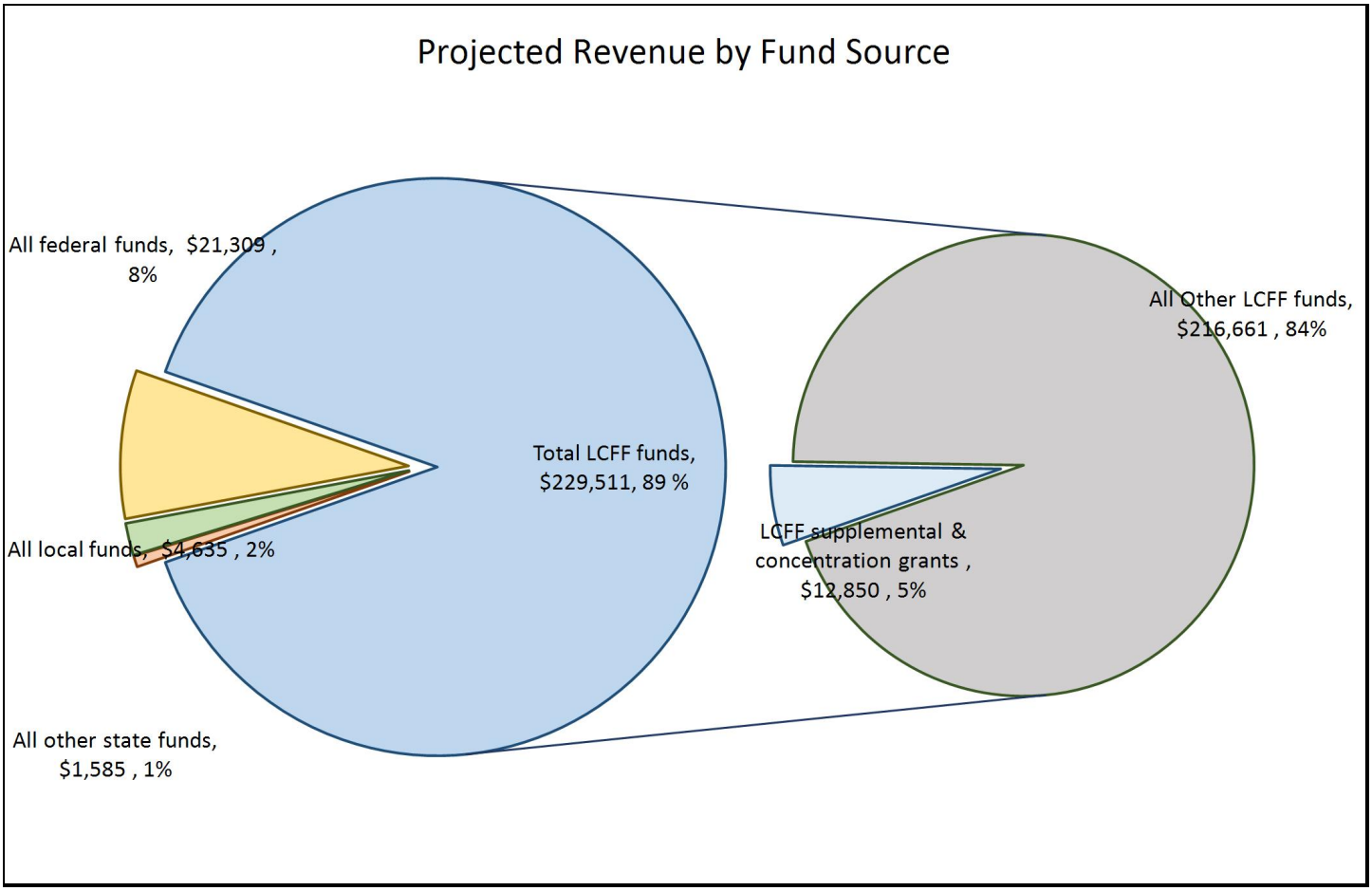
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Elementary School District
CDS Code: 35-67488-6035059
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Elizabeth Volmer, Teacher Principal

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

Budget Overview for the 2019-20 LCAP Year

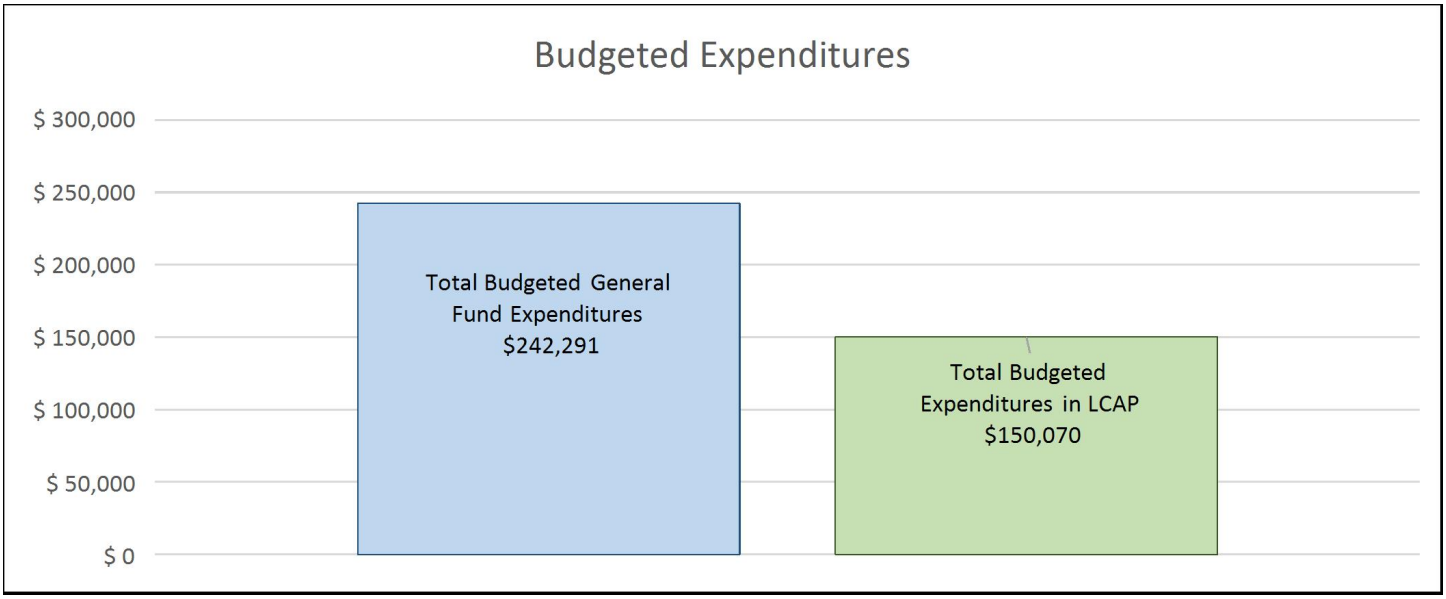


This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Jefferson Elementary School District is $257,040, of which $229,511.00 is Local Control Funding Formula (LCFF), $1,585.00 is other state funds, $4,635.00 is local funds, and $21,309.00 is federal funds. Of the $229,511.00 in LCFF Funds, $12,850.00 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.



This chart provides a quick summary of how much Jefferson Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

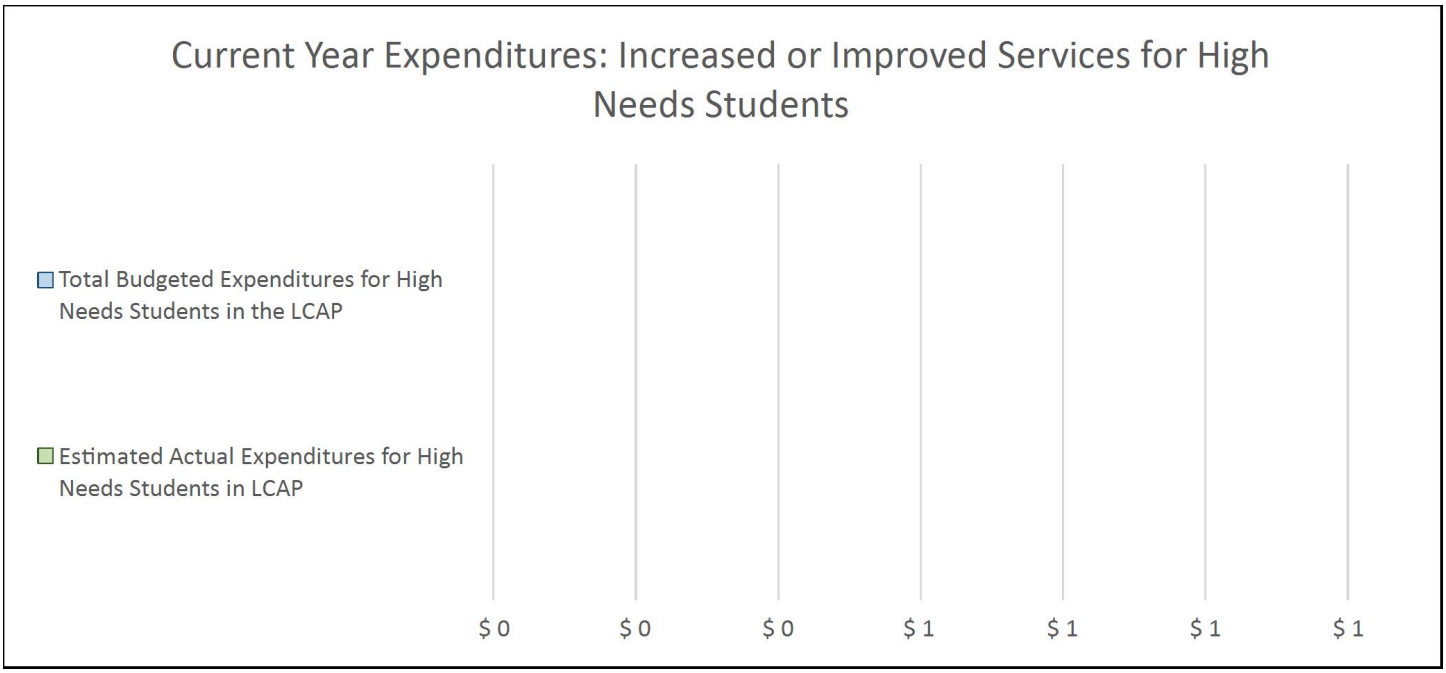
Jefferson Elementary School District plans to spend $242,291.00 for the 2019-20 school year. Of that amount, $150,069.78 is tied to actions/services in the LCAP and $92,221.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Jefferson Elementary School District is projecting it will receive $12,850.00 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Jefferson Elementary School District plans to spend $ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Jefferson Elementary School District budgeted last year in the LCAP 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 2018-19, Jefferson Elementary School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Jefferson Elementary School District estimates that it will actually spend $ for actions to increase or improve services for high needs students in 2018-19.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Jefferson District consists of one school, Jefferson Elementary, which serves eight students in grades K-8. 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). Students attend Jefferson School in a single multi-grade classroom taught by a fully-credentialed, appropriately assigned teacher assisted by an Instructional Aid. Jefferson's enrollment generally fluctuates only slightly year to year with the majority of students starting in kindergarten and remaining through eighth grade giving the school a "family" feeling where students forge strong bonds with each other and the school. Jefferson's 2018 student demographics:

* Enrollment: 8
* Hispanic: 50%
* White: 50%
* English Learners: 25%
* Re-designated Fluent English Proficient: 22.2%
* Students With Disabilities (Resource): 11.1%
* Economically Disadvantaged: 88%
* Migrant: 0%
* Foster Youth: 0%
* Homeless: 25%
* Unduplicated: 25%
* No other subgroups exist at this time

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 is 45 miles away. There are no businesses, no places of entertainment, no libraries, churches, stores, fire or police stations, and no

services. There are no apartment buildings, trailer parks, housing developments or even "neighborhoods" in the conventional sense of the word. The population is small and spread out with some residents separated by large expanses of grazing land. As you might expect, the school is a significant entity in this unique rural community.

The school's parent community consists of six families, four of whom own or work on the ranches. Jefferson's parents are extremely supportive and participatory. 100% of parents, both mothers and fathers, generally attend all school events such as Art Fair, Science Fair, student drama productions, Parent Education events, Family Learning nights, and Family Fun nights. 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. 25% of parents serve on the SSC and constitute 60% of the LCAP Team. 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. The communication and relationship between Jefferson School and its families have greatly benefited students over the years. There is a need to constantly foster this relationship as we work together in planning how to best support our students and in establishing priorities for now and the future in order to actualize the School Vision.

Note: Reported in this document are metrics associated with K-8 students such as achievement, attendance, suspension and expulsion rates; however, because Jefferson is a K-8 district, metrics for AP (Advanced Placement), EAP (Early Assessment Program), dropout and graduation rates are not reported.

LCAP Highlights

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

Through an analysis of state and local data and input from stakeholders, Jefferson identified the following four goals as the key features to be addressed from 2017 through 2020 for the purpose of improving student outcomes and moving the district closer to achieving the School Vision.

Goal 1: Ensure that all students have access to the "conditions of learning" that form the necessary foundation for student achievement. These conditions include: fully credentialed and appropriately assigned teachers; a broad course of study that includes standards-based instruction in all core subjects; access to standards-based texts and instructional materials from the latest adoption cycle in all core subjects; and a clean, safe, well-maintained facility in which to learn.

Goal 2: Ensure that by May 2020, all students will increase their achievement in English Language Arts; 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 sub-tests; and beginning in 17-18, 85% of English Learners continually enrolled for 48 months will qualify for re-classification with that time.

Goal 3: Ensure that all parents have the opportunity and support to strengthen their connection to the school, participate in all school programs and provide input into school decisions.

Goal 4: Ensure that all students have the opportunity to develop their intellectual, artistic, physical and social/emotional capacities within a positive, safe, trouble-free school climate where students are engaged in their learning and connected to their school.

Review of Performance

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

Greatest Progress

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 and the achievement of 5 students (grades 3-8) whose progress in ELA and Math is measured by 2019 state performance indicators. Because of the extremely low sample size, the assessment results vary widely from year to year.

1. ENGLISH LANGUAGE ARTS - CAASPP and Local Performance Indicators
In 2018 CAASPP results of current Jefferson students: Level 1 - 60% Level 2 - 0% Level 3 - 40% Level 4 - 0% (40% at or above standard, 60% below or significantly below standard)
In 2019 CAASPP results of current Jefferson students: Level 1 - 20% Level 2 - 20% Level 3 - 40% Level 4 - 20% (60% at or above standard, 40% below or significantly below standard)

STAR 360 comparison data shows that 83% of the students scored below or significantly below standard and 17% at or above standard in August 2018. 34% of the students scored below standard and 67% at or above standard in June 2019.

2. STUDENT ENGAGEMENT
PERFORMANCE MEASURED BY LOCAL PERFORMANCE INDICATORS

* 0% Suspensions (SARC)
* 0% Expulsions (SARC)

3. STUDENT AND PARENT ENGAGEMENT
PERFORMANCE MEASURED BY SCHOOL CLIMATE AND ENGAGEMENT SURVEYS
(Note: The results of the current surveys (18-19) concur with data from the survey conducted 16-17 and 17-18 except where noted)

* 100% of students agree that they like school, look forward to coming to school and feel a strong connection to Jefferson.
* 100% of students agree that they're proud of their accomplishments, have a great desire to improve & are confident they will.
* 100% of students agree that they feel safe at school and are respected by the adults and other students at the school.
* 100% of students, staff, and parents agree that the school climate is positive, peaceful and safe where violence and bullying do not occur.

* 100% of parents agree that they are kept informed weekly about the progress of their children,
* 100% of parents agree or agree that Jefferson has made strong efforts to include parents in decision making (increase from 17-18)

4. ENGLISH LEARNER SUCCESS
PERFORMANCE MEASURED BY ELPAC , CAASPP and LOCAL PERFORMANCE INDICATORS (STAR 360; Teacher Evaluation)

* Based on 2019 CAASPP results, 100% of EL students in grades 3-8 met standard in ELA,

* Based on 2019 ELPAC results, EL students in grades K-8 achieved the following "Overall" and sub-test scores. 2019 scores will be used as a baseline for determining improvement on ELPAC sub-tests in 2020. The expectation is that 100% of EL students will improve one level every year on any of the ELPAC subtests.

Student #1: 2018 Overall: 1545/Level 3; Oral Language: 1569/Level 4 Written Language: 1521/Level 2
Student #1: 2019 Overall: 1602/Level 4; Oral Language: 1592/Level 4 Written Language: 1612/Level 4
Change from 2018-2019: Overall: +57 points Oral Language: +23 points Written: +91 points

Student #2: 2018 Overall: 1442/Level 3; Oral Language: 1468/Level 4 Written Language: 1416/Level 1
Student #2: 2019 Overall: 1529/Level 3; Oral Language: 1547/Level 4 Written Language: 1510/Level 3
Change from 2018-2019: Overall: +87 points Oral Language: +79 points Written: + 94points

* Based on 2018 ELPAC results and STAR 360 results in basic skills, 33.2% (2 students) of English Learners in grades K-8 were re-classified as RFEP. One re-classified student was a long-term EL student of 9 years; the other student was in the ELD Program for 5 years.
* Based on 2019 ELPAC results and STAR 360 results in basic skills, two students increased in ELPAC and STAR 360 levels, and while close to redesignation status, need an additional year with English Language instructional support.

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

Greatest Needs

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 a student body of 6 students as measured by local indicators and the achievement of 5 of those students (in grades 3-8) whose progress in ELA and Math is measured by 2018 state performance indicators. Because of the extremely low sample size, the assessment results vary widely from year to year.

1. ENGLISH LANGUAGE ARTS - WRITING
PERFORMANCE AS MEASURED BY 2019 LOCAL INDICATORS

In 2019, as measured by Local Performance Indicators show that 33% of students were meeting writing expectations with 67% of students below or significantly below grade level standards.

IMPROVEMENT STEPS
To support achievement in ELA by all students, including English Learners, students with disabilities, low income students, homeless and foster youth (should any enroll), stakeholders identified the following "key" new and continuing improvement actions to be implemented in 2019-2020: Priority scheduling for writing time, and increase implementation and professional development training of Lucy Calkins writing program.

2. MATHEMATICS
PERFORMANCE AS MEASURED BY STATE INDICATOR, CAASPP 2019 and LOCAL INDICATORS (STAR360)

Math achievement declined in 2019. The percentage of students in grades 3-8 meeting standard in Math in 2018 was 20% which represents a decline of 29.8% decline of students meeting standard from 2018. Improving student performance in Math remains a focus area for 2019 and 2020.

In 2018 CAASPP results of current Jefferson students: Level 1 - 20% Level 2 - 0% Level 3 - 60% Level 4 - 20% (80% at or above standard, 40% below or significantly below standard)
In 2019 CAASPP results of current Jefferson students: Level 1 - 20% Level 2 - 60% Level 3 - 0% Level 4 - 20% (20% at or above standard, 80% below or significantly below standard)

The three students who dropped from Level 3 to Level 2 only decreased their scores an average of 39 scored points. While this is still cause for concern, these students were already on the border between Level 2 and 3 both years.

In contrast, Local Performance Indicators using STAR 360 Math comparison data shows that 50% of the students scored below or significantly below grade level standards and 50% at or above grade level standards in August 2018. 0% of the students scored below grade level standards and 100% at or above grade level standards in June 2019. This discrepancy in data indicates a need to improve alignment between instructional practices with CAASPP expectations.

IMPROVEMENT STEPS
To support improved achievement in Math, stakeholders identified the following "key" new and continuing improvement steps to be implemented in 2018-2019 for all students including low income, Students with Disabilities, and English Learners: Revising the 2019 pacing chart, Professional Development on reviewing and realigning instruction with CAASPP expectations and CCSS, increased alignment between ST Math and Core Curriculum, and increase instruction from 75 to 90 minutes on regular instruction days, maintain 60 math minutes on minimum days.

3. ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES
PERFORMANCE AS MEASURED BY STATE INDICATOR, CAASPP 2019:

A review of 2019 state and local indicator data by individual students and by student groups revealed that English Learners and Students With Disabilities remain Jefferson's lowest performing students; however, EL students are making good strides in both ELA and Math. Jefferson's focus for improvement will continue to be to improve every student's performance in ELA and sustain that growth.

ENGLISH LANGUAGE ARTS
2019 CAASPP testing of EL students in grades 3-8 revealed that 0% met standard in English Language Arts, which represents a decline from 2018.
2019 Local Performance Indicators of EL students in grades 3-8 reveal that 50% met standard in English Language Arts according to STAR 360 data by June 2019.
Comparison data from August 2018 to June 2019 on the STAR 360 ELA Local Performance Indicators show
Student 1: Grade Equivalent increase of +1.1 levels with a Scaled Score increase of 39 points, Level 1 to Level 2
Student 2: Grade Equivalent increase of +2.3 levels with a Scaled Score increase of 288 points, Level 1 to Level 3

2019 CAASPP testing of SWD student(s) in grades 3-8 revealed that 0% met standard in English Language Arts, which represents no change from 2017. There is a performance gap in ELA of 33.2% between students with disabilities and the "all" student group. Local Performance Indicator of STAR 360 ELA showed that 100% of SWD met standards, but were "on watch"
Comparison data from August 2018 to June 2019 on the STAR 360 ELA Local Performance Indicators for SWD
Student 1: Grade Equivalent increase of +2.4 levels with a Scaled Score increase of 293 points, Level 1 to Level 3

MATH
2019 CAASPP testing of EL students in grades 3-8 revealed that 0% achieved standard in Math, which represents an decline of 37.5% from 2018. This is similar to all populations as a whole.
2019 Local Performance Indicators of EL students in grades 3-8 reveal that 100% met standard in Math by June 2019 according to STAR 360 math data.
Comparison data from August 2018 to June 2019 on the STAR 360 Math Local Performance Indicators show
Student 1: Grade Equivalent increase of +2.0 levels with a Scaled Score increase of 187 points, Level 3 to Level 3
Student 2: Grade Equivalent increase of +0.7 levels with a Scaled Score increase of 16 points, Level 3 to Level 3

2019 CAASPP testing of SWD student(s) in grades 3-8 revealed that 0% met standard in math, which represents no change from 2018. The performance gap between SWD and the "all" student group in Math is 49.8%.
Local Performance Indicator of STAR 360 math showed that 100% of SWD met standard
Comparison data from August 2018 to June 2019 on the STAR 360 ELA Local Performance Indicators for SWD
Student 1: Grade Equivalent increase of +2.4 levels with a Scaled Score increase of 293 points, Level 1 to Level 3

4. STUDENT ENGAGEMENT
PERFORMANCE MEASURED BY LOCAL PERFORMANCE INDICATORS

* 92% 2018-19 Attendance (Attendance Certification) represents a 3.7% decline from 2017-18 results,
* 25% 2018-2019 Chronic Absenteeism (Attendance Certification) represents a 25% increase from 2017-18 results.

