LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Elementary School District

CDS Code: 35-67488-6035059

School Year: 2021-22

LEA contact information:
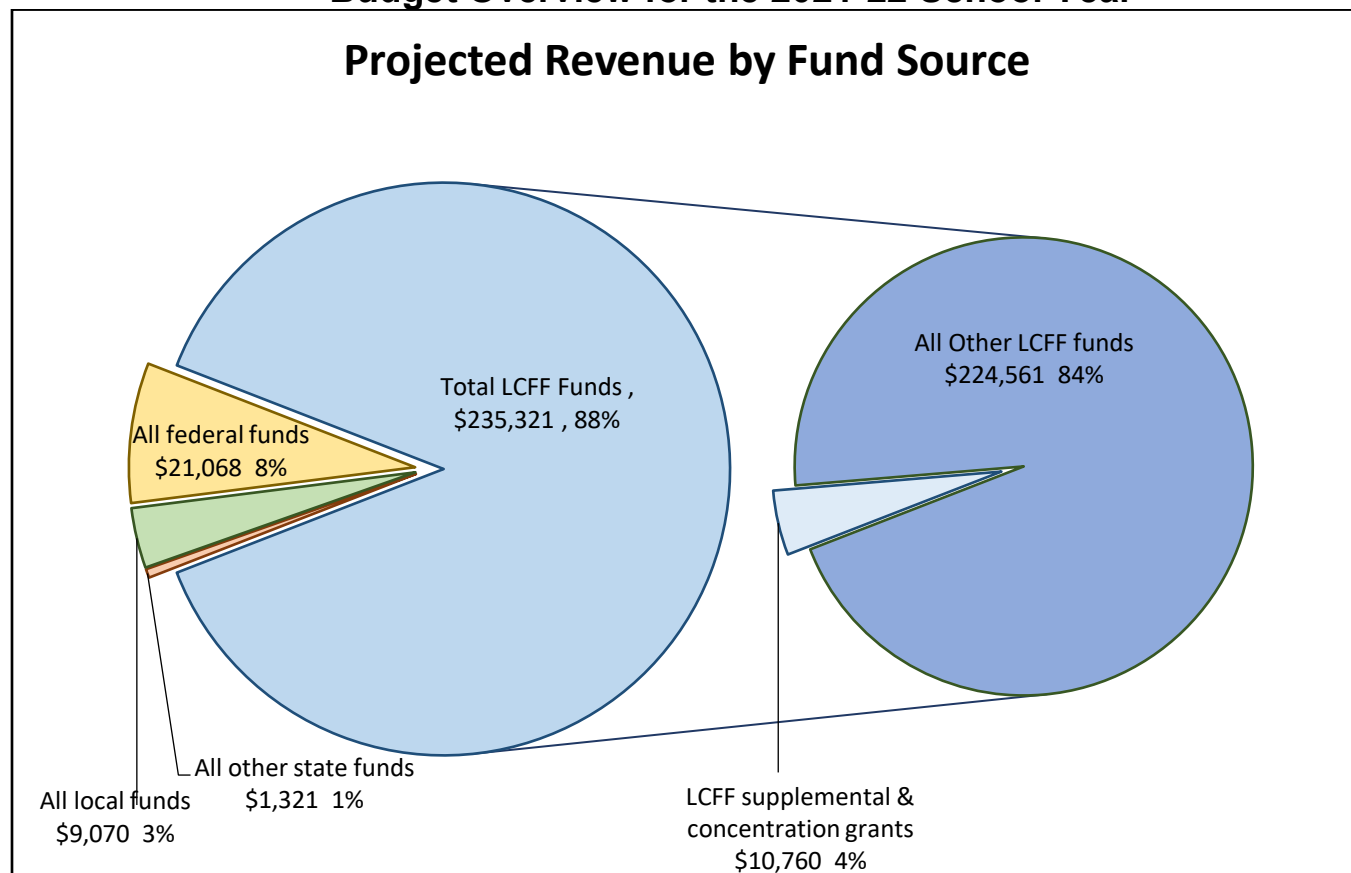
Elizabeth Volmer

Teacher/Principal

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(831) 389-4593

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All Other LCFF funds
$224,561 84%

Total LCFF Funds ,
$235,321 , 88%

All federal funds
$21,068 8%

All other state funds
$1,321 1%

All local funds
$9,070 3%

LCFF supplemental &
concentration grants
$10,760 4%

This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Jefferson Elementary School District is $266,780, of which $235,321.00 is Local Control Funding Formula (LCFF), $1,321.00 is other state funds, $9,070.00 is local funds, and $21,068.00 is federal funds. Of the $235,321.00 in LCFF Funds, $10,760.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
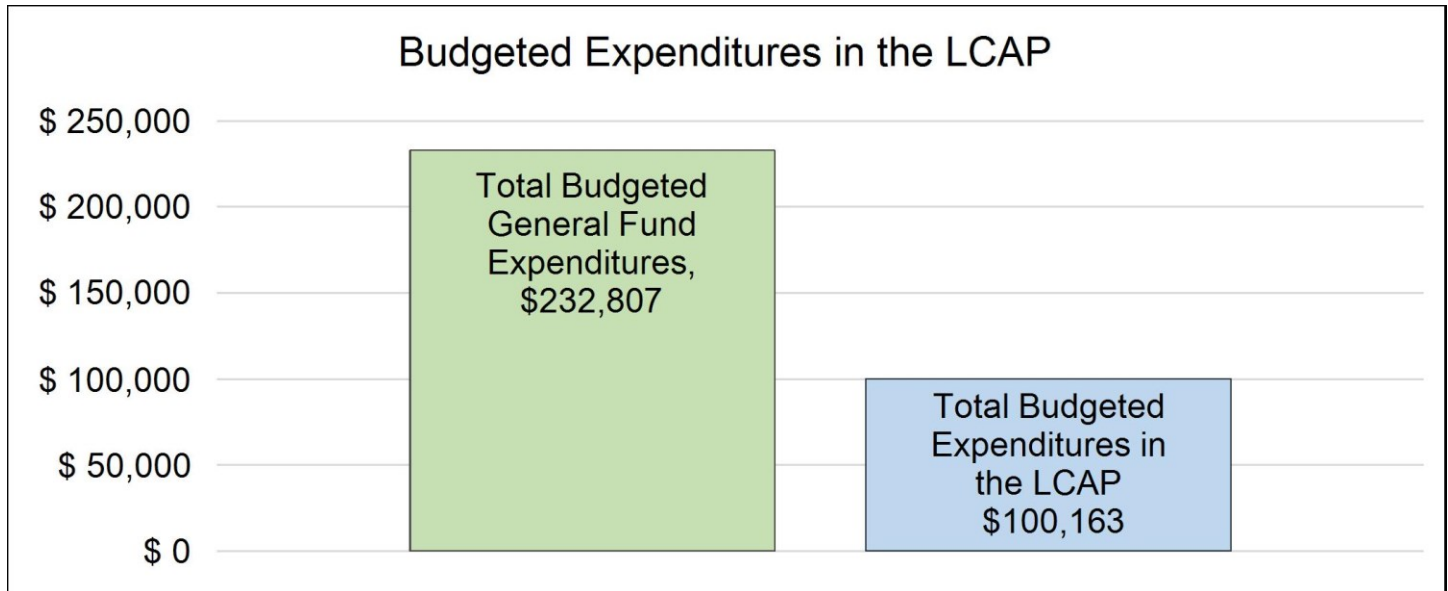
This chart provides a quick summary of how much Jefferson Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Jefferson Elementary School District plans to spend $232,807.00 for the 2021-22 school year. Of that amount, $100,163.00 is tied to actions/services in the LCAP and $132,644 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
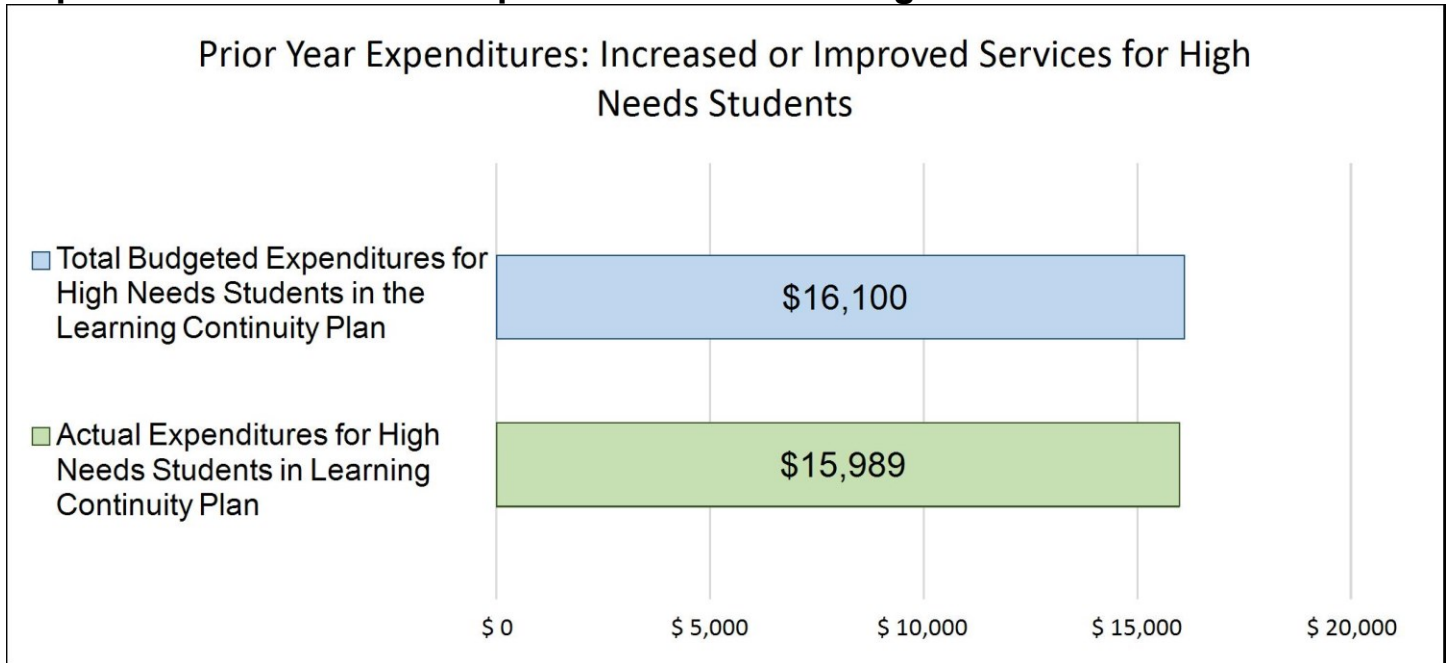
General Fund Budget Expenditures that are not included in the 2021-2022 LCP include part of the salary and benefits of the Teacher/Principal and Instructional Aid, general operation expenditures such as operational expenses for all programs, facilities maintenance, and contracted services for groundskeeping and maintenance crews.

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

In 2021-22, Jefferson Elementary School District is projecting it will receive $10,760.00 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Elementary School District plans to spend $14,968.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$16,100
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$15,989

$0 $5,000 $10,000 $15,000 $20,000

This chart compares what Jefferson Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Jefferson Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Jefferson Elementary School District's Learning Continuity Plan budgeted $16,100.00 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $15,989.00 for actions to increase or improve services for high needs students in 2020-21.

$111 is not a significant difference between the budgeted and actual expenditures.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	Elizabeth Volmer Teacher/Principal	evolmer@sbcoe.k12.ca.us (831) 389-4593

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

Goal 1

CONDITIONS OF LEARNING 2017-2018

Ensure that all students have access to the "Conditions of Learning" which form the necessary foundation for increasing student achievement, closing the gaps, actualizing the District Vision, and for addressing district and state priorities. Those "Conditions of Learning" include the following:

A. Provide a teacher who is fully credentialed and appropriately assigned to teach multi-subjects in grades K-8.
B. Provide a broad course of study for all students that includes instruction in all core subjects.
C. Provide the opportunity to all students to participate in standards-based instruction in all core subjects.
D. Provide all students access to standards-based texts and instructional materials from the latest adoption cycle in all core subjects.
E. Provide a clean, safe, well-maintained, facility in which to learn.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Credentials Analyst Report; SARC B. Certificates of Completion; Attendance Rosters; Invoices; Board Minutes C. School Master Schedule of Courses and Instruction time; Report Cards; Classroom Observations D. Williams Resolution; Board Minutes; District Annual Inventory of Textbooks and Instructional Materials.	A. Met. 100% of Jefferson teachers were fully credentialed and appropriately assigned to teach multi-subjects in grades K-8. B. Met. 100% of instructional staff had the opportunity to participate in professional development activities. C. 100% of students participated in a broad, comprehensive, balanced curriculum that includes regularly scheduled, ongoing, standards-based instruction in Math, ELS, Basic Writing, Designated English Language Development, History/Social Studies, Science, Physical Education, and VAPA.

Expected	Actual
E. FIT rating of "Good;" or higher; SARC	D. 100% of students had access to textbooks from the latest adoption cycle in all core subjects.
19-20	E. 100% of students had access to a safe, well-maintained facility in which to learn.
A. 100% of Jefferson teachers will be fully credentialed and appropriately assigned to teach multi-subjects in grades K-8.	
B. 100% of instructional staff will continue to have the opportunity to participate in professional development activities.	
C. 100% of students will continue to participate in a broad, comprehensive, balanced curriculum that includes regularly scheduled, ongoing, standards-based instruction in Math, ELS, Basic Writing, Designated English Language Development, History/Social Studies, Science, Physical Education, and VAPA.	
D. 100% of all students will continue to have access to textbooks from the latest adoption cycle in all core subjects.	
E. 100% of students will continue to have access to a safe, well-maintained facility in which to learn.	
Baseline	
A. Jefferson has a teaching staff of 1.0 FTE. The teacher in 2016-17 held a current multi-subject K-8 credential and was appropriately assigned.	
B. 100% of the instructional staff (1.0 FTE teacher and 1.0 FTE aide) participated in selected and required professional development activities.	
C. 100% of students participated in a comprehensive, balanced curriculum that included regularly scheduled, ongoing, standards-based instruction in Math, English-Language Arts, English	

Expected	Actual
Language Development, History/Social Studies, Science, Physical Education, and VAPA. D. 100% of students had access to textbooks from the latest adoption cycle in all core subjects. E. 100% of students had access to a safe, well-maintained facility in which to learn.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Staffing: District to retain a highly qualified, fully credentialed teacher for 2019-2020.	1.1 Certificated Total Teacher Salary - (teacher ($46,839; principal $6500) $46,839 (LCFF) See 1.1 below for EPA contribution. 1000-1999: Certificated Personnel Salaries Base $53,339.00	1.1 Certificated Total Teacher Salary - (teacher ($46,839; principal $6500) $46,839 (LCFF) See 1.1 below for EPA contribution. 0001-0999: Unrestricted: Locally Defined Base $53,339.00
	1.2 Teacher Benefits: (teacher, $17,717; principal 2,459) $20,176 (LCFF) See 1.2 below for EPA contribution 3000-3999: Employee Benefits Base $20,176.00	1.2 Teacher Benefits: (teacher, $17,717; principal 2,459) $20,176 (LCFF) See 1.2 below for EPA contribution 3000-3999: Employee Benefits Base $20,176.00
	1.3 Dropped - Funded under Goal 1, Action 3.3)	1.3 Dropped - Funded under Goal 1, Action 3.3)
	1.4 (Dropped - funded under Goal 1, Action 3.3)	1.4 (Dropped - funded under Goal 1, Action 3.3)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1.1 Certificated Total Teacher Salary- $13,262 (EPA) See 1.1 above for LCFF contribution 1000-1999: Certificated Personnel Salaries Other $13,262.00	1.1 Certificated Total Teacher Salary- $13,262 (EPA) See 1.1 above for LCFF contribution 1000-1999: Certificated Personnel Salaries Other $13,262.00
	1.2 Teacher Total Benefits: $ $5,204 (EPA) See 1.2 above for LCFF contribution 3000-3999: Employee Benefits Other $5,204.00	1.2 Teacher Total Benefits: $ $5,204 (EPA) See 1.2 above for LCFF contribution 3000-3999: Employee Benefits Other $5,204.00
2.0 District to retain an Instructional aide.	2.1 Instructional Aide Salary is embedded below.	2.1 Instructional Aide Salary is embedded below.
	2.2 $14,922 (Supplemental). Work to be performed in ELD Program. Goal #2, 11.8. 2000-2999: Classified Personnel Salaries Supplemental $14,922.00	2.2 $14,922 (Supplemental). Work to be performed in ELD Program. Goal #2, 11.8. 2000-2999: Classified Personnel Salaries Supplemental $14,922.00
	Aide benefits are embedded below.	Aide benefits are embedded below.
	2.4 Aide Benefits: $12,084 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8. 3000-3999: Employee Benefits Supplemental $12,084.00	2.4 Aide Benefits: $12,084 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8. 3000-3999: Employee Benefits Supplemental $12,084.00
	2.1 Instructional Aide Salary: $8,035 (REAP) 2000-2999: Classified Personnel Salaries Other $8,035.00	2.1 Instructional Aide Salary: $8,035 (REAP) 2000-2999: Classified Personnel Salaries Other $8,035.00
	2.3 Aide Benefits: $6507 (REAP)	2.3 Aide Benefits: $6507 (REAP)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.0 Training: 3.1-3.2 (combined) The teacher and Instructional staff will develop and participate in a professional development plan for 19-20 that will include ongoing professional development related to the needs of staff, students, LCAP actions/services, and requirements of educational programs. 3.3 Substitutes will be hired to provide 10 release days for Teacher Principal to perform admin work or PD Training. 3.4 (Removed) Induction training not required for the 2019-2020 school year.	3000-3999: Employee Benefits Other $6507.00 3.1 Teacher will develop a professional development plan for 19-20. Plan to be developed during regular work hours. No additional funding needed. $00.00 3.2 Fees for Professional Development workshops, seminars, webinars. (3 @ $150.00) 5800: Professional/Consulting Services And Operating Expenditures Base $450.00 3.3 Substitute salary for 10 Administration Days or PD @ $150.00 per day 1000-1999: Certificated Personnel Salaries Base $1500.00 3.3 Substitutes' benefits for releasing teacher for 10 Admin or PD days @ $21.25%. 4000-4999: Books And Supplies Base $319.00 3.4 Induction training not needed. 5800: Professional/Consulting Services And Operating Expenditures Base $0.00	3000-3999: Employee Benefits Other $6507.00 3.1 Teacher will develop a professional development plan for 19-20. Plan to be developed during regular work hours. No additional funding needed. $00.00 3.2 Fees for Professional Development workshops, seminars, webinars. 5800: Professional/Consulting Services And Operating Expenditures Base $0.00 3.3 Substitute salary for 10 Administration Days or PD @ $150.00 per day -- used 4.5 days 1000-1999: Certificated Personnel Salaries Base $704.00 3.3 Substitutes' benefits for releasing teacher for 10 Admin or PD days @ $21.25%. Used 4.5 days 4000-4999: Books And Supplies Base $150.00 3.4 Induction training not needed. 5800: Professional/Consulting Services And Operating Expenditures Base $0.00
Curriculum/Master Schedule 4.0-4.2 (Combined) 100% of students will be provided a broad, balanced, comprehensive curriculum in accordance with meeting CDE guidelines for required instructional minutes. The Master Schedule will be approved by the Board and shared with all relevant stakeholders.	4.0-4.2 Review instructional minutes for each course making adjustments as needed; develop and distribute Master Schedule to parents. Work performed on staff	4.0-4.2 Reviewed instructional minutes for each course and made adjustments as needed; developed and distributed Master Schedule to parents. Modified schedule in January for middle

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	workday. No funding needed. $00.00	school, but instructional minutes did not change. Work performed on staff workday. No funding needed. $0.00
5.0 Adopted Textbooks/Instructional Materials: 5.1 District to consider purchasing the most recently state adopted History/Social Studies textbook (or Science) and instructional materials for grades K-8.	5.1 Research purchasing adopted H/SS books (or Science). Research to be conducted on minimum days. No funding required. 4000-4999: Books And Supplies Base $0.00	5.1 Researched adoption of Science program on minimum days. No funding was required. 4000-4999: Books And Supplies Base $0.00
5.2 District to purchase adopted textbooks/Instructional supplies where there are insufficient due to new enrollment, loss or damage.	5.2 Replacement of adopted texts and instructional materials due to insufficiency (loss, damage, meet enrollment, grade level changes). 4000-4999: Books And Supplies Base $300.00	5.2 Replaced adopted and instructional materials due to insufficiency: Algebra Book 1 ($20.50), Algebra Book 2 ($19.65), Kindergarten ELA textbook and teacher manuals ($702.82) 4000-4999: Books And Supplies Base $742.97
6.0 Materials: District shall provide every student with sufficient classroom supplies, books, supplementary materials, and equipment in all subject areas.	6.0 Classroom supplies, supplementary materials and equipment @ $200.00 per child (6) 4000-4999: Books And Supplies Base $1200.00	6.0 Classroom supplies, supplementary materials and equipment @ $200.00 per child (6) Includes Art Materials, Fahrenheit 451, Words with champions and piano books, MBS, zoom imaging 4000-4999: Books And Supplies Base $953.00
7.0 and 7.2 (combined) District shall inventory, assess, and evaluate the hardware, software, and e-programs used for curriculum and instruction 7.1 District will continue to provide every student with a computer and tablet in good working condition and access to the internet. 7.3 (New) District will provide the teacher with a laptop for school-related purposes.	7.1 Replace/repair of technology equipment if needed. 4000-4999: Books And Supplies Base $300.00	7.1 Purchased a new projector system, Chrome Cast, Document Camera Update to add cost of Chrome Cast and Doc Camera 4000-4999: Books And Supplies Base $ 1,268.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

	7.0 & 7.2 Evaluation of software. Evaluation to be performed on an ongoing basis and on minimum day. No cost involved. Software purchases funded under Goal 2, 3.2 & 11.
	
