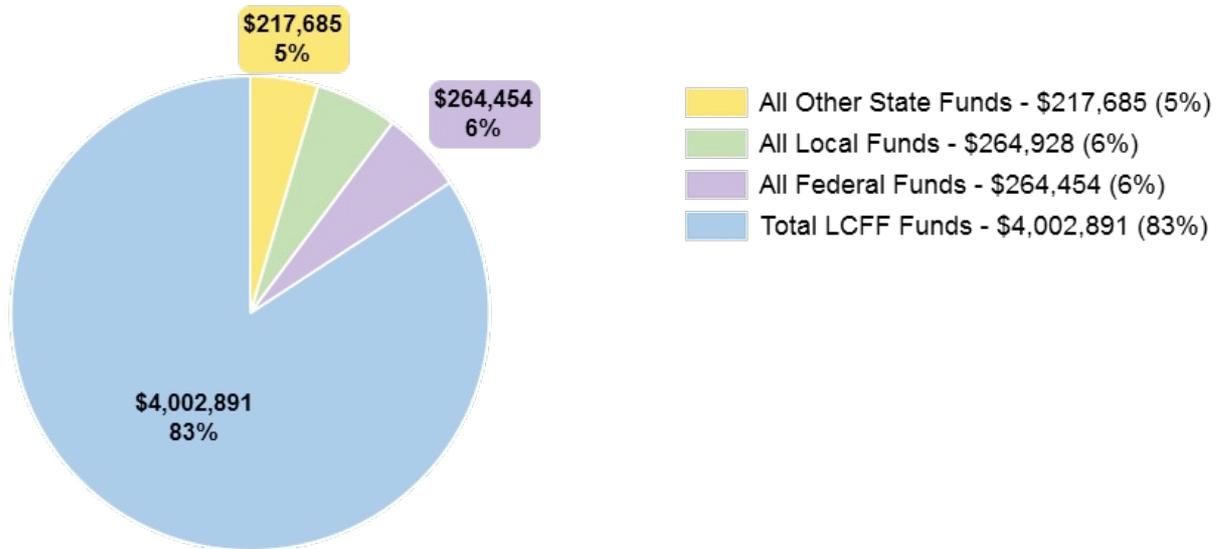


# LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

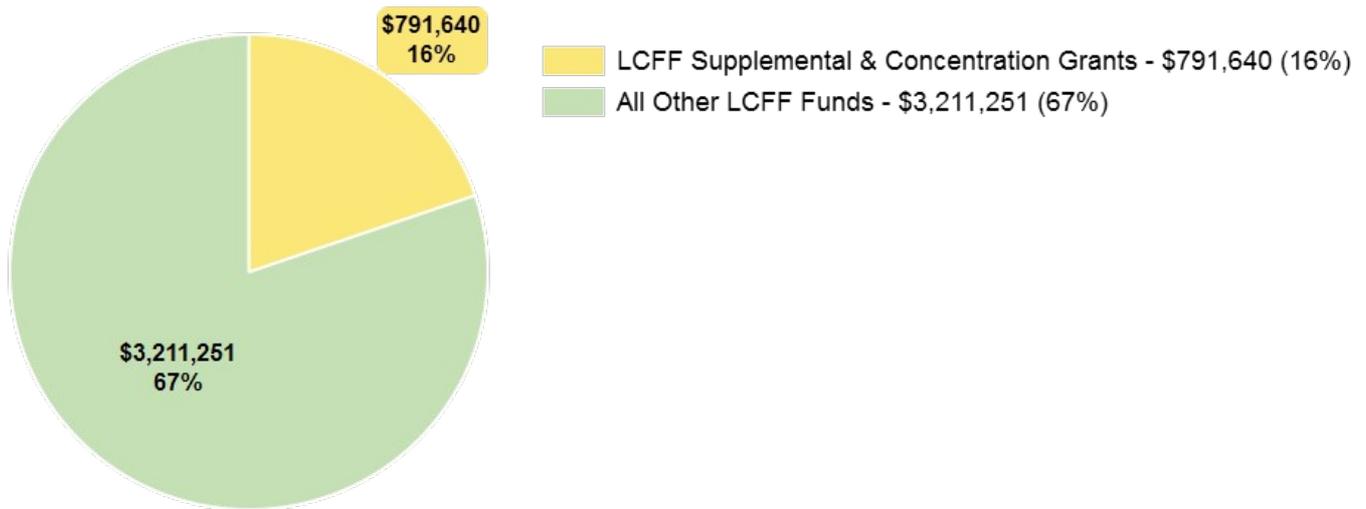
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$217,685	5%
All Local Funds	\$264,928	6%
All Federal Funds	\$264,454	6%
Total LCFF Funds	\$4,002,891	83%

## Breakdown of Total LCFF Funds



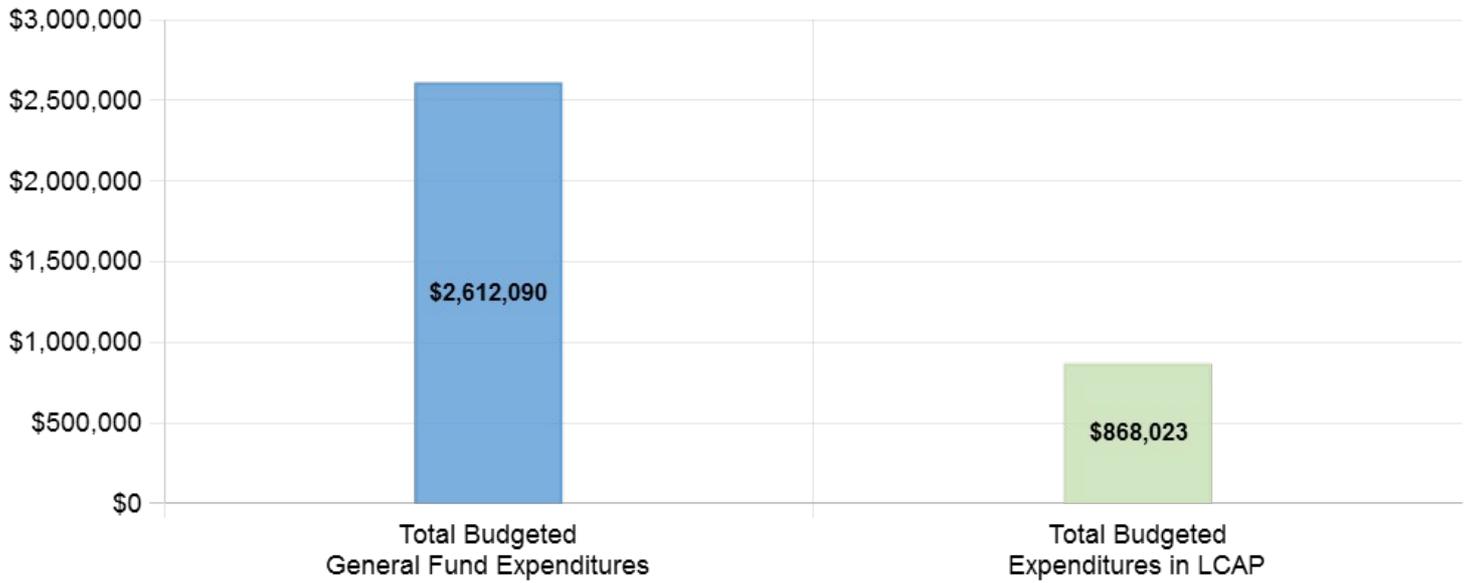
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$791,640	16%
All Other LCFF Funds	\$3,211,251	67%

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

The total revenue projected for Shandon Joint Unified is \$4,749,958, of which \$4,002,891 is Local Control Funding Formula (LCFF), \$217,685 is other state funds, \$264,928 is local funds, and \$264,454 is federal funds. Of the \$4,002,891 in LCFF Funds, \$791,640 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,612,090
Total Budgeted Expenditures in LCAP	\$868,023