IMPROVEMENT STEPS: Update Jefferson Elementary attendance policies with support from San Benito County Office of Education (SARB), continue to implement parent education and communication, implement Attendance Incentive program.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

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 Students With Disabilities and English Learners on the 2018 CAASPP test, other state indicators (CELDT and ELPAC) and local indicators. Because of the extremely low sample size, the assessment results vary widely from year to year.

In 2018-2019, Jefferson had 5 student groups: (1) "All students" group (2) English Learner Group - 25% (3) Students with Disabilities Group - 25%
(4) Economically Disadvantaged Group - 88% (5) Homeless Students - 25% No Foster Youth were enrolled in 2018-2019.

1. ENGLISH LEARNERS
PERFORMANCE MEASURED BY STATE INDICATOR, 2019 - CAASPP and ELPAC

In 2018 Jefferson had a total of 2 English Learners, one of whom was in grades 3-8 and tested by CAASPP.

A review of 2019 CAASPP results by individual students and student groups revealed that 0% of EL students achieved standard in Math which represents a 20% performance gap between EL and the All Student group. Improving student growth in Math and sustaining that growth remain a focus for 2020.

A review of 2019 CAASPP results by individual students and by student groups revealed that 100% of EL students achieved standard in ELA, an increase of from 2018 and is above All Student group. Sustaining that growth remains a focus for 2020.

IMPROVEMENT STEPS: Because of the low sample size, EL and all students will benefit from MTSS intervention instruction in ELA and Math in addition to the Core Instruction with the support of the Instructional Aid under the direction of the Teacher Principal. Increased PD opportunities for teaching strategies will be provided to the Instructional Aid.

2. STUDENTS WITH DISABILITIES -

PERFORMANCE MEASURED BY STATE INDICATOR- CAASPP 2018 AND LOCAL ASSESSMENT

A review of 2019 state and local indicator data revealed that Students with Disabilities remain Jefferson's lowest performing group of students. No Students with disabilities have met standard in ELA or Math for the last 3 years (2017, 2018, 2019). The Students with Disabilities data is difficult to quantify due to the fact that the former group of Students with Disabilities is no longer enrolled at Jefferson, and the current Student with Disabilities is new to Jefferson this year.

STEPS TO ADDRESS SWD PERFORMANCE GAPS:
As students with disabilities work to achieve grade standard in ELA they will benefit from the ELA improvement steps identified in a previous section, "Review of Needs." Current SWD students have speech-language needs, so they will benefit from the actions/services identified for EL students.

IMPROVEMENT STEPS: Because of the low sample size, SWD and all students will benefit from MTSS intervention instruction in ELA and Math in addition to the Core Instruction with the support of the Instructional Aid under the direction of the Teacher Principal. Increased PD opportunities for teaching strategies will be provided to the Instructional Aid.

3. HOMELESS - No Performance Data is available for these students as they moved out of the district several months before state testing was conducted.

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.

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

Support for Identified Schools

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

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

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.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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. E. FIT rating of "Good;" or higher; SARC	18-19 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. Met. 100% of students will continue to participated in a broad, comprehensive, balanced curriculum that includes regularly scheduled, ongoing, standards-based instruction in Math, ELA, Basic Writing, Designated English Language Development, History/Social Studies, Science, Physical Education and VAPA. D. Met. 100% of all students had access to textbooks from the latest adoption cycle in all core subjects. E. Met. 100% of students had access to a safe, well-maintained facility in which to learn. The school received a rating of "Good" on the Facility Inspection Tool.

Expected	Actual
18-19 A.100% of Jefferson teachers will continue 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, ELA, 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.	

Expected	Actual
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 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

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Staffing: District to hire a highly qualified fully credentialed teacher for 2018-2019	1.1 - 1.2 The district hired a highly qualified, fully credentialed teacher for 2018-2019. 1.3 Substitute Salary - The teacher attended 5 Professional Development days including 3 days for LCAP training, 1 day for	1.1 Certificated Total Teacher Salary - $48,960.00 $31,824.00 (LCFF) See 1.1 below for EPA contribution 1000-1999: Certificated Personnel Salaries Base $31,824.00	1.1 Certificated Total Teacher Salary - $56,526 $41,896 (LCFF) See 1.1 below for EPA contribution 1000-1999: Certificated Personnel Salaries Base $41,896.00

	training on Foster Youth at the county, and 1 day for training on Curriculum & Instruction.	1.2 Teacher Total Benefits: $21,645.12 $14,069.33 (LCFF) See 1.2 below for EPA contribution 3000-3999: Employee Benefits Base $14,069.33	1.2 Teacher Total Benefits - $23,162 $12,473.00 (LCFF) See 1.2 below for EPA contribution 3000-3999: Employee Benefits Base $12,473.00
		1.3 Substitute Salary: $1000.00 (LCFF) to release teacher to attend 6 days professional development 1000-1999: Certificated Personnel Salaries Base $1000.00	1.3 Substitute Salary (LCFF) released teacher to attend 5 days professional development. 1000-1999: Certificated Personnel Salaries Base $750.00
		1.4 Substitute Benefits: $197.00 (LCFF) 3000-3999: Employee Benefits Base $197.00	1.4 Substitute Benefits 3000-3999: Employee Benefits Base $148.00
		1.1 Certificated Total Teacher Salary-$48,960.00 $17,136.00 (EPA) See 1.1 above for LCFF contribution 1000-1999: Certificated Personnel Salaries Other $17,136.00	1.1 Certificated Total Teacher Salary - $56,526.00 14,630.00 (EPA) See 1.1 above for LCFF contribution 1000-1999: Certificated Personnel Salaries Other $14,630.00
		1.2 Teacher Total Benefits : $21,645.12 $7575.79 (EPA) See 1.2 above for LCFF contribution 3000-3999: Employee Benefits Other $7,575.79	1.2 Teacher Total Benefits: $$23,162.00; $10,689.00 (EPA) See 1.2 above for LCFF contribution 3000-3999: Employee Benefits Other $10,689.00

Action 2

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

2.0 District to hire an instructional aide.	2.0 The district hired an Instructional Aid.	2.1 Instructional Aide Salary: $18,468.00 $7,068.00 (LCFF) See 2.1 below for REAP contribution of $11,400.00 2000-2999: Classified Personnel Salaries Base $7,068.00	2.1 Instructional Aide Salary: $12,080 (REAP) 2000-2999: Classified Personnel Salaries Other $12,080
		2.2 $14,510.00 (Supplemental). Work to be performed in ELD Program, Goal #2, 11.8. 2000-2999: Classified Personnel Salaries Supplemental $14,510.00	2.2 Instructional Aide Salary 2000-2999: Classified Personnel Salaries Supplemental $9,884.00
		2.3 Aide Benefits: $11,527.00 $4,314.00 (LCFF) See 2.3 below for REAP contribution of $7,213.00 3000-3999: Employee Benefits Base $4,314.00	2.3 Aide Benefits (REAP) 3000-3999: Employee Benefits Other $8985.00
		2.4 Aide Benefits: $9185.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8. 3000-3999: Employee Benefits Supplemental $9,185.00	2.4 Aide Benefits (Supplemental) 3000-3999: Employee Benefits Supplemental $7,352.00
		2.1 Instructional Aide Salary: $18,468.00 $11,400.00 (REAP) See 2.1 above for LCFF contribution of $7,068.00 2000-2999: Classified Personnel Salaries Other $11,400.00	2.1 Instructional Aid Salary: Costs included in item 2.1 above.
		2.3 Aide Benefits: $11,527.00 $7213.00 (REAP) See 2.3 above for LCFF contribution of $4314.00 3000-3999: Employee Benefits Other $7213.00	2.3 Aide Benefits: Costs included in item 2.3 above.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 Training: 3.1 The teacher will develop a professional development plan for 18-19. Training may include course work, workshops, webinars and seminars. Training may include consulting with Master Teachers and forming partnerships with high performing teachers to mutually observe and collaborate. 3.2 Instructional staff to participate in professional development relevant to their needs, the needs of students, the actions/services of the LCAP and the requirements of educational programs. 3.3 Substitutes will be hired to provide 30 days of release time for the teacher/principal to perform admin work. 3.4 NEW: District to provide Induction Training as needed.	3.0 Training 3.1 The Teacher Principal developed a professional development plan for 18-19 school year. 3.2 The Teacher Principal attended PLN and other training relevant to her needs, the needs of students, and actions/services of the LCAP. 3.3 The teacher did not use Admin release days this year. 3.4 Induction Training not needed. A consultant was hired to provide administration/LCAP training in August, 2018.	3.1 Teacher will develop a professional development plan for 18-19. Plan to be developed during regular work hours. No additional funding needed. $00.00 3.2 Fees for Professional Development workshops,seminars, webinars. (6 @ $150.00) 5800: Professional/Consulting Services And Operating Expenditures Base $900.00 3.3 Substitute salary for releasing teacher for 30 Administration Days @ $150.00 per day. 1000-1999: Certificated Personnel Salaries Base $4500.00 3.3 Substitutes' benefits for releasing teacher for 30 Admin days @ $19.70%. 3000-3999: Employee Benefits Base $886.00 3.4 Induction Training. 5800: Professional/Consulting Services And Operating Expenditures Base $3500.00	3.1 Professional Development Plan developed during regular work hours. No additional funding required. $0.00 3.2 Fees for Professional Developments - mileage to training 5800: Professional/Consulting Services And Operating Expenditures Base $775.00 3.3 Substitute salary for releasing teacher for 30 Administration 1 days @ $150 per day. 1000-1999: Certificated Personnel Salaries Base $150.00 3.3 Substitutes' benefits for releasing teacher for 5 days @ 19.7%. 3000-3999: Employee Benefits Base $29.55 3.4 Induction Training not needed. Replaced with admin training by a Consultant. 5800: Professional/Consulting Services And Operating Expenditures Base $1,000.00

Action 4

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

Curriculum/Master Schedule: 4.0 100% of students shall be provided with a broad, balanced, comprehensive curriculum that includes ongoing, regularly scheduled, standards-based instruction in Math, English-Language Arts, Designated English Language Development, Basic Writing, History-Social Studies, Science, Physical Education and Visual and Performing Arts. 4.1 The district shall annually review the Master Schedule, including instructional minutes allotted for each subject, and make adjustments as needed to meet CDE guidelines and address the assessed needs of the students. 4.2 The district shall annually develop, post, distribute and present to parents a Master Schedule that reflects the district's broad course of study and instructional minutes for each course.	4.0 100% of students received a broad, balanced comprehensive curriculum that included standard based instruction in math, ELA, Designated English Language Development, writing, History-Social Studies, Physical Education, and Visual and Performing Arts. 4.1 The district reviewed the Master Schedule including instructional minutes that met CDE guidelines. 4.2 The parents were given a copy of the Master Schedule in August, 2018	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 work day. No funding needed. $00.00	4.0-4.2 Instructional Minutes/Master Schedule $0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.0 Adopted Textbooks/Instructional Materials 5.1 District to consider purchasing the most recently state adopted History/Social Studies textbook (or	5.0 Adopted Textbooks/Instructional Materials 5.1 District researched possible History-Social Studies textbook adoption. No adoption took place.	5.1 Consider purchasing adopted H/SS books (or Science) 4000-4999: Books And Supplies Base $5000.00	5.1 No H/SS books purchased. 4000-4999: Books And Supplies Base $0.00

Science)and instructional materials for grades K-8. 5.2 District to purchase adopted textbooks/Instructional supplies where there are insufficient due to new enrollment, loss or damage.	5.2 District purchased a Teacher Edition Pre-Algebra Manual, and a student science textbook.	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 $700.00	5.2 Replacement of adopted texts. 4000-4999: Books And Supplies $109.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.0 Materials: District shall provide every student with sufficient classroom supplies, books, supplementary materials, and equipment in all subject areas	6.0 Materials: District provided 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 (9) 4000-4999: Books And Supplies Base $1800.00	6.0 Classroom supplies, supplementary materials and equipment. 4000-4999: Books And Supplies Supplemental $968.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.0 Technology: District shall annually inventory and assess hardware and software so as to maintain a level and quality of hardware, software and other technology that supports instruction and assessment; and meets the demands of digital research and communication. 7.1 District will continue to provide every student with a computer and tablet in good working condition and access to the internet. Purchase 10 chromebooks. 7.2 The teacher will continue to implement its process for	7.0 - 7.1 District purchased 10 student Chromebooks. 7.2 Teacher continued to evaluate the effectiveness of e-programs used for 2 years or more. 7.3 (New) An Orbi was purchased to improve internet connectivity for the multipurpose room. 7.4 (New) Three electronic piano keyboards were purchased to expand the VAPA program using a grant from E Cubed Foundation, a local community organization.	7.0-7.1 Replace computers with 10 chromebooks. 4000-4999: Books And Supplies Base $3000.00 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	7.0-7.1 Replace computers with 10 chromebooks. 4000-4999: Books And Supplies Base $2514.00 7.2 Evaluation of software performed during regular school hours. $0.00 7.3: Orbi for Internet Connectivity 4000-4999: Books And Supplies Other $385

evaluating the effectiveness of e-programs used for 2 years or more.years.			7.4: Three Electronic piano keyboards 4000-4999: Books And Supplies Other $566

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Facility 8.1 District conducted the inspection of facilities using the Facility Inspection Tool required by the state. Results were presented and approved by the Board in October, 2018	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 conducted as part of the the Teacher Principal admin duties. No funds were required. $0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The district provided a teacher who is fully credentialed and appropriately assigned to teach multi-subjects in grades K-8. This was a significant staffing change from the 2017-2018 school year. The entire previous staff either resigned, relocated, or retired. The new teacher who was hired came to the district with over 20 years classroom experience in grades K-8, a Master's degree in Curriculum & Instruction and a second Master's degree in Educational Leadership which enabled her to assume the role of school teacher and principal. A new Instructional Aid was hired at the end of August. The Teacher Principal was able to provide instructional training to the new Instructional Aid throughout the school year. The Teacher Principal's professional development needs shifted from induction training to administration training. A consultant who previously worked with district was hired at the beginning of the year to ease this transition. The Teacher Principal created a Professional Learning Plan that included a goal to attend monthly/bimonthly PLN meetings offered through the county, and to attend an average of one webinar or seminar per month. The Teacher Principal attended 92% of the PLN (Principal meetings) offered through San Benito Office of Education. She attended the following webinars to support her admin development: CAASPP, CalPads, ELPAC, and Budget Training. She also attended the following conferences to support instructional objectives: Math Talks, Gateway Impacts, and Reaching At Promise Students. The Teacher Principal completed as many

of the Professional Development activities outside of the school day in order to minimize disruption to the students' instructional activities, so she used five of the planned 30 substitute days for professional development or admin related duties.

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 standard 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 that met CDE guidelines. The original Master Schedule include 60 minutes of English Language Development Instruction. Based on ELPAC Data and the declining enrollment of EL students, the ELD minutes were reduced from 60 minutes to 30 minutes, and ELD instruction was integrated throughout the curriculum. This enabled the Teacher Principal to increase the math and ELA minutes. 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, and the only purchases due to loss or damage was a student science textbook and a teacher pre-algebra manual. Ten student Chromebooks were purchased. Eight students were enrolled at the time of purchase, and the two extra Chromebooks were purchased to meet the needs of possible future enrollment. All Chromebooks were used by students, the Teacher Principal, and the Instructional Aid on a daily basis. The district researched possible History-Social Studies textbook adoption, but no adoption took place this year.

The district provided a clean, safe, well-maintained, facility in which to learn. Jefferson received a "Good" rating on the Facilities Inspection Tool, however, the inspection revealed cracks in the students' playground area and the fencing in need of repair. Research and estimates were conducted to determine the cost of blacktop and fencing replacement.

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

The actions/services were effective in moving the school forward in achieving Goal#1, that of providing students with the "Conditions of Learning" necessary for learning. The most significant actions services that influence the overall effectiveness of achieving Goal #1 were as follows:

1.0, 2.0 & 3.0 Staffing and Training
Because the district hired a new Instructional Aide and a fully-credentialed, highly qualified, veteran teacher with over twenty years of classroom experience, they were able to work together to provide instruction and support to students based on students' need for instruction in the core program as well as intervention support based on STAR 360 and other assessment results.

4.0 Curriculum: Because the students had access to comprehensive, balanced, articulated curriculum that included instruction in ELA, math, History/Social Studies, Designated English Language, Visual & Performing Arts, and writing, 100% of the students showed a

minimum of a year's growth on the STAR 360 ELA and math monthly assessments when comparing results from the beginning to the end of the year. Even though the ELD minutes were decreased from 30 to 60 minutes, this gave the students more time for ELA and math instruction in the core program while still integrating the ELD instructional strategies within all academic subjects. The newly purchased writing program was implemented but there is a need for increased implementation in 2019-2020. The slight decline in math scores indicated a need to improve that overall pacing of the math program.

5.0 & 6.0 Materials/Supplies: Jefferson was able to ensure that all students had access to the most recently adopted text and the supplies needed to complete any and all classroom assignment. This led to student achievement in ELA as measured by CAASPP and STAR 360, and Math as measured by STAR 360. Because CAASPP indicated a slight decline in math, this indicates a need to better align the ST Math program with the Core Math program, and spend additional time with the strategy "Writing to Explain" in math. Fortunately, the materials are in place; we just need to prioritize the instructional strategy.

7.0 Since all the student laptops were replaced with new Chromebooks, technology was integrated on a daily and was effectively utilized for assessment instructional and communication purposes. This was an area of strength for the school program this year.

8.0 Clean Safe Facility
Jefferson provided an emotionally and physically safe place for students to learn as indicated by a "Good" score on FIT; no incidents of bullying, intimidation or violence; 0% suspensions, and a student survey concluded that 100% of Jefferson students feel safe at school, like school, and look forward to coming to school every day. The number of students with issues of chronic absenteeism increased from 0% to 25%, and the overall attendance decreased from 96% to 92% for the school year. This an area of concern and will need to be addressed next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the 100% staff turnover experienced by Jefferson, several material differences occurred between Budgeted and Actual Expenditures took place this year.

1.0 & 1.1 Teacher Salary Budgeted: $48,960 Actual: $56,526
1.2 & 1.3 Teacher Benefits Budgeted: $21,645 Actual: $23,162
The teacher salary increased due to the district hiring a person with over 20 years classroom experience and two Master's degrees and able to take over all Teacher, Principal, and Superintendent responsibilities.

2.1 & 2.2 Aide Salary Budgeted: $32,978 Actual: $21,964
2.3 & 2.4 Aide Benefits Budgeted: $13,499 Actual: $10,946
The Instructional Aid salary decreased due to change in staffing. The previous Aide had several years experience working in the district.

3.3 Budgeted: $4500 Actual: $150

The prior Teacher Principal asked for 30 admin work days. The new Teacher Principal preferred to use minimum days and time outside of the instructional day to complete admin duties, and the Instructional Aid had a strong HR background and was able to assist with admin duties.

3.4 Budgeted: $3500 Actual: $1000
Induction training for the new Teacher Principal was not needed, therefore the $3500 was reduced to $1,000.00 which covered the costs of a consultant to train the new Teacher Principal in admin responsibilities at the beginning of the school year.

5.1 Budgeted: $5000 Actual: $0
The school did not adopt a new science or Social Studies program. Additional research is needed before a recommendation can be made and pilot materials for a Foss kit was provided free of charge.
5.2 Budgeted: $700 Actual: $109
The current inventory of current textbooks was sufficient for the students with the exception of needing to purchase a student science textbook and a Pre-Algebra teacher manual.

6.0 Budgeted: $1800 Actual: $1200
The enrollment of students declined from 9 students to 6 students so fewer classroom purchases were needed.

7.0-7.1 Budgeted: $3000 Actual: $2514
The cost for ten new Chromebooks was less than anticipated.
7.3 Budgeted: $0 Actual: $385
The school purchased an Orbi for $385 to increase the reliability and range of the internet services across the school campus. This also increased the capacity for the number of people that were able to use the Chromebooks at the same time.
7.4 Budgeted: $0 Actual: $566
The Teacher Principal has a minor in music and plays the piano. 100% of the students expressed an interest in learning to play the piano, so the school sought and received a grant from the E-Cubed foundation in the amount of $566 to purchase three piano keyboards, headphones, and music books.

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

Changes to the Goals, Actions and Services to LCAP Goal 1 for the 2019-2020 school year:

The Goal and Annual Measurable Outcomes will remain the same for the 2019-2020 school year.

The Actions and Services will be modified in the following ways:
* Action 1 and Action 2 has been modified from "hire" to "retain" the current Teacher Principal and Instructional Aide.