	  $00.00
		7.0 & 7.2 Evaluation of software. Evaluation performed on an ongoing basis and on minimum day. No cost involved. Software purchases funded under Goal 2, 3.2 & 11.
		  $0.00

	7.3 Purchase a teacher laptop for school related purposes. 4000-4999: Books And Supplies Base $1500.00	7.3 Purchased a teacher laptop for school related purposes. 4000-4999: Books And Supplies Base $ 1478.00
8.0 Facility 8.1 District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.	8.0 Inspection of the facilities using the FIT criteria by teacher/principal as part of admin duties. No additional funds needed. $00.00	8.0 Inspection of the facilities using the FIT criteria by teacher/principal as part of admin duties was completed. No additional funds were needed. $0.00

Goal Analysis

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

Most Actions/Services were implemented as planned with the following exceptions:

Action 1.1 - 1.2: This report originally contained a clerical error that showed a significant difference between the budgeted salary of the teacher salary. The planned salary and actual salary of the teacher and Instructional Aid was actually the same, and this correction was made on this document.
Action 3.2: Planned $450; Actual $0. The Teacher/Principal took advantage of the free professional development opportunities provided by the San Benito County Office of Education. This money was returned to the general budget.
Action 3.3 Planned: $1500; Actual $704. The staff was able to complete needed work on minimum days, Teacher Work Days and during the week of school closure for students in March 2020. After COVID closures, planned substitute days were also cancelled so that only current staff were allowed on campus. This money was returned to the general budget to offset additional technology costs and increase in core adopted materials in Action 5.2 and Action 7.1.

Action 5.2: Planned $300; Actual $743. An additional student enrolled in school requiring purchase of kindergarten materials sooner than anticipated.

Action 7.1: Planned $300; Actual $1268 The projector system was planned to be replaced the following school year, however, the bulb burned out and it was cheaper to purchase a new system than to replace the outdated bulb. This action was recommended by the SBCOE Technology team and implemented at Jefferson.

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

The district retained the employment of a fully credentialed teacher who was appropriately assigned to teach multiple subjects in grades K-8. The teacher has two master's degrees, over twenty years of classroom experience, and completed the first phase of her Clear California Credential by passing the CPACE Administration examination. The district also retained employment of the Instructional Aid and she began a teaching credential program through the University of Phoenix. The Teacher Principal also provided instructional training to the Instructional Aid throughout the school year informally and on minimum days.

The Teacher Principal created a Professional Learning Plan that included a goal to attend monthly/bi-monthly Professional Learning Network (PLN) meetings offered throughout the county and to pass the CPACE examination. She met these two goals and received additional training related to the COVID pandemic and school closure. The Teacher Principal completed as many of the Professional Development activities outside of the school day to minimize disruption to the student's instructional activities. Due to COVID closures moving to online training, she used two of the planned 10 substitute days for professional development or admin-related duties.

CPACE: The Teacher/Principal completed a self-paced, independent study program to prepare for the CPACE and passed all sections of the test in February 2019, which means she is eligible to apply for a California administrative credential.

PLN: The Teacher/Principal attended 94% of all LCAP and PLN meetings that took place online and in person. These dates included 8/21, 10/2, 10/16 (absent), 11/20, 12/4, 12/18, 1/22, 1/29, 2/5, 2/26, 3/18, 3/26, 4/8, 4/29, 5/6, and 5/20.

COVID: When the school closed due to COVID, the Teacher/principal began attending weekly Superintendent meetings with Public Health and other district leaders to receive training and plan for effective ways to deal with the emerging health crisis. These dates included 3/11, 3/13, 3/29, 4/1, 4/15, 4/22, 4/29, 5/6, 5/13, 5/20/5/27, 6/3, and 6/10. She also completed additional online county meetings on using technology to provide instruction to students remotely on 4/9 and 4/16

The district provided a broad course of study for all students that includes instruction in all core subjects and provided the opportunity for all students to participate in standards-based instruction in all core subjects. 100% of students received a broad, balanced comprehensive curriculum that included standards-based instruction in math, ELA, Designated English Language Development, writing, History-Social Studies, Physical Education, and Visual and Performing Arts. The district and county reviewed the Master Schedule to ensure that instructional minutes met CDE guidelines. ELD instruction was provided for 30 minutes a day and integrated throughout the curriculum. A copy of the schedule was provided to the School Board, the parents, and the San Benito County Office of Education in August 2018.

The district provided all students access to standards-based texts and instructional materials from the latest adoption cycle in all core subjects. The inventory of student textbooks showed that current materials were sufficient to meet the number of students enrolled in Jefferson. All Chromebooks were used by students, the Teacher Principal, and the Instructional Aid on a daily basis. The district provided all students with an iPad or Chromebook to use at home when the school closed due to COVID. During the first week of school closure, the students were given the opportunity to attend school via Google Meet while the staff converted materials to a digital format. After the first week, the students received online, synchronous instruction with the teacher and Instructional Aid. Because of the increased time the students spent on the computer, the instructional day was shortened from 3:00 to 2:15, at which time the students were excused for at-home physical education activities. The time they spent with the staff via the synchronous instruction met and exceeded the state's recommended hours.

The district provided a clean, safe, well-maintained, facility in which to learn. Jefferson received a "Good" rating on the Facilities Inspection Tool. Repairs for the blacktop were scheduled, but the asphalt company canceled the work due to COVID restrictions.

Goal 2

PUPIL OUTCOMES

Goal 2: Ensure that by May 2020, all students will increase their achievement in English Language Arts and Math; performance gaps will begin to close; 100% of EL students enrolled on Census Day will increase one level per year on any of the ELPAC subtests; and beginning in 17-18, 85% of EL students continually enrolled for 48 months will qualify for re-classification with that time.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentages will be added when the 2017 scores are reported. A. CAASPP Test (ELA) B. CAASPP Test (Math) C. CAASPP Test (Writing). Lucy Calkin's Writing Program to replace CAASP Writing Test in 2019. D1. ELPAC Test results. D.2 ELPAC Test Results **19-20** Goal #2: Primary focus for student improvement is ELA. The secondary focus is Math A. By May 2020, the percentage of students in grades 3-8 meeting standards in ELA will increase 8%.	A. Due to the Coronavirus Pandemic, the state lifted requirements for CAASPP (ELA) testing. No comparison data for these tests are available. B. Due to the Coronavirus Pandemic, the state lifted requirements for CAASPP (Math) testing. No comparison data for these tests are available. C. Due to the Coronavirus Pandemic, the state lifted requirements for CAASPP (Writing) testing. No comparison data for these tests are available. D1: ELPAC: Partially Met. By October 2020, 50% of EL students enrolled on Census Day improved one level in any of the ELPAC sub-tests or maintained Level 4. D2: Redesignation: Met. By October 2020, 100% of EL students continuously enrolled for 48 months met the criteria and were reclassified. Local Control Indicators: STAR 360 ELA

Expected	Actual
A.1 By May 2020, the percentage of EL students in grades 3-8 meeting standards in ELA will remain at 100%. A.2 By May 2020, one student with disabilities in grades 3-8 will increase his/her ELA scale score 50 points over scale score from 2019. B. By May 2020, the percentage of students in grades 3-8 meeting standards in Math will increase 8%. B.1 By May 2020, the percentage of EL students in grades 3-8 meeting standards in Math will increase 8%. B.2 By May 2020, one student with disabilities in grades 3-8 will increase his/her scale score in Math by 50 points. C. By May 2020, the percentage of students in grades 3-8 meeting standard in Writing will increase 8%. C.1 By May 2020, 8% of EL students in grades 3-8 will meet the standard in Writing. C.2 By May 2020, one SWD in grades 3-8 will achieve "Nearly Met" in writing. D1. By May 2020, 100% of EL students enrolled on Census Day will improve one level in any of the ELPAC sub-tests or maintain Level 4. D.2 Re-designation: By May 2020, 50% of EL students continuously enrolled for 48 months will meet the criteria and be re-classified.	(Note: Data does not include one student who entered Jefferson the second half of the year just before COVID closures occurred) 2019-2020 ELA: 100% of students improved their score from the beginning of the year by an average of 123 Scaled Score points with a growth range of 41 to 270 points. 60% were at or above grade level, and 40% were approaching grade level. 2019-2020 Math: 100% of students improved their score from the beginning of the year by an average of 113 Scaled Score points with a growth range of 14 to 189 points. 60% were at or above grade level, and 40% were approaching grade level. 100% were at grade level.

Baseline
Goal #2, 2016-2017
The focus for student improvement is ELA.

A. By May 2017, the percentage of students in grades 3-8 meeting or exceeding standards in ELA increased by 20.5% percent.   As a result, the percentage of students meeting grade-level standards in ELA improved from 17% in 2016 to 37.5% in 2017. By May 2018, the percent of students meeting standard in ELA will increase 8%

A.1 By May 2017, the percentage of EL students in grades 3-8 meeting or exceeding the standard in ELA was 12.5%. As a result, the percentage of English Learners meeting grade-level standards in ELA improved from 0% in 2016 to 12.5% in 2017. By May 2018, the percent of EL students meeting standard in ELA will increase 8%

A.2 By May 2017, the percentage of students with disabilities in grades 3-8 who met the standard in ELA remained at 0%. By May 2018, one SWD will increase his/her scale score in ELA 50 points.

B.   By May 2017, the percentage of students in grades 3-8 meeting or exceeding standard in Math increased by 20.5% percent.   As a result, the percentage of students meeting grade-level standards in Math improved from 17% in 2016 to 37.5% in 2017. By May 2018, the percent of students meeting standard in Math will increase 8%

B.1 By May 2017, the percentage of EL students in grades 3-8 meeting or exceeding the standard in Math was 12.5%.   As a result, the percentage of English Learners meeting grade-level standards in Math improved from 0% in 2016 to 12.5 % in 2017. By May 2018, the percent of EL students meeting standard in Math will increase 8%

Expected	Actual
B.2 By May 2017, the percentage of students with disabilities in grades 3-8 (2 students) meeting grade-level standards in Math remained at 0%. By May 2018, one SWD will increase his/her scale score by 50 points. C. By May 2017, the percentage of all students in grades 3-8 meeting grade-level standards in Writing remained at 0%. By May 2018, 8% will achieve the standard in writing C.1 By May 2017, the percentage of EL students meeting or exceeding the standard in Writing was 0%. By May 2018, 8% of EL students in grades 3-8 will meet the standard in Writing. C.2 By May 2017, the percentage of SWD meeting or exceeding standard as measured by CAASPP in Writing was 0%. By May 2018, 8% will "Nearly Meet" standard in writing. D.1 By May 2017, 100% of EL students increased one level on any of the CELDT subtests. D.2 Reclassified: By May 2017, 0% of students were reclassified. Two of Jefferson's English Learners were identified as Long Term English Learners. Neither student met the criteria for re-classification.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ASSESSMENTS 1.0 Testing: 1.1 Teacher will prepare a comprehensive testing schedule with prescribed dates for administering STAR 360, (monthly), Benchmark	1.1 Schedule testing dates. Work to occur on regular workday. No funding needed. $00.00	1.1 Testing dates scheduled. Work occurred on regular workday. No funding needed. $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Writing (trimester), Smarter Balanced Practice Interim tests, CAASPP tests (annually), and ELPAC testing (annually). DISTRICT ASSESSMENTS 1.2 (Modified) Teacher will use Lucy Calkin's nationally normed Grade Level Writing Rubrics to assess monthly writing prompts and trimester Benchmark Writing Prompts. 1.3-1.4 (Combined) Purchase STAR 360 for district assessment of Math and ELA and use assessment results of STAR 360 to analyze, plan, modify instruction, share with stakeholders, and collaborate with instructional staff. STATE TESTING 1.5 Teacher to analyze 2020 CAASPP results. Disaggregate data and compare test results of all groups including EL and SWD to identify gaps. Develop actions to improve the performance of all students. Develop actions to reduce gaps. Report results to Board and parents. 1.6 Teacher to analyze results of ELPAC tests and adjust instruction to meet individual needs in improving their performance in the 4 tested areas of reading, writing, listening speaking. Report results to Board and parents.	1.2 Analyze students' writing samples. Work to be done on minimum days. No additional funding needed. $00.00 1.3 Purchase STAR 360 for formative testing Contract with COE. = $1155.00 5000-5999: Services And Other Operating Expenditures Supplemental $1155.00 1.4 Analyze results of district assessments. Adjust instruction and intervention as indicated. Work to occur on minimum days. No need for additional funding. $00.00 1.5 Analyze Smarter Balanced test results. Plan actions to reduce gaps. Work to be performed on a Minimum Day. No additional funding needed. $00.00 1.6 Analyze ELPAC results. Plan actions to increase EL proficiency in the 4 tested categories. Work to be performed on a Minimum Day. No additional funding needed. $00.00	1.2 Analyzed students' writing samples. Work done on minimum days. No additional funding needed. $0.00 1.3 Purchased STAR 360 for formative testing Contract with COE. = $1155 5000-5999: Services And Other Operating Expenditures Supplemental $1155 1.4 Analyzed results of district assessments monthly. Adjusted instruction and intervention as needed. Work occurred on minimum days. No need for additional funding. $0.00 1.5 Analyzed Smarter Balanced test results. Planned actions to reduce gaps. Work performed Minimum Day. No additional funding needed. $0.00 1.6 Analyzed ELPAC results. Planned actions to increase EL proficiency in the 4 tested categories. Work performed on a Minimum Day. No additional funding needed. $0.00
DIFFERENTIATION/INSTRUCTIONAL STRATEGIES for ALL Students and Subgroups of Students (SWD & EL) 2.0 Grouping for Instruction, including All Students and subgroups 2.1 - 2.3 (Combined) Continue to group students for instruction in small, flexible groups of 1-4 to provide Independent Learning Center practice, differentiated instruction, MTSS Intervention, guided practice and Tier 1	2.1-2.3 (combined) Grouping for Instruction with academic and social/emotional skills. Part of instructional planning. No additional funding needed. $0.00 2.4 & 2.5 Differentiating Instruction & Instructional Strategies will be included in	2.1-2.3 (combined) Grouping for Instruction with academic and social/emotional skills. Part of instructional planning. No additional funding needed. $0.00 2.4 & 2.5 Differentiating Instruction & Instructional Strategies was included in regular