*This chart provides a quick summary of how much Shandon Joint Unified plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Shandon Joint Unified plans to spend \$2,612,090 for the 2019-20 school year. Of that amount, \$868,023 is tied to actions/services in the LCAP and \$1,744,067 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 \$297,319

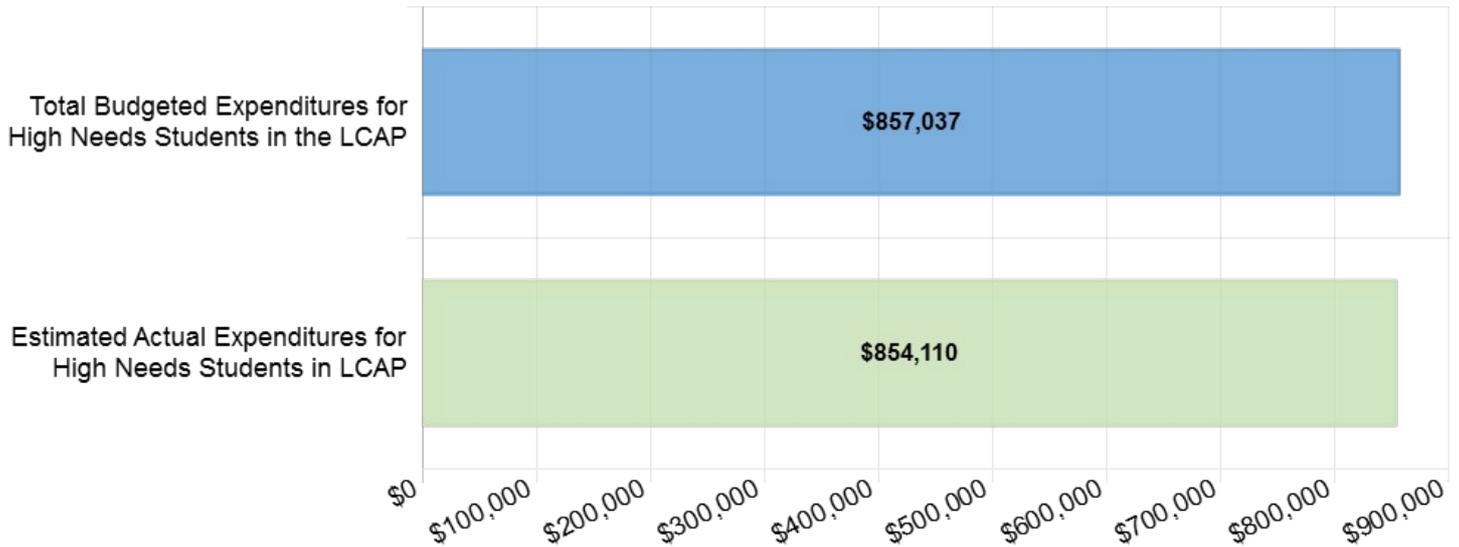
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Shandon Joint Unified is projecting it will receive \$791,640 based on the enrollment of foster youth, English learner, and low-income students. Shandon Joint Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Shandon Joint Unified plans to spend \$865,329 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



### Source

### Funds

Total Budgeted Expenditures for High Needs Students in the LCAP	\$857,037
Estimated Actual Expenditures for High Needs Students in LCAP	\$854,110

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

In 2018-19, Shandon Joint Unified's LCAP budgeted \$857,037 for planned actions to increase or improve services for high needs students. Shandon Joint Unified estimates that it will actually spend \$854,110 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$2,927 had the following impact on Shandon Joint Unified's ability to increase or improve services for high needs students:

Shandon Joint Unified School District spent \$2,927 less than anticipated to increase or improve services for high needs students in 2018-2019. For 2019-2020 the district has reduced the amount budgeted for staff development, technology, EL para support, and student tutorials but has increased funding in after school care and homework support, counseling, behavior and attendance incentives and efforts to increase parent volunteers.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

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

## Email and Phone

skepins@shandonschools.org

8052381782

## 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

Goal 2: Academic Achievement: SJUSD will increase academic achievement for all students so that they are career and college ready. 25 Actions

Goal 3: School Climate: SJUSD will create a positive school climate. 10 Actions

Goal 4: Stakeholder Communication and Parent Involvement: SJUSD will maintain communication and expand involvement opportunities between the district, community, parents, staff, and students. 7 Actions

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Shandon Elementary's status for Mathematics increased by 18.8 points with a Performance Indicator of "Yellow". Utilizing ALEKS Math for grade 3-12, daily math intervention for Middle School Students, and a Learning Lab for grades 9-12 have all contributed to increasing the district's overall performance in mathematics. For 2019-2020, the district will add ST Math intervention for grades K-2 to build a strong foundation in number sense to prepare for standardize testing. See LCAP Goal 2, Action 9

The district's suspension rate decreased by .8% with a Performance Indicator of "Green". Shandon Elementary decreased their suspension rate by 2% with a Performance Indicator of "Green". To build upon decreasing suspension rates, SJUSD will continue to explore and utilize alternative to suspension and utilize restorative justice practices. Implementation of Social Emotional and Anti-Bullying Curriculum will be continued along with maintaining counseling support to address behaviors that negatively impact student academic and social growth. For 2019-2020, students in grades 6-12 will have the option to attend an Opportunity class and or Saturday School before being suspended. See LCAP Goal 2, Action 7 and Goal 3, Actions 3, 7, 8

Shandon Elementary decreased their Chronic Absenteeism by 4.5% with a Performance Indicator of "Yellow". SJUSD will continue to refine attendance monitoring procedures including educating parents on the importance of regular attendance. All district site will continue to encourage daily attendance through recognition of students with good attendance. See LCAP Goal 1, Actions 1 and 3

Referring to the California School Dashboard, 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” (10.2%) which is an increase of 1.9% from last year. The assigned Performance Indicator is “Red”. Suspensions for Low Income students was “high” at 12.5% . Hispanic student suspensions were also “high” with a Performance Indicator of “Orange” at 6.1%. Suspension for Shandon High School have primarily been the result of Vaping, Tobacco and Marijuana possession. Shandon High School has been identified for Comprehensive Support and Improvement. Reducing the suspension rate is a priority for Shandon High School. Please see below for Shandon High School action plan to reduce suspensions.

Shandon Elementary’s status for English Language Arts is considered “low” with a Performance Indicator of “Orange” and a decline of 6.2 points. English Learners, Hispanic, and Low Income student performance was also considered “low” with all Performance Indicators of “Orange”. Steps have been taken to address the low performance status with the utilization of K-5 daily guided reading blocks and reading intervention with pull out and push in models and a daily reading tutorial period to address the needs of struggling readers in grades 6-8. LCAP Goal 2, Actions 8, 9, 17, 21) In addition, Shandon Elementary will host a Family Literacy Night to support parents in assisting their children in acquiring the skills necessary to be successful readers.

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 California School Dashboard, 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

Suspension Rate was the only state indicator to identify a performance gap where the performance level for three subgroups was two or more levels below the "all student" performance indicator of "green". The performance indicator for White Students was "red" and English Learners and Homeless Youth had a performance indicator of "Orange".

To address these performance gaps, Shandon High School will participate in Comprehensive Support and Improvement (See Plan Below). In Addition, SJUSD LCAP includes the following actions and services:

(LCAP Goal 3)

\*Refine and support teacher instruction and utilization of Second Step Anti-Bullying and Social Emotional Curriculum.

\*Continue to offer counseling to support low income students by 2 days a week.

\*Train and support teachers in implementing Trauma Informed Care strategies.

Additional indications of performance gaps within the district include:

All subgroups were assigned a performance indicator of "yellow" in the area of Mathematics; however, a performance gap was identified when making data comparisons for English Learners. Progress on meeting standard for mathematics varied greatly between English Learners, Reclassified, and English Only student. English Learners were 88.2 points below standard and declined 7.6 points. Reclassified English Learners were 19.2 points above standard and increased 69.9 points. English only students were 61.6 points below standard and increased 14.3 points.