* Action 3 has been modified. 3.1 - 3.2 has been combined into a single action for the Teacher Principal and Instructional Aide to receive Professional Development training. The number of substitute days to cover admin or Professional Development responsibilities has been reduced from 30 to 10 days, and 3.4 has been removed because Induction Training will not be needed.
* Action 4.0-4.2 has been modified so that Master Schedule will be developed, reviewed, and distributed to the Board and parents into a single action.
* Action 5 has been modified to research Adoption for History/SS or Science. No funding is required for this Action.
* Action 6 has been reduced from $1800 to $1200 due to decreased enrollment from 9 to 6 students for the 2019-2020 school year.
* Action 7.0 and 7.2 has been combined into a single action in which the district shall inventory, assess, technology programs. The $3000 to replace old laptops has been replaced with repairing/replacing technology equipment for $300.00 if needed. A new action, 7.3, has been added to purchase a new teacher laptop to replace outdated equipment for $1500.
* Action 8 is unchanged.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

PUPIL OUTCOMES

Goal 2: Ensure that by May 2020, all students will increase their achievement in English Language Arts; 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

Expected	Actual
Metric/Indicator Percentages will be added when the 2017 scores are reported. A. CAASPP Test (ELA) B. CAASPP Test (Math)	18-19 Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math ELA Met. A. By May 2019, the percentage of students in grades 3-8 meeting standard in ELA increased by more than 8%. Met. A.1 By May 2019, the percentage of EL students in grades 3-8 meeting standard in ELA increased by more than 8%. Not Met. A.2 By May 2019, one student with disabilities in grades 3-8 did not increase his/her ELA scale score 50 points over scale score from 2018. MATH Not Met. B. By May 2019, the percentage of students in grades 3-8 meeting standard in Math did not increase 8%. Not Met. B.1 By May 2019, the percentage of EL students in grades 3-8 meeting standard in Math will increase 8%. Not Met. B.2 By May 2019, one student with disabilities in grades 3-8 did not increase his/her scale score in Math by 50 points. WRITING Met. C. By May 2019, 8% of students in grades 3-8 will meet standard in Writing. Not Met. C.1 By May 2019, 8% of EL students in grades 3-8 will meet standard in Writing. Not Met. C.2 By May 2019, one SWD in grades 3-8 will achieve "Nearly Met" in writing. LANGUAGE ACQUISITION (data is pending for ELPAC results) Met. D1 By May 2019, 100% of EL students enrolled on Census Day will improve one level in any of the ELPAC sub-tests. Not Met. D.2 Re-designation: By May 2019, EL students continuously enrolled for 48 months did not meet the criteria to be re-classified at this time.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.0 Testing: 1.1 Teacher to prepare a comprehensive testing schedule with prescribed dates for administering STAR 360, (monthly), Writing (monthly), DRA (monthly to quarterly) Smarter Balanced Practice tests (as they become available), CAASPP tests (annually), and ELPAC testing (annually). DISTRICT ASSESSMENTS 1.2 Teacher to assess students' writing monthly using Lucy Calkin's nationally-normed Grade Level Writing Rubrics. 1.3 Purchase STAR 360 for district assessment of Math and ELA. 1.4 Teacher to analyze assessment results of STAR 360 DRA and writing prompts. (a) Use results to determine the next best instructional steps for individual students. (b) Disaggregate data, compare results and adjust instruction to reduce gaps between groups.	1.0 Testing: 1.1 Scheduled: STAR 360 (monthly), Writing Performance Task (end of each story cycle, variable), CAASPP test (May 2019), and ELPAC (May 2019) Not Scheduled: DRA was replaced with Johnston Spelling Inventory (triannually), Smarter Balanced Practice 1.2: Lucy Calkins nationally-normed Grade Level Writing Rubrics, partially implemented. 1.3 STAR 360 used monthly 1.4 STAR 360 assessments were analyzed and reported on a monthly basis. Johnston Spelling Inventory used to place student in foundational reading program each trimester, writing prompts were analyzed at the end of each story cycle. Results were used to adjust instruction. STAR 360 results were shared with the Board and RSP teacher. 1.5 CAASPP results were analyzed and used to develop actions to improve performance of	1.1 Schedule testing dates. Work to occur on regular work day. No funding needed. $0.00 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=$1609.58 5000-5999: Services And Other Operating Expenditures Supplemental $1609.58 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 CAASPP results.Plan actions to reduce gaps. Work to be performed on release day funded under Goal 1,3.3 $00.00 1.6 Analyze ELPAC results. Plan actions to increase EL proficiency in the 4 tested	1.1 Testing dates were scheduled and work occurred on regular work day. No special funding required. $0.00 1.2 Students' writing samples were analyzed during regular work schedule. No special funding required. $0.00 1.3 STAR 360 purchased through COE. 5000-5999: Services And Other Operating Expenditures Supplemental $1155.00 1.4 District assessments were analyzed during regular work schedule. No special funding required. $0.00 1.5 CAASPP results were analyzed and action planned during regular work schedule. No additional funding required. $0.00 1.6 ELPAC results were analyzed as part of regular work schedule.

(c) Collaborate with RSP Specialist regarding test results of RSP students & determine the next best instructional steps. (d) Report assessment results to parents and board. STATE TESTING 1.5 Teacher to to analyze 2019 CAASPP results. Disaggregate data and compare test results of all groups to identify gaps. Develop actions to improve 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.	students. Results were reported to Board and parents. 1.6 ELPAC test results were used to adjust instruction and meet individual needs. Results were reported to Board and parents.	categories. Work to be performed on release day Goal 1,3.1 $00.00	No additional funding required. $0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.0 Grouping for Instruction 2.1 Continue to group students for instruction in small, flexible groups of 1-4 enabling the teacher to provide differentiated instruction and provide "on the spot" low level intervention. Direct instruction is	2.0 Grouping for Instruction 2.1 Students were flexibly grouped for instruction and provided differentiated instruction. Groupings included direct instruction, Tier 1 and Tier 2 interventions, as well as Learning	2.1 Grouping for Instruction. Part of instructional planning. No additional funding needed $00.00	2.1 Grouping for instruction took place as part of instructional planning. No additional funding required. $0.00
		2.2, 2.3 Teach social/emotional skills. Part of instruction. No additional funds needed. $00.00	2.2, 2.3 Social/emotional skills were part of regular instruction.

followed by Guided Practice where additional Tier 1 support is provided to individual students or small groups as needed, and Tier 2 support (intervention or enrichment) is provided to those needing more intense support. Then students rotate to assigned "Learning Centers" for reinforcement, practice, more intense intervention or enrichment. 2.2 Teach students social/emotional skills or norms needed to work successfully in a group, e.g. teamwork, cooperation, active listening, respect, coping with frustration, reading social clues, managing emotions, understanding other's emotions and perspectives, etc. 2.3 Group students for instruction into "cooperative learning" groups to accomplish both academic and social/emotional objectives. When assigning an activity for cooperative learning groups, give students an academic objective and a social/emotion objective. Example: Objective #1: In your groups today develop a timeline showing 10 significant wars that involved American troops starting with the Revolutionary War to present day. Present your groups timeline to the class and be prepared to defend your choices. There are more than 10 so you will need to set criteria and agree on which wars to include.	Centers. Students were grouped to offer reinforcement, intense intervention, and/or enrichment. 2.2 Students were taught social/emotional skills through targeted instruction, integrated throughout the curriculum, planned classroom meetings, and as needed when conflicts arose. Additional social/emotional skills were taught by county office staff covering the topics of autism, emotional regulation, and stress relief. 2.3 Students were given instruction with academic and social/emotional objectives.		No additional funding required. $0.00

Objective #2: As you work, demonstrate the skills of active listening and teamwork which I will be looking for as I walk around. Grades will be based on achievement of both objectives. Then monitor the groups, praising and prompting as needed taking notes on both academic and social/emotional skills that may need to be reviewed or retaught.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 "Learning Centers." Learning Centers provide students with supervised learning time through activities that provide opportunities for reinforcement, exploration, intervention and extension/enrichment as needed. Teacher to assign Learning Centers according to student need. Note that certain Centers are required for some groups of students. 3.1 Met in 2017-2018. Dropped for 18-19 3.2 Teacher to annually review, revise, develop and schedule Learning Centers that are rigorous, reinforce instruction, provide intervention or extension and provide the teacher with easily	3.0 Learning Centers were provided. 3.1 Dropped for 18-19 3.2 Learning Centers were reviewed, revised, and developed to offer rigorous instruction, intervention, and extension. Collaboration with RSP specialist occurred on a weekly basis as part of the weekly services offered. Centers: Math Prodigy, Footsteps to Brilliance, Writing, and special assigned projects, keyboarding, handwriting practice, NewsELA, ST Math New Implementation not originally planned: Vocabulary/Spelling City, Breakout EDU, Raz Kids Plus	3.1 Action met in 17-18. Dropped for 18-19 $00.00 3.2 Purchase &/or renew licenses and subscriptions for Learning Centers. 5000-5999: Services And Other Operating Expenditures Base $500 3.2 Purchase materials and supplies for creating &/or revising existing Centers. 4000-4999: Books And Supplies Base $200.00	3.1 Dropped for 18-19 $0.00 3.2 Purchase &/or renew licenses for Learning Centers 5000-5999: Services And Other Operating Expenditures Base $263 3.2 Purchase materials and supplies for creating &/or revising existing Centers 4000-4999: Books And Supplies Base $62.00

accessible informative data. Collaborate with RSP Specialist on Centers for RSP students. Offered in 18-19 * Math Prodigy (Math) * Sokikum (Math) * Footsteps to Brilliance (Required for grades K-3) * RAZ Kids (Reading) * Epic Book (Leveled reading (EL & SWD required) * Pre-read text with Aide prior to a lesson (EL & SWD required) * Listen to audio book while following along in print book. (EL & SWD) * Aide reads selected book. Students listen & discuss (EL & SWD) * Small group read & discuss a magazine article. (EL & SWD) * Newsela (leveled non fiction reading) (EL & RSP required) * Generation Genius (Science) * Writing (Creative and Expository) * Spelling * Cursive or Printing Practice * Keyboarding Practice * Approved Independent Project (High achieving students) * Tier 1 or Tier 2 support from teacher or aide as needed.	Not offered: Sokikum, Epic Book, NewsELA. Audio books were available for interested students.

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
4.0 Differentiate Instruction: Continue to organize instruction in flexible groups of 1-4 for differentiated instruction. 4.1 Teacher to differentiate instruction in the following ways: (a) Differentiate Grouping: For example, at times group students by performance level, or shared interest, or similar learning style. Keep grouping flexible. (b) Differentiate Content Delivery: Base lessons on the state standards, but differentiate delivery by presenting content in multiple modes to address different learning styles; provide "on the spot" quick intervention to those who need it to aid in immediate understanding e.g repeat an important sentence, explain a concept in a different way; repeat a new word and give a few quick synonyms; check for understanding often. At the end of the lesson, provide guided practice giving Tier 1 support as needed. Refer students to aide for more intense one-on-one Tier 2 support as needed. (c) Differentiate Activities: It is not necessary for everyone to complete the same activities. For example, plan & assign activities that appeal to various levels of Bloom's taxonomy: You might ask	4.0 Differentiated Instruction 4.1 Teacher differentiated: (a) Grouping (b) Content delivery (c) Activities (d) Assessment (e) Support for students to respond to higher order thinking questions	4.1 PD on Differentiated Instruction funded under Goal 1, 3.2. Substitute salary & benefits t funded under Goal 1,3.3. $00.00 See Goal 2, 7.1 for funding of PD on Blooms Taxonomy. $00.00	4.1 Instructor is appropriately implementing differentiated instruction acquired through previous experience and training. No specific PD courses were implemented this school year. $0.00 Instructor implemented Bloom's Taxonomy through prior experience and training. No specific PD courses on Bloom's Taxonomy were implemented this school year. $0.00

students unfamiliar with the content to complete a task at the lower levels of thinking, i.e."remembering and comprehension." You might ask more advanced students to complete a task in the areas of " synthesizing, evaluating and creating." Under teacher guidance, occasionally allow students some choice in activities. Ask high achievers to go beyond the instruction and relate what they learned to another subject or personal experience. When offering students choice, set them up for success by establishing performance criteria for their chosen activity.

(d) Differentiate Assessment. : Occasionally differentiate what the student does to demonstrate his/her level of mastery of the lesson's content. For example, auditory learners might give an oral report; a visual learner might create a graphic organizer or outline of the content; another might create a power point presentation summarizing the lesson. Occasionally allow students choice in how they will "show what they know" but ensure their success by establishing performance criteria for their chosen activity.

(e) Differentiate Discussion Questions: Employ a taxonomy when preparing discussion questions. Refrain from posing low

level questions to high performing students. Give low performing students opportunities to respond at higher levels of thinking by rephrasing questions, providing more information, by accepting a low level response and building on it, through strategic, step by step questioning that leads to a higher level and more precise student response.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.0 CROSS CONTENT INSTRUCTION Dividing teaching into subjects makes for a convenient and effective way to teach discreet information and skills, but in reality, all knowledge and skills are inter-related. Teacher to habitually teach the interconnection of content and skills and guide students into applying what they know from one content area to another for a greater understanding of both. 5.1 All students will have the opportunity to participate in at least 4 cross-content units of study that integrate content from 4+ curricular areas with at least one subject area being ELA and one being technology.	5.0 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. 5.1 Project-Based Learning activities were considered but not fully implemented as described in this section. Instead, technology integration and implementation of core curriculum and materials was the primary focus.	5.0-5.1 Fees for PD on Cross-Content Instruction funded under PD training, Goal 1, 3.2. Sub Salary & benefits for funded under Goal #1, 3.3 $00.00 5.0-5.1 Cost of supplies for student cross content projects, Base $50.00	5.0-5.1 f for PD on Cross-Content Instruction. No specific PD courses on cross-content were implemented this school year. $0.00 5.0-5.1 Cost of supplies for student cross content projects. $25.00

EXAMPLES - Projects described below are just examples. Teacher might use these examples, adapt them, embellish them, or develop new projects.

(a) As a class, select a question such as "I wonder what happened to the dinosaurs." Select one type of dinosaur. Develop a timeline of its existence and a graph tracing their rate of decline (or did they all disappear at once?). Learn about anthropological expeditions for skeletal remains, fossils and carbon dating. Make an accurate scale drawing of the selected dinosaur. Conduct scientific research on the historical period in which it lived, its habitat including other species that lived at the same time, food supply, enemies, weather patterns, climate change, and any factors that may have threatened its existence. Choose an explanation for its extinction, or if there is more than one explanation, hold a debate in which each side presents its evidence. Watch the movie "Jurassic Park" just for fun.
Next, choose an existing species that is in danger of becoming extinct such as the polar bear. Conduct similar research on all aspects of the polar bears life and changes that may be affecting its ability to thrive. Identify a possible reason for their declining numbers and using math estimate the rate of decline and when they might become extinct Develop a plan for

saving the species. Using the imovie app, prepare a "Netflix" special to convey your information and a call to action.
Take another trip to Alaska but stay on the plane until you get to the Arctic Circle.

(b) As a class conduct a rigorous and thorough study of the science of earthquakes. Trace onto a world map the locations of the most serious earthquakes in the last 10 years and their level of magnitude. Learn what the "magnitudes mean" and what the difference is between a level 5 and a level 7 in terms of their effect. Research why these areas are susceptible to earthquakes and why earthquakes of the same magnitude may have different effects on people depending on where in the world the earthquake is located. Study the effects of earthquakes on human lives and economies. Learn how scientists try to predict earthquakes and why it is still a scientific challenge. California is earthquake county. Trace the history and location of serious earthquakes in San Benito and Santa Cruz Counties in the last 15 years. Trace the location of earthquake faults in these counties. Learn how to prepare for an earthquake. Create a public service presentation on the topic of earthquakes and how to prepare for one. Gather information, write a script, design and make props, act out roles, Use the ipad movie

app and camera to film your presentation with headings, music, credits, etc.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.0 Cross-Content Writing Instruction -Dropped Action 6.0 discontinued. Basic Writing Course implemented instead	6.0 Cross-content writing instruction - dropped Basic Writing Course introduced, but not fully implemented.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.0 Employ a Thinking Curriculum Across Content Areas 7.1 Teacher to elicit high level thinking by habitually employing Bloom's Taxonomy which identifies a hierarchy of 6 levels of thinking: remember understand, apply analyze, evaluate and create. Use these levels as a framework when designing performance tasks and crafting discussion questions in all content areas. Bloom's methodology includes key words and question-stems for each level of thinking that when used will elicit responses at that level.	7.0 Employ a Thinking Curriculum Across Content Areas 7.1 Bloom's Taxonomy implemented as well as question stems, 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. 7.1 Metacognition practices were modeled to students throughout the instructional day. Cooperative learning activities were provided to	7.1 (e) Fees for PD in Bloom's Taxonomy funded under Goal #1, 3.2. Substitute salary and benefits funded under Goal 1, 3.3 $00.00 7.2 Employing metacognition practices is part of lesson planning and regular instruction. No additional funding needed. $00.00 7.3 Preparing and asking students "essential questions" is part of lesson planning and	7.1 Instructor implemented Bloom's Taxonomy through prior experience and training. No specific PD courses on Bloom's Taxonomy were implemented this school year. $0.00 7.2 Instructor implemented metacognition practices through prior experience and training. No specific PD courses on metacognition was implemented this school year. $0.00 7.3 Instructor implemented essential questions strategies through prior experience and training. Essentials questions is

7.2 Try any of these metacognition practices to improve students' learning: (a) Model solving a math problem by thinking out loud step by step as you solve it, so that students follow your thinking process. (b) Give a problem to students and ask them to do the same so that they become aware of their own thinking process and, perhaps, catch their own errors or learn from another student's thinking process. (c) Teach students several strategies for solving a math problem they don't already know how to solve. Give them a problem to solve and ask them to choose one of the strategies to solve the problem. Then, ask students to explain why they chose a particular strategy. This increases self-awareness of their thinking process. (d) Cooperative problem solving enhances thinking by discussing possible approaches with team members and learning from each other's thinking processes. 7.3 NEW When facilitating discussions, ask "essential questions" that lead students into the core of a problem or text for which there may be no right answer only some evidence and extrapolation of that evidence that could lead a student to a conclusion that could be challenged by other evidence. For example, after reading the fairy tale, "Jack and the Beanstalk" an	students to share their thinking with their peers. 7.3 Students were taught strategies to articulate claims about their reading and provide evidence to support their claims.	regular instruction. No funding needed. $00.00	part of lesson planning and regular instruction. No funding required. $0.00

essential question might be: "Did Jack succeed because he was smart or because he was lucky? An essential question sends students digging into the whole text for an answer that can be supported with evidence but also challenged by other textual evidence.			

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.0. English-Language Arts: 8.1 Teacher to review and revise the scope and sequence as needed. Chunk out the curriculum. Identify the skills that are most important for future learning and include those as top priority. Put topics in a sensible order, and develop a good sense of how long different elements will take allowing for some unpredictability. Adjust the plan as needed but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing appropriate levels of instructional support. 8.2 Teacher to participate in PD on the HMH "Journeys" and "Collections" Series as needed.	8.0 English-Language Arts 8.1 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. 8.2 Principal Teacher 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. 8.3 Teacher implemented the CCELA standards using textbooks from the latest adoption cycle. No additional components were purchased this year.	8.0-8.1 Review & revise scope and sequence of ELA adopted texts. Work to be performed on staff "work days" No additional funding needed. $00.00 8.2 PD on HMH "Journeys and Collections" Series. Training fees funded under Goal 1, 3.2 Substitute salary and benefits funded under Goal 1, 3.3 $00.00 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	8.0-8.1 Scope and sequence performed on Teacher Work Days. No additinoal funding required. $0.00 8.2 PD On HMH Journeys and Collections not required. $0.00 8.3 No additional components of the adopted series was purchased. $0.00 8.4 District writing program implemented as part of regular instruction. No funding was required. $0.00

Training may take the form of workshops, webinars, collaborative planning, observing model instruction, etc. 8.3 Teacher 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. NEW: WRITING INSTRUCTION 8.4 Teacher to fully implement the district's standards-based district writing program, Basic Writing, using Lucy Calkin's "Grade Level Units of Writing" and "The Writing Process." 8.5 Teacher to participate in PD on implementing Calkin's "Grade Level Units of Writing" and "Writers' Workshop" (both available through Heinemann website) 8.6 Conduct writing assessment monthly using Calkin's writing prompts and grade level rubrics. Review assessment results monthly, address skills needing improvement and record results to track each student's progress. Maintain arecords		8.5 Professional Development on Calkin's " Grade Level Units of Writing" and "The Writing Process. Funded under Goal 1, 3.2. Sub salary and benefits funded under Goal 1, 3.3. $00.00 8.6 Conduct monthly writing assessments, analyze & record results, & plan instructional adjustments. Work to be performed on teacher release day. Substitute salary and benefits funded under Goal 1, 3.3. $00.00	8.5 Teacher Principal had prior Writer's Workshop training. No specific PD courses on Calkin's writing program was implemented this school year. $0.00 8.6 Monthly writing assessments took place as part of the regular work day. No funding was required. $0.00

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9.0 Mathematics - 3rd year of implementation 9.1 Teacher to continue to revise the Math scope and sequence as a curriculum guidance tool. Identify the skills that are most important for future learning, especially basic math functions and processes (grades K-5), pre-algebra and geometry skills (grades 6-8), and give them top priority. Since instruction tends to slow down as the year goes by, provide the foundation and then move skills like geometry forward from the back of the book. Adjust the plan as needed, but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing additional instructional time and interventions. 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.	9.0 Mathematics 9.1 The previously developed mathematics scope and sequence was not available to the new Teacher Principal. 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. 9.2 Teacher full implemented common core math standards using Envision and California Math using materials from most recent adoption cycle. Purchase of additional text for an advanced math student was made. 9.3 Math problem solving strategies were taught as part of the core math program using envision and California Math adopted text. 9.4 Students were taught to read and write about math as part of regular instruction. Teacher attended a grant funded PD workshop through SBCOE called "Math Talks."	9.1 Revise scope and sequence as needed. Work to be performed on staff work day. 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 $00.00 9.3 Teach students a selection of math problem solving strategies. Work performed as part of regular teaching. No additional funding needed. $00.00 9.4 Continue to teach students to read and write about math as part of regular instruction. No funding required. $00.00	9.1 Revise scope and sequence as needed. Work performed on staff work day. No additional funding required. $0.00 9.2 No purchase of advanced math materials was required this year. $0.00 9.3 Students taught math problem solving strategies as part of regular curriculum and planning. No additional funding required. $0.00 9.4 Students taught to read and write about math as part of regular instruction. No funding was required. "Math Talks" workshop funding was provided through a grant at no cost to the district. $0.00 9.5 (New) ST Math purchased for the 2018-2019, and the 2019-2020 school year. 5000-5999: Services And Other Operating Expenditures Supplemental $566

9.3 Continue to teach students a selection of math problem solution strategies from which to choose when they don't know how to solve the problem, e.g. paraphrase the question; draw a picture, guess and check, look for a pattern, eliminate possibilities, use logical reasoning, use counters, use a formula, work backwards, simplify the problem, compare it to a similar problem that you know how to solve. Provide many opportunities to practice each until they can select and and use them independently 9.4 Engage students in daily talking and weekly writing about math to further their understanding of math content, build their math thinking skills, clarify their thinking, improve their ability to construct math arguments, and improve their ability to communicate about math.	9.5 (New) Students used the ST Math program which is a visual technology program illustrating complex math concepts. Students completed the activities independently and as homework. They received teacher support as needed.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10.0 SCIENCE 10.1 Teacher to continue implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 50-60% hands-on science investigations.	10.0 Science 10.1 Teacher developed a scope and sequence chart for science. The science program included hands-on investigations that supported the science adopted text.	10.1 Fees for science PD funded under Goal # 1, 3.2. Substitute salary & benefits funded under Goal #1, 3.3. $00.00	10.1 Planning for STEAM activities and the creation of a Scope and sequence schedule was developed as part of the regular work schedule. $0.00

10.2 Begin to build a science equipment and supplies inventory. Purchase additional science materials supplies and equipment to support hands-on/minds-on science investigations, STEM and STEAM activities, including such items as science display boards, microscopes, slides, goggles, beakers, "chemicals," bones, batteries, magnets. rock samples, measuring devices, etc. needed for science experiments and for teacher demonstrations. Funded under Goal 1, 6.0 VISUAL AND PERFORMING ARTS 10.3 Visual Arts- Students to study principles and elements of visual arts such as balance, symmetry, movement, proportion, emphasis, space, texture, line, hue, shading, etc.). Using art prints, identify the principles and elements of art in famous works of art. Students to discuss works of art using art vocabulary. Students to begin to incorporate appropriate principles and elements into their own art work and reference the principles and elements in discussing and presenting their works of art to an audience. 10.4 Performing Arts: Students continue to study the elements and vocabulary of theater. Implement these or other standards-based activities: (a) Attend a play and write a magazine review of the	10.2 Some science supplies were purchased this year to support science investigations and students science projects for the county and school STEAM family nights. Teacher Principal received sample science equipment and units from FOSS as part of efforts to research adoptable science programs. 10.3 Visual and Performing Arts: Arts materials and lessons were taught to students. 10.4 Performing Arts: Students attended a free symphonic performance and studied musical terms, instruments, and style. Additional music instruction was provided as students prepared to perform in a school musical. 10.5 Students performed in a musical play called "Character Matters" in which all students had a speaking and singing part. No copyright fee required as the Principal Teacher had previously purchased lifetime individual classroom rights prior to this school year. Minimal funds were used to purchase costumes, props, etc. but were mostly created with materials on hand at school. Students also performed excerpts of the play at the San Benito County Music Festival.	10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0 $00.00 10.3 Art supplies funded under Goal #1, 6.0. $00.00 10.4 Cost to attend a play. Funded under Goal 4, 6.1 $00.00 10.5 Cost to produce school play. Includes copyright fee 4000-4999: Books And Supplies Base $150.00	10.2 Purchase of science materials, supplies and equipment funded under Goal #1, 6.0. $0.00 10.3 Art supplies were funded under Goal #1, 6.0. $0.00 10.4 Cost to attend the symphony was funded under Goal 4, 6.1. $0.00 10.5 Cost to produce school play for supplies, costumes, advertisement, etc. 4000-4999: Books And Supplies Base $30

performance using the language of theater. Choose one character and describe how costumes, props, makeup, voice, diction, movement, and gestures of one of the characters communicated what the character was like. 10.5 Students produce a school play in which each student utilizes the above elements to create his/her character. .			