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
or 2 level support. Groups will include social/emotional objectives as well as academic objectives. 2.4 (Combined from Goal 2, Action 4.0-4.1) Instructional Strategies will be differentiated by a) Grouping b) Content c) Activities d) Assessment e) Questions 2.5 (Combined from Goal 2, Action 7.1-7.3) Utilize a variety of Research-Based Instructional Strategies including Bloom's Taxonomy, Metacognition, Inquiry, Thinking Within Without and Beyond Text, and Academic Discourse	regular planning. No additional funding needed. (PD needs will be funded under Goal 1, Action 3.2) $0.00	planning. No additional funding needed. (PD needs will be funded under Goal 1, Action 3.2) $0.00
3.0 Provide Learning Centers that will provide reinforcement, intervention, extension, and enrichment according to assessed student need. Note that certain Centers are required from some groups of students. 3.1 Met in 2017-2018. Dropped for 19-20 3.2 Teacher to annually review, revise, develop and schedule Learning Centers for their efficacy in meeting students' needs and their usefulness in providing the teacher with easily accessible, informative data. Collaborate with RSP Specialists on Centers for RSP students. Offered in 19-20 * Math Prodigy * ST Math * Epic (online book library) * Footsteps to Brilliance (Required, grades K-3) * Audio Text/Kindle Books * RAZ Kids (Reading) (Required, EL & SPED) * NewsELA (leveled non-fiction reading) * Writing (Creative and Expository)	3.1 Action met in 17-18. Dropped for 19-20 3.2 Purchase &/or renew licenses and subscriptions for Learning Centers. 5000-5999: Services And Other Operating Expenditures Base $500.00 3.2 Purchase materials and supplies for creating &/or revising existing Centers and the Cross Content Project 4000-4999: Books And Supplies Base $100.00	3.1 Action met in 17-18. Dropped for 19-20 v 5000-5999: Services And Other Operating Expenditures Base $797 3.2 Purchase materials and supplies for creating &/or revising existing Centers and the Cross Content Project 4000-4999: Books And Supplies Base $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* Vocabulary/Spelling City * Cursive, Printing Practice, Keyboarding Practice * Approved Independent Project * Tier 1 or Tier 2 support from teacher or aide as needed. 3.3 (Adapted from Goal 2, Action 5.0-5.1) Learning Centers to include one Cross Content Project that integrates content from 4+ curricular areas that include ELA and technology within the project.		
4.0-4.1 DIFFERENTIATED INSTRUCTION (Dropped and included in Goal 2, Action 2.4)		
5.0-5.1 CROSS CONTENT INSTRUCTION (Dropped and included in Goal 2, Action 3.3) 6.0 Cross-Content Writing Instruction-Dropped Action 6.0 discontinued. Basic Writing Course implemented instead. 7.0-7.3 THINKING ACROSS CONTENT AREAS (Dropped and included in Goal 2, Action 2.5)		
8.0 English Language Arts 8.1 Teacher to review and revise the scope and sequence of the CCELA standards including the priority skills and pacing chart for all students. 8.2 (Dropped. PD Included in Goal 1, Action 3.3)	8.0-8.1 Continue to review & revise scope and sequence of ELA adopted texts. Work to be performed on staff "workdays." No additional funding needed. $00.00 8.2 (Dropped. PD Included in Goal 1, Action 3.3) $00.00	8.0-8.1 Continue to review & revise scope and sequence of ELA adopted texts. Work to be performed on staff "workdays." No additional funding needed. $0.00 8.2 (Dropped. PD Included in Goal 1, Action 3.3)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8.3 Teacher to continue to fully implement the CCELA Standards using textbooks from the latest adoption cycle, i.e. HMH "Journeys" and "Collections" Series. Purchase additional components of the series as needed. WRITING INSTRUCTION 8.4 (Modified) Teacher to continue to fully implement the standards-based district writing program using Lucy Calkin's "Grade Level Units of Writing" and "The Writing Process." Writing instruction will be given priority scheduling in the Instructional Day. 8.5 (Dropped. PD Included in Goal 1, Action 3.3) 8.6 (Dropped. Writing assessment analysis included in Goal 2, Action 1.2)	8.3 Purchase additional components of the adopted series as needed. Funded under Goal 1, 5.2 . $00.00 8.4 Implementing the district writing program is part of regular instruction. No additional funding needed. $00.00 8.5 (Dropped. PD Included in Goal 1, Action 3.3) $00.00 8.6 (Dropped) $00.00	8.3 No additional components were purchased. Funded under Goal 1, 5.2 $0.00 8.4 Implemented the district writing program as part of regular instruction. No additional funding needed. $0.00 8.5 (Dropped. PD Included in Goal 1, Action 3.3) $0.00 8.6 (Dropped) $0.00
9.0 Mathematics- 4th year of implementation 9.1 (Modified)Teacher to revise the Math Scope and Sequence Chart for each student with a particular emphasis on prioritizing skills and Pacing for each student. Align the ST Math with the Core Curriculum 9.2 Teacher to fully implement the Common Core Math Standards using "Envision" and "California Math," and instructional materials from the most recent adoption cycle. Purchase additional adopted texts and supplementary Instructional materials as needed. 9.3 - 9.4 (Combined) Utilize Instructional Strategies that include Problem Solving Strategies, Number Talks, and Writing to Explain Math Problems.	9.1 Refine the math scope and sequence. Work to be performed on staff workday. No additional funding needed. $00.00 9.2 Purchase additional math texts and supplementary instructional materials as needed to correct insufficiency due to loss, damage, enrollment and grade level changes (Funded under Goal 1, 5.2) 9.3 - 9.4 Instructional Strategies to be included as part of regular instructional planning. (PD needs funded under Goal 1, 3.3)	9.1 Refined the math scope and sequence. Work performed on staff workday. Update Feb 2012 for EOY instruction. No additional funding needed. $0.00 9.2 Supplementary materials for Algebra I text purchased. (Funded under Goal 1, 5.2) 9.3 - 9.4 Instructional Strategies were included as part of regular instructional planning. (PD needs funded under Goal 1, 3.3)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

10.0 STEAM/VAPA
 	
10.1 (Modified) Teacher to continue implementing NGSS, STEM, and STEAM activities. Conduct a science program of at least 50-60% hands-on science investigations. Students to create a minimum of one major Engineering project.
 	
10.2 Inventory and purchase additional science supplies as needed. Funded under Goal 1, 6.0
 	
VISUAL AND PERFORMING ARTS
10.3 Visual Arts (Modified) - Students to continue to learn the principles and elements of visual arts through the "Meet the Masters" art program. Art Supplies are funded under Goal 1, Action
 	
10.4 Performing Arts: Students attend an instrumental or choral music concert.
 	
10.5 Students produce a school musical or play incorporating the elements of theater and music.
 	
10.6 (New) Students to receive musical training through weekly piano lessons on the new school keyboards. They will present a music recital to their parents during the year.
	10.1 Fees for science PD funded under Goal # 1, 3.2.
	Substitute salary and benefits funded under Goal #1, 3.3.
	  $00.00
	
	10.2 Purchase science materials supplies, and equipment funded under Goal #1, 6.0 $00.00
	
	10.3 (Modified) Art supplies funded under Goal 1, Action 6.0
	
	Purchase a Meet the Masters art program subscription.
	 5800: Professional/Consulting Services And Operating Expenditures Supplemental $100.00
	
	10.4 Cost to attend musical production. Funded under Goal 4, 6.1 $00.00
	
	10.5 Cost to produce school musical includes copyright fee, costumes, props, invitations, etc.
	Copyright $70
	Costumes $35.58
	 4000-4999: Books And Supplies Base $100
	
	10.6 The student piano recital to be funded under Goal 3 (Parent engagement) $0.00
		10.1 Fees for science PD funded under Goal # 1, 3.2.
		Substitute salary and benefits funded under Goal #1, 3.3.
		  $0.00
		
		10.2 Purchase science materials supplies, and equipment funded under Goal #1, 6.0 $0.00
		
		10.3 (Modified) Art supplies funded under Goal 1, Action 6.0
		
		Purchased a Meet the Masters art program subscription.
		 5800: Professional/Consulting Services And Operating Expenditures Supplemental $ 105.00
		
		10.4 Cost to attend musical production. Funded under Goal 4, 6.1 $0.00
		
		10.5 Cost to produce school musical includes copyright fee, costumes, props, invitations, etc.
		4000-4999: Books And Supplies Base $ 106.00
		
		10.6 The student piano recital to be funded under Goal 3 (Parent engagement) .... (Extra Piano Books) $0.00

11.0 DESIGNATED ELD PROGRAM (Modified: EL students to participate in DELD for 30 minutes a day with Vocabulary and SDAIE strategies integrated throughout the curriculum.	(Removed) 11.1 Additional F & P levels not purchased next year. 4000-4999: Books And Supplies $0.00	(Removed) 11.1 Additional F & P levels not purchased next year. 4000-4999: Books And Supplies $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
11.1 & 11.2 Dropped (Included in Goal 2, Action 2.0) 11.3 Dropped (Included in Goal 1, Action 6.0) 11.4 Teacher to read aloud to students daily, explaining vocabulary as it occurs and then using it multiple times in various contexts. 11.5 & 11.7 (Combined) Students listen to Kindle, RAZ audiobooks, and other Choral Reading materials with teacher or Instructional Aide support. Funding included in Goal 1, Action 6.0) 11.6 (Modified) Students will participate in Literacy related centers, including 30 minutes with Instructional Aide using Fountas & Pinnell Intervention materials. 11.8 Dropped (Included in Goal 2, Action 2.1-2.3) 11.9 Dropped (Included in Goal 2, Action 1.6) 11.10 & 11.11 Dropped (Included in Goal 1, Action 3.3)	(Removed) 11.2 Purchase leveled sets of books that match student proficiency levels for Guided Reading instruction. (Funded under Goal 2, Action 3.0) 4000-4999: Books And Supplies Supplemental $0.00 (Removed) 11.3 Purchase non-fiction Student Scholastic Magazine subscriptions for academic vocabulary and reading for a purpose. 4000-4999: Books And Supplies Supplemental $0.00 11.4 Teacher to read aloud daily focusing on teaching vocabulary in context. Part of instruction. No additional funding needed. $00.00 11.5 Purchase an additional audio player, extra headphones, audio books and matching print books for students to use to follow along as they listen to the audio. 4000-4999: Books And Supplies Supplemental $300.00 11.6 Renew and purchase new subscriptions/licenses for for ELD Learning Centers. (Funded under Goal 2, Action 3.0) 4000-4999: Books And Supplies Supplemental $0.00 11.7 & 11.8 Purchase oral language materials such as plays and choral reading materials and supplies for cooperative learning	(Removed) 11.2 Purchase leveled sets of books that match student proficiency levels for Guided Reading instruction. (Funded under Goal 2, Action 3.0) 4000-4999: Books And Supplies Supplemental $0.00 (Removed) 11.3 Scholastic magazine subscription not purchased for 2019-2020 4000-4999: Books And Supplies Supplemental $0.00 11.4 Teacher read aloud daily focusing on teaching vocabulary in context. Part of instruction. No additional funding needed. $0.00 11.5 Purchased extra headphones for students to use. 4000-4999: Books And Supplies Supplemental $147 11.6 Renew and purchase new subscriptions/licenses for for ELD Learning Centers. (Funded under Goal 2, Action 3.0) 4000-4999: Books And Supplies Supplemental $0.00 11.7 & 11.8 Purchase oral language materials such as plays and choral reading materials and supplies for cooperative learning

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	activities. (Funded under Goal 2, Action 3.0) $0.00	activities. (Funded under Goal 2, Action 3.0) $0.00
	(Removed) 11.9 - Included under Goal 2, Action 1.3-1.4)	(Removed) 11.9 - Included under Goal 2, Action 1.3-1.4)
	11.9 Fees for professional Development funded under Goal 1, 3.2 Substitute and Benefit costs funded under Goal 1, 3.3. $00.00	11.9 Fees for professional Development funded under Goal 1, 3.2 Substitute and Benefit costs funded under Goal 1, 3.3. $0.00
	11.11 Instructional Aide to provide interventions to students under guidance and direction of the teacher (Included in Goal 1, Action 2.0 and 3.3) $00.00	11.11 Instructional Aide to provide interventions to students under guidance and direction of the teacher (Included in Goal 1, Action 2.0 and 3.3) $0.00
12.1 District to provide a Summer Reading program.	12.1 Purchase e-books for Kindles. Purchase Kindles as needed. (Funded under Goal 1, Action 6.0 as needed) 4000-4999: Books And Supplies Base $0.00	12.1 Purchase e-books for Kindles. Purchase Kindles as needed. (Funded under Goal 1, Action 6.0 as needed) 4000-4999: Books And Supplies Base $0.00

Goal Analysis

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

All Actions/Services were implemented as planned within a difference of no more than $300.

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

The district utilized STAR 360 ELA, STAR 360 Math, CAASPP data, and ELPAC as outlined in Action 1. Each of these assessments was used to assess students' mastery toward standards, plan instruction and meet individual needs. The Johnston Spelling inventory was used to guide instruction for foundational reading skills. Results of assessments were shared with the parents and Board members.

Students were flexibly grouped for instruction and provided differentiated instruction. Groupings included direct instruction, Tier 1 and Tier 2 interventions, as well as Learning Centers. Students were grouped to offer reinforcement, intense intervention, and/or enrichment. Students were taught social/emotional skills through targeted instruction, integrated throughout the curriculum, planned classroom meetings, and as needed when conflicts arose. After in-person instruction closed in March due to the COVID pandemic, the staff continued to offer these groupings by transferring material from print to digital access as much as possible to allow for direct instruction to continue throughout the day.

Learning Centers were provided and reviewed, revised, and developed to offer rigorous instruction, intervention, and extension. Collaboration with RSP specialists occurred on a weekly basis as part of the weekly services offered. Core Centers: Math Prodigy, Footsteps to Brilliance, Writing, and specially assigned projects, keyboarding, handwriting practice, Vocabulary/Spelling City, and RAZ Kids Plus. The following centers were dropped: Breakout EDU. Audiobooks and novel studies were available for interested students

The teacher differentiated instruction by grouping, content delivery, activities, and assessment. Scaffolding and support through sentence stems, modeling, etc. was provided for students to respond to higher order thinking questions

Cross Content Instruction was provided through integrating ELA and Math within science and Social Studies units. Interconnection and real-world application was integrated throughout all content areas. Project-Based Learning activities were considered but not fully implemented as described in this section. Technology integration and implementation of core curriculum and materials remained the primary focus for this school year.

The Basic Writing Course was provided through the ELA core curriculum with planned writing prompts included in all subject areas including math, Social Studies, and science.

The district employed a thinking curriculum across content areas. Bloom's Taxonomy was implemented as well as question stems and Academic Discourse discussion prompts. Principal Teacher provided training to Instructional Aid on questions About Text, Within Text, and Beyond Text as part of the reading intervention program. Metacognition practices were modeled to students throughout the instructional day. Cooperative learning activities were provided to students to share their thinking with their peers. Students were taught strategies to articulate claims about their reading and provide evidence to support their claims.

English-Language Arts: Principal Teacher created an ELA scope and sequence chart for the instructional year. The plan was used to guide instruction. The actual implementation pacing for ELA was slower than anticipated. The Teacher Principal did not participate in formal PD on HMH Journeys and Collections; rather she utilized prior training on implementing other ELA series. The PD on this specific series was through self-study. The Teacher Principal implemented the CCELA standards using textbooks from the latest adoption cycle. No additional components were purchased this year.

Mathematics: A new mathematics scope and sequence was developed. Instruction focused on core skills through the adopted series, basic calculation/math facts fluency intervention provided, and the ST Math (Spatial Temporary Math) Computer Adaptive program. The teacher fully implemented common core math standards using Envision and California Math using materials from the most recent

adoption cycle. Math problem-solving strategies were taught as part of the core math program using Envision and California Math adopted text. Students were taught to read and write about math as part of regular instruction.

Science: The teacher developed a scope and sequence chart for science. The science program included hands-on investigations that supported the science-adopted text. Some science supplies were purchased this year to support science investigations and students' science projects for the county and school STEAM family nights. Participation in the STEAM was canceled due to closures associated with the pandemic.

Visual and Performing Arts: Art materials and lessons were taught to students on a weekly basis using Meet the Masters curriculum. Piano lessons were taught each week until March. Music instruction was provided as students prepared to perform in a school musical. Students performed in a musical play called "A Fractured Nutcracker" in which all students had a speaking and singing part. Funds were used to purchase costumes, props, etc.

ELD Instruction: Students were provided both grade level, core reading instruction with appropriate scaffolding as well as reading instruction at students' current reading instruction level. Fountas & Pinnell Leveled literacy was fully implemented for 30 minutes each full school day. The teacher Principal provided guided reading instruction to small groups who read at the same proficiency level. Students were also provided differentiated, scaffolded reading instruction at their grade level. Sufficient nonfiction magazine materials remained from previous years' purchases. No additional magazines were needed. The teacher Principal read aloud daily to students with a focus on vocabulary in context. No additional audiobooks were purchased, but prior purchases were available to students. During the second part of the school year, two new ELD students enrolled in Jefferson. At that time, ELD instruction was increased to 60+ minutes a day with extra language support from the Teacher/Principal and Instructional Aid to complete assigned activities.

Goal 3

ENGAGEMENT: PARENT INVOLVEMENT

Ensure that all parents have the support, the encouragement, and the opportunities to increase their communication and connection with the school, participate in all school programs, and provide input into school decisions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Surveys and Interviews B. SSC Election Documents; SSC Training Documents; SSC Agendas, Minutes & Work Products; LCAP Meeting Notes; C. Surveys and Interviews D. Calendar of Parent/School Events; Rosters of Parent Attendance at School Events; Records of Parent Participation in Parent/Teacher Conferences; Roster of Attendance at "School Orientation." E. Attendance Sign-In; Photographs F. Surveys/Interviews; Attendance Rosters; Copies of Communication; sign-up Records G. Surveys/Interviews; Attendance Rosters; Copies of Communication	A. Communication: Goal Met 100% of parents rated home/school communication as very good to excellent. Weekly Friday Folder continued as the primary mode of two-way communication between home and school. Parent night to discuss Google Classroom was planned but replaced to share information during parent teacher conferences. B. SSC Membership Goal Partially Met Four formal SSC meetings with parents in attendance were held in 2019-2020. Dates included: 8/29/2020, 9/26/2019, 10/8/2019, 11/142019, 2/14/2020 C. Parent Decision Making Goal Met. 100% of parents agreed that the school makes strong attempts to include parents in decision making. 100% agreed that they have frequently participated in giving input into school decisions. D. Parent Education Partially Met. D.1 100% of parents attended "School Orientation" and parents were provided information about the standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, and School events.

19-20

A. Communication:
100% of parents will continue to rate home/school communication as very good to excellent. Weekly Friday Folders will continue as the primary mode of two-way communication between home and school.

B. SSC Membership
10 SSC meetings will be held in 2019-2020. It will include outreach efforts to communicate Agenda, Minutes, and Decisions to all families, especially those not in attendance. The school will also hold 10 Student Council Meetings coordinated to SSC or Board Meeting dates.

C. Parent Decision Making
85-100% of parents will agree that the school makes strong attempts to include parents in decision making. 85%-100 will agree that they have frequently participated in giving input into school decisions.

D. Parent Education
D.1 80%-100% of parents will continue to attend "School Orientation" during which parents will be provided information about the standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, and School events.
D.2 100% of parents will continue to attend Parent Conferences.
D.3 80%-100% of parents will continue to attend at least 2 parent education events that showcase student work and provide information about the standards underlying the students' work.

D.4 "Family Learning Night" is a parent education event that calls for active parent participation. The district will continue to hold an annual "Family Learning Night" where students, staff, and parents participate in learning activities together, and parents learn strategies for helping their children at home. 80%-100% of parents will attend."

D.2 100% of parents attended November Parent Conferences. 100% attended March conferences.

D.3 67% of parents attended 2 parent education events that showcase student work and provide information about the standards underlying the students' work. Events: School Play, School Recital/Graduation. 100% of the families attended at least one of the events planned for this goal.

D.4 "Family Learning Night:" Not met. This activity was canceled due to COVID safety concerns. Information planned for this event on using Google technology was shared during Spring Conferences with 100% of the parents.

E. "Family Fun Night:" Not Met. One family fun night was planned for October with 20% of parents in attendance. This activity was replaced by an overnight field trip to San Jose for the "Hansel and Gretel Opera" field trip. 50% of the households had parents in attendance for this event.

F. Not Met. No new community volunteers were recruited during this school year.

G. Not Met. Several activities were planned for this year, but not implemented. Planned but canceled activities included building a school garden, school cleaning volunteer day, and HAM radio licensing. HAM radio had 20% participation. Volunteer activities planned for the second half of the year were canceled for COVID safety concerns.