Similar performance gaps were identified in ELA when making data comparisons for English Learners. English Learners were 83.1 points below standard and declined 32.9 points . Reclassified English Learners were 58.8 points above the standard and increased 9.8 points. English only students were 12.8 points below standard and maintained 1.5 points.

To address these performance gaps, 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.
- \*Increase district's RTI delivery by adding ST Math intervention for grades k-2 and continue to provide reading and math intervention to Middle School students and 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 EI students in accessing core curriculum.
- \*Maintain physical education and after school sports programs to provide healthy after school activities for low income students and improve daily attendance. Maintain 1 FTE PE Teacher to provide opportunities for remediation and vertical articulation with classroom teachers.
- \* Maintain reading intervention support through a half-time Reading Specialist.

## Comprehensive Support and Improvement

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

### Schools Identified

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

Shandon High School

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be

addressed through the implementation of the CSI plan.

Shandon High School will make use of the following:

\*The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.

\*Instruction for a "Trainer of Trainers Model" is available and two staff members and a counselor will attend trainings, return back to the campus and train all teachers how to use Cognitive Behavioral Interventions in the classroom. All high school teachers and paraeducators and many classified staff who work directly with students would be trained in this program.

\*Release time for training of staff and release time for the Trainers to attend the instructional workshops would be funded through this program.

\*Counselor training in the area of cognitive behavior and working with students who have experienced trauma will be accomplished when the high school counselor attends:

\*The American School Counselor Association (ASCA) conference.

\*The California Association of School Counselors (CASC) conference.

\*SLO County Counselors' Network quarterly meetings.

\*Family education presentations and access to information.

\*Increase Drug and Alcohol Counseling Services time from the County of San Luis Obispo.

\*Opportunity Class Instructor for remediation instruction, one-on-one counseling time and time to work with the School Resource Officer.

\*Meets and supports Goal 3 of our LCAP.

## Monitoring and Evaluating Effectiveness

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

Shandon High School will use the following to monitor progress:

\*School Climate Survey Analysis (Students, Parents and Staff)

\*California Healthy Kids Survey Analysis (Grades 9 and 11)

\*Counseling Survey Analysis (Grades 9 through 12)

\*Individual and group conversations and student reflections.

\*CalPads suspension data.

\*Number of student referrals to County Drug and Alcohol Services.

\*Release time to work with the data provided by the above services.

# Annual Update

## LCAP Year Reviewed:

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

Decrease Severe Chronic Absenteeism Rates (Local Indicator) to 1.5%

Satisfactory Attendance Rates will increase to 96.0%

### Actual

Shandon Joint Unified's Severe Chronic Absenteeism rate was 1.9% for 2018-2019. Outcome Not Met

Shandon Joint Unified School District's satisfactory attendance rate for 2018-2019 as reported by P2 was 96.64% Outcome Met

**Expected**

District Dropout rate will remain at 0%

The Daily Average number of students with unexcused 1st period tardies will equate to 11.5 -daily average number of students tardy

The high school graduation rate (Local Indicator) will be 100%

Chronic absenteeism as reported through the Ca Dashboard will be no more than 10%.

**Actual**

District Dropout rate is 0%. Outcome Met

The daily average number of students with unexcused 1st period tardies was 8.6 students. Outcome Met

The high school maintained a 100% graduation rate. Outcome Met

Chronic absenteeism as reported through the Ca Dashboard was reported as 11.9%. This outcome was not met; however, it is a decrease of 4.5% from 2017-2018.

**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**

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

Attendance was monitored on a daily basis; however, creating an efficient process for SARB mandates continues to be an area of need for our district. We successfully lowered our Chronic Absenteeism for Socioeconomically Disadvantaged students by 2.7% and by 6.7% for English Learners. This district continues to utilize Bright Arrow as a way to contact and notify families of attendance rewards and incentives and sent two staff members to AERIES training.

\$6,122 Supplemental and Concentration

\$2,301.76 Supplemental and Concentration

## Action 2

### Planned Actions/Services

Staff and administration meets quarterly to analyze district/attendance.

### Actual Actions/Services

Staff and administration met on a regular basis to analyze district attendance.

### Budgeted Expenditures

\$0

### Estimated Actual Expenditures

\$0

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Students with perfect attendance or 1 excused absence with a doctor's note will be recognized by trimester at elementary schools and by semester at the high school.

Students with perfect attendance or 1 excused absence with a doctor's note were recognized by trimester at elementary schools and by semester at the high school. Students were rewarded with a party and the opportunity to receive various gift cards from local vendors.

\$1,000 ASB General

\$3,805.53 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 efficient monitoring of student attendance continues to be an area of concern and in need of improvement. Training staff in the SARB process, utilization of AERIES and setting up parent notification letters and monitoring of truant students has not been fully implemented and is in need of refinement.

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 11.9% on the CA Dashboard which was a decrease of 4.5%. The percentage of SJUSD students with satisfactory daily attendance was (96%) as reported through P2. SJUSD made progress in decreasing first period tardies and exceeded anticipated outcomes. Increased recognition for student attendance and breakfast served in the classroom has been attributed to the success of this outcome.

SJUSD did not meet the expectation of not more than 1.5% of students falling into the category of severe chronic absenteeism as reported through Calpads. More consistent attendance monitoring and parent notification of moderate chronic absenteeism will be needed to achieve desired progress in the future.

Data and stakeholder input indicate that actions and services are still relevant and will continue to be implemented as planned for 2019-2020. The district will explore the feasibility of adding a midyear attendance incentive trip to encourage less chronic absenteeism. See modification to Action 3 below.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures to support goal 1 were met as planned with the exception of Action 3. An increase of \$2,805.53 was spent to reward students with good and perfect attendance. The district was not able to secure as many donated prizes for attendance so the decision was made to utilize additional ASB funding to reward students for their increase in school 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.

Action 3 will be modified to include an attendance field trip by adding \$1000 of supplemental and Concentration funds to meet the additional financial demands of the action. The district will also increase the amount of ASB funds designated to support this goal by \$1,500.

# 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

# Annual Measurable Outcomes

## Expected

High school students with 1st semester failing grades will not be more than 17%.

25% of high school seniors will complete A-G requirements.

95% of 9th grade students will be enrolled in Algebra or higher mathematics.

## Actual

13% of high school students had failing grades in the 1st semester. Outcome Met

25% (4 out of 16) of the 2018-2019 seniors completed A-G requirements. Outcome Met

85% of 9th grade students are enrolled in Algebra or higher mathematics. This equates to 17 out of 20 Freshmen being enrolled in higher mathematics. Outcome Not Met

**Expected**

13% of EL students will be re-designated.

10% of students will have access to music education.

43% of students will meet or exceed CAASPP ELA Standards.

30% of students will meet or exceed CAASPP Math Standards.

100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach. Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator)

Maintain 100% compliance with Williams Act requirements, sufficient text books and instructional materials (Local Indicator)

**Actual**

13% of EL students were re-designated during the 2018-2019 school year. Outcome Met

18% of high school students are participating in music education with 5 students in advanced guitar and 10 in beginning guitar. 85% of elementary students have access to recorders although structured music instruction is not consistently provided within all classrooms. Outcome Met

35.53% of students met or exceeded CAASPP ELA Standards. Outcome Not Met

21.05% of students will meet or exceed CAASPP Math Standards. Outcome Not Met

All district teachers are fully credentialed; however, one employee teaches one art period outside of his credentialed area. Therefore, 95% of teachers are fully credentialed in the subject matter for pupils they teach. Outcome Not Met

District maintained 100% compliance with Williams Act requirement of sufficient text books and instructional materials. Outcome Met

## Expected

Full Implementation and Sustainability for ELA, ELD, Math, and NGSS. Beginning Implementation for History-Social Science.

37% of the students taking CELDT (now ELPAC) will move up at least one band.

66% of students taking an AP exam will pass with a score of 3 or higher.

17% of 11th grade students will pass the ELA Early Assessment Program with a score of 4.  
6% of 11th grade students will pass the Math Early Assessment Program with a score of 4.