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11.0 Designated ELD Program: Organizational Structure: All students will continue to receive ELA instruction in small, flexible groups of 1-4 in an Integrated ELA/ELD Program. This enables the teacher to differentiate ELA instruction to best reach each child at their level of proficiency. Most importantly, for EL students, is that an integrated ELA/ELD program provides students access to grade-level academic content using grade level texts. The instructional goal of the Integrated ELA/ELD Program is for EL students to achieve grade-level standards. In addition to participating in an Integrated ELA/ELD Program, all EL students will participate in a Designated ELD Program (DELD)	11.0 Based on ELPAC, CAASPP, and the changing student population, the ELD program was shortened to 30 minutes per day, and EL strategies were integrated throughout all content areas, particularly in the area of Vocabulary instruction. 11.1 Students were provided both grade level, core reading instruction with appropriate scaffolding as well as reading instruction at students' current reading instruction level. Fountas And Pinnell Leveled literacy was fully implemented for 30 minutes each full school day. An additional F & P kit was purchased.	11.1 Purchase of additional F & P levels that align with students' proficiency levels. 4000-4999: Books And Supplies Supplemental $3000.00 11.2 Purchase leveled sets of books that match student proficiency levels for Guided Reading instruction. 4000-4999: Books And Supplies Supplemental $500.00 11.3 Purchase non-fiction Student Scholastic Magazine subscriptions for academic vocabulary and reading for a purpose. 4000-4999: Books And Supplies Supplemental $200.00	11.1 An additional F & P leveled kit was purchased that aligned with students' proficiency levels. 4000-4999: Books And Supplies Supplemental 3,811.00 11.1 An additional F & P leveled kit was purchased that aligned with students' proficiency levels. Low performing student block grant. 4000-4999: Books And Supplies Other $1,976.00 11.2 Leveled sets of books were not purchased for Guided Reading instruction. 4000-4999: Books And Supplies Supplemental $0.00

for 60 minutes per day. The instructional goal of the DELD Program is to grow students' English language proficiency in reading and oral language. (Writing instruction occurs in the Basic Writing course). 11.1 Provide reading instruction at each student's proficiency level. Students to receive reading instruction daily for at least 30 minutes using Fountas and Pinnell's Leveled Literacy & Intervention Program. Consider purchase of additional F & P levels as needed or a supplementary leveled reading program. 11.2 Teacher to provide guided reading instruction to small groups who read at the same proficiency level. 11.3 Students to read non-fiction science and history/social studies articles in Student Scholastic Magazine Science and Scholastic Magazine History/Social Studies with teacher. Teacher & students discuss content and academic vocabulary, English usage, etc. 11.4 Vocabulary development is "key." Teacher to read aloud to students daily, explaining vocabulary as it occurs and then using it multiple times in various contexts.	11.2 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. 11.3 Sufficient nonfiction magazine materials remained from previous years' purchases. No additional magazines were needed. 11.4 Teacher read aloud daily to students with a focus on vocabulary in context. Read Alouds were part of regular instruction and during a designated time in the daily schedule. 11.5 No additional audiobooks were purchased, but prior purchases were available to students. Instead, a subscription to Reading A to Z Plus, an online program, was purchased that included leveled reading books, audio support, comprehension quizzes, fluency passages, decodable books, etc. 11.6 Students participated in literacy related Learning Centers including Spelling/Vocabulary City to provide foundational reading and vocabulary support. The other literacy centers included the Fountas & Pinnell reading intervention, writer's workshop, and independent practice of the core reading program.	11.4 Teacher to read aloud daily focusing on teaching vocabulary in context. Part of regular 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 $600.00 11.6 Renew and purchase new subscriptions/licenses for for ELD Learning Centers. 5000-5999: Services And Other Operating Expenditures Supplemental $500.00 11.7 & 11.8 Purchase oral language materials such as plays and choral reading materials and supplies for cooperative learning activities. 5000-5999: Services And Other Operating Expenditures Supplemental $100.00 11.9 Conduct diagnostic testing to determine each student's progress and to identify specific skills that need intervention. Purchase F & P's Assessment System to go with the Leveled Reading/Interventions reading program. 4000-4999: Books And Supplies Supplemental $800.00 11.10 Fees for professional Development funded under Goal	11.3 Student Scholastic Magazine subscriptions were not purchased. 4000-4999: Books And Supplies Supplemental $0.00 11.4 Teacher read aloud daily as part of regular instruction and designated Read Aloud time. No funding needed. $0.00 11.5 Audio players, headphones and audio books were not purchased. 4000-4999: Books And Supplies Supplemental $0.00 11.6 Purchase new subscriptions/licenses for ELD Centers (included in Goal 2, Action 3.2) 5000-5999: Services And Other Operating Expenditures Supplemental $0 11.7 & 11.8 Oral language materials such as plays were not purchased. 5000-5999: Services And Other Operating Expenditures Supplemental $0.00 11.9 Fountas & Pinnell Assessment System to go with

11.5 Students to listen to audio books while they follow along in print books. Teacher guides discussions of content, vocabulary, linguistic patterns, grammar/usage, expression, intonation, etc. 11.6 Students will daily participate in 2 or more of the literacy-related Learning Centers created expressly to improve English speaking, listening, and reading. Please see Goal 2, 3.2 for a list of Learning Centers. 11.7 Purchase materials for developing EL oral language skills such as plays and materials for oral reading and choral reading. Students to create and perform short real-live situational vignettes to improve speaking and listening skills. Example: Write a short vignette involving you and the teacher: Situation: You have not finished your science project and you would like to have more time. 11.8 Provide EL students with cooperative learning activities such as group projects, partner reading, dramatizations, shared writing. Utilize peer-assisted learning strategies. 11.9 Teacher to regularly conduct diagnostic testing to determine each student's progress and to identify specific skills that need intervention. Purchase an ELD Assessment System (Fountas and	11.7-11.8 Modes of language acquisition and cooperative learning activities were addressed in other action areas. 11.9 Fountas and Pinnell assessments were included in the purchase price of the program and implemented in the reading intervention group. 11.10 Teacher utilized prior training to implement DELD strategies. 11.11 The Teacher Principal trained and supervised the Instructional Aid to provide reading intervention instruction utilizing the Fountas & Pinnell materials.	1, 3.2 Substitute and Benefit costs funded under Goal 1, 3.3. $00.00 11.11 Working under the guidance and supervision of the teacher, the Instructional Aid will assist the teacher in providing instruction and will provide targeted individual interventions to students in this program. Salary and benefits partially paid from Supplemental monies and funded under Goal 1, 2.0 $00.00	Reading/Interventions was not purchased. 4000-4999: Books And Supplies Supplemental $0.00 11.10 - 11.11 (combined) Fees for Professional Development for Teacher and Instructional Aide funded under Goal 1, 3.2. Substitute and Benefit costs funded under Goal 1, 3.3, as well as Goal 1, 2.0. $0.00

Pinnell or a test similar to the ELPAC) 11.10 Teacher to attend PD to support effective implementation of the DELD program such as: PD on the ELD Standards; SDAIE strategies; Guided Reading; Calkin's Writing Program; Calkin's Writing Process; "Fountas and Pinnel Leveled Literacy Program; Implementing "Up the Ladder" (a reading workshop for struggling readers) 11.11 Working under the guidance and supervision of the teacher, the Instructional Aid will assist the teacher in providing instruction and will provide targeted individual interventions to students in this program.			

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12.1 District to provide a Summer Reading program.	12.1 District Summer Reading program did not require the purchase of new Kindle books.	12.1 Purchase e-books for Kindles for Summer Reading Program. Purchase Kindles as needed. 4000-4999: Books And Supplies Base $375.00	12.1 Inventory conducted on current Kindles. No e-books purchase for Summer Reading program. 4000-4999: Books And Supplies Base $0.00

Action 13

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The district utilized STAR 360, Writing Performance Tasks, CAASPP data, and ELPAC as outlined in Action 1. Each of these assessments were used to assess students mastery toward standards, plan instruction and meet individual needs. The Lucy Calkins nationally-normed Grade Level Writing Rubrics was partially implemented. The rubrics were used at the end of the narrative writing unit, as well as a variety of other ELA rubrics to address different ELA standards. DRA was placed by Johnston Spelling inventory 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. Additional social/emotional skills were taught by county office staff covering the topics of autism, emotional regulation, and stress relief. Students were given instruction with academic and social/emotional objectives.

Learning Centers were provided and reviewed, revised, and developed to offer rigorous instruction, intervention, and extension. Collaboration with RSP specialist occurred on a weekly basis as part of the weekly services offered. Core Centers: Math Prodigy, Footsteps to Brilliance, Writing, and special assigned projects, keyboarding, handwriting practice. New Implementation of centers that were not originally planned: Vocabulary/Spelling City, Breakout EDU, Raz Kids Plus. The following centers were dropped: Sokikum, Epic Book, NewsELA. Audio books 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. Instead, technology integration and implementation of core curriculum and materials was the primary focus for this school year.

The Basic Writing Course was introduced, but not fully implemented. Instruction through core ELA curriculum was the primary focus throughout the year, particularly in the area of writing performance tasks and response to reading prompts.

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: The previously developed mathematics scope and sequence was not available to the new Teacher Principal. 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. Teacher full 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. Teacher attended a grant funded PD workshop through SBCOE called "Math Talks."

Science: 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. Teacher Principal received sample science equipment and units from FOSS as part of efforts to research adoptable science programs.

Visual and Performing Arts: Art materials and lessons were taught to students. Students attended a free symphonic performance and studied musical terms, instruments, and style. Additional music instruction was provided as students prepared to perform in a school musical. Students performed in a musical play called "Character Matters" in which all students had a speaking and singing part. No copyright fee was required as the Principal Teacher had previously purchased lifetime individual classroom rights prior to this school year. Funds were used to purchase costumes, props, etc. Students also performed excerpts of the play at the San Benito County Music Festival. The students also performed in the "Theatre of All Possibilities" which integrated theater and Social Studies History content.

ELD Instruction: Based on ELPAC, CAASPP, and the changing student population, the ELD program was shortened to 30 minutes per day, and EL strategies were integrated throughout all content areas, particularly in the area of Vocabulary 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. An additional F & P kit was purchased. 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. 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. Instead, a

subscription to Reading A to Z Plus, an online program, was purchased that included leveled reading books, audio support, comprehension quizzes, fluency passages, decodable books, etc.

Students participated in literacy related Learning Centers including Spelling/Vocabulary City to provide foundational reading and vocabulary support. The other literacy centers included the Fountas & Pinnell reading intervention, writer's workshop, and independent practice of the core reading program. Fountas and Pinnell assessments were included in the purchase price of the program and implemented in the reading intervention group. Teacher utilized prior training to implement DELD strategies. The Teacher Principal trained and supervised the Instructional Aid to provide reading intervention instruction utilizing the Fountas & Pinnell materials.

Summer Program was offered to all students. The students were to read a novel for 30 minutes and complete math assignments (math book, Prodigy, or ST Math) for 30 minutes 5 days a week. The Teacher Principal checked on goals with the students through home visits, phone calls, and online chats.

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

Actions and services were implemented to achieve the goal of increasing pupil performance in ELA, closing performance gaps and accelerating re-designation rates of EL students as measured by state and local indicators.

The effectiveness of the actions/services to achieve the articulated goal in math as measured by STAR 360 show that 100% of the students improved their Scaled Score with a range of 54 points up to 190 points. We have a trajectory of 100% of the students projected to reach grade level proficiency by May 2019 CAASPP testing, which represents a growth of 51%. CAASPP Math results show that 20% of the tested students achieved At or Above Grade Level in Mathematics, a considerable decline that will need to be addressed.

STAR 360 ELA assessments show that 100% of the students improved their Scaled Score with a range of 143 points to 293 points. We have a trajectory of 67% of the students projected to reach grade level proficiency by May 2019 CAASPP testing which represents a growth of 34%. CAASPP ELA results show that 60% of the tested achieved At or Above Grade Level in ELA, which was aligned to expected STAR 360 results

District writing assessments reveal that only 33% of the students are projected to write at grade level by May 2019 CAASPP testing. The new writing program, while introduced, was not as fully implemented as originally planned due to the need to focus on the core ELA and math program. Writing will be a stronger instructional focus next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the 100% staff turnover experienced by Jefferson and the goal to more fully inventory and utilize current resources several material differences occurred between Budgeted and Actual Expenditures took place this year.

3.2 Licensing Budgeted: $500 Actual: $263
Materials for Centers: $200 Actual: $62
Both the Reading A to Z and Vocabulary/Spelling City contained extensive resources that could be differentiated for All Students, SPED, and EL students. Other planned subscriptions were dropped, such as NewsELA in favor of using the free access of the programs and increase implementation of purchased programs. Current materials were utilized in creating and updating current centers, so that cost was significantly reduced as well.

9.5 Budgeted: $0 - Actual: $562.50
The previous staff had dropped the ST Math license, but that action was unknown to the Teacher Principal at the beginning of the year and the license was still active in August 2018. Because the new teacher had prior training on the ST Math program, she began using it and was able to help the students overcome the high frustration and hurdles they experienced the previous year. The cost of the license is for the 2018-2019 and 2019-2020 school years.

10.5 Budgeted: $150 - Actual: $30
The teacher utilized current personal and school resources to reduce the cost.

11.1 Budgeted: $3000 - Actual: $5787
The F&P Level Intervention Kit estimated cost was significantly more than the previous staff planned. The current Teacher Principal wrote and received the Low Performing Students Block Grant to help offset the differences in the cost.

11.2 Budgeted: $500 - Actual: $0
Level Books were not purchased. Instead, the teacher utilized the leveled books with audio support through the Reading A to Z subscription found in goal

11.3 Budgeted: $200 - Actual: $0
Extensive Scholastic magazines, many of which were still in original packaging was still available to for school use. This item was dropped this year.

11.5 Budgeted: $600 - Actual $0
Headphones and Audio books were still fully available to the students. After an inventory was conducted, it was determined that the current resources were adequate for the 2018-2019 school year.

11.6 Budgeted: $500 - Actual $0
11.7 Budgeted: $100 - Actual $0
Materials under both of these were not purchased because similar materials were used with the Reading A to Z and Vocabulary/Spelling City subscriptions mentioned in Goal 2, Action 3.2 Both sites had resources specific to EL Learners.

11.9 Budgeted: $800 - Actual $0

Fountas and Pinnell Assessments were included as part of the purchase of the new kit. No supplementary assessment materials were needed.

12.1 Budgeted: $375 - $0
After completing an inventory of the current E-Books, and because of the use of leveled audio books through the Reading A to Z subscriptions, the materials were sufficient to cover the needs of the students and no new E-Books were purchased.

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

Changes to the Goals, Actions and Services to LCAP Goal 2 for the 2019-2020 school year:

The Goal has been modified to include the word "Math" for improvement for Student Achievement.
In the Expected Measurable Outcome (A1), 100% of EL students achieved grade level in ELA, so the measurement has been changed from "increase 8%" to "maintain 100%." (C) The Writing Measurable Outcome was changed from 8% Meeting Standard in Writing, to an 8% increase in Writing.

The Actions and Services will be modified in the following ways:

Action 1 - Assessments
* Action 1.1 is unchanged. Action 1.2 has been modified to include Benchmark Writing Prompts each trimester. The budgeting was dropped from $1609 to $1155. Action 1.3-1.4 STAR 360 ELA & Math has been combined into a single action. Action 1.5 & 1.6 are unchanged

Action 2 - Differentiation
* Action 2.1, 2.2, 2.3 has been combined into a single action to provide flexible groups that include MTSS support, Guided Practice, and differentiated instruction. Action 2.4 was added and combined from Goal 2, Action 4.0-4.1 to provide Instructional Strategies that are differentiated by Grouping, Content, Activities, Assessment and Questions Action 2.5 was modified added and combined from Goal 2, Action 7.1-7.3 to utilize Instructional Strategies including Bloom's Taxonomy, Metacognition, Inquiry, while Thinking Within Without and Beyond Text, And Academic Discourse were added as new Instructional Strategies. No funding changes have been made to Action 2.

Action 3 - Centers
* Action 3.0 & 3.1 are unchanged. Action 3.2 The types of Centers have been modified. Dropped: Sokikum, Generation Genius, and Pre-read with the Aide has been replaced with Fountas & Pinnell. Intervention with the Aide. Added: ST Math, Vocabulary/Spelling

City. The budgeting for purchasing materials for revising Centers has been dropped from $200 to $100. Action 3.3 was modified and adapted from Goal 2, Action 5.0-5.1. Learning Centers are to include at least one Cross Content Project that utilizes 4+ curricular areas.
Action 4
* Action 4 has been dropped as a separate action and included in Goal 2, Action 2.4.
Action 5
* Action 5 has been dropped as a separate action and included in Goal 2, Action 3.3
Action 6
* Action 6 was dropped in 2017, so it is unchanged.
Action 7
* Action 7 has been dropped as a separate action and included in Goal 2, Action 2.5
Action 8 - Writing
* Action 8.1 & 8.3 is unchanged. Action 8.2 has been dropped and included in Goal 1, Action 3.3. Action 8.4 has been modified to add Writing Instruction will be given priority academic scheduling. Action 8.5 PD has been dropped and included in Goal 1, Action 3.3. Action 8.6 Assessment has been dropped and included in Goal 2, Action 1.2. No funding changes have been made to Action 8.
Action 9 - Mathematics
* Action 9.1 has been modified to include aligning the ST Math program with the Math Scope and Sequence Chart for each student with a particular emphasis on pacing. Action 9.2 is unchanged. Action 9.3 and 9.4 has been combined to utilize Math Instructional Strategies that include Problem Solving and Writing to Explain. Number Talks was added as an Instructional Strategy. No funding changes have been made to Action 9.
Action 10 - STEAM/VAPA
* Action 10.2, 10.4, 10.5 are unchanged. Action 10.1 has been modified to include a student Engineering project. Action 10.3 was modified to add the Meet the Masters program to teach art concepts. Action 10.6 has been added for the students to receive weekly piano lessons and present a music recital to their parents.
Action 11 - Designated ELD Program
* Action 11 has been modified for EL students to receive 30 minutes instead of 60 minute of DELD time, with SDAIE and Vocabulary strategies integrated throughout the curriculum. Action 11.1 & 11.2 Instructional Strategies has been dropped and included in Goal 2, Action 2.0. The budgeting for $3000 for a Fountas & Pinnell kit was dropped. The purchase of leveled books for $500 was dropped. Action 11.3 Scholastic magazine was dropped and included in Goal 1, Action 6.0. Budgeting fo $200 for magazines has been dropped. Action 11.4 is is unchanged. Action 11.5 & 11.7 Oral reading support was combined and modified to add RAZ audio books to EL student support. Funding for 11.5 has been changed from $600 to $300. Action 11.6 Grouping has been modified to include 30 minutes DELD with the Instructional Aide using Fountas & Pinnell Intervention materials. $600 for subscriptions for 11.6 has been dropped and funded under Goal 2, Action 3.0. Action 11.7 & 11.8 Grouping Strategies was dropped and included in Goal 2, Action 2.1-2.3. The funding for $100 was dropped. Action 11.9 Assessment was dropped and included in Goal 2, Action 1.6. Action 11.10 & 11.11 PD was dropped and included in Goal 1, Action 3.3

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 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