Expected	Actual
E. "Family Fun Night:" 80%-100% of parents will continue to participate in the annual "Family Fun Event" where parents, students, and staff build and solidify communication and relationships by having fun together. F. An average of 80%-100% of parents will participate in school events and activities primarily by their attendance. In 19-20, the district will have 50% of parents become actively engaged through volunteer activities. G. In 19-20 the district will continue a Community Outreach Program with the goal to enlist 10 members of the larger community to actively participate in the school by attending at least one event or volunteering at the school. **Baseline** A. Home/School Communication: 100% of parents rated home/school communication as good. 100% or parents stated that their preferred mode of communication was through face-to-face communication and the "Weekly Friday Folder" which contains school announcements; notice of upcoming events; students' weekly corrected work, a monthly newsletter, and a student progress report. B. SSC Membership SSC elections were held. The training was provided and documented. A parent from one of the three Hispanic families was elected to the SSC. The newly elected member gave parents of English Learners a direct voice and pathway for expressing their views and providing input into decisions regarding improving programs and services for their children. 100% of parents on SSC rated their level of participation in decision-making as high to very high. C. Parent Participation in Decision Making:	

Expected	Actual
80% of parents participated in the LCAP Process by providing input into needs, focus areas, and goals. They provided input into identifying actions/services to meet the goals and participated in evaluating the school's progress on implementation of the LCAP. D. Parent Education. D.1 100% of parents attended "School Orientation" Night" during which parents were provided information about the standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, and School Events. D.2 100% of parents attended Parent Conferences. D.3 100% of parents attended at least two "Curriculum Nights' parent education events that showcased student work and provided information about the standards underlying the students' work. D.4 "Family Learning Night," is annual parent ed. event during which students, staff, and parents participate in learning activities together, and parents learn strategies for helping their children at home. This year's event was called "Eat A Book" and the goal was to provide parents with information and modeling on how to help their children at home to become better readers. 100% of parents attended. 5 community members participated as presenters at "Eat a Book." E. "Family/ Fun Night:" This is an annual event where parents, students, and staff build and solidify communication and relationships by having fun together. The specific activities change from year to year. This year (16-17) 100% of parents and 8 community members participated in the "Family Fun Event." F. Parent Volunteerism. No data. New in 17-18 G. Community Outreach: No data. New in 17-18	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. 0 Home-School Communication: Teacher to maintain ongoing two-way written communication between home and school by sending home a weekly "Friday Folder" and a daily "Assignment Binder."	1.0 Annual cost of publishing a Friday Folder and Newsletter. 4000-4999: Books And Supplies Base $50.00	1.0 Annual cost of publishing a Friday Folder, $15, No newsletter. 4000-4999: Books And Supplies Base $15
2.0 Parent Input into Decisions 2.1-2.3 (Combined) The SSC will consist of two parents, one student, the Teacher Principal, and Instructional Aid. Ten meetings will be held in 2019-2020.	2.1-2.2 SSC and LCAP training materials are available on the internet. No additional funding needed. $00.00	2.1-2.2 SSC and LCAP training materials are available on the internet. No additional funding needed. $0.00
2.4 Continue to Inform parents of the various means the school uses to solicit input into decisions such as short questionnaires, holding individual and small group information-gathering conferences, phone conversations, emails, parking lot talks, principal coffees, and home visits. Encourage parents to be actively involved in the LCAP process.	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1 $00.00 2.4 Cost of printing staff, student, parent, community surveys. (Funded under Goal 1, 6.0) 4000-4999: Books And Supplies Base $0.00	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1 $0.00 2.4 Cost of printing staff, student, parent, community surveys. (Funded under Goal 1, 6.0) 4000-4999: Books And Supplies Base $0.00
2.5 (Modified) Teacher/Principal and SSC to continue to develop parent, student, staff surveys and/or interviews each year to obtain input into the "state of the school," regarding the instructional program, physical and emotional safety, the condition of the school, school climate & culture, parent involvement in decision making, engagement of students and parents, pupil performance, and input regarding the strengths and areas needing improvement. Use the data to inform school improvement efforts.		
2.6 (New) Seek student input in LCAP and other school decisions by holding at least 10 formal Student Site Council Meetings in 2019-2020		
Parent Participation in Activities	3.0-3.1 Duplicating costs and binders for handouts	3.0-3.1 Duplicating costs and binders for handouts ... donations

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 District to continue to provide an opportunity for parents to attend a "School Orientation" where they learn about the Master Schedule, the Student Behavior Management Plan, Attendance, Common Core Curriculum, Next Generation Science Standards, Textbook Adoption, CAASPP Testing, etc. 3.2 District will continue to hold standard-based "Curriculum Nights", each featuring a particular content area such as Science, Art, Dance, Math, Reading. At "Curriculum Nights," the standards for that subject will be discussed with parents and student work related to the standard will be showcased. Each student will present his/her work and speak about the standards underlying it. . 3.3 District to continue to hold a "Family Learning Night" where students, staff, and parents join together to participate in fun and educational learning activities. Parents are given ideas for extending the activities at home and are provided with the materials to do so. 3.4 Teacher to continue to hold Parent /Teacher Conferences for all students of about 30-40 minutes per child to occur in August, November, and March At each conference, the teacher to ask parents to provide input about their child's learning history, social and emotional skills, their child's attitudes about learning and school, and their special hobbies or interests. Teacher to review test scores, review a portfolio of the students' work, review attendance, homework, and behavior records, and ask for parent input pertaining to their child's quarterly goals for their child. At subsequent conferences, the teacher will review the most current data, and together parents and teacher will revise the child's improvement goals.	4000-4999: Books And Supplies Base $25.00 3.2 Supplies for Family Learning Night activities 4000-4999: Books And Supplies Base $150.00 3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Family Learning Night. Funded under Goal #3, 5.1 below 3.4 Parent/Teacher Conferences. Work to be performed on minimum days and conference days. No funding needed. $00.00	4000-4999: Books And Supplies Base $5 3.2 Supplies for Family Learning Night activities, Winter Performance, Hybrid Graduation 4000-4999: Books And Supplies Base $50 3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Family Learning Night. Funded under Goal #3, 5.1 below Pancake Breakfast, Fractured Nutcracker Play, Virtual Graduation goody bag 3.4 Parent/Teacher Conferences. Work performed on minimum days and conference days. No funding needed. $0.00
4.0 Parent Engagement Through Family Fun Events 4.1 Maintain 100% parent and community engagement and connection to the school by continuing to hold at least one "Family Fun" event. "Family Fun" events facilitate informal conversation where people get to know each other better and where they build and solidify relationships.	4.0 "Family Fun" Materials and Supplies. Guest Presenter funded under assemblies, LCAP Goal 4, 6.1 4000-4999: Books And Supplies Base	4.0 "Family Fun" Materials and Supplies. Guest Presenter funded under assemblies, LCAP Goal 4, 6.1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 This action has been dropped from this section as it is included in Goal 3, 7.1 as part of "Community Outreach."	4.1 Dinner Cost of Dinner fo "Family Fun Night" funded under Goal #3, 5.1 below	4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1 below
5.0 Support and Incentives to Participate in School Events 5.1 District to continue to provide supports and incentives for parents and community members to participate in parent education events, Family Fun Night, and student performances by serving meals/snacks (if meeting or event is at mealtime) and scheduling meetings/events at times to accommodate parent's work schedules. Jefferson enjoys 100% participation in almost every event.	5.1 Cost of Meals/Snacks/Beverages for Parent/Community Meetings and Events 4000-4999: Books And Supplies Base $650.00	5.1 Cost of Meals/Snacks/Beverages for Parent/Community Meetings and Events 4000-4999: Books And Supplies Base $202
6.0 Parent Volunteer Program: 6.1 Continue to develop the Volunteer Program with a goal to enlist 50% of parents to become more actively engaged by volunteering for the school. Volunteers will be recognized at the End of Year Award Assembly/Volunteer Appreciation.	6.0-6.1 Teacher/principal to recruit volunteers as part of duties. No funding needed. $00.00 6.1 (5) Purchase thank you gifts hold an appreciation event to honor volunteers. 4000-4999: Books And Supplies Base $100.00	6.0-6.1 Teacher/principal recruited volunteers as part of duties. No funding needed. $0.00 6.1 (5) Purchase thank you gifts hold an appreciation event to honor volunteers. - Incorporate into Graduation Ceremony (used for yearbooks) 4000-4999: Books And Supplies Base $130.00
7.0 Community Outreach: Continue to ask members of the community to consider volunteering at the school. 7.1 Continue to send community invitations to school events. Aim to enlist 10 members of the larger community to actively participate in the school.	7.0-7.1 Postage for community correspondence. 4000-4999: Books And Supplies Base $30.00	7.0-7.1 Postage for community correspondence not needed. Stamps were purchased from previous year budget. 3000-3999: Employee Benefits Base $0.00

Goal Analysis

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

All Actions/Services were implemented as planned within a difference of no more than $300 with the exception of Action 5.1.

Action 5.1: Two of the three planned family nights were canceled due to COVID restrictions. The money was used for special graduation/promotion event for the families in June.

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

1.0   Communication
Friday Folders were used for weekly communication to parents and contained class assignments, flyers, test scores, weekly Behavior Chart, etc. Parent Conferences were held in the Fall and Winter. Positive behavior and minor behavior concerns were available to parents via Class Dojo on a daily basis. Regular conversations took place between the staff and parents through "parking lot" conversations at the beginning and end of the day. Individual information was shared with parents through phone calls and conferences.

2.1 - 2.4   School Site Council
School Site Council meetings were held from August to March of the 2019-2020 school year. Dates include August 29, September 26, October 8, November 14, February 4.   Topics included Parent Orientation, updates to the school vision, a Transitional Kindergarten program, Family nights, JPA safety funds, Representative outreach, School Facilities Inspections, and the School Safety Plan. While SSC meetings were not held following school closure, 100%of parents were contacted by phone regarding updates and decisions regarding how instruction would continue.

3.0, 4.0, 5.0 Parent Conferences/Meetings/Incentives Parent Nights/Meetings:
* Pancake Breakfast
*November 21-22: Hansel & Gretel Opera, Etruscan Field Trip. Using a grant from E-Cubed Foundation, Jefferson students and family went on an overnight field trip to San Jose. The grant paid for hotel accommodations, a special dinner at the Old Spaghetti Factory, opera tickets to Hansel and Gretel for Thursday evening, and tickets to the Etruscan Museum the following day. Parents from two of the five families attended the event.
* December 19: A Fractured Nutcracker. After the positive experience performing in a musical the previous year, the students requested to perform in another musical with a holiday theme. The play was opened to members of the community so an additional two families with four children participated in our event. Dinner was provided following the performance and appreciation gifts given to parents and community members for their support of our school.
* The family nights that were planned for the Spring trimester were canceled due to COVID restrictions.

* 8th Grade Graduation: June 11, 2020. The two 8th grade graduates and their families were invited to attend graduation ceremonies following Public Health guidelines at the school. The rest of the students, their families, and community members attended using a Zoom link. Several members from the San Benito County of Office attended as well as Jim Gillio, the county Rep, and Krystal Lomanto the county Superintendent of Education, both gave speeches. Student awards were presented, projects shared, and gift bags were sent home with the families in attendance.

3.4   Fall Parent-Teacher Conferences were held in November 2019 and April 2020. We had 100% participation for Fall conferences. 100% participation for Spring conferences which were held via phone or Google Meet. Academic progress was shared with all families.

6.0 - 6.1   Parent Volunteers
Volunteer opportunities were initiated during the September survey and Fall Parent-Teacher Conferences. No formal volunteer program for parents was implemented this school year.

7.0 - 7.1   Community Outreach
Jefferson received community participation from various members/groups from the community:
*   Bar SZ Ranch/Borland Family provided school supplies, materials, and participation in the Winter Musical.
*   Kirti Bassendine, a local photographer, presented online photography lessons during the pandemic. Funding was provided by E-Cubed Foundation.
*   Community volunteers, as well as Board Members and Students' Parents, were recognized during the June Student Graduation and Promotion Ceremony.

Goal 4

ENGAGEMENT: PUPIL ENGAGEMENT AND SCHOOL CLIMATE

Provide all students with the opportunity to develop their intellectual, artistic, physical, social and emotional capacities within a positive, safe, trouble-free environment where students are engaged in their learning and connected to their school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Personal Learning Plans A. Classroom Observations; Student Work Products. B. Surveys and Interviews C. Surveys and Interviews D. CALPADS; State Attendance Rosters; County Attendance Certification E. Surveys and Interviews F. SARC Report; CALPADS	A.1 Goal Met. Engagement: 100% of students increased their engagement in learning by collaborating with the teacher in developing a Personal Learning Plan (PLP) that includes learning goals and activities that are meaningful to the student. A.2 Dropped as a Measurable Outcome. More appropriate as an action. See 1.2 in this section. B. Goal Met. Student Engagement: 100% of students reported that they feel competent, confident, and proud of their accomplishments; have a strong desire to improve; and believe that they will continue to increase their achievement. C. Goal Met. Student Engagement: 100% of students reported that they like Jefferson School, look forward to coming to school and feel a strong connection to the school. D. Partially Met. Attendance

Expected	Actual
19-20 A.1 Engagement: 100% of students will increase their engagement in learning by collaborating with the teacher in developing a Personal Learning Plan (PLP) that includes learning goals and activities that are meaningful to the student. A.2 Dropped as a Measurable Outcome. More appropriate as an action. See 1.2 in this section. B. Student Engagement: 85-100% of students will report that they feel competent, confident, and proud of their accomplishments; have a strong desire to improve; and believe that they will continue to increase their achievement. C. Student Engagement: 85-100% of students will report that they like Jefferson School, look forward to coming to school and feel a strong connection to the school. D. Student Engagement: Students will achieve an attendance rate of 97% with 0% chronic truancy (as described by CDE) and 0% chronic absenteeism. E.1 School Climate: 85-100% of students will report that they feel respected by the adults and other students at the school and that they feel safe at school. E.2 School Climate: 85-100% of staff, parents & students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur F. School Climate: Suspension rate will remain at 0%; Expulsion rate will remain at 0%.	Student Engagement: Students will achieve an attendance rate of 97% with 0% chronic truancy (as described by CDE) and 0% chronic absenteeism. Attendance rate rose from 92% in 2018-2019 to 96% in 2019-2020 E.1 Goal Met. School Climate: 100% of students reported that they feel respected by the adults and other students at the school and that they feel safe at school. E.2 Goal Met. School Climate: 100% of staff, parents & students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur. F. Goal Met. School Climate: Suspension rate remained at 0%; Expulsion rate remained at 0%.

Expected	Actual
Baseline A.1 Student Engagement: 100% of students increased their engagement in learning by collaborating with the teacher in developing a Personal Learning Plan (PLP) that included learning goals that were meaningful to the student. A.2 Student Engagement: 100% of students increased their engagement in learning by completing 3 standards-based work products related to their personal interests (or a shared interest with another student). B. Student Engagement: 89% of students reported that they feel competent, confident and proud of their accomplishments; have a strong desire to improve and believe that they will continue to increase their achievement. C. Student Engagement: 100% of students reported that they like Jefferson School, look forward to coming to school and feel a strong connection to the school. D. Student Engagement: Students achieved an attendance rate of 97.6% with 0% chronic truancy. This exceeded the expected outcome by 1.6%. E.1 School Climate: In a student survey/interview, 100% of students reported that they feel respected by the adults and other students at the school and that they feel physically and emotionally safe at school. E.2 School Climate: In a survey/interview 100% of staff parents, and students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur. F. School Climate: Suspension rate was maintained at 0%; Expulsion rate was maintained at 0%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.0 Engage Students Through Personally Meaningful Activities: 1.1 (Modified) Develop Individual Personal Learning Plans (PLP's) with each student. PLP will be reviewed monthly in conjunction with STAR 360 testing. 1.2, 1.3, 1.4 (Dropped for 2019-2020. These actions are included in Goal 2 - Instructional Strategies & Centers)	1.0-1.1 Engagement Through Meaningful Activities: Teacher to meet with each student and collaboratively develop a Personal Learning Plan (PLP) that includes at least one academic and one social/emotional goal. No funding required. $00.00 1.2 Dropped. (Included in Goal 2, Action 3) 1.3 Dropped (Included in Goal 2, Action 1 & 2) 1.4 Dropped (Included in Goal 2, Action 1)	1.0-1.1 Engagement Through Meaningful Activities: Teacher to meet with each student and collaboratively develop a Personal Learning Plan (PLP) that includes at least one academic and one social/emotional goal. No funding required. $0.00 1.2 Dropped. (Included in Goal 2, Action 3) 1.3 Dropped (Included in Goal 2, Action 1 & 2) 1.3 Dropped (Included in Goal 2, Action 1 & 2)
2.0-2.1 Dropped (Included in Goal 2, Action 2)	2.0-2.1 Dropped (Included in Goal 2, Action 2)	2.0-2.1 Dropped (Included in Goal 2, Action 2)
3.0 Increase Engagement by Teaching for Success: 3.1 Dropped. (Included in Goal 2, Action 2.4) 3.2 & 3.3 Dropped. (Included in Goal 2, Action 2.5 3.4 Dropped. (Included in Goal 1, Action 3)	3.0-3.1 Dropped. (Included in Goal 2, Action 2.4) 3.2 Dropped. (Included in Goal 2, Action 2.5) 3.3 Dropped. (Included in Goal 2, Action 2.5) 3.4 Dropped. (Included in Goal 1, Action 3)	3.0-3.1 Dropped. (Included in Goal 2, Action 2.4) 3.2 Dropped. (Included in Goal 2, Action 2.5) 3.3 Dropped. (Included in Goal 2, Action 2.5) 3.4 Dropped. (Included in Goal 1, Action 3)
4.0 Increase Engagement Through Guest Speakers. 4.1 Guest Speakers (Modified)	4.0-4.2 Remuneration for Speakers. Usually, they donate their time. 5000-5999: Services And Other Operating Expenditures Base $100.00	4.0-4.2 Remuneration for Speakers. Usually, they donate their time. E-Cubed grant paid for Photography workshop with Kirti Bassendine 5000-5999: Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Invite at least 3 Guest Speakers to speak to the students tied to academic topics. The students may go to the Guest Speaker's location, or the Guest Speakers may come to the school. 4.2 Career Speakers moved to 5.0 below as part of the Career Education Program.		And Other Operating Expenditures Other $2088
5.0 Career Education: 5.1 District to invite a minimum of 2 Career speakers each year.	5.1 Remuneration for Career Speakers. 5800: Professional/Consulting Services And Operating Expenditures Base $100.00	5.1 Remuneration for Career Speakers. Paul Rolly/Dawn House - Free of charge, 5800: Professional/Consulting Services And Operating Expenditures Other $0
6.0 Engage Students in Learning Through Field Trips and Assemblies. (including Family Learning Assembly) 6.1 Increase student engagement in their lessons by providing curriculum-aligned assemblies and field trips. Instructional staff will maximize the educational value of field trips and assemblies through pre-teaching content and by providing post instruction & activities.	6.0-6.1 Field Trips and Assemblies 5000-5999: Services And Other Operating Expenditures Base $2000.00	6.0-6.1 Field Trips and Assemblies 5000-5999: Services And Other Operating Expenditures Base $517.00
7.0 Engage Students in Learning Through Academic Contests and Exhibitions 7.1 District to continue to capitalize on every opportunity for students to participate in local, state and national math decathlons, writing contests, art exhibits, spelling bees, music & drama performances, public speaking events, science/engineering fairs and other opportunities both in and outside of school for students to gain recognition and experience in a larger educational world.	7.0-7.1 Entry fees for contests and exhibits. Usually, free. 5000-5999: Services And Other Operating Expenditures Base $50.00	7.0-7.1 Entry fees for contests and exhibits. Usually, free. Spelling Bee in February 2020 5000-5999: Services And Other Operating Expenditures Base $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8.0 Connection to School: " Attendance Everyday Program" 8.1 Students to attain an attendance rate of 97.4 %. To reach this goal, the district will continue to Implement the district's 5-tiered "Attendance Every Day Program:" Information, Call Home, Conference, Notification, SARB (if needed), Incentives. 8.2 Attendance Handbook: Teacher/Principal to develop an Attendance Handbook containing at least the following information. (a) Research linking attendance-achievement-graduation; (b) Attendance laws; (c) Excused absences for K-8; (d) Guidelines for deciding whether a child is too sick for school; (e) Absence notes; (f) Truancy & Chronic absenteeism as defined by law; (g) Consequence of truancy & chronic absenteeism as defined by law. (h) Policies and procedures regarding Independent Study Agreements	8.1 (a-d) Implement Attendance Plan: Work to be performed during school day. No funding needed. 8.1 (e) School Attendance Incentives. All student incentives, rewards, awards are funded under Goal 4, 12.0 $00.00 8.2 Review/revise district Attendance Handbook. Work to be performed on release day. No additional funding needed. $00.00	8.1 (a-d) Implement Attendance Plan: Work to be performed during school day. No funding needed. 8.1 (e) School Attendance Incentives. All student incentives, rewards, awards are funded under Goal 4, 12.0 $0.00 8.2 Review/revise district Attendance Handbook. Work to be performed on release day. No additional funding needed. Planned for the second half of the year. Was replaced with planning for COVID safety and instruction. $0.00
9.0 Safe, Peaceful, and Positive School Climate: 9.1 Teacher/Principal, with input from the SSC, will annually review, revise and distribute Jefferson's "Student Behavior Handbook." It includes Rules of Conduct; Consequences for Inappropriate Behavior; Incentives for Good Behavior; Suspension and Expulsion Policies; and a description of the Character Education program. 9.2 Students to receive incentives and awards for following the rules and routines of the school and class. (Funded under Goal 4, 12.1 below.) 9.3 Teacher/Principal to annually update the School Safety Handbook and the District Hazardous Materials Binder.	9.1 Revise Student Behavior Handbook. Work to be conducted on a teacher release day. Substitute Salary and Benefits funded under Goal 1, 3.3 9.2 Student incentives and awards for positive behavior. (Funded under Goal 4, 12.1) 9.3 Update the School Safety Handbook and the District Hazardous Materials Binder.	9.1 Revise Student Behavior Handbook. Work to be conducted on a teacher release day. Substitute Salary and Benefits funded under Goal 1, 3.3 Planned for the second half of the year. Was replaced with planning for COVID safety and instruction. 9.2 Student incentives and awards for positive behavior. (Funded under Goal 4, 12.1) 9.3 Update the School Safety Handbook and the District Hazardous Materials Binder.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Work to be performed on release day. (Substitute Salary and Benefits funded under Goal 1, 3.3)	Work to be performed on release day. (Substitute Salary and Benefits funded under Goal 1, 3.3)
10.0   Character Education Program (Includes Social/Emotional Learning).