## Actual

Using a local Self Reflection Tool, teaching staff report Full Implementation for ELA and Math, Initial Implementation for ELD, Beginning Development for History-Social Science, and Exploration for NGSS. Outcome Not Met

We are not able to report on this outcome at this time because we have transitioned from CELDT to ELPAC and do not have two years of scores to compare. Outcome Unknown

During the 2017-2018 school year, Advance Placement Exams were taken in the areas of Spanish, Government, and English. 75% of AP Spanish exams were passed with a score of 3 or higher. 100% of AP Government exams were passed with a score of 3 or higher. Zero students passed to the AP English exam with a score of 3 or higher. 44% of all district students who took an AP exam passed with a score of 3 or higher. Outcome Not Met.

11.76% of 11th grade students passed the ELA Early Assessment Program with a score of 4.  
0% of 11th grade students passed the Math Early Assessment Program with a score of 4. Outcome 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
<p>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.</p>	<p>Staff participated in staff development designed to identify math competency in middle and high school students, Thinking Maps- Expository Writing and Thinking Maps-EL path to Proficiency, guided reading, and understanding Next Generation Science standards and curriculum effectiveness. All district employees were trained in Trauma Informed Care strategies.</p>	<p>\$15,000 Supplemental and Concentration</p>	<p>\$12,412.24 Supplemental and Concentration</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Discontinued</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p></p>	<p></p>	<p></p>	<p></p>

**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 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.

**Actual Actions/Services**

High School Students are enrolled in either Peds 110, 111, 112, 113, which is a dual enrollment courses with Cuesta College that entail career planning. All students participate in the Californiacolleges.edu platform where they participate in college, career and financial activities. All students attended a presentation by the local union 403- pipers and steam fitters. All juniors and seniors attended the Career/Career expo at Cuesta College. 15/16 seniors attended Cash for College/Financial Aide night. All seniors completed the Cuesta College application process. All sophomores completed the ASVAB and juniors completed the PSAT. All grade levels receive a presentation by the counselor who presents information on graduation requirements, CTE pathway, CSU/UC requirements, testing and financial aide. Seniors will participate in cougar

**Budgeted Expenditures**

Supplemental and Concentration  
\$56,323 CCGI Instructors  
\$5,700 College Testing Materials and Student Fees  
\$1,400 CCGI Student Supplies  
\$2,185.25 Transportation for College Visits

**Estimated Actual Expenditures**

Supplemental and Concentration  
\$56,897.89 CCGI Instructors  
\$551.52 College Testing Materials and Student Fees  
\$1,408.23 CCGI Student Supplies  
\$2,177.39 Transportation for College Visits

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

days at Cuesta College. The special education seniors were taken to meet with DSPS counselor.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Middle and High School teachers participated in 4 half trainings designed to increase student and parent understanding of career and college opportunities.

\$5,000 Supplemental and Concentration

\$826.98 Supplemental and Concentration

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Discontinued

NA

NA

NA

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Shandon High School added Art 3 which is the completer course of the visual arts pathway. Shandon High School continued to offer CTE courses in Agricultural Systems, Welding, Ag Biology, Graphic Arts and Pre-calculus.

\$113,666 Supplemental and Concentration

\$109,642 Supplemental and Concentration

### Action 7

#### Planned Actions/Services

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

#### Actual Actions/Services

The district utilized Shmoop and Fuel Education to increase online course offerings for credit recovery. Summer school was also offered for credit recovery opportunities for high school students.

#### Budgeted Expenditures

\$3,603 Supplemental and Concentration

#### Estimated Actual Expenditures

\$2,605.42 Supplemental and Concentration

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Expand and replace consumable Fountas and Pinnell Reading Intervention materials.

The following Fountas and Pinnell Reading Intervention materials were purchased:  
 Grade 3 classroom guided reading set  
 4th grade reading intervention kit  
 Phonics Word Study Kits for grade K-3  
 Kindergarten Word Study Kit for TK

\$14,823.75 Title I and SUMS Initiative

\$7,323.13 Supplemental and Concentration  
 \$1,026.40 Title I  
 6,000.81 MTSS Grant SUMS

**Action 9**

**Planned 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.

**Actual Actions/Services**

All middle school students had access to 84 minutes of reading intervention per week and an additional 84 minutes of math intervention per week. ALEKS was utilized to reteach and reinforce key mathematical concepts. A Learning Lab was established to provide core academic support to high school students who were identified by school personnel.

**Budgeted Expenditures**

\$97,562 Supplemental and Concentration

**Estimated Actual Expenditures**

\$91,528.45 Supplemental and Concentration

**Action 10****Planned Actions/Services**

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

**Actual Actions/Services**

The district employs 6 full-time and 2 part-time para-educators

**Budgeted Expenditures**

\$75,285 Supplemental and Concentration

**Estimated Actual Expenditures**

\$70,147.13 Supplemental and Concentration

**Action 11****Planned Actions/Services**

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

**Actual Actions/Services**

NA

**Budgeted Expenditures**

NA

**Estimated Actual Expenditures**

NA

**Action 12****Planned Actions/Services**

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

**Actual Actions/Services**

Given our remote location and low socio economic status students have limited exposure to experiences outside of their town; therefore, students participated in the following field trips designed to build language and relevance to core academic instruction.

\* 6th-8th grade visited the

**Budgeted Expenditures**

\$5,000 Supplemental and Concentration

**Estimated Actual Expenditures**

\$4,904.37 Supplemental and Concentration

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Monterey Bay Aquarium  
 \* 2nd Grade learned about agricultural at Cal Poly Dairy Barn  
 \* 3rd Grade learned about our past at Harris Stage Lines  
 \* 4th Grade experienced living history at La Purisima Mission  
 \* k-1st learned about community and careers at the Paso Robles Children's Museum  
 \* 4th grade learned about agriculture at the Great Ag Venture  
 \* Kindergarten learned about community helpers at the Shandon Fire Department  
 \* TK and K took a walking tour of the Shandon Library  
 \* 4th and 5th grades traveled to Piedras Blancas to learn about ocean habitats  
 \* Jump Rope for Heart

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Discontinued

NA

NA

NA

**Action 14****Planned Actions/Services**

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

**Actual Actions/Services**

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. She served as the district coordinator between district staff and the Department of Social Services for meetings and services for students. After school tutoring was provided to assist Foster Youth with academic achievement and credit recovery.

**Budgeted Expenditures**

\$300 Title I

**Estimated Actual Expenditures**

\$300 Title I

**Action 15****Planned Actions/Services**

Discontinued

**Actual Actions/Services**

NA

**Budgeted Expenditures**

NA

**Estimated Actual Expenditures**

NA

**Action 16**

**Planned Actions/Services**

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.

**Actual Actions/Services**

The district employed 1FTE IT Technician for five months of the 2018-2019 fiscal year and then contracted IT services through SLOCOE for the remainder of the year.

**Budgeted Expenditures**

\$51,813 Supplemental and Concentration

**Estimated Actual Expenditures**

Supplemental and Concentration  
\$12,536.15 FTE IT Technician  
\$2,420.94 SLOCOE Interim Services

**Action 17**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

The district maintained 1FTE Physical Education teacher for the 2018-2019 school year. The Physical Education instructor works with students on large motor development and building the skills necessary to play competitive sports. All competitive sports are funded by the district to give all students the opportunity to participate regardless of skill or financial ability. High school sports included volleyball, basketball, and softball/baseball. Middle school sports included flag football, volleyball, and basketball. Daily PE instruction allows classroom teachers a time to work together to plan lessons that meet the needs of unduplicated students and to provide remediation to struggling students in a small group setting.

Supplemental and Concentration  
 \$24,350.18 Sports  
 Transportation  
 \$54,342 Physical Education  
 \$49,079 Stipends, Coaching and  
 Supplies

Supplemental and Concentration  
 \$29,016.08 Sports Transportation  
 \$58,778.50 Physical Education  
 \$33,099.91 Stipends, Coaching  
 and Supplies

**Action 18**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain beginning guitar course and add an intermediate guitar course.