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."	A. Communication: Met. 100% of parents rated the home/school communication as very good to excellent. Weekly Friday Folders were continued as the primary mode of two-way communication between home and school. B.SSC Membership: Partially Met. SSC elections were and training provided. Efforts will be made for membership to reflect the demographics of the school community. Parents of EL's will be encouraged to run for the SSC to be a voice in providing input into decisions regarding improving programs and services for EL students. 2 parents were elected to the SSC in January, 2019. 80% of the SSC representatives are white, 20% Hispanic. C. Parent Decision Making: Met. Indicator: End of Year Parent Survey 100% of parents Agreed or Strongly Agreed that the school makes strong attempts to include parents in decision making. 100% Agreed or Strongly Agreed that they have frequently participated in giving input into school decisions. 100% of parents Agreed or Strongly Agreed that the school makes strong attempts to include parents in decision. D. Parent Education D.1 School Orientation: Partially Met. 67% of the families attended School Orientation. Information was provided to the absent families at a later time. D.2 Parent-Teacher Conferences: Met. 100% of the families attended Fall and Spring Parent-Teacher Conferences D.3 Parent Education Night: Met 100% of parents attended the families attended the Winter Musical and the June End of Year Award Assembly. D.4 Family Learning Night: Not Met. 80% instead of 85% of the families attended Science Night on May 2. E. Family Fun Night (October Fall Festival): Not Met. Jefferson held a October Fall Festival during the day instead of the evening. 67% instead of 85% of the students had families in attendance. F. Parent Participation: Met An average of 92% of the families participated in school events and activities primarily by their attendance. 83% of parents volunteered for the school. G. Community Outreach Program: Met

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. 0 Home-School Communication: Teacher to maintain ongoing two-way written communication between home and school by sending home a weekly "Friday Folder" containing school announcements, notices of upcoming school events, corrected student work from the week, a student progress report, and a section for parent feedback. The Friday Folder, on occasion, may also contain articles about education, tips for how parents can help their children learn, ideas for fun learning activities to do at home and a School Newsletter.	1.0 Friday Folders were sent home to parents. A Newsletter was explored but not implemented this year. Assignment Binders were purchased for students to record assignments daily and take home to share with parents.	1.0 Annual cost of publishing a Friday Folder and Newsletter. 4000-4999: Books And Supplies Base $15.00	1.0 Annual cost of publishing a Friday Folder and Newsletter. (Assignment Binders were added.) 4000-4999: Books And Supplies Base $58.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.0 Parent Input into Decisions 2.1 Teacher/Principal to recruit parents to serve on the SSC with the goals to reflect demographics and ensure a communication path	2.1 An SSC election was held in February for the 18-19 school year. The March 27 meeting was canceled due to illness. SSC meetings were held on March 28, April 25, and May 23.	2.1-2.2 Election and training training were available at the school. No additional funding needed.	2.1 -2.2 Election and training were provided at the school. No additional funding needed. $0.00

for parents of EL students to participate in decisions that not only affect their children but affect the improvement of the school for all. Hold SSC election in the fall for 18-19. Schedule training and meetings 2.2 Provide training to SSC members that will give members the knowledge, skills and confidence to become actively engaged in the LCAP process. 2.3 NEW. Teacher/Principal, SSC and Board to make strong efforts to frequently seek input from parents on school decisions that not only affect their child but the improvement of the school for ALL students. 2.4 NEW. Inform parents of the various means the school uses to solicit input into decisions such as the two-way communication form included in the Weekly Friday Folder, short questionnaires, 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 to provide input into decisions.. 2.4 Teacher/Principal and SSC to continue to develop parent, student, staff surveys and/or interviews at least every two years to obtain input into the "state of the	2.2 An SSC Orientation was held on January 30, 2019. 2.3 and 2.4 Input from parents received through parking lot visits, student assignment binders, Class Dojo, parent teacher conferences, and Friday Folders. Home visits were initiated but not completed. No Principal Coffees were held. 2.4 Climate survey was distributed at May STEAM Parent Night.	$00.00 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. 4000-4999: Books And Supplies Base $10.00	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. 4000-4999: Books And Supplies Base $10.00

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.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Participation in Activities 3.1 District to continue to provide an opportunity for parents to attend a "School Orientation" (aka Back to School) where they learn about the Master Schedule, the Student Behavior Management Plan, Attendance, Common Core Curriculum, Next Generation Science Standards, Textbook Adoption, CAASPP Testing, Character Education, Assessment, Grading, school events, etc. 3.2 District to continue to hold "Curriculum Nights," each featuring a particular content area such as Science, Art, Dance, Drama, Math, Reading. At "Curriculum Nights," the standards for that subject will be discussed and student work related to the standard showcased	3.1 The district provided a School Orientation on September 6, 2018. Middle school students helped prepare the slide presentation and provide Spanish translation for the parents. 3.2 and 3.3 Curriculum *March 12, 2019 - The students performed in the San Benito County Music Festival and performed excerpts from the play. Students followed up by creating a newsletter sharing their experience and the standards they learned through participation. *March 21 - San Benito County science festival. One student entered a project. All students worked alone or with a partner to prepare science projects to share	3.0-3.1 Duplicating costs and binders for handouts 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 $00.00 3.4 Parent/Teacher Conferences. Work to be performed on minimum days and conference days. No funding needed. $00.00	3.0-3.1 Duplicating costs and binders for handouts 4000-4999: Books And Supplies Base $12.00 3.2 Supplies for Family Learning Night Activities 4000-4999: Books And Supplies Base $184.00 3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Family Learning Night. Funded under Goal #3, 5.1 below. $0.00 3.4 Parent/Teacher Conferences. Work was performed on minimum days and conferences. No funding needed. $0.00

Each student presents his/her work and speaks about the standards underlying it. Parents to be encouraged to participate by asking students questions about the standard and their work. 3.3 District to continue 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 hold Parent /Teacher Conferences for all students of about 30-40 minutes per child to occur in August, November and March At each conference, 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. At subsequent conferences the teacher will review the most current data, and together, parents and teacher will revise the the child's improvement goals.	with their parents at the school STEAM Family Night. *April 18 - STEAM Family Night. Students shared Science Fair Projects and parents completed the experiments with their children. 3.4 Fall Parent Teacher Conferences were held November, 2018 and March 2019. Information about the new, standard-based report card was discussed and feedback solicited from parents. 100% of the families participated in the Fall and Spring conferences.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.0 Parent/Community 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. 4.2 This action has been dropped form this section as it is included in Goal 3, 7.1 as part of "Community Outreach"	4.0 and 4.1 50% of the families were in attendance during the October 2018 Fall Festival. Attendance may have been impacted by this being scheduled during the school day instead of the evening.	4.0 "Family Fun" Materials and Supplies. Guest Presenter funded under assemblies, LCAP Goal 4, 6.1 4000-4999: Books And Supplies Base $200.00 4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1 below. $00.00 $00.00	4.0 "Family Fun" Materials and Supplies. No Guest Presenter was used. 4000-4999: Books And Supplies Base $113.00 4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1 below. $0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	5.0 and 5.1 Meals were provided for five Parent/Community Events: * September - School Orientation, * October - Fall Festival (partially donated by a community member), * December - Musical Performance, * April - STEAM Night, * June - End of Year Award Assembly/Volunteer Appreciation, and	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 $590.00

accommodate parents' working schedules. Jefferson enjoys 100% participation in almost every event.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.0 Parent Volunteer Program: 6.1 Continue to develop the Volunteer Program with a goal to enlist 33% of parents to become more actively engaged by volunteering at the school. Communicate with parents about volunteering. *Have a list of ideas/needs but also be open to ways parents might want to help. * Offer a variety of volunteer opportunities. Not every volunteer is comfortable working in the classroom. Not every volunteer is available during school hours. * Make it fun and social. * Send out a questionnaire or have parking lot talks to find hidden talents and interests to recruit parents as guest teachers. * Express appreciation. Volunteers need recognition, e.g. a gift, a certificate, a public and individual thank you.	6.0 and 6.1 Partially met. Volunteer opportunities were initiated during the September survey and Fall Parent Teacher Conferences. No formal volunteer program was initiated this school year due to 100% staff turnover. A Saturday volunteer day was proposed to reorganize and level the books in the school library. This event was postponed until the summer or the next school year.	6.0-6.1 Teacher/principal to recruit volunteers as part of duties. No funding needed. 400.00 6.1 (5) Purchase thank you gifts &/or 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 required. (The "400" under Budgeted Expenditures column was a typo for $00.00) $0.00 6.1 Purchased thank you gifts for End of Year Award Assembly & Volunteer Appreciation Night in June 4000-4999: Books And Supplies Base $110

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 8 members of the larger community to actively participate in the school.	7.0: Partially met. Jefferson received community participation from four members of the community: Elizabeth Reikowski led the planting of a school garden, Borlands provided school supplies, materials and participation in the Fall Festival and Winter Musical, Jenni Benson presented the STRAW (Students and Teachers Restorint a Watershed) Project to the students as part of the Blue Point Conservatory group. 7.1 While flyers were prepared for the October Festival and December Winter Musical, community invitations were not mailed this year. Students helped distribute the flyers to family and neighbors. Compilation of an updated community mailing list was begun in January, 2019.	7.0-7.1 Postage for community correspondence. 4000-4999: Books And Supplies Base $100.00	7.0-7.1 Postage for community correspondence. 4000-4999: Books And Supplies Base $30

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

1.0 Communication
Friday Folders were discontinued at the beginning of the year in favor of Google Classroom, electronic report cards, and student binders with work, and student agendas. Because much of the work was completed electronically, the parents felt disconnected from seeing the paper copies. In February 2019, at parent request, the traditional Friday Folders were reinstated while Jefferson helps bridge the technology gap for parents. In August 2019, Assignment Binders were purchased for all students to track their daily assignments and share with parents.

2.1 - 2.4 School Site Council
An SSC election was not held until February for the 18-19 school year in part because of the need for basic admin training in other areas for the new Teacher Principal. Training and meetings were scheduled for the remainder of the year: March 7 (canceled due to illness), March 28, April 25, May 23. An SSC Orientation was held on January 30, 2019 to recruit parent participation. Input from parents received through parking lot visits, student assignment binders, Class Dojo, parent teacher conferences, and Friday Folders. Home visits were initiated but not completed. No Principal Coffees were held. Climate surveys were distributed in September, 2018 and at the April 18 STEAM Family Night.

3.0, 4.0, 5.0 Parent Conferences/Meetings/Incentives
Parent Nights/Meetings:
* September 6, 2018 - Back to School Night/Parent Orientation (Orientation). Middle school students helped prepare the slide presentation and provided Spanish translation for the parents. Topics included introductions, homework, attendance, curriculum, schedules, & behavior expectations. 67% of the families had at least one adult in attendance, and the information was provided to absent parents unable to attend by the Teacher Principal at a later date. A light dinner was provided.
* October 31, 2018 - Fall Festival, (Family "Fun" Night). Activities included a STEAM building project, physical fitness games, crafts, games, and a barbecue lunch that was provided, in part, by a local community family. 63% of the students had at least one family member in attendance. The low attendance may have been impacted by this being scheduled during the school day instead of the evening.
* December 13, 2018 - "Character Matters" Dinner and Play (Parent Ed, Curriculum - VAPA). The play "Character Matters" included speaking and singing parts for all students. Dinner was provided and students' gifts were given to the parents. 100% of the students had at least one family member in attendance. Several community members were invited and attended as well. A turkey dinner was provided.
* May 2, 2019: Curriculum "STEAM" Night (Family Learning Activity) was originally scheduled for April 19, but due to students' illnesses, rescheduled for May 2.The students presented science projects, the roller coaster Engineering projects, and parents were able to try out the students' roller coasters and experiments. 80% of the students' families were in attendance. One family couldn't attend due to a medical appointment that couldn't be rescheduled. The students who were going to be absent prepared a video presentation of their science projects which was shared at the STEAM event. The video was shared with the parents at a later time. A Taco Bar was provided as a dinner.
* June 6, 2019: End of Year Award Assembly/Volunteer Appreciation Night (Parent Ed, Standards & Achievement). The students created a project sharing their goals for a career, home and future vacation. Those in attendance had to match the goals with the appropriate student. Students received academic and citizenship awards as well as a "Teacher Choice" award. Parents, Volunteers and Community members were recognized for their contributions to the school and given a small thank you gift. A Pizza/Salad dinner was provided as well as a special "Snow Cones" dessert at the end of the evening. 100% of the students had at least one family member in attendance. Several community members were invited and attended as well.

3.4 Fall Parent Teacher Conferences were held November, 2018 and March 2019 Information about the new, standard-based report card was discussed and feedback solicited from parents. Academic progress was shared with all families. 100% of the families participated in the Fall and Spring Conferences.

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 initiated this school year due to 100% staff turnover. A Saturday volunteer day was proposed to reorganize and level the books in the school library. This event was postponed until the summer or the next school year.

7.0 - 7.1 Community Outreach
Jefferson received community participation from six members/groups of the community:
* Elizabeth Reikowski led the planting of a school garden.
* Bar SZ Ranch/Borlands provided school supplies, materials and participation in the Fall Festival and Winter Musical.
* Jenni Benson presented the STRAW (Students and Teachers Restoring a Watershed) Project to the students as part of the Blue Point Conservatory group.
* Target provided funding for new water bottles, and
* E-Cubed Foundation was recognized for providing the new piano keyboards.
* Community volunteers, as well as Board Members and Students' Parents, were recognized during the June Student Award Assembly and Volunteer Appreciation Night

While flyers were prepared for the October Festival, December Winter Musical, and End of Year Award Assembly community invitations were not mailed this year. A compilation of an updated community mailing list was begun in January, 2019.

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

Overall the actions/services for this goal were successful or partially successful in maintaining or increasing parents participation in school activities and maintaining strong two-way communication between home and school as measured by decreased attendance in Family Nights, maintaining 100% participation for parent-teacher conferences and the decreased number of SSC meetings held (from 10 meetings the previous year to 3 this year) due to the Teacher Principal needing training and support in setting up and maintaining an SSC council with parents.

The most significant actions/services that influenced the overall effectiveness of achieving Goal #1 were as follows:

1.0 Reinstating Friday Folders part way through the year to increase communication about student academic and behavioral progress. As a result, 100% of the parents agreed that they were kept informed of their child's progress (Parent Survey).

2.0 PD was needed for the Teacher Principal to utilize the SSC meetings, however, by the end of the year, the meetings were taking place with participation from a Student Representative, two parent representatives, and the Instructional Aid. The SSC will be ready to be fully operational by August 2019 due to the implementation efforts made this year.

3.0, 4.0 and 5.0: The school was not able to maintain the 100% parent participation at all school events. We had an average attendance of 92%. However, efforts were made to reach out and include even those families not in attendance. The events that had the greatest participation were held in the evening

6.1 83% of families had at least one family member that volunteered for the school as chaperones, preparing materials for activities, and helping with minor building maintenance concerns.

7.0 The school successfully engaged the community in a variety of ways that enabled to increase resources, such as the water bottles, school garden, piano keyboards, learning activities such as the STRAW project and Fall Festival.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any material differences between Budgeted Expenditures and Estimated Actual Expenditures was less than $100 per action.

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

Changes to the Goals, Actions and Services to LCAP Goal 3 for the 2019-2020 school year.

The Goal will remain the same for the 2019-2020 school year.

The Annual Measurable Outcome has been modified in the following ways:
* SSC: Elections will not be held in 2019-2020. The goal has been changed to hold 10 SSC meetings in 2019-2020, and ten Student Council Meetings will be held and coordinated to the SSC. These meetings will be held to seek parent and student input for LCAP goals and maintain school safety.
* Parent Education: The goal of 100% attendance at Orientation and Parent Education Nights has been changed to 80%-100% attendance. The attendance for all Parent Nights will be 80-100% attendance. The coal of 33% of parents will volunteer at the school will be changed to 50% family volunteer participation. The Community Outreach Program goal has been modified from 10 members of the larger community to 7 members of the larger community.

The Actions and Services will be modified in the following ways:
* Action 1.0 has been modified to include daily Assignment Binders with the weekly Friday Folders. The funding has been uncreased from $15 to $50.
* Action 2.1-2.3 has been modified and combined. Elections will not be held in 2019-2020 because they were held in 2018-2019. Representatives serve a two-year term. The school will hold 10 SSC meetings in 2019-2020. Action 2.4 Seek input from all parents is unchanged. Action 2.5 has been modified from conducting a survey every two years to each year. Action 2.6 is a new action. In order

to seek student input, the school will hold at least 10 Student Site Council meetings that are coordinated with the Board Meetings and SSC meeting.
* Action 6.1 has been modified from 33% family volunteer participation to 50% volunteer participation. Volunteers will be recognized at the End of Year Award Assembly Volunteer appreciation.
* Action 7.0 Funding for postage stamps has been modified from $100 to $30.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 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

Expected	Actual
Metric/Indicator A. Personal Learning Plans	A.1 Engagement: Met. 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.
A. Classroom Observations; Student Work Products.	B. Student Engagement: Met. 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.
B. Surveys and Interviews	C. Student Engagement: Met 100% of students reported that they like Jefferson School, look forward to coming to school and feel a strong connection to the school.
C. Surveys and Interviews	D. Student Engagement: Not Met. Students achieved an attendance rate of 93% with 25% chronic truancy (as described by CDE) and 25% chronic absenteeism.
D. CALPADS; State Attendance Rosters; County Attendance Certification	E.1 School Climate: Met 100% of students reported they feel respected by the adults and other students at school and that they feel physically and emotionally safe.
E. Surveys and Interviews	E.2 School Climate: Met 100% of parents and students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur.
	F. School Climate: Met Suspension rate remained at 0%. Expulsion rate remained at 0%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.0 Engage Students Through Personally Meaningful Activities:. 1.1 Develop Individual Personal Learning Plans (PLP's) with each student. Teacher will talk with each student to discuss the student's interests, talents, personal ambitions, needs, strengths and assessment results. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan (PLP) that includes learning goals that are meaningful to the student. PLP's to be revised quarterly or sooner as needed. 1.2 Students will each complete one major standards-based project related to their personal interests (or a shared interest with another student). 1.3 Student Choice: Increase student engagement by periodically offering students a choice as to how they will demonstrate their understanding of the content of a lesson. Example: One student might prepare and deliver an oral report	1.0 and 1.1 Personal Learning Plan - Action needed - Develop format for the students based on STAR 360 data in ELA and Math and updated monthly following the STAR 360 progress monitoring results. 1.2 - Students were required to complete one science project related to the science topic of their interest or shared interest with another student. 1.3 and 1.4 Student were periodically offered choices to demonstrate understanding that included performance standards to monitor students' choices.	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 Students will each complete a major standards-based project related to personal interest. Materials funded under Goal 1, 6.0 $00.00 1.3 Meaningful Activities: When appropriate, teacher to offer students choice as to how they will demonstrate their understanding of the cognitive aspects of a lesson. Teacher to set performance standards for student-selected assessments. $00.00 1.4 Set performance standards for ALL student-selected assessments. Part of instruction. No additional funding needed. $00.00	1.0-1.1 Engagement through Personal Learning Plan with one social/emotional goal. Funding not required. $0.00 1.2 Students completed standard based project related to personal interest. Materials funded under Goal 1, 6.0 $0.00 1.3 Meaningful Activities through student choice with performance standards for student-selected assessments. $0.00 1.4 Performance standards set for student selected assessments. No funding required. $0.00

while another might create a film or a Power Point presentation. 1.4 Teacher to set performance standards for each type of assessment and monitor students' choices to ensure suitability.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.0 Provide Active Learning Activities: 2.1 Increase engagement by providing activities that require active as opposed to passive learning: Example: (a)Teacher to inform less and elicit more by frequently utilizing inquiry and discovery learning strategies (b) Keep workbook exercises and other brain-off, passive activities to a minimum. Instead, create activities that call for students to produce the same information but in an active way. For example, have a first grader act out addition and subtraction problems. Have one student begin to orally summarize a chapter, stop and have the next student continue the summary. Most passive work can be turned into action work.	2.0 and 2.1 Activities that required active as opposed to passive learning were integrated throughout the curriculum.	2.0-2.1 Active Learning Activities : Part of lesson planning and teaching. No additional funds needed. $00.00	2.0-2.1 Active Learning Activities: Part of lesson plans and teaching. No funds required. $0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 Increase Engagement by Teaching for Success: 3.1 Engagement increases when students feel successful at doing meaningful tasks. Teach for success by providing base-line information on which to build new learning; by connecting learning to real life in meaningful ways; by frequently checking for understanding; and by providing Tier 1 and Tier 2 support as needed to struggling students and high achievers. 3.2 When asking for a response to a question, increase wait time 6-8 seconds before calling on a student. "Wait time" extends "think time" & facilitates higher level thinking by all. Avoid supplying answers. During discussion, avoid agreeing or disagreeing with an answer (that ends thinking) or moving to another student if answer is wrong. Rather, ask for student to explain their reasoning then ask for alternate responses. 3.3 Teacher to increase student engagement by trying to honor every response. If response is incorrect, find a kernel of correctness in the child's answer and build on it by rephrasing the question or providing more information, or asking a series of	3.0 Increase Engagement by Teaching for Success 3.1-3.2 Tier 1 and Tier 2 supports were implemented, as well as wait time, and questioning techniques. 3.3 This step was replaced with "Academic Discourse" activities that teach students to agree, clarify, and disagree with topics of discussion. 3.4 Teacher Principal provided ongoing training to Instructional Aid in questioning techniques, reading intervention strategies, MTSS supports etc.	3.0-3.1 Teach for success by providing base-line information; by connecting learning to real life; by frequently checking for understanding; and by providing Tier 1 and Tier 2 support as needed. Part of instructional planning and instruction. No additional funding needed. $00.00 3..2 Teach For Success by increasing "Wait Time." Part of regular instruction. No additional funding needed. $00.00 3.3 Increase student engagement by honoring every response. Part of regular instruction. No additional funds needed. $00.00 3.4 Train aide in MTSS. Work to be performed on minimum days. Additional funding not needed. $00.00	3.0-3.1 Implemented as part of instructional planning. No funding required. $0.00 3.2 Implemented as part of regular instruction. No funding required. $0.00 3.3 Implemented as part of regular instruction. No funding required. $0.00 3.4 Training provided on minimum days and as part of regular work day. Additional funding not required. $0.00

questions or statements that will lead the student to the correct response and feelings of success. 3.4 Teacher to train aide in MTSS and train aide in specific intervention strategies with the goal to enable students to work independently and be ready for the next step in instruction.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.0 Increase Engagement Through Guest Speakers . 4.1 Guest Speakers: District to expose students to real-life experiences through guest speakers. Guest teachers make the link between what students learn in school to real life. They can expand enrich and deepen students' understanding of a topic of study in class. They can offer a different perspective and a different teaching style. Guest speakers also widen the students' world by exposing students to topics not studied in school such as how to make stained glass windows or a hobby such as snorkeling. Guest speakers build a link between academics and real-	4.0 Increase Engagement Through Guest Speakers 4.1 A Guest Speaker spoke to the students about the STRAW Conservation Project. This was in preparation for a field trip the following week.	4.0-4.2 Remuneration for Speakers. They usually donate their time. 5000-5999: Services And Other Operating Expenditures Base $100.00	4.0-4.2 Remuneration for Speakers. They usually donate their time. 5000-5999: Services And Other Operating Expenditures Base $0.00

life, sometimes a life the students have not imagined. To maximize learning, teacher pre-teaches the subject. For example, teacher provides a lesson on nutrition. The teacher brings in a chef guest teacher to demonstrate cooking AND talk about the nutritional value of ingredients he/she uses. Teacher to always provide post activities to maximize the benefit of having a guest speaker. 4.2 Career Speakers moved to 5.0 below as part of Career Education Program.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.0 Career Education: 5.1 Provide the opportunity for students to widen their thinking about career possibilities through learning about different careers from at least 2 career speakers per year. To maximize the value of career speakers, ask them to emphasize the importance of good reading. writing, speaking and math skills to their careers as well as the importance of social/emotional skills such as teamwork, cooperation, flexibility. District to invite a minimum of 2 Career speakers each year.	5.0 Career Education 5.1 During career week, Guest Speakers from CalFire, Hollister Police Department spoke to the students. Two additional speakers were scheduled but the speakers' canceled due to reasons unrelated to the school.	5.1 Remuneration for Career Speakers who generally donate their time 5800: Professional/Consulting Services And Operating Expenditures Base $100.00	5.1 Remuneration for Career Speakers not provided. 5800: Professional/Consulting Services And Operating Expenditures Base $0.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Engage students in Learning through field trips and assemblies 6.1 The students attended the following field trips: Monterey Symphony (October, 2018), STRAW Conservation Project (February 2019), Farm Day (March 2019), EdTech Museum (May 2019) and San Jose Museum (June 2019). Pre and post lessons were taught to maximize the educational value. Assemblies: Tobacco Prevention Assembly funded by SBCOE (MAY). Theatre of all Possibilties, building provided by Jefferson, funding provided by Bitterwater-Tully (May)	6.0-6.1 Field Trips and Assemblies 5000-5999: Services And Other Operating Expenditures Base $3000.00	6.0 - 6.1 Field Trip and Assemblies 5000-5999: Services And Other Operating Expenditures Base $875.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 &	7.0 Engage students in learning through academic contests and exhibitions 7.1 The students participated in the San Benito County Spelling Bee (one student placed 4th overall), CA Coastal art project, & San Benito County Science Fair.	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. Transportation to Spelling Bee was provided. Cost for Spelling Bee was included under "Field Trip and Assemblies,", Goal 4, Action 6.0-6.1 5000-5999: Services And Other Operating Expenditures Base $0.00

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.			