10.1 (Modified) Teacher to focus on a different Character Trait each month and provide Direct Instruction of the Character Trait. Teach emotional skills in direct and indirect lessons. Integrate character lessons throughout the curriculum.

10.2 & 10.4 (Dropped. Included in action Goal 4, Action 10.1)

10.3 Dropped. (Included and Funded under Goal 4, Action 12.1)

10.5 (Modified) "Children Helping Children" Students will participate in a community service type of project such as Pennies for Patients. | 10.0-10.1   Character Ed. is part of the district curriculum and daily teaching. No funding needed. $00.00

10.2 (Dropped. Included in action Goal 4, Action 10.1)

10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1.

10.4 (Dropped. Included in action Goal 4, Action 10.1)

10.5 "Children Helping Children" funds to come from student, parent & community donations. $00.00 | 10.0-10.1   Character Ed. is part of the district curriculum and daily teaching. No funding needed. $0.00

10.2 (Dropped. Included in action Goal 4, Action 10.1)

10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1.

10.4 (Dropped. Included in action Goal 4, Action 10.1)

10.5 "Children Helping Children" funds to come from student, parent & community donations. -

Planned for the second half of the year. Was dropped for COVID safety concerns
   $0.00 |
| 11.0 Positive School Climate Through Spirit Activities

11.1 (Modified) Increase school pride and a strong connection to the school by holding monthly school spirit activities and by providing students with school logo items such as school t-shirts. | 11.1 Purchase school spirit / school pride logo items/t-shirts 4000-4999: Books And Supplies Base $150.00 | 11.1 Purchase school spirit / school pride logo items/t-shirts

Research was conducted, no purchase was made.
 4000-4999: Books And Supplies Base $0 |
| Positive School Climate Through Student Recognition and Incentives

12.1 Teacher to provide incentives, rewards, and awards to students for following school rules and class routines; for positive work habits such | 12.1 Incentives, Rewards, Awards for Student Recognition. 4000-4999: Books And Supplies Base $100.00 | 12.1 Incentives, Rewards, Awards for Student Recognition. Received donations. 4000-4999: Books And Supplies Base $0 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
as persistence, effort, hard work, using time wisely, following directions for academic achievement; for demonstrating positive social skills; for demonstrating "pillars of character," etc. 12.2 Teacher to hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all. 12.3 (New) Create a School Yearbook to commemorate the special events and achievements of the students.	12.2 Cost for End-of-Year Promotion Event 4000-4999: Books And Supplies Base $100.00 12.3 (New) Create a school yearbook to give to each student. 4000-4999: Books And Supplies Base $150	12.2 Cost for End-of-Year Promotion Event 4000-4999: Books And Supplies Base $174 12.3 (New) Create a school yearbook to give to each student 4000-4999: Books And Supplies Base $130

Goal Analysis

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

All Actions/Services were implemented as planned within a difference of no more than $300 with the following exception:

Action 6.0-6.1 (Field Trips); Planned $2000; Actual 517. Several field trips for the second half of the school year were canceled due to COVID. These funds were returned to the general budget and the staff researched virtual options instead. The main virtual event in which the students participated was the photography program listed in Goal 4, Action 4.0-4.2.

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

The districts provided opportunities for all students to develop their intellectual, artistic, physical, social and emotional capacities within a positive, safe, trouble-free environment where students are engaged in their learning and connected to their school.

Action 1.0 Personal Learning Plan - Personal Learning Plan was developed based on STAR 360 data in ELA and Math and updated monthly following the STAR 360 progress monitoring results. Student interest was integrated into instruction throughout all academic areas. Student were periodically offered choices to demonstrate understanding that included performance standards to monitor students' choices. Activities that required active as opposed to passive learning were integrated throughout the curriculum.

Action 3.0 Increase Engagement by Teaching for Success: Tier 1 and Tier 2 supports were implemented, as well as wait time, and questioning techniques and "Academic Discourse" activities that teach students to agree, clarify, and disagree with topics of

discussion. Teacher Principal provided ongoing training to Instructional Aid in questioning techniques, reading intervention strategies, MTSS supports etc.

Action 4.0: and 5.0 In support of the informative writing project, Paul Rolly and Dawn House, retired newspaper reporters, spoke about their careers to the students via a phone conference. Career Day in March was cancelled due to COVID restrictions.

Action 6.0 The students attended the following field trips: Hansel & Gretel opera in San Jose (November), Etruscan Museum (November) California Academy of Sciences field trip (January). San Benito High School assembly sharing activities available to our 8th grade students during their freshman year.
Some field trips were canceled due to COVID: Ostrich Farm, STEAM Fair, San Benito art fair, STRAW environmental project, performance at the San Benito County music festival and the 8th grade end-of-year field trip.

Action 7.0 100% of eligible students participated in the county Spelling Bee. A Jefferson student took 2nd place in the 6th-8th Grade Division, and another Jefferson student took 1st place in the 4th-6th grade division. The students were scheduled to participate in the state Spelling Bee but this event was cancelled due to COVID.

Action 8.0 Students' average attendance for the school increased from 93% the previous school year to 96% for August through February. Information to parents, phone call homes, conferences, notification, and incentives were provided to students to promote positive attendance. Transportation, extended school hours & county support was offered to students with habitual attendance concerns. State attendance handbooks were already in place at the school and were studied and utilized to address a variety of attendance concerns. While attendance was not required from March to April, attendance remained from March to June. A daily, synchronous online program was offered to all students via Google Meet. One student attended class at least once a week during this time period. The rest of the students' attendance in the synchronous, online classes averaged 98% attendance or more.

Action 9.0 Students were offered incentives and rewards as part of the Positive Behavior Intervention and Support program at Jefferson School. The Teacher Principal reviewed the School Safety Plan with the SSC and submitted to the county in April, 2019

Action 10.0 Character Education Program (includes Social/Emotional Learning). The Teacher-Principal used prior training such as Marvin Marshall Intrinsic Motivation strategies, Kagan strategies, a Positive Behavior Intervention & Support strategy, as well as teacher student conferences and Class Meetings to address needs. Character education was integrated throughout the curriculum.

Action 11.0 and 12.0 Incentives were provided to students for academic achievements, demonstrating social and behavioral skills, etc. in the form of Treasure Box items, special privileges, and "Brag Tags" to mark their accomplishments. A Yearbook was created to highlight their accomplishments. The district held an end-of-year Graduation/Promotion ceremony in June via Zoom. All families but one were in attendance at the school or via Zoom.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1.0: Purchase of consumable materials for both reading and math programs for grades TK-6 so students have access to aligned materials for both home and at school learning ($702). Remaining funds were used to purchase P.E. equipment for students in the amount of $723)	$2000.00	$1425.00	Yes
Action 2.0 Purchase online subscriptions to supplement the Core Instructional Program. Subscriptions include: Extending Reading A to Z (and added science and writing) $443, RAZ Vocabulary ($38), and Footsteps to Brilliance ($0).	$1200.00	$481.00	Yes
Action 3.0 Purchase online subscriptions and science materials for the supplemental Twig science program. Replaced Twig with Discovery Education ($990). Purchased a laptop for the instructional Aid ($989) and a Doc Camera ($109)	$3000.00	$2088.00	Yes
Action 4.0 Purchase of Personal Protective Equipment and cleaning supplies recommended by Public Health.	$900.00	$695.00	No

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

Actions 4.0 was implemented as planned within a difference of no more than $300.

Action 1.0: Estimates for purchasing materials were less than anticipated. No core curricular materials needed to be replaced, and several instructional activities were conducted using technology instead of paper materials successfully utilized while the students were working online. The remaining funds were diverted to help pay for P.E. Equipment.

Action 3.0: After researching the supplemental Twig science program as well as the opportunity to form a county collaborative to share the costs of the program. The costs of the program came in significantly higher than originally anticipated so following the trial period, Twig science was replaced with Discovery Education. Discovery Education offered a state adopted science program containing digital and print materials for grades K-8, access to Discovery Education field trips, and supplemental Social Studies videos. A 3-year subscription for all of these materials cost $990. The remaining funds were diverted to help pay for the Summer School tutoring stipend (see Pupil Learning Loss, Action 1.0) and Intervention costs (see Pupil Learning Loss, Action 3.0) and P.E. Equipment (Added to this goal, Action 1.0)

Analysis of In-Person Instructional Offerings

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

Action 1.0:
Successes. Because we had 1:1 Chromebooks available for every student and students were trained on accessing materials and instruction through Google Meet and Google Classroom, we were able to draw on these resources from the first week of COVID. We also had internet-based programs such as ST Math, Reading A to Z, Footsteps 2 Brilliance, etc. The Teacher/Principal and Instructional Aid ensured that necessary materials were transferred to a digital format to real time instruction and feedback to students. A system was developed for parents to pick up art supplies and other materials at the school using the backup

Action 2.0
Successes: These programs were used to supplement the core curricular program and were particularly useful in monitoring students' progress during online, independent work time as well as when the students returned to in person instruction.
Challenge: The greatest difficulty was unreliable internet access that made access to these programs challenging at times.

Action 3.0
Successes: The switch from Twig to Discovery Education was more cost effective, met the science instructional needs of our multi-grade classroom extremely well in an engaging way, and provided additional resources such as videos for virtual field trips and other core content areas such as math and Social Studies.
Challenge: We were disappointed that Twig was not the best for our school after expending a great deal of time piloting and developing the activities. However, the time was well spent to help ensure that the final materials purchased would be valuable for our school.

Action 4.0
Successes: We had sufficient materials and Personal Protective Equipment recommended by Public Health during the school year.
Challenges: N/A. This goal was met and implemented as planned.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1.0 Student online math subscriptions: Prodigy ($360) and ST Math ($234). Added $100 for digital Kindergarten ELA.	$1,000.00	$694.00	Yes
Action 2.0 Student online ELA subscriptions: Footsteps to Brilliance, Reading A-Z, Vocabulary A-Z. This action is duplicated in the section "In-Person Instructional Offerings."	$300.00	$200.00	Yes

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

All Actions/Services were implemented as planned within a difference of $300.

Action 1.0: Prodigy ($360) and ST Math ($234) subscriptions came in as planned and we had additional funds ($100) to use for online subscription to the digital subscription Kindergarten manual to support online instruction for our youngest student. The remaining planned funds of $306 was held in reserve for possible additional purchases that were researched but not implemented at Jefferson, therefore, these funds were not used.

Analysis of the Distance Learning Program

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

Pupil Progress
ELA: 100% of students maintained or increased their STAR 360 ELA scores with an average improvement of 123 Scaled Points and a range of 1 to 312 Scaled Points
Math: 100% of students maintained or increased their STAR 360 Math scores with an average improvement of 78.5 Scaled Points and a range of -1 to 260 Scaled Points
CAASPP testing was completed by June 4, 2021 and scores will be available for 2021-24 LCAP.

Access to Devices and Connectivity
All students had access to a Chromebook to keep at school and at home. Students with unreliable internet connection still maintained a high level of online attendance with over 95% average Attendance rate. The students who experienced the greatest need with accessing the technology were able to return to school quite quickly to utilize the school internet system and receive staff support.

Pupil Participation
Because we were able to combine online and in person learning for all students with a greater than 95% attendance rate
Academic success for students working with the online synchronous program (who returned to in person instruction by January) and those in person all year was combined. 100% of all students maintained or improved their scores in ELA and Math with an average of 123 points in ELA and 78.5 points in math. The amount of improvement ranged from 1 to 312 Scaled Scores in ELA and -1 to 260 Scaled Scores in math.

Distance Learning Professional Development
The Teacher/Principal was Google certified prior to working at Jefferson and was able to use that training to support the online instruction of students. She further participated in the SBCOE technology cohort for approximately 3 months to review and enhance those strategies. A visiting professor from San Jose State University requested for Jefferson to mentor one of their student teachers from January to May 2021. This Student/Teacher providing online support and shared additional technology support with the staff and students.

Staff Roles and Responsibilities as related to the Distance Learning Program:

Support for Pupils with Unique Needs
Students with limited access to technology were able to return to in person instruction from the beginning of the year.
The kindergarten student received technology from an older sibling and increased time with the Instructional Aid, particularly while the teacher was scheduled to work with the older students.
In addition to his required observation time and whole class lesson requirements, the Student Teacher was able to provide one on one tutoring to EL and Special Education students in math under the direction of the Teacher.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1.0 Provide Summer School Tutoring	$1000.00	$2000	Yes
Action 2.0 Extended school hours for student intervention support. (Offered as part of the regular teacher salary.)	$0	$0	No
Action 3.0 One on one support to students with special learning needs from the Instructional Aid and Teacher Principal. 30 minutes daily ELA intervention provided by the Instructional Aid (7% of Instructional Aid salary, $1,606), 30 minutes daily Kindergarten support ($1,606) and 30 minutes daily ELA intervention provided by the Teacher Principal (7% of teacher salary, $3,850).	$4,500.00	$7,063	Yes
Action 4.0 Monthly STAR 360 are administered in ELA and math.	$600.00	$880.00	Yes

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

Action 1.0 and 3.0: When the funding for the science Twig program (see In-Person Instructional Offering, Acion 3.0) and virtual field trips (see Additional Actions, Action 2.0) came in significantly lower than expected, we were able to increase the funding for Action 1.0, the summer school program and Actoin 3.0, intervention support by the Teacher and Instructional Aid.

Analysis of Pupil Learning Loss

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

Pupil Learning Loss has been minor at Jefferson due to our readiness to utilize technology to offer instruction and the low student to staff ratio. All students were able to spend the bulk of the day with the teacher, the Instructional Aid, or utilizing a computer adaptive program such as ST Math or Reading A to Z and Footsteps to Brilliance during independent work time. The computer adaptive program provided detailed reports to the teacher that enabled her to monitor daily progress and adjust instruction bsaed on those results.

No Foster Youth or Homeless students were enrolled at Jefferson during the 2020-2021 school year.

Low Income students made up 67% of the student population. 100% of these students showed an average gain of 176 Scaled Points in ELA with a range of 79 to 312 Scaled points, and an average 98.8 Scaled Points in math with a range of 5 to 260 Scaled Score points. The greatest challenge was meeting the needs of the primary age student participating in the Distance Learning program. This challenge was met by prioritizing time spent with the Instructional Aide and Teacher, preparing more hands-on activities to be sent home to the family, and utilizing sibling and parent support to effectively utilize the technology tools.

English Learners made up 33% of the population. 100% of these students showed an average gain of 214 Scaled Points in ELA and an average gain of 174 Scaled Points in math. Low Income students. These students were given priority time with the Instructional Aide when not receiving instruction with the teacher. One of these students had technology difficulties due to insufficient bandwidth at home, so after less than two weeks of in-home instruction, this student moved from a Distance Learning program to In Person Instruction.

Special Education students made of up 50% of the population. 100% of these students maintained or improved their scores with an average score of 110 Scaled Score points in ELA with a range of 1 to 213 Scaled Score points, and an average gain of 55 Scaled Score points in math with a range of -1 to 88. The most significant result of this time and attention was that our students with the highest Special Education needs were able to maintain their progress from the beginning of the year as well as receive emotional support through counseling, our Social Emotional programs, and increased academic attention.

Unfortunately, minor learning loss is not equal to no learning loss, and our goal at Jefferson is that all students make significant academic gains. To that end, Jefferson offered a summer school program during the 2020 school year that involved individual tutoring to all students who chose to participate in the summer program. 50% of the students participated in 2020. For the 2021 summer schedule, 100% of the parents expressed an interest in their children participating in a summer school program and we plan to extend that program this summer from 1-2 hours of tutoring twelve, four-hour sessions with instruction provided by a San Jose State University Student Teacher, the Instructional Aide, and the Teacher Principal. 83% of Jefferson students participated in the summer school program.

Analysis of Mental Health and Social and Emotional Well-Being

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

Success:
Because we met with all students on a daily basis, we began each day with a class meeting that involved an social and emotional well-being check. Students were able to share their successes and concerns through that connection with family and staff. Each Friday was dedicated to activities that were designed to build creativity and relieve stress through the Meet the Masters art program and Fun Friday activities. Social emotional supports were provided for students with special needs that included counseling services and instructional goals to be implemented by the Jefferson staff as needed. Close communication between the staff and parents also helped ensure the emotional stability of students through phone calls, text messages, and online or in person meetings.

Challenges
Staff and survey surveys showed that 100% of staff and students experienced "covid fatigue" as a result of isolation, restrictions with social distancing, and the increased demands placed on our time to effectively administer online program. Some families expressed an interest in additional counseling services for their children. All parents expressed an interest in maintaining a focus on social emotional development for the following year and to build on the supports already offered at Jefferson.

Analysis of Pupil and Family Engagement and Outreach

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

Successes:
Regular communication with families: Because of the small community of families attending Jefferson, the staff at Jefferson was able to provide regular communication about school programs, resources, and information through Google Meet, telephone calls, text messages, and parking lot conversation. Our small size also allowed the staff to meet with every student every school day with high levels of attendance whether the student was in person or online. Between our technology resources and plentiful space, families were able to choose whether their children participated online or in person with confidence that they would receive the needed support to continue instruction.