18% of high school students are participating in music education with 5 students in advanced guitar and 10 in beginning guitar.

\$10,063 Supplemental and Concentration

\$11,629.50 Supplemental and Concentration

## Action 19

### Planned Actions/Services

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

### Actual Actions/Services

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. All survey data was analyzed to evaluate perceptions of the district and to identify areas of strength and growth.

### Budgeted Expenditures

\$336 Supplemental and Concentration

### Estimated Actual Expenditures

\$384 supplemental and Concentration

## Action 20

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Discontinued

NA

NA

NA

**Action 21**

**Planned Actions/Services**

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

**Actual Actions/Services**

A half-time Reading Specialist worked with students in grade k-5 who were reading 1 or more years below grade level. She utilized Fountas and Pinnell reading intervention curriculum to address achievement gaps and provided peer coaching to strengthen guided reading and remediation that was fulfilled by the classroom teacher.

**Budgeted Expenditures**

\$49,648 Supplemental and Concentration

**Estimated Actual Expenditures**

\$50,023.70 Supplemental and Concentration

**Action 22**

**Planned Actions/Services**

Discontinued

**Actual Actions/Services**

NA

**Budgeted Expenditures**

NA

**Estimated Actual Expenditures**

NA

**Action 23**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Discontinued

NA

NA

NA

**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 implemented as planned with the exception of 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." This action was not fully implemented due to the resignation of the district IT FTE. To meet the IT demands of the district, IT services were contracted through the San Luis Obispo County Office of Education for the remainder of the 2018-2019 school year. The district will reassess the need to employ an IT FTE for the 2019-2020 school year.

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

5 out of 12 matrices set by the district to measure improvement were met through action and services implemented to support goal 2. The district was not able to report on the progress of one matrix (37% of the students taking CELDT will move up at least one band) because of the change in state testing from CELDT to ELPAC left the district without two years of comparable data. 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.

Implementation of reading and math tutorial for middle school has contributed to 52% (16% in 2018) of middle school students increasing by at least one level on the math interim assessment and 47% (26% in 2018) of middle school students increasing by at least one level on the ELA interim assessment.

Utilization of Fountas and Pinnell reading intervention and guided reading has positively affected our K-5 students. In the fall of 2018-2019 school year, 29% of K-5 general education students were reading at grade level. After participating in guided reading and Fountas and Pinnell reading intervention 58% of K-5 general education students were reading at grade level by May of 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the 2018-2019 school year we added an after school program to support low income families with child care and homework support in addition to offering enrichment activities. We used \$45,000 of Supplemental and Concentration funds to support this program.

Action 3- the district spent \$5,148.75 less than budgeted due to an increased number of students who qualified for free AP, SST, and ACT tests.

Action 4- the district spent \$4,173.02 less than expected to implement this action because training was provided by an in-house employee instead of an outside agency.

Action 6- the district spent \$4,024 less than budgeted due to salary and benefit adjustments.

Action 8- The district used \$7,323.13 of Supplemental and Concentration funds to purchase supplemental reading intervention material because grant funding originally set aside to meet this action was used to support teacher training in PBIS and Social Emotional Learning.

Action 9- The district spent \$6,033.55 less than budgeted due to a reduction in the amount of time the Learning Lab was available to assist general education students.

Action 10 -The district spent \$5,137.87 less on para educators identified as working primarily with EL students. This was the result of an increased need for para educator support for special education students and utilizing bilingual teachers to support EL students in their homerooms.

Action 16- The district spent \$20,274.91 less than planned to support Action 16. This was the result of the resignation of our IT person and contracting with SLOCOE to support only critical IT needs.

Action 17- The district spent \$6,876.69 less than budgeted due to over budgeting for coaches and stipends and spending less on sports equipment than estimated.

Action 18 - Spending of Supplemental and Concentration funds was increased by \$1,566.50 to allow for teacher training.

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.

For the 2019-2020 school year we will continue to offer an after school program to support low income working families with child care and homework support in addition to offering enrichment activities. (Goal 2, Action 24)

The district will dedicate Supplemental and Concentration funds to expand Fountas and Pinnell supplemental reading intervention materials. (Goal 2, Action 8)

Action 4 will be discontinued for the 2019-2020 school year as all staff members have been trained.

Action 9 was modified to reflect use of Multi Tier Systems of Support and to include the use of ST Math for grades k-2.

Action 17 will be reduced by \$25,393.18 by limiting sports transportation and extracurricular sports for the middle school. The district will work to find an alternative funding method to continue these services in the upcoming school year.

Action 25 was added to support student preparation for academic testing and success and will be funded through Title I. Other modifications to this goal reflect changes in budgeted expenditures as a result of increases in salary and benefits.

# 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

## Annual Measurable Outcomes

### Expected

All sites will be rated “good” or better by inspection

82% of parents feel the school provides a safe learning environment

### Actual

Shandon Elementary and Shandon High School facilities were rated as "good" by inspection. Parkfield Elementary facilities were rated as "fair" by inspection. Outcome Not Met

76% of parents who responded to the survey reported that they agree with the statement "My child is safe at school." While 20% reported that they neither agree nor disagree with the statement and 1% reported that they did not know. No parents reported that they felt their children were unsafe while at school. Outcome Not Met

**Expected**

60% of students feel safe at school

86% of teachers feel that SJUSD meets the social emotional needs of the students

SES Suspension rate will no more than 2.5%. (State Indicator)

The district expulsion rate will remain 0%.

**Actual**

76.51% of surveyed students reported that they feel safe at school.  
Outcome Met

100% of teachers who responded to the staff survey reported they believe SJUSD meets the social emotional needs of the students.  
Outcome Met

SES suspension rate was 2.1% as reported through the Ca Dashboard.  
Outcome Met

The district expulsion rate was .3% which is one student. Outcome 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**

Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs.

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

\$66,245 Supplemental and Concentration

\$66,666.04 Supplemental and Concentration

## Action 2

### Planned Actions/Services

Expand MTSS by Adopting Second Step Anti-Bullying Curriculum and provide professional development.

### Actual Actions/Services

Second Step Socail Emotional Learning and Anti Bullying Curriculum was purchased for grade k-5 in June of 2018 and implemented in 2018-2019. Online professional development was provided.

### Budgeted Expenditures

\$1,099 MTSS Grant

### Estimated Actual Expenditures

\$3,878 MTSS Grant

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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.

District counseling support was increased by 1 day per week. The district counselor, school psychologist, and FNL provided counseling for students struggling with issues that hinder their success at school and or with peers.

\$52,743 Supplemental and Concentration

\$52,237.63 Supplemental and Concentration

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Discontinued

Action was discontinued from 2017-2018

NA

NA

**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.

K-5 teachers revised the school wide discipline and reward system, created a student leadership team, expanded knowledge and implementation of PBIS, and provided targeted social emotional curriculum to students requiring a tier 2 support.

\$0

\$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 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 implemented Second Step Social and Emotional Learning and Anti Bullying Curriculum as part of our Tier 2 supports. Counseling services were increased to meet the social and emotional needs of foster and homeless youth.

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 district suspensions related to bullying and classroom disruptions; however, suspensions due to vaping, tobacco, and marijuana increased at both Shandon Elementary and Shandon High School. The district collaborated with San Luis Obispo County to provide student education on the danger of vaping. TK-5th grade staff conduct daily morning meetings to promote desired behavior and positive peer interaction through the 7 Habits of Highly Successful People thus minimizing suspendable offenses and office referrals.

Surveys revealed that 75% of parents and 76.51% of students feel that SJUSD provides a safe learning environment for students and both parents and students support the district's efforts to celebrate and promote positive student behaviors. The district met the expected outcome of increasing the number of students who feel safe at school but are still falling short of meeting this outcome for parents. When analyzing why SJUSD fell short of having 82% of parents responding that they feel the district provides a safe learning environment, it was noted that no parents reported that they felt the school was an unsafe environment but our rural location and limited access to law enforcement continues to contribute to parent and student concerns about overall daily safety.