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.0 Connection to School: "Attendance Every Day Program" 8.1 Students to attain an attendance rate of 97.2 % To reach this goal, the district will continue to Implement the district's 5-tiered "Attendance Every Day Program:" a. Provide Information: Talk about the importance of attendance to students and School Orientation. Share the statistics related to drop-out and low achievement among truants. Inform parents of the laws regarding attendance. Periodically include articles about attendance in the Friday Folder. Discuss child's attendance at every conference. b. Teacher makes a friendly call home as soon as it is clear that the students is absent to ask the parent about the reason for absence and the expected date of	8.0 Connection to School: "Attendance Every Day Program." 8.1 Students average attendance for the school was 93%. a-e) 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. 8.2 State attendance handbooks were already in place at the school and were studied and utilized to address a variety of attendance concerns. A district attendance handbook specific to the needs or the rural area will be researched next school year.	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 Develop a district Attendance Handbook. Work to be performed on release days. Substitute salary and benefits funded under Goal 1, 3.3 $00.00	8.1 Attendance plan and incentives were performed during regular work day. No funding required. $0.00 8.2 The district utilized the state attendance handbook and county personnel to address attendance concerns. Work was performed on minimum days, and as part of the regular work day. No substitutes were used for this training. $0.00

return. This has been very effective in curtailing absences.
c. Conference frequently with parents of students with "creeping" absences and offer assistance. The idea is not to blame but to help families solve a problem.
d. Notify parents of near truant, truant, habitually truant and chronically truant students to inform and assist parents to meet the attendance obligation. Refer to SARB as needed.
e. Give quarterly incentives to students for perfect and near perfect attendance.

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

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. Review "Consequences" section to ensure that consequences are implemented in a way that they support long-term change not a quick fix; that the emphasis is on a conversation about choices; that consequences support an environment that fosters students' development of social and emotional skills such as managing emotions, accurately reading social clues; dealing with frustration; strategies for resolving interpersonal conflicts. 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	9.0 Safe, Peaceful and Positive School Climate 9.1 The Teacher Principal was able to access a Student Behavior Handbook toward the end of the year. Handbook will be reviewed with the SSC at the beginning of the 2019-2020 school year. 9.2 Students were offered incentives and reward as part of the Positive Behavior Intervention and Support program at Jefferson School. 9.3 The Teacher Principal review the School Safety Plan with the SSC and submitted to the county in April, 2019	9.1 Revise rules if needed in the Student Behavior Handbook. Work to be performed on a teacher release day. Substitute salary and Benefits funded under Goal 1,3.3 $00.00 9.2 Student incentives and awards for positive behavior. Funded under Goal 4, 12.1 $00.00 9.3 Update the School Safety Handbook and the District Hazardous Materials Binder. Work to be performed on release day. Substitute Salary and Benefits funded under Goal 1, 3.3 1000-1999: Certificated Personnel Salaries $00.00	9.1 No revision took place this school year. A substitute was not used for this purpose. $0.00 9.2 Students incentives and awards funded under goal 4, 12.1 $0.00 9.3 Updates to the School Safety handbook and District Hazardous Materials binder was completed as part of the minimum day and the regular work day. No substitute was used for this purpose. $0.00

Handbook and the District Hazardous Materials Binder			

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10.0 Character Education Program (Includes Social/Emotional Learning) 10.1 Teacher to continue to implement the school's Character Education Program called "Character Counts" based on the "Pillars of Character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship. Teacher to provide instruction in the same way he/she teaches other skills. Although there are different ways to teach the pillars one successful model is as follows: The teacher chooses a pillar and provides a definition of the pillar in kid friendly terms, then gives specific examples of a student putting the pillar. For example, one way to show respect is to greet people in a friendly manner using the person's name. Teacher models this. Students role play (guided practice). Teacher assigns all students to greet others in a friendly manner at school and at home and to report the next day the results (independent practice). The next day students share what they did (review and assessment).	10.0 Character Education Program (includes Social/Emotional Learning) 10.1-10.4 If the district had purchased a formal program with materials as described in this goal, the materials were no longer available at the beginning of the school year. The Teacher-Principal used prior training such as Marvin Marshall Intrinsic Motivation strategies, Kagan strategies, a Positive Behavior Intervention & Support strategies, as well as teacher student conferences and Class Meetings to address needs. Character education was integrated throughout the curriculum. 10.5 "Children Helping Children" was replaced by students participating in a "Pennies for Patients" program. They raised $50.	10.0 -10.1 Character Education is part of the district curriculum and daily teaching. No funding needed. $00.00 10.2 Provide instruction to increase students' social/emotional capacities. Part of regular instruction. No additional funding needed. $00.00 10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1. $00.00 10.4 Purchase books as needed in which a character demonstrates one or more of the "Pillars of Character or demonstrated social or emotional capacities. 4000-4999: Books And Supplies Base $200.00 10.5 "Children Helping Children" funds to come from student, parent & community donations. $00.00	10.0-10.1 Character Education was integrated through district curriculum and daily teaching. No additional funding was required. $0.00 10.2 Social/emotional instruction was provided as part of regular school day and instruction. No additional funding was required. $0.00 10.3 Awards and incentives for positive behavior funded under Goal 4, 12.1 $0.00 10.4 No books were purchased for the specific purpose described here. Character education within the current textbook adoption was utilized. $0.00 10.5 No cost to district for students to participate in "Pennies for Patients." $0.00

Then the teacher chooses another example of respect in action or elicits it from students and follows the same pattern of instruction. of discuss, model, role play and assign making actions simple, concrete and appropriate for a child.
After a week or so of students learning and practicing different ways of showing respect, the teacher chooses a different pillar and follows the same pattern of instruction.
If there is a behavior incident at school, the teacher might consider choosing the applicable pillar to discuss, model role play and assign. There is no special order of instruction. The pillar can be selected in response to a situation at school or a character in a story. The same pillar can be re-visited many times identifying different ways of putting the pillar into action or repeating previous actions.

10.2 Use Pillars as gateways into teaching social and emotional skills. The Pillar of Respect can lead into teaching social/emotional skills of teamwork, cooperation,resolving interpersonal conflicts and understanding other's feelings. The Pillar of Responsibility can lead into teaching emotional skills of persistence and coping with frustration. The Pillar of Caring can lead into teaching empathy.

10.3 Students to receive incentives for demonstrating the pillars of character and positive social/emotional skills (Funded under #12.1 below) 10.4 Integrate the "pillars" into the curriculum. For example, select a character from literature or a person from history who demonstrates one of the pillars. Class discusses. Purchase books with the "pillars" in mind. Integrate lessons about the pillars across the curriculum. Librarians are great resources. 10.5 "Children Helping Children" is part of the Character Education Program that focuses on the "Pillars" of Good Citizenship and Caring. Students select a project and help children in need by, for example, giving clothes and toys to children in homeless shelters; donating teddy bears to police to carry in their squad cars for children in auto accidents, etc. Funds to support the program will come from parent or community donations or a student fundraiser.			

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11.0 Positive School Climate Through Spirit Activities	11.0 Positive School Climate Through Spirit Activities	11.1 Purchase school spirit / school pride logo items 4000-	11.1 No purchase made for school spirit and school pride

11.1 Increase school pride and a strong connection to the school by holding school spirit activities and by providing students with school logo items such as school-identity logo bracelets, lanyards, etc..	11.1 The district discussed and researched purchasing school-related logo items such as water mugs, t-shirts, etc. No purchases were made. School spirit activities were held throughout the year including "Crazy Sock Day" in April, and "Pajama Day" in December and April.	4999: Books And Supplies Base $50.00	logo items. 4000-4999: Books And Supplies Base $0.00

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Positive School Climate Through Student Recognition and Incentives 12.1 Teacher to o provide incentives, rewards and awards to students for following school rules and class routines; for positive work habits such 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 to hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all .	Positive School Climate Through Student Recognition and Incentives 12.1 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 mark the students accomplishments. 12.2 The district held an end-of-year Awards program in June.	12.1 Incentives, Rewards, Awards for Student Recognition. 4000-4999: Books And Supplies Base $200.00 12.2 Cost for End-of-Year Promotion Event 4000-4999: Books And Supplies Base $100.00	12.1 Incentives, Rewards, Awards for Student Recognition 4000-4999: Books And Supplies Base $185.00 12.2 Cost for End-of-Year Promotion Event 4000-4999: Books And Supplies Base $115.00

Action 13

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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.

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. Students were not required to complete a standards-based project related to their personal or shared interests; rather 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.

Increase Engagement by Teaching for Success: Tier 1 and Tier 2 supports were implemented, as well as wait time, and questioning techniques. The "honoring every students' response" was replaced with "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.

One Guest Speaker spoke to the students about the STRAW Conservation Project. This was in preparation for a field trip in which the students planted trees. The students attended the following field trips: Monterey Symphony (October, 2018), STRAW Conservation Project (February 2019), Farm Day (March 2019), EdTech Museum (May 2019) and San Jose Museum (June 2019). Pre and post lessons were taught to maximize the educational value. Assemblies: Tobacco Prevention Assembly, held at Bitterwater-Tully. The students participated in the San Benito County Spelling Bee (one student placed 4th overall), CA Coastal art project, & San Benito County Science Fair.

Students average attendance for the school was 93%. 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. A district attendance handbook specific to the needs or the rural area will be researched next school year.

The Teacher Principal was able to access a Student Behavior Handbook toward the end of the year. 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

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 strategies, as well as teacher student conferences and Class Meetings to address needs. Character education was integrated throughout the curriculum. "Children Helping Children" was replaced by students participating in a "Pennies for Patients" program. They raised $50. The district discussed and researched purchasing school-related logo items such as water mugs, t-shirts, etc. No purchases were made. School spirit activities were held throughout the year including "Crazy Sock Day" in April, and "Pajama Day" in December and April.

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 Awards program in June.

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

Overall the actions and services have played a part in achieving the articulated goal and fulfilling the school vision of providing all students with the opportunity to develop their intellectual, artisitc, physica, and social capacities with a positive, safe, trouble-free environment where students are engaged in their learning and connected to their school.

The student Personal Learning Plan, engagement strategies, attendance program, character education program, and Positive Behavior Intervention supports all worked together to keep the School Climate at a high rate at Jefferson Elementary as measured by the School Climate survey and student self evaluation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.0 - 4.2, 5.1 Budgeted: $200 - Actual: $0.00
All Guest Speakers volunteered their time to speak to the students including Jeni Benson (STRAW), Elizabeth Reikowski (Garden Club), Hollister Police Department, and CalFire.

6.1 Budgeted: $3,000.00 - Actual: $875.00
The new staff looked for a variety of field trip opportunities and assemblies that would be low or no cost. The majority of the expenses for the Field Trips was for the mileage cost. Planning, budgeting and additional field trips will be provided for next year.

10.4 Budgeted: $200 - Actual: $0.00

Character Education books were not purchased. Examples of character were provided through the literature available at the school as part of the regular curriculum.

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

Changes to the Goals, Actions and Services to LCAP Goal 4 for the 2019-2020 school year:

The Goal and Annual Measurable Outcomes will remain the same for the 2019-2020 school year.

The Actions and Services will be modified in the following ways:
* Action 1.1 Personal Learning Plan has been modified to be updated each month as part of the STAR 360 ongoing progress monitoring. Action 1.2, 1.3, & 1.4 has been dropped as it is included in Goal 2, Action 2 and 3)
* Action 2.0-2.1 has been dropped as it is included in Goal 2, Action 2)
* Action 3.0-3.4 has been dropped. Action 3.1 is included in Goal 2, Action 2.4, Action 3.2 & 3.3 is included in Goal 2, Action 2.5
* Action 4.1 has been modified to invite at least 3 Guest Speakers to speak to the students on an academic topic. The students may go to the Speaker's location, or the Speaker may come to Jefferson. Action 4.2 is unchanged.
* Action 5.1 is the same but has been condensed. The district will invite a minimum of 2 Career Speakers each year.
* Action 6.1 Funds for Field Trips and Assemblies have been decreased from $3000 to $2000.
* Action 7.1 is unchanged.
* Action 8.0-8.2 is unchanged but has been condensed. The district will attain an attendance rate of 97.4%, and the Attendance Handbook will be updated.
* Action 9.0-9.3 is unchanged but has been condensed. The Teacher Principal and SSC will update the Student Behavior Handbook & the School Safety Handbook. Students will receive incentives for good behavior.
* Action 10.1 has been modified to say that the Teacher Principal will focus on a different Character Trait each month and provide direct instruction on each trait. Action 10.2 and 10.4 have been dropped and integrated into Action 10.1. Action 10.3 has been dropped and included in Goal 4, Action 12.1). Action 10.5 has been modified for students to participate in a community service project such as Pennies for Patients.
* Action 11.1 has been modified for the school to increase school pride by holding monthly school spirit activities and providing students with school logo items such as school t-shirts. The funding has been increased from $50 to $150.
* Action 12.3 has been added. Yearbooks will be created and given to the students at the end of the school year to commemorate special events and achievements of students.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

2018-2019

BOARD: The Teacher Principal continued to collaborate with parents, students, School Site Council, and the Board of Trustees for the planning and development of the LCAP/Annual Review and Analysis.
Detailed Principal reports were provided to the Board of Trustees related to the progress of all four goals on a monthly basis. The dates for these meetings included: 8/8/18, 9/12/18, 10/10/18, 11/16/18, 12/13/18, 01/09/19, 02/13/19, 03/13/19, 04/10/19, 05/08/19, 06/12/19. Through these meetings, the Board was an integral part of the review, implementation, analysis, and planning. the

SSC: Due to the 100% staff turnover and the need to train the new Teacher Principal in administrative responsibilities, the School Site Council elections were not held until January 2019. Training and materials were provided from the San Benito County Office of Education on December 12, 2018. Formal meetings to discuss the LCAP took place on March 7, April 2, and May 24. Informal conversations were held with the parents throughout the year. We have already scheduled all 2019-2020 meetings to take place on a monthly basis beginning in August, 2019 .

STUDENTS & STAFF: The Teacher Principal and Instructional Aid worked together closely on a daily basis throughout the school year. The Instructional Aid served on the SSC and her work hours were planned accordingly so that she could attend without placing a hardship on her transportation needs. The students held a school election and voted on a student to serve as the Student Representative on the SSC. Informal meetings were held on a weekly basis to discuss the instructional and other LCAP related goals. The students offered input and were provided information on the results of Board Meeting decisions. Formal Student Site Council meetings and Staff Meetings will be scheduled and held each month for the 2019-2020 school year.

RURAL Administrators: Annual Update and LCAP Meetings of Rural Administrators & COE Admin. Staff: 9/6/17, 9/20/17, 10/18/17, 11/1/18, 1/15/17, 12/6/17,1/10/18, 1/17/18, 2/7/18, 2/14/18, 3/7/18, 3/21/18, 4/18/18 (the only meeting not attended), 5/2/18, 5/16/18

Prior to 2018-2019:

Jefferson District is committed to the power of collaboration. By collaborating we can move beyond the voice of one to the power of a team. Collaboration results in more ideas being generated, with each idea benefiting from the input of others to make it better or find its flaws. When stakeholders are involved in developing the LCAP plan, it becomes "their" plan. They talk about it in the community and garner support. They have an interest in making "The Plan" work, which increases their engagement in helping to implement it, evaluate its effectiveness, and find solutions to obstacles.

GROUPS ACTIVELY INVOLVED IN THE LCAP DEVELOPMENT PROCESS:

LCAP TEAM AND PARENTS
Jefferson is a small rural school with one teacher/principal, a part time consultant, 9 students, 6 families. Two families were represented on the School Site Council. The SSC together with the teacher/principal and consultant formed the LCAP Team. Parents were encouraged to participate in all LCAP Committee meetings and attend school board meetings where a monthly LCAP report was a standing agenda item. Monthly board reports provided trustees and the public frequent opportunities to provide input into the LCAP. All parents participated in the Annual Parent Survey the week of March 26-30.

STUDENTS
On March 26, 2018, the teacher/principal talked with the 4 middle school students about the LCAP and asked for their input on how they thought the school could be improved. In addition, all students, grades 2-8, participated in the Annual Student Survey.

BOARD OF TRUSTEES AND MEMBERS OF THE PUBLIC
From October 2017 through June 2018 the LCAP was a standing item on Board Agendas for the purpose of keeping the trustees and public informed regarding the progress on the LCAP and provide stakeholders a regularly scheduled and frequent opportunity to give feedback and provide input. The monthly reports to the Board on the Annual Update and the 18-19 LCAP were successful in focusing board priorities on pupil outcomes, gave them opportunities for feedback and input and, very importantly, the monthly reports also ensured that board members were well informed prior to the public hearings in June regarding the goals, actions, and services for the following year and their impact on the district budget.

SBCOE ADMINISTRATIVE STAFF
From September 2017 through June 2018 members of the COE administrative staff provided rural principals the opportunity to receive LCAP technical training and support. Just a few training points included:
(1) Introducing the new template. (2) Types of information to include in the Update and Analysis. (3) How to alert the reader to changes and where they can be found (4) The mechanics involved in adding,dropping or moving actions. (5) Local indicators and how to use them. (3) Data analysis .(4) Identifying areas of performance/progress, greatest needs, and performance gaps using the indicators available to small schools (6) School Climate and Engagement Surveys (8) Understanding and using the School Dashboard (if applicable). (9) Budget Summary instructions. (10) Individual support upon request.The training provided was essential in developing the Update/ Analysis and writing the 18-19 LCAP.

LCAP MEETINGS
Annual Update and 2018-19 LCAP Meetings -Teacher/Principal, Consultant, SSC, Parents: 10/23/17, 11/17/17, 12/12/17, 1/26/18, 3/12/18, 2/26/18, 3/19/18, 4/9/18

Annual Update and 2018-19 LCAP Public Review, 4/10-4/30/2018

Annual Update and LCAP Review at Board Meetings - Teacher/Principal, Consultant, SSC, Public: : 9/13/17, 10/18/17, 11/15/17, 12/13/17, 1/17/18, 2/14/18, 3/14/18, 4/18/18, 5/16/18, 6/13/18, 6/27/18.

Annual Update and LCAP Meetings of Rural Administrators & COE Admin. Staff: 9/6/17, 9/20/17, 10/18/17, 11/1/18, 1/15/17, 12/6/17,1/10/18, 1/17/18, 2/7/18, 2/14/18, 3/7/18, 3/21/18, 4/18/18, 5/2/18, 5/16/18

SUMMARIES OF LCAP MEETINGS

Oct.. 23, 2017: Annual Update/Analysis and 18-19 LCAP
Participants: Teacher/Principal, Consultant , SSC

On the morning of a principal release day, the teacher/principal and consultant established a process for conducting the Update/Analysis and developing the 18-19 LCAP. They blocked out a calendar setting meeting dates with critical tasks to be accomplished on specified dates.
In the afternoon, the teacher/principal and consultant met with the SSC. The SSC members would serve double-duty as the parent component of the LCAP Team. Since the SSC members had served on the LCAP Team in previous years, they were well acquainted with the Update/LCAP Process. The team developed a timeline that the LCAP Team would follow in completing the Update and 18-19 LCAP. The teacher reviewed the district CAASPP results with the SSC and the district assessment results from August and September. (Never got tired of celebrating the 20% gain in Math and ELA). The team discussed the low performance of EL students and the continuing low performance by all students in writing. The principal pointed out that the actions in place in the 17-18 LCAP to address writing which consisted of writing instruction within the CCELA class and teaching writing across the curriculum, have not been successful. The idea to create a stand-alone writing course in response to the low performance in writing was proposed. The principal was asked to work with the Master Schedule to see how it would be affected and SSC parents would discuss with other parents. LCAP Team members received copies of the LCAP and were asked to read the Update for the 4 goals prior to the next meeting and to make notes of any suggestions for changes to be now now or in the 18-19 LCAP

Nov.17, 2017: Annual Update/Analysis and Development of 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC

LCAP Team met to continue the discussion of improving students' writing performance. The principal reported the 30 minute class in American Sign Language could be discontinued and replaced with a daily writing course. SSC parents reported that parents from the other 4 families supported establishing a basic writing course (Voilla, the name of the course!) The content of the course was discussed. The principal and consultant stated that the course needed to be standards-based, provide step by step instruction appropriate to each grade level and include instruction in the "writing process" as described in the CCELA standards.
The teacher/principal suggested using Lucy Calkins "Grade Level Units of Writing" purchased for El students in the DELD Program.
The LCAP team approved. The class would be ready for implementation in January.
It was further decided to discontinue the actions related to writing across the curriculum as not productive at this time. Changes to Goal 2 to be noted in annual Update and 18-19 LCAP.
Teacher/principal and consultant led a review of the progress in implementing the 17-18 actions in the Annual Update/Analysis Section. LCAP Team members were asked to read the the actions under Goals 1-4 prior to next meeting and make notes for suggestions to include in 18-19, modify or discontinue.