Jefferson held Parent Teacher Conferences in the Fall and Spring with 100% participation. To an ease of COVID restrictions, we held a hybrid Graduation/Promotion Ceremony in June 2021. Immediate families and students attended the graduation in person with extended family, community members, and friends participating through Zoom. 100% of families participated in both Parent Teacher Conference sessions and the Jefferson Graduation/Promotion ceremony held June 10, 2021.

Challenges:
Due to the increased time it took to prepare instructional lessons for the online/in person instructoin at the beginning of the year, the Take Home folders to share student work was not utilized the first half of the school year. Most parents expressed that they knew how to view student progress online, but a strong system was not in place to ensure that was happening on a regular basis. We were able to reimplement the take home folder system during the second half of the year, which is still currently the preferred system from our parents about receiving information from the school. While the students are adept at using the technology, we are continuing to build the capacity of our parents to do the same.

Analysis of School Nutrition

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

Jefferson Elementary does not provide meals to the students. Jefferson does provide flyers and information about resources that the families can access through the county.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Action 1.0: Art Program - Meet the Masters program and student art kits	$1500.00	$1158.00	Yes
Distance Learning Program	Action 2.0: Virtual Field Trips. This action is duplicated in the section "Distance Learning Program."	$1000.00	$0	Yes
School Nutrition	Action 3.0: Snacks and Emergency Meals for Students	$250.00	$0	No

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

Action 1.0: Art Program. We purchased the subscription to the Meet the Masters program and after completing a more thorough inventory of the current supplies, we were able to purchase the subscriptions and needed art kits for significantly less than originally anticipated ($629). This money was diverted to the purchase of P.E. equipment to increase our ability to social distance at school, avoid sharing equipment, and build physical health ($519).

Action 2.0: Virtual Field Trips. We originally planned to purchase a subscription to Discovery Education field trips. The quote for purchasing the field trip portion of Discovery Education videos came in three times higher than expected. After continuing our research and collaborating with other rural schools in the county, we were introduced to the Discovery Education science program and subscription, materials that were on the California state adopted curriculum list. After determining that the Twig science program was not the best fit for our needs, we explored the science resources and found that the cost and the materials were a much better fit for our needs. Because of a contract that Discovery Education has with the state of California, we were able to buy science subscriptions for students in Grades K-8 and this included access to all of the virtual field trips for just under $1,000 for the next three years. These funds were diverted to help pay for the Summer School tutoring stipend (See Pupil Learning Loss, Action 1.0), and the ELA intervention program (see Pupil Learning Loss, Action 3.0)

Action 3.0: School Nutrition. Students at Jefferson provide their own lunches from home. The school planned to purchase supplemental food for student snacks or if they forgot to bring a lunch from home. This purchase was not needed because we received a private donation for these items.

Overall Analysis

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

IN PERSON INSTRUCTION/DISTANCE LEARNING: While we feel that in person instruction is still the best method of instruction for our community, we have seen how effective use of technology can connect us with additional resources not available prior to COVID such as the participation of an online Student Teacher, increasing family engagement by holding events in a hybrid in person and online model for those who can not travel the long distance to reach our remote location. When students have special needs that occasionally prevent them from attending school in person, such as exposure to covid, weather conditions that prevent access to the school, we can maintain continuity of learning through combining the in person and online instruction as needed.

PUPIL LEARNING LOSS: We are proud of the fact that 100% of our school, including SPED, Low Income, and EL students, maintained or improved their scores in ELA and Math. The individual attention received from the teacher, Instructional Aid, support from families, and online tutors helped make this goal a reality and we want to continue this practice in the upcoming school year. We are looking for additional supports to help close the achievement gap for the SPED and EL students who are below grade level and have planned a 2021 summer school program and plan to implement a new technology program called Imagine Learning to meet this need.

MENTAL HEALTH AND SOCIAL and EMOTIONAL WELL-BEING Due in large part to the individualized attention every student at Jefferson receives, the students and families feel connected to the school and we want to build on this success by continuing the Personal Learning Plans, the Meet the Masters art program, and our Fun Friday. We want to build on this success by using special grant funding to hire a Social Worker to provide additional support to families and students to not only improve the emotional health of our students, but to also give them the tools to support others among their family, friends, community and future relationships that they develop.

FAMILY ENGAGEMENT AND OUTREACH Jefferson has historically had high levels of participation and support from family and community members. The Parent Family Nights were suspended due to COVID concerns, and based on the success of our recent hybrid In Person/Online graduation, we are eager to continue holding these types of events in the future to extend our reach of those who can participate and support our students. We plan to continue our practice of holding conferences, engaging parents in goal setting through students' Personal Learning Plans, informal and formal meetings, and we are particularly looking forward to combining our School Site Council Meetings with a monthly Parent Coffee to build on the connections we have with the parents and to increase their involvement in making important decisions for their children and the school.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs, including Foster Youth/homeless, low income, and English Learners, through the use of the STAR 360, CAASPP, CAST and ELPAC assessments. We will alter the testing schedule in 2021 to provide STAR 360 testing every six weeks instead of once a month to more effectively analyze the effectiveness of instructional strategies. We also plan to better utilize the California state CAASPP resources by the Teacher/Principal participating in webinars focused on effective use of CAASPP tools and resources, and to administer the CAASPP beginning of year and interim assessments as these tests and resources have been only partially utilized in the past. The results of these assessments will be used to plan for instruction from the Teacher Principal and supported by the Instructional Aide and online student teachers as San Jose State University is willing to continue this collaborative effort. The instructional needs of our English Language Learners, particularly those just entering school, will be prioritized as well as our Special Education and low income students.

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

The most significant substantive difference came as a result of the research conducted on the purchase of online science materials through Twig and the virtual field trips. The teacher piloted the Twig science program and worked with a collaborative within the SBCOE to explore whether purchasing materials Twig materials could be reduced by purchasing through the county office. The estimated cost at the outset of the year came to $3000, but the actual expenditures came in even higher. In addition, original projections for purchasing the virtual field trip program through Discovery Education came to $1000 for a single year subscription. After a few months of exploring these options, the science materials and virtual field trip was dropped. Following these decisions, we began working with Discovery Education for the science materials. We were able to purchase the science subscriptions for our students, paper copies of the teacher manuals and workbooks, it was on the state approved adoption list, and included the virtual field trip videos for just under $1000. As a result, we were able to purchase additional P.E. equipment, extend our online subscription to Reading A to Z, buy Math prodigy, and use the funds for the Summer School Program and a portion of the teacher and Instructional Aid Intervention program offered at Jefferson.

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

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

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

The following results were used in the creation of Goal #1:

STAFF
Jefferson Elementary has retained the same staff consisting of a highly qualified, appropriately assigned teacher over the last three years. In 2019-2020 and 2020-2021, the Teacher Principal participated in regular Professional Development activities provided through free webinars, personal study plans, and opportunities provided by the San Benito County Office of Education. The Instructional Aid began a teaching credential program in 2019 and is nearing completion of her schooling and received Professional Development opportunities through the SBCOE and from the Teacher/Principal based on student assessment and performance.

FACILITY
The facility at Jefferson has received a "Good" rating for the last two years. The School Board planned to repair the blacktop in 2019-2020, but the work was delayed largely due to COVID restrictions. Fortunately, this work was completed in May 2021 as well as additional repairs to the plumbing system and the removal of trees. No major is anticipated for the next school year to maintain a "Good" rating, but Jefferson will consider upgrades to the fence as well as continue regular maintenance to the facilities.

CURRICULAR MATERIALS/TECHNOLOGY
Jefferson has been able to provide a broad course of study for all students in all academic areas with state approved curriculum materials, as well as the needed technology to support instruction for students to meet the standards. In 2019-2020, the School Board replaced the teacher's laptop and bought a new projector system. A new laptop was purchased for the Instructional Aid in 2020-2021. During that same year, the school received additional laptop donations from Best Buy that enabled the students to not only have a Chromebook to use at home, but a second Chromebook was sent home for students to use at home. No adoption took place during 2019-2021, but a new science program was purchased through Discovery Education in December 2020. The next planned technology purchase for 2021-2022 will be a new projector for the second building on campus that will support student instruction and family engagement activities, otherwise, the current technology meets the instructional needs of the school for the upcoming year. The staff will begin researching and piloting new Social Studies core curricular materials with a goal to adopt a full program within the time period of the next LCAP plan.

As a result of this reflection and analysis, Goal #1 for the 2021-2024 LCAP is a maintenance goal focused on maintaining the Conditions of Learning for student success through staff retention or hiring, professional development for the staff, student access to

instructional materials based on California Common Core standards, and facility maintenance. Jefferson has successfully met each of these goals over the last three years and wants to maintain this achievement. This goal meets CA Priority 1, Conditions of Learning, Priority 2, State Standards, and Priority 7, Course Access.

The following results were used in the creation of Goal #2

ACADEMIC ACHIEVEMENT
Due to COVID restrictions, the students were not tested on CAASPP in 2019-2020, and CAASPP data for 2020-2021 was not yet available at the time this report was created. ELPAC data is available to the Teacher/Principal during both school years, but is not reported in this document due to the small number of students and related privacy concerns, however, the data was used in developing Goal #2.
The assessment data used to monitor student progress for students was through the STAR 360 ELA and STAR 360 Math assessments administered on a monthly basis.
A summary of academic progress is as follows:

ELPAC
Due to privacy concerns related to the low number of students designated as EL, ELPAC scores will not be recorded on this report, however, EL goals will be included within the LCAP based on data available to the Teacher/Principal. The population of young, English Language Learners is increasing next year, therefore, an increase in Designated English Language Development time is needed for these students.

SPED
Due to privacy concerns related to the low number of students designated as SPED, academic achievement scores will not be recorded on this report, however, SPED goals will be included within the LCAP based on data available to the Teacher/Principal. The primary focus for these students will be to help these student reach grade level standards.

Please Note: Jefferson district has fewer than 30 students, therefore, Dashboard Data is not available. The areas of performance addressed in this section are based on the achievement of 6 students as measured by local indicators. Because of the extremely low sample size, the assessment results vary widely from year to year.

ELA
2019-2020 ELA: 100% of students improved their score from the beginning of the year by an average of 123 Scaled Score points with a growth range of 41 to 270 points. 60% were at or above grade level, and 40% were approaching grade level.
2020-2021: 100% of students maintained or increased their STAR 360 ELA scores with an average improvement of 123 Scaled Points and a range of 1 to 312 Scaled Points

Math

2019-2020 Math: 100% of students improved their score from the beginning of the year by an average of 113 Scaled Score points with a growth range of 14 to 189 points. 60% were at or above grade level, and 40% were approaching grade level. 100% were at grade level.
2020-2021: 100% of students maintained or increased their STAR 360 Math scores with an average improvement of 78.5 Scaled Points and a range of -1 to 260 Scaled Points

As a result of this reflection and analysis, Goal #2 for the 2021-2024 LCAP is a focused goal that targets student achievement with a special emphasis on English Language Learners, Special Education students, and low income students. Due to our small numbers, when a particular strategy is targeted for one group of students, these students will benefit from participation from all students to help them reach that goal, which in turn, benefits all students. This goal focuses on students maintaining grade level proficiency and/or showing excellent academic improvement each successive year. This will be achieved through the use of using assessment data to provide rigorous instruction for all students, providing adaptive technology programs such as ST Math and Footsteps 2 Brilliance for student independent learning time, providing intervention support particularly for our English Language Learners and Special Education students, and finally, building real world experiences through special projects and field trips. This goal meets CA State Priority #4, Pupil Achievement, Priority 7, Course Access, and Priority 8, Other Pupil Outcomes.

The following results were used in the creation of Goal #3

ATTENDANCE
2019-2020
August to February: 96%   March to June: not reported, but 100% of students participated online at least once a week during this time and most received daily, online instruction.
2020-2021
August to June: 97%

Parent Teacher Conferences
2019-2020: 100% of parents participated in Fall and Spring Conferences
2020-2021: 100% of parents participated in Fall and Spring Conferences
School Site Council

Climate Survey
2019-2020
100% of parents expressed satisfaction with the level of instructional support provided to the students during the school year, particularly from March to June, and feel that Jefferson is a safe, inclusive place for their children to attend school.
2020-2021
100% of parents expressed satisfaction with the level of instructional support provided to the students during the school year and feel that Jefferson is a safe, inclusive place for their children to attend school.

Suspensions/Expulsions
2019-2020: 0%
2020-2021: <1%

School Site Council (SSC)
2019-2020: The SSC only met four official times during the school year.
2020-2021: Formal meetings of the SSC were not held due to COVID restrictions, but parent contact was maintained through text, phone calls, Google Classroom, flyers, and parking lot conversations. To increase participation related to the School Site Council, we will be combining this monthly activity with a Parent Coffee morning to gather and share information with families and to further increase the home school connection while still completing legal requirements needed for School Site Council responsibilities.

As a result of this reflection and analysis, Goal #3 for the 2021-2024 LCAP is a broad goal that centers around community and family engagement. We want to continue our high level of engagement between the staff and families through Family Nights, communication through weekly reports and trimester parent conferences, and promote parent decision making opportunities through School Site Council meetings and Student Personal Learning Plans. In addition, Jefferson wants to maintain and promote social emotional learning through school spirit days, SEL learning and support, and high levels of attendance. This goal meets CA State Priority 3, Parent Involvement, Priority 5, Pupil Engagement, and Priority 6, School Climate.

FINAL REFLECTION
Jefferson has done an outstanding job of meeting the needs of staff, students, and families during the midst of the COVID crisis. In spite of our initial school closure, students maintained high levels of attendance whether attending school in person or through synchronous, online instruction. When the school first closed in March 2020, the staff set a goal to mirror the school day as closely as possible through the use of Google Meet and Google Classroom. Because of our technology capability and the small teacher to student ratio, Jefferson was able to offer in person and daily, synchronous online instruction based on parent choice and family need to all students at the beginning of the school year in August 2020. This helped ensure that student attendance averaged between 95% and 100% every month over the course of the 2020-2021 school year and100% students either maintained or improved academic success according to STAR 360 ELA and math scores. Although many of our traditional field trips and family nights were canceled, the parents remained engaged through participation in Parent Teacher conferences via phone, Google Meet, and in person meetings following Public Health recommendations for masking and social distancing.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	145,108.00	144,445.97
	0.00	0.00
Base	83,539.00	80,936.97
Other	33,008.00	35,096.00
Supplemental	28,561.00	28,413.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	145,108.00	144,445.97
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	53,339.00
1000-1999: Certificated Personnel Salaries	68,101.00	13,966.00
2000-2999: Classified Personnel Salaries	22,957.00	22,957.00
3000-3999: Employee Benefits	43,971.00	43,971.00
4000-4999: Books And Supplies	5,624.00	5,550.97
5000-5999: Services And Other Operating Expenditures	3,805.00	4,557.00
5800: Professional/Consulting Services And Operating Expenditures	650.00	105.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	145,108.00	144,445.97
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	53,339.00
1000-1999: Certificated Personnel Salaries	Base	54,839.00	704.00
1000-1999: Certificated Personnel Salaries	Other	13,262.00	13,262.00
2000-2999: Classified Personnel Salaries	Other	8,035.00	8,035.00
2000-2999: Classified Personnel Salaries	Supplemental	14,922.00	14,922.00
3000-3999: Employee Benefits	Base	20,176.00	20,176.00
3000-3999: Employee Benefits	Other	11,711.00	11,711.00
3000-3999: Employee Benefits	Supplemental	12,084.00	12,084.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	Base	5,324.00	5,403.97
4000-4999: Books And Supplies	Supplemental	300.00	147.00
5000-5999: Services And Other Operating Expenditures	Base	2,650.00	1,314.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	2,088.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,155.00	1,155.00
5800: Professional/Consulting Services And Operating Expenditures	Base	550.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	100.00	105.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	139,098.00	138,824.97
Goal 2	2,255.00	2,310.00
Goal 3	1,005.00	402.00
Goal 4	2,750.00	2,909.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$7,100.00	$4,689.00
Distance Learning Program	$1,300.00	$894.00
Pupil Learning Loss	$6,100.00	$9,943.00
Additional Actions and Plan Requirements	$2,750.00	$1,158.00
All Expenditures in Learning Continuity and Attendance Plan	$17,250.00	$16,684.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$900.00	$695.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$250.00	
All Expenditures in Learning Continuity and Attendance Plan	$1,150.00	$695.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$6,200.00	$3,994.00
Distance Learning Program	$1,300.00	$894.00
Pupil Learning Loss	$6,100.00	$9,943.00
Additional Actions and Plan Requirements	$2,500.00	$1,158.00
All Expenditures in Learning Continuity and Attendance Plan	$16,100.00	$15,989.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	Elizabeth Volmer Teacher/Principal	evolmer@sbcoe.k12.ca.us (831) 389-4593

Plan Summary [2021-22]

General Information

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

Jefferson District consists of one school, Jefferson Elementary, which serves six students in grades K-8. Jefferson School is located in a remote part of south San Benito County near Pinnacles National Park in the midst of large cattle and horse ranches. The closest town of Hollister is 35 miles away. There are no libraries, churches, stores, police stations, and limited services available. The population is small and spread out with some residents separated by large expanses of grazing land. The school is a significant entity in this unique rural community. The district's overarching goal for our students is to develop their intellectual, artistic, social, emotional, and physical capacities to enable them to fulfill their potential, succeed academically, pursue their goals and be life-long learners (School Vision).

The school's parent community consists of five families, three of whom own or work on the ranches. Jefferson's parents are extremely supportive and participatory. Because parents transport their children to and from school, there are daily opportunities for 2-way communication between staff and parents and ongoing occasions for parents to provide input into school decisions. This level of parent communication, participation, and representation assures that all parents' voices have the opportunity to be heard in identifying goals, actions, and services to bring about continuous school improvement and increased student achievement.

Jefferson's student enrollment has gone through a significant population shift over the last year resulting in a decrease of the percentage of students who have attended Jefferson since Kindergarten (83% in 2019-2020 to 33% in 2020-2021). Another shift was the increase of students receiving Special Education services (13% in 2019-2020 to 50% in 2020-2021). Additional shifts in the student demographic is projected for the 2021-2022 school year, particularly an increased number of English Language Learners, and an increase of students enrolled in TK through 3rd grade. The current 2020-2021 demographic of the student population is as follows:

* Total Enrollment: 6 students

* Hispanic: 67%

* White: 33%

* English Learners: 33%

* Re-designated Fluent English Proficient: 33%

* Students With Disabilities (Resource): 50%

* Economically Disadvantaged: 67%

* Migrant: 13%

* Foster Youth: 0%

* Homeless: 0%

* Unduplicated: 0%

* No other subgroups exist at this time

Students attend Jefferson School in a single, multi-grade classroom taught by a fully-credentialed, appropriately assigned teacher assisted by an Instructional Aid. The teacher, who also serves as the Principal and Superintendent of the district, and the Instructional Aid, who is working on completing a teacher credentialing program, have worked together at Jefferson for three years resulting in a cohesive, collaborative team. This enables the staff to provide a high level of differentiation and personal attention to each student enrolled. Jefferson has also been able to meet the technology needs of the students by providing each student with two Chromebooks, one to use at school and the second to be kept at home, a strong internet system at the school, and technology instruction offered by the staff to students and family members.