80.84% of students surveyed reported having at least one caring adult that they could go to at school if they needed help.

97% of parents and 94% of students surveyed report feeling welcomed at Shandon Schools the majority of the time.

80% of parents and 40% 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. Slight variations to projected and actual expenditures were due to increased or adjusted employee salary and benefit costs. Expenditures for Action 2 were more than anticipated because the decision was made to purchase Anti-Bullying curriculum as a bundle with Social Emotional Learning versus a stand alone program.

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.

Action 2 will be modified to remove expenditures from the MTSS Grant and will focus on program utilization and implementation not expansion.  
Action 6 will be added to Goal 3: Shandon Joint Unified School District will meet student basic needs by offering an afternoon snack to students in grades K-8 to help improve focus and performance.  
Action 7 will be added to Goal 3: Hire a .5 Opportunity Teacher to provide behavioral support as an alternative to suspension.  
Action 8 will be added to Goal 3: Three staff member will be trained as "Trainer of Trainers" in Cognitive Behavioral Intervention for Trauma Schools. High school staff members will then be provided release time to be trained by Trainer of Trainers team.  
Action 9 will be added to Goal 3: The district will provide two additional days to write anti-vaping curriculum to support the reduction of suspendable offenses at Shandon High School.

# 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

## Annual Measurable Outcomes

### Expected

70% of parents have participated in a school sponsored event

81% of students report that they are informed about their progress

81% of parents report that they understand teacher expectations

### Actual

95% of parents who responded to the LCAP survey reported to having participated in at least one school sponsored event. Outcome Met

68% of students report that agree with or are neutral on the statement that they are informed about their progress. Outcome Met

85% of parents who responded to the LCAP survey reported that they understand teacher expectations. Outcome Met

**Expected**

83% of parents report that SJUSD encourages parent participation

**Actual**

65% parents who responded to the LCAP survey reported that they agree with the statement: SJUSD encourages parent participation.  
Outcome 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**

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

**Actual Actions/Services**

The student handbooks and athletic packets were revised and approved by the board of trustees. Academic requirements and citizenship expectations are defined and presented to students and parents at the beginning of the school year.

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

\$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 23, 2018 and at the time of enrollment. Written AEREIS instructions were provided to parents and students. Shandon High School provided a parent night on September 18, 2018 to discuss college and career opportunities and a Health & Resource Fair on March 7, 2019. Cuesta ESL classes were not offered this year.

\$0

\$0

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

The district employs two bilingual clerks and 2 bilingual administrative assistants who all assist in meeting Spanish translation needs to educate parents on the importance of school attendance, and ways to support their children academically. After hour availability for parent support was increased to meet the needs of our families.

\$110,179 Supplemental and Concentration

\$111,740.43 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.

Family engagement continues to be an area of progress for the district. This year we hosted the following: 3 Family Movie Nights, Family Bingo, Community Feast, Holidays Around the World, Dinner Theater, Spring and Fall Carnival, SHS Community Night, College Night. We also participated in the following community events: Fundraising to support families in need, Veteran's Day Celebrations, Downtown Scarecrow contest, Memorial Day BBQ.

\$500 ASB Fundraising

\$814 ASB Funding

**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.

All information is provided in the family's primary language. Parent and student information is communicated through flyers, newsletters and the all call system. Information is also posted on the marquee, outside of each school site and at the post office.

\$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 6-12 grade students are assigned a school email and check AERIES on a weekly basis. This allows students to monitor their academic performance, sports eligibility, and progress on A-G requirements.

### 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 and services to support goal 4 were implemented as planned. All written communication is provided in the parent's primary language. SJUSD continues to explore parent engagement and educational opportunities that meet the interests and desires of our families and the community. Parent participation in planning and informational meetings continues to be minimal making it difficult to adjust district goals and plan events that meet the needs and interests of our families.

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

88% of parents surveyed reported being well informed of their child's progress and 92% reported that they understand teacher expectations. 68% of students surveyed report that they are well informed of their progress and 66% reported that they know what their teacher expects of them. The district did meet the desired outcome of 83% of parents feeling that the school encourages parent participation. 22% of teachers surveyed also responded that the district's volunteer policy is too stringent and discourages parents from volunteering. Volunteer procedure and requirements were put into place to maximize student safety and security. The district will explore options to encourage parent participation without minimizing student safety. See below

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were met as expected. Negotiated salary and benefit increases are responsible for the difference in budgeted and actual expenditures for Action 3. Expenditures for Action 4 were slightly above budget due to rising costs of food and supplies needed to host family engagement events.

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.

Action 1 was modified: Maintain clear communication of academic expectations, eligibility requirements for extra-curricular activities and keep families informed of important dates and upcoming events through electronic and student written newspapers and electronic notifications.

To help encourage parent participation, the district will explore hosting a parent volunteer night where parents can get assistance on filling out a parent volunteer packet and have a nurse available to conduct TB screenings which are all required before being cleared to volunteer in a classroom. See Goal 4, Action 7

The district plans to increase parent engagement opportunities for the 2019-2020 school year by adding a Literacy Night to help parents work with the students to increase concepts of print and comprehension but will not require the use of Supplemental and Concentration Funds.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Throughout the 2018-2019 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 were used to evaluate the effectiveness of each goal and supporting action described in the 18/19 LCAP. Based on that information, services will continue as planned for the 19/20 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 and or Dashboard discussions were held with Stakeholders on the following dates:

\*Regularly Scheduled Open Session Board Meetings – December 11, 2018 and March 5, 2019

\*Delac/Site Council Meetings December 12, 2018; March 13, 2019

\*Spanish Parent Meeting March 5, 2019

\* English Parent Meeting March 5, 2019

\* Certificated and Classified Staff Meeting February 27, 2019; May 1, 2019

\* Certificated Bargaining Group February 27, 2019

- \* Classified Bargaining Group March 27, 2019
  - \* Certificated surveys were distributed and completed March 20, 2019 - April 12, 2019.
  - \* Classified surveys were distributed and completed March 20, 2019- April 12, 2019.
  - \* Student surveys for grades 3-12 were distributed and completed March 20, 2019-April 12, 2019.
  - \* Parent surveys were distributed and completed March 20, 2019- April 12, 2019.
- A public hearing for the LCAP was held on June 4, 2019 and it was board approved on June 18, 2019.

## Impact on LCAP and Annual Update

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

Stakeholder input indicated that the 18/19 goals were appropriate for moving our district forward in preparing our students for success; however, the following suggestions were made to contribute to and build upon existing goals and actions.

Goal 4- Maintain communication and expand involvement opportunities between the district, community, parents, staff, and students

- \* An electronic newsletter will be posted monthly on the district website See Goal 4, Action 1
- \* The district will work to utilize the all call system to send email and/or text alerts to parents for upcoming event and reminders See Goal 4, Action 1
- \* Shandon High School will start a student newspaper to keep students and families informed of events happening at the high school. See Goal 4, Action 1
- \* The district will sponsor a family engagement night to assist parents in completing volunteer forms and have a nurse available for parents to get the required tuberculosis test Goal 4, Action 7

Goal 2 - Increase academic achievement for all students so that they are career and college ready.

- \* The district will host a Family Literacy Night to equip parents with the skills necessary to assist their students in building reading comprehension and decoding. This district will implement this action in 2019-2020 but it will not be noted in LCAP as it will not utilize Supplemental and Concentration funds.
- \* The district will make an afternoon snack available to all k-8 students to assist students in their ability to focus and stay energized for afternoon instruction.
- \* ST Math will be utilized for grades k-2 for math intervention and will be paid for through the Low Performing Schools Grant. Goal 2, Action 9

Goal 3 -Create a Positive School Environment

- \*The district will work with the School Resource Officer to be more visible on campus and visit classrooms.
- \* Drug and Alcohol prevention is being addressed through the CSI Plan

Trauma Informed Care

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# 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%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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%
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**

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, Low Income

Schoolwide

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**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$1000

\$6,122

\$500 Bright Arrow  
\$4,000 AERIES Training

Year	2017-18	2018-19	2019-20
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0709-0-5800-0000-2700-050-0000-0000	0709-0-5800-0000-2700-050-0000-0000	01-0709-0-5800-0000-2700-050-0000-0000 01-0709-0-2450-0000-7200-050-0000-0000

## Action #2

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

### Students to be Served

All Students

### 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**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Staff and administration meets quarterly to analyze district/attendance.