Dec. 12, 2017: Annual Update/Analysis and Development of 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC

Consultant and teacher/principal continued their report on the school's progress in implementing the 17-18 actions in the Annual Update/Analysis Section.
SSC gave input into the actions/services and expenditures and provided input into the analysis section on each goal.
Based on the discussions of the Update, the LCAP Team identified actions to be included, modified or discontinued in the 18-19 LCAP.

Jan 26, 2018: Annual Update/Analysis and Development of 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC

Consultant and teacher/principal continued their report on the school's progress in implementing the 17-18 actions in the Annual Update/Analysis Section.
Consultant was tasked to draft the Annual Update and Analysis to be completed by 2/26/18
Led by the teacher/principal and consultant the LCAP Team discussed and earmarked actions to be included,modified or discontinued in the 18-19 LCAP

Feb. 26, 2018: Annual Update/Analysis and Development of 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC

Consultant presented the draft of the Annual Update and Analysis. The LCAP Team read the draft of the Annual Update/Analysis, and approved.
The LCAP Team continued to discuss and earmark actions to be kept unchanged, modified or discontinued in 17-18.

March 19, 2018: March 19, 2018: Annual Update/Analysis and Development of 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC

Teacher/principal reviewed district assessment of student writing since the Basic Writing course. Assessment revealed that all students were making progress.
Based on district assessments, EL students were making good progress in reading. Although the district does not have a "test" for oral language, the teacher's observation was that improvement was minimal. She voiced concern that there was not enough time in the DELD course to teach reading, writing, speaking and listening and that time for oral language instruction was often sacrificed. It was suggested that since there are no performance gaps between groups, writing instruction in the DELD class could be discontinued and writing instruction provided to all students in the Basic Writing Course. This would free-up more time for oral language instructions. The LCAP team agreed.
The LCAP Team reviewed the 3 School Climate & Engagement Surveys (parents, students, staff) used in prior years, made some revisions and approved the final form to be administered week of 3/26/18. The consultant earmarked results that would be included in the LCAP Summary .
The LCAP Team completed their discussions of actions to be kept unchanged, modified or discontinued in 17-18 LCAP. Consultant agreed to draft the 18-19 LCAP.

April 9, 2018: Annual Update/Analysis and Development of 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC

Consultant presented the draft of the 18-19 LCAP along with the previously approved Annual Update/Analysis. LCAP Team approved as written.
The consultant announced that the Annual Update and 18-19 LCAP would be available in the office for public review and comments. SSC would let the parents know and a announcement would be sent home alerting parents to its availability.

April 10-April 30, 2018: Public Review of Annual Update and 18-19 -No Meeting
Participants: Public

Draft of the Annual Update and 2018-2019 LCAP was made available in the office for public review and written comments or questions.

May 16, 2018: School Board Meeting for Board Review of Annual Update and 18-19 LCAP
Participants: Teacher/Principal, Consultant, SSC, Board, Public

The Annual Update and 2018-1819 LCAP draft was presented to the Board for review. The board was pleased that the district had made significant progress in achieving the 17-18 LCAP Goals and had established actions/services that would move the district even closer to achieving its goals. Board approved the draft.

June 13, 2018: School Board Meeting
Participants: Trustees, Teacher/Principal, Consultant, SSC Representative, Public

First Public Hearing on the Annual Update and 2018-2019 LCAP.
First Public Hearing on the Proposed 2018-2019 District Budget.

June 27, 2018: School Board Meeting
Participants: Trustees, Teacher/Principal, Consultant, SSC Representative, Public

Second Public Hearing and Adoption of the 2018-2019 LCAP
Second Public Hearing and Adoption of the Proposed 2018-2019 District Budget

Impact on LCAP and Annual Update

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

2018-2019
BOARD: The Board provided training, support, and accountability in the way that the goals were carried out this school year. All decisions in the LCAP were reported to the Board on a monthly basis.

SSC: The SSC's main concerns centered around elections, field trips, handwriting, and the reinstatement of Friday Folders. The Friday Folders significantly improved communication about the students' progress. The parents gave feedback for the report cards, field trips, and confusion about the STAR 360 report results. This information was used to provide additional training and support for understanding the STAR 360 data and to help parents monitor their child's progress. The parents also requested money be spent on field trips, but were understanding over the time it took to plan and carry out these activities. Two parents were particularly interested in the students receiving handwriting practice, and handwriting was included in the curriculum and will be further implemented next year with the goal of increasing student organization and communication within their written work.

STUDENTS & STAFF: The staff met with students every month after Board Meetings and SSC Meetings to report on the results. The Student Representative serving on the SSC provided a history of past events for the completely new staff and helped guide which field trips to plan, and was used to determine which programs to implement and eliminate. The students shared that Math Prodigy was a program that they enjoyed, and several students showed significant growth on STAR 360 Math that could be directly tied to their interest and use of the Math Prodigy. The students also indicated that they did not like the ST Math program because of their level of frustration and difficulties getting past certain levels. This enabled the Staff to provide additional support and intervention to help them work past the hurdles.

RURAL Administrators: The PLN meetings with rural administrators provided training in writing and revising the LCAP and how to use data to inform decisions. For example, the data of homework completion and STAR 360 ELA showed that the students who were completing the written portion of the nightly homework showed the most growth on STAR 360 progress. This led to an Action Plan involving staff, parents, and students to analyze the homework and ELA data to improve the homework expectations and support students' completion of these nightly assignments. The students showed significant gains on the ELA 2019 CAASPP as 60% of the students achieved grade level, and one student moved from Level 1 on the CAASPP to a Level 3.

Prior to 2018-2019 (Data/Comments from Previous Years' LCAP)
As a result of the October 23, 2017 meeting, the LCAP Team agreed on the following:
1. The LCAP Team agreed on a process and calendar with proposed topics of discussion and decisions to occur by specified dates.
2. SSC parents agreed to distribute the calendar of meetings to other parents (Principal would also include it in the Friday folders) and urge other parents to attend.
3. SSC parents agreed to share information from the LCAP meetings with parents not in attendance.
4. SSC parents agreed to share district-wide writing assessment results with parents and ask for input on a proposed writing course or suggestions for an alternate remedy.
5. Principal agreed to examine the Master Schedule to see if adding a writing course was feasible while maintaining the integrity and instructional minutes of the other content courses.

As a result of the November 17 meeting the LCAP Team agreed on the following:
1. Replace the daily- 30 minute class in American Sign Language with a course in basic writing skills (grades K-8) using Lucy Calkin's "Grade Level Units of Writing' and "Writing Process"
2. Basic Writing Course to begin in January and held daily for 30 minutes.
3. Discontinue the actions related to teaching writing across the curriculum as not productive at this time.
4. Reflect decisions in the Annual Update and 18-19 LCAP

As a result of the Dec. 12, 2017 the LCAP Team agreed on the following:

1. Teacher/principal and consultant would continue to report on the goals, actions/services and expenditures of the Annual Update. LCAP Team provided input for the analysis section.
2. SSC agreed to share the information from this meeting and to seek input from parents not in attendance.

As a result of the January 26, 2017 meeting the LCAP Team agreed on the following:
1. Consultant agreed to write a draft of the Annual Update and Analysis.

As a result of the Feb. 26, 2018 meeting the LCAP Team agreed on the following:
1. The LCAP Team approved the draft of the Annual Update and Analysis as written.
2. The LCAP Team discussed and agreed on actions in the 18-19 LCAP to be discontinued, modified or keep unchanged.
3. The consultant agreed to write the 18-19 LCAP.

As a result of the March 19, 2018 meeting the LCAP Team agreed on the following:
1, LCAP Team agreed to maintain the Basic Writing course in 18-19.
2. LCAP Team agreed to maintain the DELD reading program.
3..LCAP Team agreed to discontinue the writing strand in the DELD course and provide instruction to all students in a Basic Writing class. EL students would receive one-on-one writing intervention in the DELD class as needed.
4. LCAP Team agreed to administer the Student and Parent Surveys the week of March 26-March 30.

As a result of the April 9, 2018 meeting the LCAP Team agreed on the following:
1. LCAP Team approved the draft of the Annual Update and 18-19 LCAP.

April 10-April 30, 2018: No Meeting
1. Draft of the Annual Update and 2018-2019 LCAP was made available in the office for public review and written comments or questions.

As a result of the May 16, 2018 Board meeting the following occurred:
1. The Annual Update and 2018-1819 LCAP draft was presented to the Board for review. The board was pleased that the district had made significant progress in achieving the 17-18 LCAP Goals and that the LCAP Team and others who had provided input had established actions/services that would move the district even closer to achieving its goals. Board approved the draft.

As a result of the June 13, 2018 School Board Meeting, the following occurred:
1. The First Public Hearing on the Annual Update and 2018-2019 LCAP was held.
2. The First Public Hearing on the Proposed 2018-2019 District Budget was held.

AS a result of the June 27, 2018: School Board Meeting the following occurred:
Participants: Trustees, Teacher/Principal, Consultant, SSC Representative, Public

1. Second Public Hearing and Adoption of the Annual Update and 2018-2019 LCAP was held. The Annual Update and 2018-2019 LCAP was adopted.
2. Second Public Hearing and Adoption of the Proposed 2018-2019 District Budget was held. The Annual Update and 2018-2019 proposed budget was adopted.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

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:

Identified Need:

A. There is a need to hire and retain a highly qualified teacher who is fully credentialed to teach multi-subjects in grades K-8. Teacher effectiveness is crucial as California transitions to Common Core State Standards and focuses on building 21st-century skills for all students. Teaching is the factor that matters most in student achievement. Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor.

B. There is a need to provide the teacher with ongoing professional development that is relevant to the teacher's needs, the needs of students and the requirements of the state and district educational programs. Professional learning allows educators to explore how their teaching and management strategies help students learn and thrive.

C. There is a need for all students, including unduplicated and students with exceptional needs to continue to have the opportunity to participate in a broad, comprehensive, balanced course of study that, includes regular ongoing, standards-based instruction in CCMath, CCEnglish-Language Arts, English Language Development, History-Social Studies, Science, Physical Education, and VAPA. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive.

D. There is a need to provide all students access to the most current standards-aligned textbooks for each core subject. Schools and districts that optimize their resources in this way will more likely spend their dollars on the right thing at the right time.

E. There is a need to continue to provide students with a safe, well-maintained facility in which to learn. Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	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.	A. Met. 100% of Jefferson teachers were fully credentialed and appropriately assigned to teach multi-subjects in grades K-8. Metric: SARC B. Met.100% of instructional staff participate in professional development activities. Metric: Attendance Rosters; Invoices; C. Met. 100% of students, participated in	A.100% of Jefferson teachers were fully credentialed and appropriately assigned to teach multi-subjects in grades K-8. B. 100% of instructional staff will continued to have the opportunity to participate in professional development activities. C. 100% of students were able to participate	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,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
D. Williams Resolution; Board Minutes; District Annual Inventory of Textbooks and Instructional Materials. E. FIT rating of "Good;" or higher; SARC	C. 100% of students participated in a comprehensive, balanced curriculum that included regularly scheduled, ongoing, standards-based instruction in Math, English-Language Arts, English 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.	a broad, comprehensive, balanced curriculum that included regularly scheduled, ongoing, standards-based instruction in Math, English-Language Arts, Designated English Language Development, History/Social Studies, Science, Basic Writing, Physical Education and VAPA. Metric: Master Schedule D. Met. 100% of all students had access to textbooks from the latest adoption cycle in all core subjects. Metric:Williams Resolution; E. Met. 100% of students had access to a safe, well-maintained facility in which to learn. Metric FIT Report; Sarc	in a broad, comprehensive, balanced curriculum that includes regularly scheduled, ongoing, standards-based instruction in Math, ELA, Basic Writing, Designated English Language Development, History/Social Studies, Science, Physical Education and VAPA. D. 100% of all 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.	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.

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Staffing: District to retain (or hire) a highly qualified fully credentialed teacher for 2017-2018.	1. Staffing: District to hire a highly qualified fully credentialed teacher for 2018-2019	1. Staffing: District to retain a highly qualified, fully credentialed teacher for 2019-2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,000.00	$31,824.00	$32,460.48
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 Certificated Teacher Salary Base Salary:$48,000.00 $31,200.00 (LCFF) $16,800.00 (EPA)	1000-1999: Certificated Personnel Salaries 1.1 Certificated Total Teacher Salary - $48,960.00 $31,824.00 (LCFF) See 1.1 below for EPA contribution	1000-1999: Certificated Personnel Salaries 1.1 Certificated Total Teacher Salary - $49,939.20 $32,460.48 (LCFF) See 1.1 below for EPA contribution.

Amount	$20,568.00	$14,069.33	$14,697.85
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Total Benefits: $20,568.00 $13,369.00 (LCFF) $ 7,199.00 (EPA)	3000-3999: Employee Benefits 1.2 Teacher Total Benefits: $21,645.12 $14,069.33 (LCFF) See 1.2 below for EPA contribution	3000-3999: Employee Benefits 1.2 Teacher Benefits: $22,612.08 $14,697.85 (LCFF) See 1.2 below for EPA contribution
Amount	$1000.00	$1000.00	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Salary: $1000.00 (LCFF)	1000-1999: Certificated Personnel Salaries 1.3 Substitute Salary: $1000.00 (LCFF) to release teacher to attend 6 days professional development	1.3 Dropped - Funded under Goal 1, Action 3.3)
Amount	$178.00	$197.00	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits Substitute Benefits: $178.50 (LCFF))	3000-3999: Employee Benefits 1.4 Substitute Benefits: $197.00 (LCFF)	1.4 (Dropped - funded under Goal 1, Action 3.3)
Amount		$17,136.00	$17,478.72
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries 1.1 Certificated Total Teacher Salary-$48,960.00 $17,136.00 (EPA) See 1.1 above for LCFF contribution	1000-1999: Certificated Personnel Salaries 1.1 Certificated Total Teacher Salary- $49,939.20 $17,478.72 (EPA) See 1.1 above for LCFF contribution

Amount		$7,575.79	$7,914.23
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits 1.2 Teacher Total Benefits : $21,645.12 $7575.79 (EPA) See 1.2 above for LCFF contribution	3000-3999: Employee Benefits 1.2 Teacher Total Benefits: $22,612.08 $7914.23 (EPA) See 1.2 above for LCFF contribution

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.0 Staffing: District to hire an instructional aide.	2.0 District to hire an instructional aide.	2.0 District to retain an Instructional aide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,105.00	$7,068.00	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries 2.1 Instructional Aide $ 6,929.00 (LCFF) $11,176.00 (REAP)	2000-2999: Classified Personnel Salaries 2.1 Instructional Aide Salary: $18,468.00 $7,068.00 (LCFF) See 2.1 below for REAP contribution of $11,400.00	2.1 Instructional Aide Salary is embedded below.
Amount	$14,225.00	$14,510.00	$14,800.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2.2 $14,225.00 (Supplemental). Work to be performed in EL Program, Goal #2, 11.8.	2000-2999: Classified Personnel Salaries 2.2 $14,510.00 (Supplemental). Work to be performed in ELD Program, Goal #2, 11.8.	2000-2999: Classified Personnel Salaries 2.2 $14,800.00 (Supplemental). Work to be performed in ELD Program. Goal #2, 11.8.
Amount	$11,224.00	$4,314.00	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits 2.3 $4201.00 (LCFF) $7023.00 (REAP)	3000-3999: Employee Benefits 2.3 Aide Benefits: $11,527.00 $4,314.00 (LCFF) See 2.3 below for REAP contribution of $7,213.00	Aide benefits are embedded below.

Amount	$8943.00	$9,185.00	$9,433.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 2.4 $8943.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.	3000-3999: Employee Benefits 2.4 Aide Benefits: $9185.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.	3000-3999: Employee Benefits 2.4 Aide Benefits: $9433.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.
Amount		$11,400.00	$11,401.00
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries 2.1 Instructional Aide Salary: $18,468.00 $11,400.00 (REAP) See 2.1 above for LCFF contribution of $7,068.00	2000-2999: Classified Personnel Salaries 2.1 Instructional Aide Salary: $18,468.00 $11,401.00 (REAP)
Amount		$7213.00	$7408.00
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits 2.3 Aide Benefits: $11,527.00 $7213.00 (REAP) See 2.3 above for LCFF contribution of $4314.00	3000-3999: Employee Benefits 2.3 Aide Benefits: $11,838.00 $7408.00 (REAP)

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.0 Training: 3.1 The teacher will develop a professional development plan for 17-18. Training may include, but not be limited to, course work, workshops, webinars and seminars. Training may include consulting with Master Teachers and forming partnerships with high performing teachers to mutually observe and collaborate. 3.2 Instructional staff to participate in ongoing professional development that is relevant to their needs, the needs of students, the actions/services of the LCAP and the requirements of educational programs. 3.3 Substitutes will be hired to provide release time for teacher to attend PD	3.0 Training: 3.1 The teacher will develop a professional development plan for 18-19. Training may include course work, workshops, webinars and seminars. Training may include consulting with Master Teachers and forming partnerships with high performing teachers to mutually observe and collaborate. 3.2 Instructional staff to participate in professional development relevant to their needs, the needs of students, the actions/services of the LCAP and the requirements of educational programs. 3.3 Substitutes will be hired to provide 30 days of release time for the teacher/principal to perform admin work. 3.4 NEW: District to provide Induction Training as needed.	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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	3.1 Teacher will develop a professional development plan for 17-18. Plan to be developed during regular work hours. No additional funding needed.	3.1 Teacher will develop a professional development plan for 18-19. Plan to be developed during regular work hours. No additional funding needed.	3.1 Teacher will develop a professional development plan for 19-20. Plan to be developed during regular work hours. No additional funding needed.
Amount	$900.00	$900.00	$450.00
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.2 Fees for professional development workshops,seminars, webinars.	5800: Professional/Consulting Services And Operating Expenditures 3.2 Fees for Professional Development workshops,seminars, webinars. (6 @ $150.00)	5800: Professional/Consulting Services And Operating Expenditures 3.2 Fees for Professional Development workshops,seminars, webinars. (3 @ $150.00)
Amount	$900.00	$4500.00	$1500.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3.3 Substitute salary for releasing teacher for 6 PD days @ $150.00 per day.	1000-1999: Certificated Personnel Salaries 3.3 Substitute salary for releasing teacher for 30 Administration Days @ $150.00 per day.	1000-1999: Certificated Personnel Salaries 3.3 Substitute salary for 10 Administration Days or PD @ $150.00 per day
Amount	$162.00	$886.00	$319.00
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 3.3 Substitute benefits for 6 PD days @ $17.85%.	3000-3999: Employee Benefits 3.3 Substitutes' benefits for releasing teacher for 30 Admin days @ $19.70%.	4000-4999: Books And Supplies 3.3 Substitutes' benefits for releasing teacher for 10 Admin or PD days @ $21.25%.

Amount		$3500.00	$0.00
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 3.4 Induction Training.	5800: Professional/Consulting Services And Operating Expenditures 3.4 Induction training (removed)

Action 4

OR

Actions/Services

Budgeted Expenditures

Budget Reference			

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.0 100% of students shall be provided with a broad, balanced, comprehensive curriculum that includes ongoing, regularly scheduled, standards-based instruction in Math, English-Language Arts, English Language Development, History-Social Studies, Science, Physical Education and Visual and Performing Arts. 4.1 The district shall annually review the Master Schedule including instructional minutes allotted for each subject and make adjustments as needed to meet CDE guidelines and the needs of students. (Instructional minutes were added in ELA and Math in 17-18. See Goal 2. 3.1 and a course in Basic Writing was added. 4.2 The district shall annually develop, post, distribute and present to parents a Master Schedule that reflects the district's broad course of study and instructional minutes for each course.	Curriculum/Master Schedule: 4.0 100% of students shall be provided with a broad, balanced, comprehensive curriculum that includes ongoing, regularly scheduled, standards-based instruction in Math, English-Language Arts, Designated English Language Development, Basic Writing, History-Social Studies, Science, Physical Education and Visual and Performing Arts. 4.1 The district shall annually review the Master Schedule, including instructional minutes allotted for each subject, and make adjustments as needed to meet CDE guidelines and address the assessed needs of the students. 4.2 The district shall annually develop, post, distribute and present to parents a Master Schedule that reflects the district's broad course of study and instructional minutes for each course.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	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 work day. No funding needed.	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 work day. No funding needed.	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 work day. No funding needed.

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.0 Materials: The district shall provide every student, access to the most recently adopted textbooks and instructional materials in all core subjects.	5.0 Adopted Textbooks/Instructional Materials 5.1 District to consider purchasing the most recently state adopted History/Social	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. 5.2 District purchased adopted textbooks/Instructional supplies where there are insufficient due to new enrollment, loss or damage.	Studies textbook (or Science) and instructional materials for grades K-8. 5.2 District to purchase adopted textbooks/Instructional supplies where there are insufficient due to new enrollment, loss or damage.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000.00	$5000.00	$0.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 5.1 Purchase of adopted ELA textbooks, supplementary instructional materials and consumable portions of the adopted ELA and Math materials,	4000-4999: Books And Supplies 5.1 Consider purchasing adopted H/SS books (or Science)	4000-4999: Books And Supplies 5.1 Research purchasing adopted H/SS books (or Science). Research to be conducted on minimum days. No funding required.
Amount		$700.00	$300.00
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies 5.2 Replacement of adopted texts and instructional materials due to insufficiency (loss, damage, meet enrollment, grade level changes)	4000-4999: Books And Supplies 5.2 Replacement of adopted texts and instructional materials due to insufficiency (loss, damage, meet enrollment, grade level changes).