Reflections: Successes

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

Please Note: Jefferson district has fewer than 30 students, therefore, Dashboard Data is not available. The areas of performance addressed in this section are based on the achievement of 6 students as measured by local indicators. Because of the extremely low sample size, the assessment results vary widely from year to year.

OVERVIEW

Jefferson has done an outstanding job of meeting the needs of staff, students, and families during the midst of the COVID crisis. In spite of our initial school closure, students maintained high levels of attendance whether attending school in person or through synchronous, online instruction. When the school first closed in March 2020, the staff set a goal to mirror the school day as closely as possible through the use of Google Meet and Google Classroom. Because of our technology capability and the small teacher to student ratio, Jefferson was able to offer in person and daily, synchronous online instruction based on parent choice and family need to all students at the beginning of the school year in August 2020. This helped ensure that student attendance averaged between 95% and 100% every month over the course of the 2020-2021 school year and100% students either maintained or improved academic success according to STAR 360 ELA and math scores. Although many of our traditional field trips and family nights were canceled, the parents remained engaged through participation in Parent Teacher conferences via phone, Google Meet, and in person meetings following Public Health recommendations for masking and social distancing.

The data breakdown is as follows:

CONDITIONS OF LEARNING

Attendance

2019-2020

August to February: 96%   March to June: not reported, but 100% of students participated online at least once a week during this time and most received daily, online instruction.

2020-2021

August to June: 97%

Climate Survey

2019-2020

100% of parents expressed satisfaction with the level of instructional support provided to the students during the school year, particularly from March to June, and feel that Jefferson is a safe, inclusive place for their children to attend school.

2020-2021

100% of parents expressed satisfaction with the level of instructional support provided to the students during the school year and feel that Jefferson is a safe, inclusive place for their children to attend school.

Suspensions/Expulsions

2019-2020: 0%

2020-2021: <1%

ACADEMIC ACHIEVEMENT

ENGLISH LANGUAGE ARTS - CAASPP and Local Performance Indicators

2020 CAASPP data is not available.

2020 STAR 360 ELA - from August to May, 100% of students increased an average of 109 points on the Scaled Score with a range of 39 to 270.

2021 STAR 360 ELA - from August to May, 100% of students increased or maintained their scores with an average of 153 points on the Scaled Score with a range of 1 to 312.

Math - CAASPP and Local Performance Indicators

2020 CAASPP data is not available.

2020 STAR 360 Math - from August to May, 83% of students increased an average of 109 points on the Scaled Score with a range of 39 to 270.

2021 STAR 360 Math - from August to May, 100% of students increased or maintained their scores with an average of 79 points on the Scaled Score with a range of -1 to 260

ELPAC

Due to privacy concerns related to the low number of students designated as EL, ELPAC scores will not be recorded on this report, however, EL goals will be included within the LCAP based on data available to the Teacher/Principal.

SPED

Due to privacy concerns related to the low number of students designated as SPED, academic achievement scores will not be recorded on this report, however, SPED goals will be included within the LCAP based on data available to the Teacher/Principal.

PARENT AND COMMUNITY ENGAGEMENT

Parent Teacher Conferences

2019-2020: 100% of parents participated in Fall and Spring Conferences

2020-2021: 100% of parents participated in Fall and Spring Conferences

Jefferson plans to maintain and build on this success through assessing students through CAASPP and STAR 360 assessments and using the data to plan an instructional program for all students that is recorded and shared with families using the Students' Personal Learning Plan. Results will continue to be shared through parent conferences, family nights, and weekly take home folders. We plan to add monthly Parent Coffee sessions to further increase communication in an inviting atmosphere that will promote parent decision making. We will continue to promote social emotional learning through our PBIS program and our restorative justice techniques as well as celebrating success through Fun Friday activities, spirit success, and student award ceremonies. We are incredibly excited about the upcoming school year!

Reflections: Identified Need

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

Please Note: Jefferson district has fewer than 30 students, therefore, Dashboard Data is not available. The areas of performance addressed in this section are based on the achievement of 6 students as measured by local indicators. Because of the extremely low sample size, the assessment results vary widely from year to year.

OVERVIEW

Based on data for local control indicators such as parent communication, climate surveys, School Site Council notes, and STAR 360 data, Jefferson has identified three areas of need for this LCAP. First, English Language Development and Academic Intervention for students not meeting grade level standards is a top priority during the instructional year. This need is reflected for increased support and time with the students by the Instructional Aid for primary-age students, English Learners, and Special Education students when the teacher is not providing direct instruction to these students. A second need is increased time spent on English Language development, particularly in the primary grades, through integrating EL strategies throughout the day and scheduling Designated English Language instruction time. Third, based on the remote location, Jefferson has a need for connecting with students and families outside of the community through online, county, and field trip opportunities for the students to build their background knowledge and real-world experiences. We want to increase participation in the School Site Council though combining the SSC committee with monthly Parent Coffees because all of our goals and needs are best achieved through continuing to foster parent engagement in planning how to best support our students and in establishing priorities to actualize the School Vision.

The data breakdown is as follows:

CONDITIONS OF LEARNING

Based on the attendance, climate surveys, and our low suspension/expulsion rates, the greatest need in this area is to maintain the conditions of learning that led to this success.

ACADEMIC ACHIEVEMENT

Due to privacy concerns, achievement of students designated as EL and SPED will be grouped together.

ENGLISH LANGUAGE ARTS - CAASPP and Local Performance Indicators

2020 CAASPP data is not available.

2020 STAR 360 ELA - 66% of EL and SPED students were below grade level standards.

2021 STAR 360 ELA - 100% of EL and SPED students were below grade level standards.

Math - CAASPP and Local Performance Indicators

2020 CAASPP data is not available.

2020 STAR 360 Math - 33% of EL and SPED students were below grade level standards.

2021 STAR 360 Math - 50% of EL and SPED students were below grade level standards.

STEPS TO ADDRESS NEEDS

The LEA will identify performance gaps for all students, including EL, Foster Youth, Homeless, low income, and Special Education students by reviewing the 2021 CAASPP in August 2021, administering the STAR 360 initial assessments in math and English Language Arts within the first two weeks of school, and administering the CAASPP Initial Assessment to students in Grades 3-8 within the first six weeks of school. The Initial ELPAC will be administered to incoming Transitional Kindergarten students within the first sixty days of enrollment. This data will be used to identify current language levels and identify academic performance gaps. Using this data, the Teacher/Principal will create a Student Learning Plan for each student that will includes academic goals, long-term goals, and social emotional learning goals developed from the data and utilizing input provided by parents and students. Progress on the goals will be communicated to students and parents through weekly take home folders and Progress Reports that are sent home every six weeks. Ongoing progress monitoring through STAR 360 will be administered every six weeks which will then be used to revise the Student Learning Plans according to the results of the

emerging data. The instructional plan will be implemented by the Teacher/Principal and our students with special needs and English Learners will be given additional learning supports with extra time and intervention strategies provided by the Instructional Aid under the direction of the teacher. Students will also receive support through computer adaptive programs such as ST Math, Imagine Learning, Reading A to Z during their independent work time. English Language Learners will receive 30 minutes of daily Designated English Language instruction offered by the Teacher Principal and Instructional Aide.

PARENT AND COMMUNITY ENGAGEMENT

School Site Council

2019-2020: Monthly meetings held until the school closed due to COVID. Informal discussions took place via phone and text messages.

2020-2021: Monthly meetings were not held at the school due to COVID safety precautions. informal discussions took place with all parents via phone, in person meetings, and surveys.

LCAP Highlights

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

Jefferson has identified three main goals for the next three years.

CONDITIONS OF LEARNING

Goal #1 (Maintenance goal) focuses on maintaining the Conditions of Learning for student success through staff retention or hiring, professional development for the staff, student access to instructional materials based on California Common Core standards, and facility maintenance. Jefferson has successfully met each of these goals over the last three years and wants to maintain this achievement over the course of this LCAP as well. This goal meets CA Priority 1, Conditions of Learning, Priority 2, State Standards, and Priority 7

ACADEMIC ACHIEVEMENT

Goal #2 focuses on students maintaining grade level proficiency and/or showing excellent academic improvement each successive year. This will be achieved through the use of using assessment data to provide rigorous instruction for all students, providing adaptive technology programs such as ST Math and Footsteps 2 Brilliance for student independent learning time, providing intervention support particularly for our English Language Learners and Special Education students, and finally, building real world experiences through special projects and field trips. This goal meets CA State Priority #4, Pupil Achievement, Priority 7, Course Access, and Priority 8, Other Pupil Outcomes.

FAMILY AND COMMUNITY ENGAGEMENT

Goal #3 centers around community and family engagement. We want to continue our high level of engagement between the staff and families through Family Nights, communication through weekly reports and trimester parent conferences, and promote parent decision making opportunities through School Site Council meetings and Student Personal Learning Plans. In addition, Jefferson wants to maintain and promote social emotional learning through school spirit days, SEL learning and supports, and high levels of attendance. This goal meets CA State Priority 3, Parent Involvement, Priority 5, Pupil Engagement, and Priority 6, School Climate.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A - No schools have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A - No schools have been identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A - No schools have been identified for CSI.

Stakeholder Engagement

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

The communication and relationship between Jefferson School and its families have greatly benefited students over the years. Jefferson stakeholders are committed to working together to assess, plan, and implement effective strategies that will best support our students for now and the future in order to actualize the School Vision.

Jefferson consulted with a variety of stakeholders before finalizing the LCAP.

Jefferson School Board:

The Teacher/Principal meets with the Board of Trustees for the planning and development of the LCAP/Annual Review and Analysis every second Wednesday of the month and occasionally holds additional, emergency meetings as needed. The Teacher/Principal provides a detailed Principal Report reviewing progress on all LCAP goals at these meetings at which time the School Board provides input, asks questions, and offers support. Jefferson School Board Meetings and focus:

7/8/2020, 08/12/2020: COVID Reopening and safety descisions, planning fo rLearning Continuity Plan

09/09/2020: Resolution for Sufficiency of Materials to ensure appropriate material adoption, and Public Hearing for Learning Continuity and Attendance Plan

09/16/2020: Adoption of Learning Continuity Plan

10/14/2020, 11/04/2020: Monitoring of Learning Continuity Plan and online programs.

12/15/2020; Budget adoption, purchase of supplies, subscriptions and programs to support online and in person iinstruction.

1/13/2021, 2/10/2021: Monitoring of Learning Continuity Plan and online programs.

3/10/2021, 4/14/2021, 5/12/2021: Monitoring of LCP and planning for new LCAP, staffing, budget, etc.

June 9, 2021: LCAP & Budget Public Hearings

June 16, 2021: LCAP & Budget Adoption

School Site Council:

Over the last three years, the Teacher/Principal has been learning how to formalize the School Site Council meetings. The School Site Council meetings are schedule once a month between staff and students, with the elected parent representative in attendance when possible. A new representative will be selected in the 2021-2022 school year and recruitment efforts are being made to ensure that equitable

parent representation occurs within this committee. Due to the small size of our school community, Jefferson plans to combine School Site Council a monthly "Parent Coffee" the morning after each Board meeting for all students and parents to attend.

Jefferson Staff

Because the Teacher/Principal and Instructional Aid have worked together for the previous three years, they have been able to develop a cohesive, collaborative team. Informal conversations regarding progress toward the LCAP goals occur on a daily basis with formal activities and professional development training planned for school minimum days when the students are released every Wednesday at 12:00 P.M.

Parents

Due to our small numbers, Jefferson has a tight-knit, family feel between the staff and families. Regular, informal conversations are held as parents drop off and pick up their children at the end of the day. The Teacher/Principal is able to call and text all families with important information and updates to the LCAP and seek their input. Informational flyers are sent home in weekly Take Home Folders and electronic copies are posted on the students' Google Classroom page. Parents regularly participate in Family nights, graduation and other special events, as well as Fall and Spring Parent-Teacher Conferences. Because many of the families speak Spanish as a first language, the staff provides informal translation services through community members, older students, and Google translation. Whenever possible, formal documents are professionally translated and provided to the parents.

San Benito County Office of Education

The SBCOE provides numerous, invaluable services to the Jefferson community in meeting LCAP goals. The Teacher/Principal attends monthly Superintendent Public Safety meetings, and Professional Learning Network (PLN) meetings with other rural principals across the county to receive training and discuss development of LCAP goals. SBCOE provides services including, but not limited to, technology, special education, human resources, academic training, and county student events to name just a few. The Teacher/Principal participated in training and development of the LCAP at monthly meetings on the following dates: 08/05/2020, 08/12, 2020, 08/25/2020, 09/16/2021, 10/21/2020, 11/18/2021, 12/16/2021, 01/20/2021, 02/10/2021, 02/24/2021, 03/10/2021, 04/21/2021, 05/19/2021, 06/16/2021

Formal consultation with the SELPA took place on April 21, 2021 with informal consultation taking place throughout the 2020-2021 school year.

A summary of the feedback provided by specific stakeholder groups.

Goal #1: CONDITIONS OF LEARNING

Staffing - Summary of Input from Parents, Jefferson School Board, SBCOE

Staff, families, and Board Members have expressed appreciation and satisfaction with the performance of the Jefferson staff. The School Board reviewed the need for an Instructional Aid in relation to the small student population. Observation of teacher performance from the SBCOE took place in October 2020 and April 2021. The Teacher/Principal met performance expectations in all areas.

Professional Development - Summary of Input from Jefferson Staff, School Board, SBCOE

Professional Development Plans are developed annually at the beginning of each school year. Staff input suggests that areas of focus for the coming years include improving English Language Development for English Learners, social emotional activities for students to develop greater independence or to receive extra support to deal with individual challenges, and finally, early childhood instruction for our TK through 3rd grade students to ensure early, effective intervention takes place for these students. The Teacher/Principal participated in two cohorts through SBCOE: CA Health Framework and SEL Cohort. During the end-of-training evaluation, the Teacher/Principal identified the need to use professional development days to build on the training she received from these cohorts to improve the instructional program and SEL supports.

Common Core Materials/Technology - Summary of Input from School Site Council, Jefferson Staff, Jefferson Students

Current technology programs, including ST Math and Reading A to Z was evaluated by staff and input sought from students. The students and staff rated ST Math and Reading A to Z as valuable learning activities. Due to funds received during the COVID crisis students and staff have updated laptops, Chromebooks. No significant technology needs are anticipated for the next year. Jefferson was also able to adopt the Discover Education science program for teaching science standards, so the next curricular area scheduled for future adoption will be Social Studies.

Facilities - Summary of Input from School Site Council, Jefferson Staff, Jefferson School Board

Jefferson has completed several major facility repairs during the 2020-2021 school year including blacktop replacement (May 2021), plumbing repairs (December 2020), and tree removal (December 2020). No major work is anticipated to be needed for the next three years, however, updates to the facility will continue to be considered such as fencing replacement, updates to the teacher housing unit, and basketball hoops.

Goal #2: STUDENT ACHIEVEMENT

Summer School - Summary of Input from School Site Council, Parents, School Board

A summer school plan was presented to the School Board and parents in April and May. Parents expressed an interest in continuing the summer program similar to what was offered during previous years which consisted of the Teacher Principal meeting with students in the

areas of math and reading 1-3 times a week through Google Meet or home visits. After receiving additional funding through the Extended Learning Opportunities grant, discussions between the staff and families were completed in May 2021 to extend the summer school program.

Special Projects - Summary of Input from Jefferson Staff, School Site Council, SBCOE, Parents

The Teacher/Principal has been collaborating with the SBCOE to discuss student opportunities such as the STEAM fair, music festival, photography project, and art contest. Staff, families, and students expressed an interest in continuing these collaborations to showcase student achievement. Piano lessons were cancelled during the 2020-2021 school year due to COVID concerns, and multiple students expressed an interest in receiving this music instruction again.

Imagine Learning - Summary of Input from School Site Council, Jefferson Staff, Jefferson School Board

Jefferson piloted use of Imagine Learning as a possible computer adaptive program to be used for intervention of English Language Learners and SPED students as well as material to be used for the summer school program. While one student did not find Imagine Learning to be a valuable learning tool, other students expressed a high level of satisfaction in using it to build math fact skills and literacy skills (April 2021)

Goal #3 PARENT AND COMMUNITY ENGAGEMENT

School Site Council - Summary of Input from School Site Council Jefferson Staff

Jefferson staff analysis of SSC meetings revealed a need for a new parent representative to the school. The staff began discussing parents who might be able to serve in this role and could be an effective liaison between the school and families. While Jefferson families' feedback indicated that they were satisfied with the SSC currently in place, feedback from staff indicated a need to increase the fidelity of SSC meetings to better include parent participation.

SEL - Summary of Input from Input from SBCOE, Jefferson Staff, School Site Council, Parents, Jefferson School Board

The Teacher/Principal participated in two cohorts related to social-emotional learning: Human Health and Development Cohort as well as the SEL Cohort, both of which were offered by the SBCOE. Feedback from parents and students indicated that students feel safe and connected to others at Jefferson. Principals at other rural school as well as feedback from Special Education teachers providing services to Jefferson students indicated a high need for professional counseling for rural students and families across the county. At Jefferson, a couple of parents expressed an interest in professional counseling for their children, and all parents identified social emotional skills that they were interested in helping their child develop and expressed approval for building the social emotional program at Jefferson.

Goal #1: CONDITIONS OF LEARNING

Staffing Decision:

The Jefferson School Board selected to retain the Instructional Aide to provide additional supports to students, particularly students receiving Special Education services, English Language Learners, and primary students.

Professional Development Decision:

The Jefferson staff will create a Professional Development plan, including opportunities for desired training at the beginning of the year and implemented through substitute days as needed, professional development funds, on Teacher Work Days, and minimum days.

Common Core Materials/Technology Decision:

No significant technology needs are anticipated for the next school year. Jefferson will begin researching possible Social Studies curriculum for future adoption. While planning for Graduation/Promotion Ceremony to include in person and Zoom participants, a need was identified to purchase a projector system for the multipurpose room so that future events can be held using our technology in this larger area to accommodate greater social distancing or larger groups of people as safety enables us to meet in person for special events.

Facilities Decision

No major work is anticipated to be needed for the next three years, however, updates to the facility will continue to be considered such as fencing replacement, updates to the teacher housing unit, and new basketball hoops.

Goal #2: STUDENT ACHIEVEMENT

Summer School Decisions:

A summer school plan was presented to the School Board and parents in April and May. Parents expressed an interest in continuing the summer program similar to what was offered during previous years which consisted of the Teacher Principal meeting with students in the areas of math and reading 1-3 times a week through Google Meet or home visits. After receiving additional funds through the Extended Learning Opportunities grant, discussions between the staff and families were completed in May 2021 to extend the summer school program to 3 days a week for four weeks of in person instruction for 3 1/2 hours each day. The schedule was presented to parents and then changed to 4 days a week for three weeks based on parent feedback. The program will be administered by the Teacher/Principal and supported by the Instructional Aid and/or a San Jose State University student teacher, if possible.

Special Projects Decisions

Special projects will be included during the school year including, but not limited to, participation in county fairs and contests, photography lessons, and piano lessons. Field trips are also an important inclusion in the LCAP and are planned to take place either virtually or in person if Public Health regulations permit such events to take place.