Staff and administration meets quarterly to analyze district/attendance.

Staff and administration meets quarterly to analyze district/attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	0	0	0
<b>Source</b>	NA	NA	NA
<b>Budget Reference</b>	NA	NA	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)**

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

Unchanged

Modified

**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.

Students with perfect attendance or 1 excused absence with a doctor's note will be recognized by trimester at elementary schools and by semester at the high school.

Students with perfect attendance or 1 excused absence with a doctor's note will be recognized by trimester at elementary schools and by semester at the high school. Students with three or less absences will be rewarded with a field trip at the end of the year.

**Budgeted Expenditures****Year****2017-18****2018-19****2019-20**

<b>Amount</b>	\$1000	\$1000	\$2500 ASB \$1000 Supplemental and Concentration
<b>Source</b>	ASB General	ASB General	ASB General Supplemental and Concentration
<b>Budget Reference</b>	NA	NA	01-0709-0-5710-0000-360-056-0000-5861

(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%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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.

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.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

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

Discontinued

**Budgeted Expenditures**

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

Modified

**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**

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

**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	\$57,940 CCGI Instructors \$700 College Testing Materials and Student Fees \$1,400 CCGI Student Supplies \$2,185 Transportation for College Visits
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	01-7338-0-5200-1110-1000-057-0000-0000	01-0709-0-5200-1110-1000-057	01-0709-0-5200-1110-1000-057-0000-0000

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

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

New

**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.

Discontinued

**Budgeted Expenditures**

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

## 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

Discontinued

## Budgeted Expenditures

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

## Action #6

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)

Specific Grade spans, 6th-12th

## Actions/Services

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

Modified

**2017-18 Actions/Services**

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

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

Modified

**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.

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

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$20,648	\$113,666	\$112,365
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	01-0709-0-1100-1110-1000-057-0000-0000	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**

**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

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$6,611	\$3,603	\$10,195
<b>Source</b>	Lottery	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	6300-0-4100-1110-1000-057-0000-0709	01-0709-0-1100-1110-1000-057-0000-0000	01-0709-0-1150-1133-1000-057-0000-0000

## Action #8

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

### Students to be Served

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, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

Specific Schools, Shandon Elementary

## 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
<b>Amount</b>	\$13,450	\$14,823.75	\$10,000
<b>Source</b>	Title 1 and Sums Initiative	Title 1 and Sums Initiative	Supplemental and Concentration
<b>Budget Reference</b>	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	01-0709-0-4100-1110-1000-059-0000-0000

**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**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools, 6th-12th

**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**

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

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.

Strengthen District's Multi Tiered Intervention and Supports by providing reading and math intervention to Middle School students and maintain a Learning Lab for 9-12th grade students to receive intervention in core academic classes. Maintain ALEKS online math for grades 3-12 and add ST Math for grades K-2.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$0	\$97,562	\$23,913 Supplemental and Concentration (intervention instruction) \$3,145 Supplemental and Concentration (online math intervention) \$15,000 Low Performing School Grant (ST math)
<b>Source</b>	NA	Supplemental and concentration	Supplemental and Concentration Low Performing School Grant
<b>Budget Reference</b>	NA	01-0000-0-2100-1110-1000-050-0000-0000	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**

**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

Modified

**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.

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$35,761 Supplemental \$99,096 Special Education \$8,362 Title III	\$75,285	\$58,051
<b>Source</b>	Supplemental and concentration, SPED, Title III	Supplemental and Concentration	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

01-0709-0-2100-1110-1000-000-0000-0000

**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.

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

**Budgeted Expenditures**

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

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

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:

Limited to Unduplicated Student Groups

### 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**

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

Discontinued

**Budgeted Expenditures**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$300	\$300	\$300
<b>Source</b>	Title I	Title I	Title I
<b>Budget Reference</b>	01-3010-0-1200-000-3110-050-0000-0000	01-3010-0-1200-000-3110-050-0000-0000	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

### 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**

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

Discontinued

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$4,000	NA	NA
<b>Source</b>	Supplemental and Concentration	NA	NA
<b>Budget Reference</b>	01-0001-0-4300-0000-2420-050-0000-0000 01-0709-0-5800-0000-2420-050-0000-0000	NA	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. Contract for IT services 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**

<b>Amount</b>	\$154,027	\$51,813	\$30,000
<b>Source</b>	Supplemental and Concentration Measure K	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	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

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:

Schoolwide

### Location(s)

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**

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$88,366	\$24,350.18 Sports Transportation \$54,342 Physical Education \$49,079 Stipends, Coaching and Supplies	\$5,362 Sports Transportation \$58,032 Physical Education \$38,984 Stipends, Coaching and Supplies
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

<b>Budget Reference</b>	01-0709-0-1100-1290-1000-059-0000-0000	01-0709-0-1100-1290-1000-059-0000-0000	01-0709-0-1100-1290-1000-059-0000-0000
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## 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
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

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	\$10,440
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

Modified

#### 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.

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$336	\$384
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	01-0709-0-1100-1290-1000-059-0000-0000	01-0709-0-4300-1110-1000-050-0000-0000

## Action #20

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:

Limited to Unduplicated Student Groups

### 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

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

### 2018-19 Actions/Services

Discontinued

### 2019-20 Actions/Services

Discontinued

### Budgeted Expenditures

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

**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**

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$48,078	\$49,648	\$50,948
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	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

Discontinued

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

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

Discontinued

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$499	NA	NA
<b>Source</b>	Supplemental and Concentration	NA	NA
<b>Budget Reference</b>	01-0709-0-4100-1110-1000-050-0000-0000	NA	NA

**Action #24**

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, Low Income

Schoolwide

Specific Grade spans, K-8

**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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Shandon Joint Unified School District will provide an after school program to support low income working families with child care. The program will provide homework support and enrichment activities.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	N/A	\$45,000
<b>Source</b>	N/A	N/A	Supplemental and Concentration
<b>Budget Reference</b>	N/A	N/A	01-0709-0-5800-8500-5000-050-6010-0000

## Action #25

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, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

Specific Schools, Shandon Elementary and Parkfield 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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

The district will offer two extra curriculum planning days for teachers to develop unit warm-ups that support CAASPP language and questions.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$4,389
Source	N/A	N/A	Title I
Budget Reference	N/A	N/A	01-3010-0-1150-1110-1000-059-0000-2025

(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 sites 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

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain appropriate site level administrative

Maintain appropriate site level administrative

Maintain appropriate site level administrative

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.