Goal #3 PARENT AND COMMUNITY ENGAGEMENT

School Site Council Decision

New elections are to be held during the 2020-2021 school year. Meetings are to be scheduled the morning after regular School Board meetings and scheduled at the beginning of day both in person and through Google Meet to promote parent participation. Training for the new representative will be provided by the Jefferson staff as well plans to develop a parent and outreach program through the representative(s)

SEL Decision

Social Emotional goals are included in the LCAP through PBIS supports, school spirit days, instructional plans, Meet the Masters art lessons, and family nights. The school will also be using ELO funds to hire a Social Worker to visit Jefferson 60-90 minutes a week to provide group lessons, individual counseling, family services, and assist in building the social emotional program offered at Jefferson.

Goals and Actions

Goal

Goal #	Description
1	MAINTENANCE GOAL Jefferson Elementary will provide a high-quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment. STATE PRIORITIES Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Jefferson has retained employment of a highly qualified teacher and an outstanding Instructional Aide for the last three years and received "Good" ratings on the FIT report. Significant repairs to the school facility during the 2020-2022 included updates to the plumbing system, removal of hazardous trees, and repairs to the student blacktop. The metrics and actions described below will be implemented to ensure that the progress made within these priorities will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and legal obligations are met. The accompanying actions have been selected as a continuation of successful planning and purchasing of materials. These goals reflect input from staff, students, Jefferson School Board, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain or hire a highly qualified teacher who meets the California state credentialing requirements.	100% of teachers are appropriately credentialed and highly qualified.				100% of teacher(s) will be credentialed and highly qualified.
Sufficiency of standards-aligned instructional materials	100% of students had access to state approved curriculum				100% of students will have access to state approved curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for every student, Jefferson Annual Inventory	materials in ELA, ELD, math, and science per the 2020 McKinney Vento Resolution.				materials in ELA, math, and science.
Professional Development Agendas, Board Minutes	100% of staff received Professional Development Training based on annual Professional Development Plans.				100% of staff will receive Professional Development Training based on annual Professional Development Plans.
Facility Inspection Report	Jefferson received a "Good" rating for school maintenance and repair for the last three years.				Jefferson will receive a "Good" rating for school maintenance and repair on the FIT Tool.
School Accountability Report Card	School safety plan includes monthly safety drills, yearly inspections, etc.				School safety plan will include monthly safety drills, yearly inspections, etc.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teacher/Principal	Jefferson School Board will retain or hire a highly qualified teacher who is appropriately assigned and credentialed. This teacher provides all teacher and admin services for the district.	$68,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Instructional Aide	Jefferson School Board will retain or hire an Instructional Aide to provide intervention, support, supervision, and other classified duties such as recess/lunch supervision and office management. This action accounts for 12 hours of her 35-hour work week. Goal 2, Action 3 accounts for an additional 20 hours spent providing Intervention and other instructional supports targeted to specific student groups.	$7,770.00	No
3	Professional Development	Teacher and Instructional Aide will participate in monthly Professional Development opportunities including, but not limited to, Teacher Work Days/Minimum Days, webinars, Professional Learning Network through SBCOE, conferences, and other opportunities as specified in the staff annual Professional Development plan. At least three trainings will focus on instructional strategies that focus on building literacy for English Language Learners and Low-income students not meeting grade level standards. In addition, the Teacher/Principal will complete a program focused on learning a second language, Spanish.	$728.00	Yes
4	Curriculum Materials and Technology	Jefferson Elementary School District will purchase state adopted curriculum, standard-based materials, and appropriate technology needed to teach California Common Core standards in all subject areas as needed. Target goal for 2021-2022 is to purchase a new projector system for the multipurpose room.	$2,200.00	No
5	Facilities and Safety	Jefferson staff and stakeholders will assess the facility to determine compliance and complete needed maintenance, repairs, and safety requirements.	$1,200.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	FOCUSED GOAL Jefferson will assess students to determine current proficiency levels and provide core instruction, interventions and supports through a high-quality teaching program to ensure that each student will meet his or her learning potential. STATE PRIORITIES: Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Jefferson has a small group of students with a low student to staff ratio. This enables the staff to provide high levels of support and differentiation to all students. The metrics and actions are planned so that the staff will use assessment to determine current learning levels and monitor progress of each student with priority given to high needs students such as our English Language Learners, early elementary students, and Special Education students. Although no Foster Youth or Homeless students are currently enrolled in Jefferson, these actions will support these students if they enroll at our school. The scope and sequence plan will help the staff ensure that the students will have opportunities to be taught their appropriate grade level standards, promote growth over time, and help close the achievement gap for special need students. To further build academic success of all students, we have included activities for intervention, independent work time, enrichment, special projects, and field trips that will promote the development of the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State: CAASPP ELA	*CAASPP ELA was not given in 2020. Baseline to be established in 2021.				*CAASPP ELA: Students at Level 3 or 4 will maintain or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					increase levels of proficiency Students below proficiency will increase a level or improve 50 or more Scaled points
State CAASPP Math	*CAASPP Math was not given in 2020. Baseline to be established in 2021.				*CAASPP Math Students at Level 3 or 4 will maintain or increase levels of proficiency Students below proficiency will increase a level or improve 50 or more Scaled points
State: ELPAC	*ELPAC: Baseline to be established in 2021.				*ELPAC: Students increase 1 level each year or 50+ overall points each year. Students to be redesignated in 3-5 years from enrollment at Jefferson.
State: CAST (Science)	*CAST: No students meeting standards in 2021.				*Cast: 75% Students will score a Level 3 on CAST.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Control Indicator: STAR 360 ELA	*2021 STAR 360 ELA - from August to May, 100% of students increased or maintained their scores with an average of 153 points on the Scaled Score with a range of 1 to 312.				*STAR 360 ELA: 100% of students will increase their scores by 35 or more Scaled points
Local Control Indicator: STAR 360 Math	*2021 STAR 360 Math - from August to May, 100% of students increased or maintained their scores with an average of points on the Scaled Score with a range of -1 to 260				*STAR 360 Math: 100% of students will increase their scores by 35 or more Scaled points
Students have a broad course of study	Scope and Sequence on file at the school				*Scope and Sequence to be revised at the beginning of each year, and analysis of completion reported at the end of the year to the School Board. Qualitative analysis.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Progress Monitoring: ELPAC, STAR 360 and CAASPP	Testing Schedule to be created by the Teacher/Principal in the first month of each school year and shared with students and families. The testing schedule will include: STAR 360 to be administered every six weeks by the Jefferson staff. Overall scores to be reported to the School Board. Individual scores to be reported to students and families. CAASPP practice tests to be administered by the Teacher/Principal at the beginning and middle of the year.	$840.00	Yes
2	Scope & Sequence Chart, Daily Instructional Minutes	Scope and Sequence Chart containing academic standards and alignment across grade levels to be created before the first month of school year. Each month will contain a core instructional strategy to be targeted across content areas and revised each six weeks based on results of assessments. The plan will also include our daily Instructional Minutes for a broad course of study that includes all subject areas and 30 minutes per day dedicated toward English Language Development Instruction. Funding for this goal is provided under Goal 1, Action 1, HIre a highly qualified, appropriately teacher.	$0.00	No
3	Intervention	The Intervention Program includes the following: 1. Foster Youth, Low Income, and English Language Learners will receive increased time with the teacher for core curricular standards in math, ELA, and science. 2. When Foster Youth, Low Income, and English Language Learners are not meeting with the teacher, they receive additional support to complete assignments with the Instructional Aid. How this time is divided between the two staff members is written in the Daily Schedule, (See Goal 2, Action The Teacher Prinicpal will provide	$12,880.00	Yes

Action #	Title	Description	Total Funds	Contributing
		extra instructional time with Foster Youth, Low Income, and English Language Learners for core instruction in grade level standards. The daily schedule will include 30 minutes Designated English time with the Instructional Aid using the Fountas & Pinnell intervention program. When the teacher is not providing direct instruction to the Foster Youth, Low Income, and English Language Learners, the Instructional Aid will provide extra assistance to complete their work.		
4	Independent Learning: Technology Programs/Centers	Students will have access to computer adaptive programs such as ST Math, Footsteps 2 Brilliance, Prodigy, and Reading A to Z to use when not receiving direct instruction from the staff. At least five Independent Learning Centers will be developed and used.	$1,100.00	Yes
5	Enrichment: STEAM/Special Projects/Field Trips	Students to annually participate in a minimum of five enrichment activities such as a STEAM project, field trips (in person or virtual), and/or contests	$2,800.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	BROAD GOAL Jefferson Elementary will engage parents, community members, and other stakeholders in developing a positive climate and system of support centered around a "Growth Mindset" for students and families as we work together to ensure that each student ensures his or her emotional, social, and physical wellbeing. STATE PRIORITIES Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district's overarching goal for our students is to develop their intellectual, artistic, social, emotional, and physical capacities to enable them to fulfill their potential, succeed academically, pursue their goals and be life-long learners (School Vision). This is achieved through offering a safe learning environment for all students, and by involving parents and other stakeholders working together to ensure this happens. We promote parent engagement through our School Site Council, family education and celebration nights as well as communication through daily, weekly, and monthly resources. The Student Learning Plan, which contains academic, social, and emotional goals, is developed through a collaborative process that includes input from students, staff, and parents. Finally, we focus on maintaining the school climate where all students feel safe and maintain their high levels of attendance. We accomplish through our positive behavior supports, instructional support, and our school spirit days and activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance/Chronic Absenteeism	2020-2021 Attendance rate was 96% and 0% for chronic absenteeism.				Attendance rate will be 96% or higher and 0% for chronic absenteeism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey	100% of students and parents rate Jefferson as a safe place to learn.				Maintain the rating of 100% of students and parents rate Jefferson as a safe place to learn
School Site Agendas/Minutes/Attendance	2020-2021: Four formal School Site Council meetings with a parent representative present				Nine formal School Site Council meetings with a parent representative present.
Parent Attendance Reports	100% Attendance at Spring and Fall Conferences				100% Attendance at Spring and Fall Conferences
Middle School Dropout Rates	100% of Jefferson 8th grade students enrolled in the high school.				100% of Jefferson 8th grade students will enroll in the high school. 0% dropout rate.
Pupil suspension and expulsion rates	2020-2021 Suspension rate was less than 1%. expulsion rate was 0%.				2020-2021 Suspension rate will be 0% and expulsion rate will be 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Site Council Meetings/Parent Coffee Meetings	Jefferson staff will hold monthly School Site Council Meetings with students, staff, and parent representative each month to share progress, obtain feedback, and collaborate on effective ways of meeting school and student goals.	$300.00	No
2	Student Personal Learning Plan	Staff, students and parents will develop a personal learning plan for each student at the beginning of the year that is based on performance data, observations, and interests. The plan will include student long term and short term goals including, but not limited to college/career, academic, SEL needs, etc. The plan will be monitored and revised each six weeks to ensure progress toward meeting these goals. Celebration of goals recorded in the school yearbook and given to each student.	$150.00	No
3	Family Nights, Community Outreach, and Volunteer Program	Jefferson will hold at least 3-5 community outreach, family nights, and/or volunteer activities over the course of the year. Ideas include a service project, building the school garden, participation at a Family Night such as the Winter Performance, Open House, Back to School Night, Graduation, etc.	$1,500.00	No
4	Parent Communication	Student progress will be shared with parents through Google Meet, weekly Take Home folders, trimester report cards, and Parent-Teacher conferences in the Spring and Fall. This goal is funded through Goal 1, Action 1, Hire a highly qualified teacher.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5	SEL Supports/School Climate	Social Emotional Support will include continuation of monthly art lessons through the Meet the Masters program for creativity and relaxation, school spirit days and school wear, positive behavior awards and incentives. (Individual social emotional goals to be included as part of the school scope and sequence chart (Goal 2 Action) and students' Personal Learning Plan in Goal 3, Action 2). The needs of Special Education students are prioritized for the actions of this goal, particularly instruction for social emotional development, but Special Education students will benefit from all students participating.	$625.00	No Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.8%	10,760

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

Required Descriptions

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

Goal 1, Action 3
Professional Development
While the Professional Development Plan developed by the staff at Jefferson focuses on a variety of topics, such as the teacher working on her admin credential and the Instructional Aid working on her teaching credential, the needs of the English Language Learners, Foster Youth, and low-income students are the main focus. To that end, the staff will engage in at least three professional development activities focused on the Literacy and Language Development for our primary-age students who speak English as a second language. The teacher will attend trainings through the San Benito County Office of Education and online webinars. The Instructional Aid will receive training through her teacher credential program at the university and additional Professional development provided by the Teacher/Principal at Jefferson on Wednesday, the students' minimum day. In addition, the teacher is voluntarily participating in a program to learn a second language, Spanish, so that she can better communicate with the Spanish speaking families in the community.

Goal 2, Action 1
Progress Monitoring: ELPAC, STAR 360, and CAASPP
These assessments will help the teacher and Instructional Aide identify learning gaps and plan for instructional needs to maximize student progress.

Goal 2, Action 3
Intervention

The Instructional Aid also provides ELD/Reading Intervention support through a 30 minute, daily scripted Fountas and Pinnell program (2 hours a week) that focuses on vocabulary development and reading comprehension. During this same time, the teacher is able to also pull groups of students for ELD and Reading Intervention support using core and uses supplemental materials, particularly computer adaptive programs, to support students' learning growth. The Instructional Aid offers an additional 18 hours a week for intervention support for Foster Youth, English Language Learners, and Low Income students with a particular emphasis on the EL students in the primary grades during times when these students are not working directly with the Teacher/Principal.

Goal 2, Action 4
Independent Learning: Technology Programs/Centers
This action covers what students do during their independent work time. When purchasing computer programs for Jefferson, many computer adaptive programs require a minimum purchase that exceeds the number of students currently enrolled at Jefferson. The foster youth, English Learners, and low-income students receive more time with the Instructional Aid (see Goal 1, Action 1 and 2, and Goal 2, Action 3), however, they still need time for independent work and practice. Computer adaptive programs enable students to work at their individual learning level and have support built into the program. Teacher-created centers are first explicitly taught to all students with some centers targeted specifically for Foster Youth, English Learners and Low-Income students.

Goal 2, Action 5
Enrichment: STEAM/Special Projects/Field Trips
Because of our small enrollment of less than 10 students, our Foster Youth, English Learners and Low-Income students receive more benefit from these activities when all students participate.

Goal 3, Action 5
SEL Supports/School Climate
The activities in this action benefit all students, but the target group is the needs of our Special Education students who often need additional support to develop their social-emotional skills. However, the Special Education students will benefit from all students participating in these services, including our Foster Youth, English Learners and Low-Income students who need support in this area as well.

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

Goal 1, Actions 1 and 2:

The services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through dedicating 23 hours of the Instructional Aid's work week (Goal 2, Action 3), to provide additional support to these students following core instruction from the teacher so that the student may receive additional help following core instruction from the teacher. In addition, the Instructional Aid is able to provide whole class support through supervising activities such as Social Studies, art, and P.E. so that the teacher

can provide targeted intervention for these same students. All instructional activities are supervised by the Teacher/Principal and adjustments are made on a regular basis based on teacher observation, assessment results, and planning and collaboration sessions between the staff.

Goal 1, Action 4

Curriculum Materials and Technology

This goal ensures access of appropriate technology and core curricular materials in all subjects for all students including Foster Youth, English Learners and Low-Income students. All core curricular materials include instructional supports for English Learners and students who are below grade level standards.

Goal 1, Action 5

Facilities and Safety

Maintenance of Jefferson facilities benefits all students including Foster Youth, English Learners and Low-Income students.

Goal 2, Action 2

Scope & Sequence Chart, Daily Instructional Minutes

This action is not listed as contributing because financing is covered under Goal 1, Action 1, retain a highly qualified, credentialed teacher. The teacher takes into account the needs of all students, including Foster Youth, English Learners and Low-Income students when planning the academic scope and sequence chart and reserves 30 minutes out of each instructional day for Designated English Language Development instruction. ELD instruction is also integrated in all core subject instruction.

Goal 3, Action 1

School Site Council Meetings/Parent Coffee Meetings

Over the last three years, the School Site Council meeting has taken place on more of an informal basis than as a formal, planned activity. To address this challenge and to increase the decision-making ability of the families who speak English as a second language, the School Site Council Meetings is going to be combined with a monthly Parent Coffee Meeting to help parents come to school more frequently in a relaxed, welcoming environment that invites participation.

Goal 3, Action 2

Personal Learning Plan

While all students will receive STAR 360 and CAASPP testing, the needs of the English Language Learners is the primary focus for this goal. The assessment results will be analyzed in conjunction with ELPAC scores and progress with instructional activites designed to promote language additional language development. These results will drive the development of the students' Personal Learning Plans that are created with input of the parents. Because of our enrollment numbers are less than ten students, the English Language Learners will receive more benefit from this activity if all students participate and vice versa.

Goal 3, Action 3

Family Nights, Community Outreach, and Volunteer Program

Because of our small enrollment of less than 10 students, our Foster Youth, English Learners and Low-Income families receive more benefit from these activities when all families participate. This action includes providing translation services to our English Language families to increase parents capacity to build understanding and enjoy the activities.

Goal 3, Action 4

Parent Communication

Because of our small enrollment of less than 10 students, our Foster Youth, English Learners and Low-Income families receive more benefit from these activities when all families participate. This action includes providing translation of our communication to our English Language families to increase parents' capacity to build understanding of the important information provided. Although not included in this action, the teacher is working on building her Spanish speaking skills as part of her Professional Development plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$85,415.00	$1,000.00		$13,678.00	$100,093.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$89,490.00	$10,603.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Teacher/Principal	$68,000.00				$68,000.00
1	2	All	Instructional Aide				$7,770.00	$7,770.00
1	3	English Learners Foster Youth Low Income	Professional Development				$728.00	$728.00
1	4	All	Curriculum Materials and Technology	$1,200.00	$1,000.00			$2,200.00
1	5	All	Facilities and Safety	$1,200.00				$1,200.00
2	1		Progress Monitoring: ELPAC, STAR 360 and CAASPP	$840.00				$840.00
2	2	All	Scope & Sequence Chart, Daily Instructional Minutes					$0.00
2	3	English Learners Foster Youth Low Income	Intervention	$7,700.00			$5,180.00	$12,880.00
2	4	English Learners Foster Youth Low Income	Independent Learning: Technology Programs/Centers	$1,100.00				$1,100.00
2	5	English Learners Foster Youth Low Income	Enrichment: STEAM/Special Projects/Field Trips	$2,800.00				$2,800.00
3	1	All	School Site Council Meetings/Parent Coffee Meetings	$300.00				$300.00
3	2	All	Student Personal Learning Plan	$150.00				$150.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Family Nights, Community Outreach, and Volunteer Program	$1,500.00				$1,500.00
3	4	All	Parent Communication					$0.00
3	5	Students with Disabilities English Learners Foster Youth Low Income	SEL Supports/School Climate	$625.00				$625.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$13,065.00	$18,973.00
LEA-wide Total:	$12,225.00	$18,133.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$840.00	$840.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income			$728.00
2	1	Progress Monitoring: ELPAC, STAR 360 and CAASPP	Schoolwide			$840.00	$840.00
2	3	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,700.00	$12,880.00
2	4	Independent Learning: Technology Programs/Centers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,100.00	$1,100.00
2	5	Enrichment: STEAM/Special Projects/Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,800.00	$2,800.00
3	5	SEL Supports/School Climate	LEA-wide	English Learners Foster Youth Low Income		$625.00	$625.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

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

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.