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$122,434	\$66,245	\$68,851
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	01-0709-0-1340-0000-2700-059-0000-0000	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**

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)**

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

Modified

### 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

Maintain added day of counseling support of Low income students to develop socialization skills with students struggling with school routines and peer relations.

relations.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5,000	\$52,743	\$53,343
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	01-3010-0-1200-0000-3110-050-0000-0000	01-3010-0-1200-0000-3110-050-0000-0000	01-0709-0-1200-5750-3120-050-0000-0000

### 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

Discontinued

## Budgeted Expenditures

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

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

Unchanged

Modified

**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.

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

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$150	\$150	\$2,000
<b>Source</b>	Unrestricted General	Unrestricted General	Supplemental and Concentration
<b>Budget Reference</b>	01-0709-0-4300-1110-1000-xxx-0000-0000	01-0709-0-4300-1110-1000-xxx-0000-0000	01-0709-0-4300-1110-1000-050-0000-3005

## 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)**

Low Income

Schoolwide

Specific Grade spans, K-8

## 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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Shandon Joint Unified School District will meet student basic needs by offering an afternoon snack to students in grades K-8 to help improve focus and performance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,800 Supplemental and Concentration
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	01-0709-0-4700-0000-3700-059-0000-3006

**Action #7**

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, Low Income

LEA-Wide

Specific Grade spans, 6-8

**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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Hire a .5 Opportunity Teacher to provide behavioral support as an alternative to suspension.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

N/A

\$40,000 CSI

<b>Source</b>	N/A	N/A	CSI
<b>Budget Reference</b>	N/A	N/A	01-3182-0-1100-1332-1000-050-0000-3007

## Action #8

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, 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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

3 staff member will be trained as "Trainer of Trainers" in Cognitive Behavioral Intervention for Trauma Schools. High school staff members will then be provided release time to be trained by Trainer of Trainers team.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2,000 sub cost for release time \$10,000 Cognitive Behavioral Intervention for Trauma Schools
Source	N/A	N/A	CSI
Budget Reference	N/A	N/A	01-3182-0-5200-0000-7410-050-000-3009

**Action #9**

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 High School

**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

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

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

New

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

The district will provide two additional days to write anti-vaping curriculum to support the reduction of suspendable offenses at Shandon High School.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	N/A	2,194
<b>Source</b>	N/A	N/A	CSI
<b>Budget Reference</b>	N/A	N/A	01-3182-0-1150-1110-1000-059-0000-3010

(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
--------------------	----------	---------	---------	---------

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**

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Maintain clear communication of academic expectations, eligibility requirements for extra-curricular activities and keep families informed of important dates and upcoming events through electronic and student written newspapers and electronic notifications.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$0	\$0	\$0
<b>Source</b>	NA	NA	NA
<b>Budget Reference</b>	NA	NA	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**

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

**2018-19 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.

**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.

**Budgeted Expenditures**

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

Modified

**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.

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$1,000	\$110,179	\$120,602 Supplemental and Concentration
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	01-0709-0-2190-0000-1000-050-0000-0000	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 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 to provide and refine opportunities for school based involvement of parents and community.

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$500	\$500	\$500
<b>Source</b>	SES ASB Fundraising	SES ASB Fundraising	SES ASB Fundraising
<b>Budget Reference</b>	NA	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**

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.

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

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

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$0

\$0

\$0

<b>Source</b>	NA	NA	NA
<b>Budget Reference</b>	NA	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)**

All Students

Specific Grade spans, Shandon High and Shandon Elemenatry 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**

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

**2018-19 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.

**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.

**Budgeted Expenditures**

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

**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**

**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

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

This district will host a family engagement night to assist families in completing the parent volunteer packet and have a nurse available to administer the required tuberculosis screening.

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

N/A

\$500

<b>Source</b>	N/A	N/A	Supplemental and Concentration
<b>Budget Reference</b>	N/A	N/A	01-0709-0-5841-0000-7400-059-0000-4007

# 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

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$791,640

Percentage to Increase or Improve Services

26.84%

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

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

SJUSD has an unduplicated count of over 84% 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 34 Actions/Services to increase or improve services for all students and 28 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 notification and review to decrease Chronic Absenteeism among Low Income and EL students is 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 Homeless and Low Income subgroups were primarily identified as having chronic absenteeism beyond that of other subgroups. \$4,500 S&C  
Goal 1, Action 3 - 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. \$1,000 S&C; \$2,500 ASB

\*Goal 2, Action 1 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 is identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students. This actions remains relevant as we work to improve teaching strategies and close the achievement gap for our second language learners. \$15,000 S&C  
\*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 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 is identified as directly contributing to meeting the increased or improved services requirement for EL and Low Income Students as these subgroups are not pursuing higher education at the same rate as other subgroups. \$62,225 S&C  
\*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. \$112,365 S&C

- \*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. \$10,195 S&C
- \*Goal 2, Action 8 Expand and replace consumable Fountas and Pinnell Reading Intervention materials. Fountas and Pinnell is utilized as reading intervention material to close the achievement gap for EL, Homeless, and Low Income Students. \$10,000 S&C
- \*Goal 2, Action 9 Strengthen District's Multi Tier Systems of Support by providing reading and math intervention to Middle School students and maintain a Learning Lab for 9-12th grade students to receive intervention in core academic classes. Maintain ALEKS online math for grades 3-12 and add ST math for grade K-2. It was determined that EL and Low Income students were not achieving grade level expectations at the same rate as other subgroups. \$27,058 S&C; \$15,000 Low Performing School Grant
- \*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. \$58,051 S&C
- \*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 S&C
- \*Goal 2, Action 14 District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster Youth. \$300 Title I
- \*Goal 2, Action 16 Continue to upgrade and add technology. Contract for IT services to provide access to online credit recovery options and CTE online courses to prepare students for college and career readiness. Data indicated that EL and Low Income students had a greater need for credit recovery opportunities that 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. \$30,000 S&C
- \*Goal 2, Action 17 Maintain physical education and after school sports programs to provide healthy after school 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. \$102,378 S&C
- \*Goal 2, Action 18 Maintain beginning and intermediate guitar course and add an advanced guitar course. This action is designed o support music education for Low Income students. \$10,440 S&C
- \*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 tools has been identified as the most effective way of gathering and calculating stakeholder input. \$384 S&C
- \*Goal 2, Action 21 Maintain reading intervention support through a halftime Reading Specialist. This action has been identified as contributing directly to

the achievement of Low Income Students and closing the achievement gap. \$50,948 S&C

\* Goal 2, Action 24 Shandon Joint Unified School District will provide an after school program to support low income working families with child care. The program will provide homework support and enrichment activities. This action was added to LCAP as a result of a loss of grant funding. Stakeholders agreed that continuing to offer an after school program would benefit low income families and provide students with homework support. Therefore this action is identified as contributing directly to the achievement of Low Income Students. \$45,000 S&C

Goal 2, Action 25 Shandon Joint Unified School District will offer two extra curriculum planning days for teachers to develop unit warm-ups that support CAASPP language and questions. \$4,389 Title I

\*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. \$68,851 S&C

\*Goal 3, Action 3 Maintain added day of counseling support of Low income students to develop socialization skills with students struggling with school routines and peer relations. 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. \$53,343 S&C

\*Goal 3, Action 5 Continue to refine district wide/school-wide student positive behavior program and recognition to promote Multi-Tiered Systems of Support. This action is identified as directly contributing to meeting the increased or improved services requirement for EL, Foster Youth and Low Income Students as these subgroups make up the majority of office referrals. \$2,000 S&C

\*Goal 3, Action 6 Shandon Joint Unified School District will meet student basic needs by offering an afternoon snack to students in grades K-8 to help improve focus and performance. This Action has been identified as directly contributing to meeting the increased or improved services requirement for Homeless and Low Income Students. \$1,800 S&C

\*Goal 3, Action 7 Hire a .5 Opportunity Teacher to provide behavioral support as an alternative to suspension. This action is being supported through CSI funds to directly reduce the number of suspendable offenses in Shandon High School. \$40,000 CSI Funds

\*Goal 3, Action 8 Three staff member will be trained as "Trainer of Trainers" in Cognitive Behavioral Intervention for Trauma Schools. High school staff members will then be provided release time to be trained by Trainer of Trainers team. This action is being supported through CSI funds to directly reduce the number of suspendable offenses in Shandon High School. \$12,000 CSI Funds

\*Goal 3, Action 9 The district will provide two additional days to write anti-vaping curriculum to support the reduction of suspendable offenses at Shandon High School. \$2,194 CSI Funds

\*Goal 4, Action 3 Maintain bilingual support to meet Spanish Language translation needs and to communicate with families, students, and parents to increase student attendance, decrease tardies and maximize student performance. 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. \$120,602 S&C

\*Goal 4, Action 7 This district will host a family engagement night to assist families in completing the parent volunteer packet and have a nurse available to administer the required tuberculosis screening. \$500 S&C