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.0 Materials: District shall provide every student with sufficient classroom supplies, supplementary materials, and equipment in all subject areas particularly "bridge" materials for science to support student achievement of the Content Standards.	6.0 Materials: District shall provide every student with sufficient classroom supplies, books, supplementary materials, and equipment in all subject areas	6.0 Materials: District shall provide every student with sufficient classroom supplies, books, supplementary materials, and equipment in all subject areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1200.00	$1800.00	$1200.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 6.0 Classroom supplies, suopplementary materials and equipment	4000-4999: Books And Supplies 6.0 Classroom supplies, supplementary materials and equipment @ $200.00 per child (9)	4000-4999: Books And Supplies 6.0 Classroom supplies, supplementary materials and equipment @ $200.00 per child (6)

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.0 Technology: District shall annually inventory and assess hardware and software so as to maintain a level and quality of hardware, software and other technology that supports instruction and assessment; and meets the demands of digital research and communication. 7.1 District will continue to provide every student with a computer and tablet in good working condition and access to the internet. 7.2 The district will establish criteria and continue to implement a process for evaluating the effectiveness of e-programs used for 2 years or more.	7.0 Technology: District shall annually inventory and assess hardware and software so as to maintain a level and quality of hardware, software and other technology that supports instruction and assessment; and meets the demands of digital research and communication. 7.1 District will continue to provide every student with a computer and tablet in good working condition and access to the internet. Purchase 10 chromebooks. 7.2 The teacher will continue to implement its process for evaluating the effectiveness of e-programs used for 2 years or more.years.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300.00	$3000.00	$300.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 7.0-7.1 Replace/repair of computers, tablets (Ipads), and other technology equipment as needed.	4000-4999: Books And Supplies 7.0-7.1 Replace computers with 10 chromebooks.	4000-4999: Books And Supplies 7.1 Replace/repair of technology equipment if needed.
Amount	$00.00	$00.00	$00.00
Budget Reference	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.	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.	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.
Amount			$1500.00
Source			Base
Budget Reference			4000-4999: Books And Supplies 7.3 Purchase a teacher laptop for school related purposes.

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School
Specific Grade Spans: K-8

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
8.0 Facility 8.1District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.	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 Faciliity 8.1 District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	8.0 Inspection of the facilities using the FIT criteria to be accomplished by the consultant as part of paid duties. No additional funds needed.	8.0 Inspection of the facilities using the FIT criteria by teacher/principal as part of admin duties. No additional funds needed.	8.0 Inspection of the facilities using the FIT criteria by teacher/principal as part of admin duties. No additional funds needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

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:

Identified Need:

A. ELA
Based on CAASPP results there is a need for the percentage of students in grades 3-8 meeting ELA standard to increase over the next three years, 2017-2020.
Based on CAASPP results there is a need for the percent of EL, low income, students with disabilities, homeless and foster students to increase their ELA scores in order to begin closing the achievement gaps by 2020.

B. MATH
Based on CAASPP Results there is a need for the percentage of students in grades 3-8 meeting Math standard to increase over the next three years, 2017-2020.
Based on CAASPP Results there is a need for the percent of EL, low income, students with disabilities, homeless and foster students to increase their Math scores in order to begin closing the Math achievement gaps by 2020.

C. WRITING
Based on CAASPP, and the District Writing Test (Lucy Calkin's Writing Assessment) there is a need for all students, including subgroups, to increase performance in Writing over the next two years, 2019 and 2020.

D. EL REDESIGNATION
Based on ELPAC Results there is a need for 100% of EL students to increase one level per year on any of the ELPAC sub-tests. Based on ELPAC Results there is a need to decrease, then eliminate the number of long term English Learners and ensure that English Learners, who are continuously enrolled for 48 months, acquire the English language and ELA skills to qualify to be re-designated within 48 months of entering the district.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentages will be added when the 2017 scores are reported. A. CAASPP Test (ELA)	Goal #2, 2016-2017 Focus for student improvement is ELA. A. By May 2017,the percentage of students in grades 3-8 meeting or exceeding standard 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 standard in ELA was	Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math A. Not Met. By May 2018, the percentage of students in grades 3-8 meeting or exceeding standard in ELA was 33.2%, a decline of 4.3% from 2017. A.1 Met. By May 2018, the percentage of EL students in grades 3-8 meeting standard in ELA was 25%, an increase of 12.5% from 2017.	Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math A. Met. By May 2019, the percentage of students in grades 3-8 meeting or exceeding standard in ELA was 60%, an increase of 26.8% from 2018. A.1 Met. By May 2019, the percentage of EL students in grades 3-8 meeting standard in ELA was 100%, an increase of 75% from 2018.	Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math A. By May 2020, the percentage of students in grades 3-8 meeting standard in ELA will increase 8%. A.1 By May 2020, the percentage of EL students in grades 3-8 meeting standard in ELA will remain at 100%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B. CAASPP Test (Math) C. CAASPP Test (Writing). Lucy Calkin's Writing Program to replace CAASP Writing Test in 2019.	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 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.	A.2 Met. By May 2018, the percentage of students with disabilities in grades 3-8 meeting standard in ELA remained at 0% in 2018; however, one SWD increased his/her scale score 147 points. B. Met. By May 2018, the percentage of students in grades 3-8 meeting standard in Math was 49.8%, an increase of 12.3% from 2017. B.1 Met. By May 2018, the percentage of EL students in grades 3-8 meeting standard in Math was 50%, an increase of 37.5% from 2017.	A.2 Not Met. By May 2019, the percentage of students with disabilities in grades 3-8 meeting standard in ELA remained at 0% in 2019; No SWD increased his/her scale score by 50 points. B. Not Met. By May 2019, the percentage of students in grades 3-8 meeting standard in Math was 20%, a decrease of 29.8% from 2018. B.1 Not Met. By May 2019, the percentage of EL students in grades 3-8 meeting standard in Math was 0%, a decrease of 50% from 2018.	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 standard in Math will increase 8%. B.1 By May 2020, the percentage of EL students in grades 3-8 meeting standard in Math will increase 8%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
D1. ELPAC Test results. D.2 ELPAC Test Results	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 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% B.2 By May 2017, the percentage of students with disabilities in grades 3-8 (2 students) meeting grade level standard in Math remained at 0%. By May 2018, one SWD will increase his/her scale score 50 points.	B.2 Met. By May 2018, 0% of students with disabilities in grades 3-8 met standard in Math, which represents no change from 2017. One SWD increased his/her scale score 74 points. C. Not Met. By May 2018, 0% of students in grades 3-8 met standard in Writing, which represents no change from 2017. 66.4% achieved "Nearly Met" standard. C.1 Not Met. By May 2018, 0% of EL students in grades 3-8 met standard in Writing, which represents no change from 2017. 50% of EL students "Nearly Met" standard in writing.	B.2 Not Met. By May 2019, 0% of students with disabilities in grades 3-8 met standard in math, which represents no change from 2018. No SWD increased his/her scale score by 50 points. C. Met. By May 2019, 33% of students in grades 3-8 met standard in Writing which represents a 33% increase from 2018. C.1 Not Met. By May 2019, 0% of EL students in grades 3-8 met standard in Writing, which represents no change from 2018. 100% of EL students "Nearly Met" standard in writing.	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 standard in Writing. C.2 By May 2020, one SWD in grades 3-8 will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	C. By May 2017, the percentage of all students in grades 3-8 meeting grade level standard in Writing remained at 0%. By May 2018, 8% will achieve standard in writing C.1 By May 2017,the percentage of EL students meeting or exceeding standard in Writing was 0%. By May 2018, 8% of EL students in grades 3-8 will meet 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.	C.2 Not Met. By May 2018, 0% of SWD in grades 3-8 met standard in Writing, which is no change from 2017. D.1 NA Due to the CELDT test being replaced in 2018 by the ELPAC test, an accurate comparison of subtest scores from 2017 and 2018 could not be made. Results of 2018 ELPAC testing will establish a baseline from which improvement on ELPAC sub-tests can be measured. (For 2018 sub-tests scores, see the 2018 LCAP Summary: "Review of Progress" or Goal 2, Annual Update of "Annual Measurable Outcomes"	C.2 Not Met. By May 2019, 0% of SWD in grades 3-8 met standard in Writing, which is no change from 2018. D1 Met. By May 2019, 100% of EL students enrolled on Census Day will improve one level in any of the ELPAC sub-tests. One student improved two levels on the Written Language subtest, and one level overall. The second student improved two levels on the Written Language test.	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	D.1 By May 2017, 100% 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.	D.2 Met. Reclassified : By May 2018, 2 EL students were reclassified, one a long-term English Learner, the other was in the ELD program 5 years.	D.2 Not Met. Re-designation: By May 2019, 0% of EL students continuously enrolled for 48 months were re-classified.	

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0 Testing: 1.1 Teacher and Consultant to prepare a comprehensive testing schedule with prescribed dates for administering (a) formative tests, (b) Smarter Balanced Practice tests, (c) and summative CAASPP tests. 1.2 Teacher and Consultant to develop standards-aligned writing prompts and scoring rubrics for each grade level and type of writing. Writing to be tested quarterly using LEA writing prompts and rubrics.	1.0 Testing: 1.1 Teacher to prepare a comprehensive testing schedule with prescribed dates for administering STAR 360, (monthly), Writing (monthly), DRA (monthly to quarterly) Smarter Balanced Practice tests (as they become available), CAASPP tests (annually), and ELPAC testing (annually). DISTRICT ASSESSMENTS 1.2 Teacher to assess students' writing monthly using Lucy Calkin's nationally-normed Grade Level Writing Rubrics.	ASSESSMENTS 1.0 Testing: 1.1 Teacher will prepare a comprehensive testing schedule with prescribed dates for administering STAR 360, (monthly), Benchmark 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 asses monthly writing

1.3 District to purchase STAR 360 for formative testing in Math and ELA. 1.4 Teacher to administer formative testing monthly using STAR 360, DRA and writing prompts and to analyze test results. Teacher and Consultant to compare test results of all groups to identify gaps and develop actions/services to reduce gaps. Teacher to collaborate with RSP Specialist re. test results of RSP students & next best instructional steps. 1.5 Teacher and Consultant to analyze the results of 2017 CAASPP, disaggregate data and; compare test results of all subgroups to identify gaps; and develop actions/services to reduce gaps. .	1.3 Purchase STAR 360 for district assessment of Math and ELA. 1.4 Teacher to analyze assessment results of STAR 360 DRA and writing prompts. (a) Use results to determine the next best instructional steps for individual students. (b) Disaggregate data, compare results and adjust instruction to reduce gaps between groups. (c) Collaborate with RSP Specialist regarding test results of RSP students & determine the next best instructional steps. (d) Report assessment results to parents and board. STATE TESTING 1.5 Teacher to to analyze 2019 CAASPP results. Disaggregate data and compare test results of all groups to identify gaps. Develop actions to improve 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.	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 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$0.00	$00.00
Budget Reference	1.1 Schedule testing dates, Work to occur during regular work day. No funding needed.	1.1 Schedule testing dates. Work to occur on regular work day. No funding needed.	1.1 Schedule testing dates. Work to occur on regular work day. No funding needed.
Amount	$00.00	$00.00	$00.00
Budget Reference	1.2 Develop prompts and rubrics for formative testing in writing. Work to be done on minimum days. No additional funding needed.	1.2 Analyze students' writing samples Work to be done on minimum days. No additional funding needed.	1.2 Analyze students' writing samples. Work to be done on minimum days. No additional funding needed.
Amount	$894.21	$1609.58	$1155.00
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.3 Purchase STAR 360 for formative testing in ELA and Math. Contract with CO=$1609.58 $894.21 funded out of Base for 5 students. $715.37 funded out of Supplemental for 4 EL students. (See Goal #2, 11.5)	5000-5999: Services And Other Operating Expenditures 1.3 Purchase STAR 360 for formative testing. Contract with COE=$1609.58	5000-5999: Services And Other Operating Expenditures 1.3 Purchase STAR 360 for formative testing Contract with COE.= $1155.00

Amount	$00.00	$00.00	$00.00
Budget Reference	1.4 Administer formative testing & analyze results. Develop a plan to adjust instruction and intervention as indicated by testing. Work to occur during instructional time and minimum days. No need for additional funding.	1.4 Analyze results of district assessments. Adjust instruction and intervention as indicated. Work to occur on minimum days. No need for additional funding.	1.4 Analyze results of district assessments. Adjust instruction and intervention as indicated. Work to occur on minimum days. No need for additional funding.
Amount	$00.00	$00.00	$00.00
Budget Reference	1.5 Analyze CAASPP results. Identify root causes for gaps. Plan actions to reduce gaps. Teacher and RSP teacher to discuss test results and collaborate on a plan for the next best instructional steps for RSP students. Work to be performed on staff work day or minimum days	1.5 Analyze CAASPP results.Plan actions to reduce gaps. Work to be performed on release day funded under Goal 1, 3.3	1.5 Analyze Smarter Balanced test results. Plan actions to reduce gaps. Work to be performed on a Minimum Day. No additional funding needed.
Amount		$00.00	$00.00
Budget Reference		1.6 Analyze ELPAC results. Plan actions to increase EL proficiency in the 4 tested categories. Work to be performed on release day Goal 1,3.1	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.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Specific Student Groups: EL students	Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.0 Instructional Schedule 2.1 Increase instructional minutes in ELA and Math to meet guidelines recommended by CDE and to provide added time for instruction and intervention in focus areas. Continue to implement an instructional schedule in which all students participate in standards-based instruction in small, flexible groups of 1-4 enabling the teacher to differentiate instruction within each group in order to best reach each child. After direct instruction students rotate to the aide to receive individualized assistance and intervention as needed, then rotate to assigned "Learning Centers."	2.0 Grouping for Instruction 2.1 Continue to group students for instruction in small, flexible groups of 1-4 enabling the teacher to provide differentiated instruction and provide "on the spot" low level intervention. Direct instruction is followed by Guided Practice where additional Tier 1 support is provided to individual students or small groups as needed, and Tier 2 support (intervention or enrichment) is provided to those needing more intense support. Then students rotate to assigned "Learning Centers" for reinforcement, practice, more intense intervention or enrichment. 2.2 Teach students social/emotional skills or norms needed to work successfully in a	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 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

	group, e.g. teamwork, cooperation, active listening, respect, coping with frustration, reading social clues, managing emotions, understanding other's emotions and perspectives, etc. 2.3 Group students for instruction into "cooperative learning" groups to accomplish both academic and social/emotional objectives. When assigning an activity for cooperative learning groups, give students an academic objective and a social/emotion objective. Example: Objective #1: In your groups today develop a timeline showing 10 significant wars that involved American troops starting with the Revolutionary War to present day. Present your groups timeline to the class and be prepared to defend your choices. There are more than 10 so you will need to set criteria and agree on which wars to include. Objective #2: As you work, demonstrate the skills of active listening and teamwork which I will be looking for as I walk around. Grades will be based on achievement of both objectives. Then monitor the groups, praising and prompting as needed taking notes on both academic and social/emotional skills that may need to be reviewed or retaught.	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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$0.00
Budget Reference	2.1 Implement Instructional Schedule as designed. No funding needed.	2.1 Grouping for Instruction. Part of instructional planning. No additional funding needed	2.1-2.3 (combined) Grouping for Instruction with academic and social/emotional skills. Part of instructional planning. No additional funding needed.
Amount		$00.00	$0.00
Budget Reference		2.2, 2.3 Teach social/emotional skills. Part of instruction. No additional funds needed.	2.4 & 2.5 Differentiating Instruction & Instructional Strategies will be included in regular planning. No additional funding needed. (PD needs will be funded under Goal 1, Action 3.2)
Budget Reference			

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: English Learners

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.0 "Learning Centers." Learning Centers provide students with supervised independent learning time through activities that support and extend learning into through and beyond the curriculum giving students opportunities for both intervention and extension as needed. 3.1 Teacher and Consultant to evaluate Learning Centers for rigor and to ensure that the majority of centers engage students in sustained reading of text and production of writing products. Consider both electronic and "unplugged" centers. 3.2 Teacher and Consultant to revise,revise, develop and schedule Learning Centers in response to student needs. Collaborate with RSP Specialist on Centers for RSP students. Primary focus of Centers through 1917-2020 is ELA. Secondary focus is Math. To be revised for 17-18 * STAR 360 (Math and ELA) * ST Math (Math) * Sokikum (Math) * Footsteps to Brilliance (Reading) * Math Prodigy(Math) * RAZ Kids (Leveled Reading) * Pre-reading of text with aide (RSP required)	3.0 "Learning Centers." Learning Centers provide students with supervised learning time through activities that provide opportunities for reinforcement, exploration, intervention and extension/enrichment as needed. Teacher to assign Learning Centers according to student need. Note that certain Centers are required for some groups of students. 3.1 Met in 2017-2018. Dropped for 18-19 3.2 Teacher to annually review, revise, develop and schedule Learning Centers that are rigorous, reinforce instruction, provide intervention or extension and provide the teacher with easily accessible informative data. Collaborate with RSP Specialist on Centers for RSP students. Offered in 18-19 * Math Prodigy (Math) * Sokikum (Math) * Footsteps to Brilliance (Required for grades K-3) * RAZ Kids (Reading) * Epic Book (Leveled reading (EL & SWD required) * Pre-read text with Aide prior to a lesson (EL & SWD required)	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 Specialist 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) * Vocabulary/Spelling City * Cursive, Printing Practice, Keyboarding Practice * Approved Independent Project

* Research: National Geographic (Reading/Writing) * I Wonder: Internet research on self-selected topic * Writing (Creative and Expository) * Spelling/ Vocabulary * Epic Book - An assigned book & related activity * Cursive or Printing Practice * Keyboarding Practice (Technology) * Geography Center: Activities vary and assigned	* Listen to audio book while following along in print book. (EL & SWD) * Aide reads selected book. Students listen & discuss (EL & SWD) * Small group read & discuss a magazine article. (EL & SWD) * Newsela (leveled non fiction reading) (EL & RSP required) * Generation Genius (Science) * Writing (Creative and Expository) * Spelling * Cursive or Printing Practice * Keyboarding Practice * Approved Independent Project (High achieving students) * Tier 1 or Tier 2 support from teacher or aide as needed.	* 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 includes ELA and technology within the project.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	3.0 -3.1 Evaluate Learning Centers for rigor and emphasis on literacy and math. Revise as needed. Work to occur on minimum days.	3.1 Action met in 17-18. Dropped for 18-19	3.1 Action met in 17-18. Dropped for 19-20

Amount	$ 400.00	$500	$500.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Purchase/Renew licenses for "Learning Centers."	5000-5999: Services And Other Operating Expenditures 3.2 Purchase &/or renew licenses and subscriptions for Learning Centers.	5000-5999: Services And Other Operating Expenditures 3.2 Purchase &/or renew licenses and subscriptions for Learning Centers.
Amount	$200.00	$200.00	$100.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 3.2 Purchase instructional materials and supplies for creating new Centers or revising existing Centers, e.g.maps, spellinng & handwritine practice book; journals for writing, etc.	4000-4999: Books And Supplies 3.2 Purchase materials and supplies for creating &/or revising existing Centers.	4000-4999: Books And Supplies 3.2 Purchase materials and supplies for creating &/or revising existing Centers and the Cross Content Project
Budget Reference			

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.0 Differentiate Instruction: 4.1 Teacher to differentiate instruction in the following ways: (a) Differentiate Grouping: For example, at times group students by performance level, or shared interest, or similar learning style. Keep grouping flexible. (b) Differentiate Content: Base lessons on the state standards, but differentiate content, not by reducing the rigor of the lesson or the integrity of the content but by adjusting content delivery strategies such as providing base-line information to a student as needed to make the new content accessible; presenting content in multiple modes according to students' learning style; varying the level of support according to student need. For EL students, individualize the linguistic demands of the lesson without compromising the integrity of the subject matter. (c) Differentiate Activities: For example, plan & assign activities that appeal to various levels of Bloom's taxonomy: You may ask students unfamiliar with the content to complete tasks at the lower levels of thinking, e.g."remembering and comprehension." You may ask more	4.0 Differentiate Instruction: Continue to organize instruction in flexible groups of 1-4 for differentiated instruction. 4.1 Teacher to differentiate instruction in the following ways: (a) Differentiate Grouping: For example, at times group students by performance level, or shared interest, or similar learning style. Keep grouping flexible. (b) Differentiate Content Delivery: Base lessons on the state standards, but differentiate delivery by presenting content in multiple modes to address different learning styles; provide "on the spot" quick intervention to those who need it to aid in immediate understanding e.g repeat an important sentence, explain a concept in a different way; repeat a new word and give a few quick synonyms; check for understanding often. At the end of the lesson, provide guided practice giving Tier 1 support as needed. Refer students to aide for more intense one-on-one Tier 2 support as needed. (c) Differentiate Activities: It is not necessary for everyone to complete the same activities. For example, plan & assign activities that appeal to various	4.0-4.1 DIFFERENTIATED INSTRUCTION (Dropped and included in Goal 2, Action 2.4)

advanced students to complete tasks in the areas of "evaluating and creating." Not everyone should necessarily complete the same activities. Increase rigor, ask for more from high achievers.Even ask them to go beyond the instruction and make their own meaning. (d) Differentiate the Product, in other words, differentiate what the student does to demonstrate his/her level of mastery of the lesson's content. For example, auditory learners might give an oral report; a visual learner might create a graphic organizer or outline of the content; another might create a power point presentation summarizing the lesson. Individualize assessment to align with each student's ability. (e) Differentiate Discussion Questions: Employ a thinking taxonomy when preparing discussion questions. Refrain from posing low level questions to high level students. Give low performing students opportunities to respond at higher levels of thinking, by rephrasing questions, providing more information, by accepting a low level response and building on it, through strategic, step by step questioning that leads to a higher level and more precise student response.	levels of Bloom's taxonomy: You might ask students unfamiliar with the content to complete a task at the lower levels of thinking, i.e."remembering and comprehension." You might ask more advanced students to complete a task in the areas of " synthesizing, evaluating and creating." Under teacher guidance, occasionally allow students some choice in activities. Ask high achievers to go beyond the instruction and relate what they learned to another subject or personal experience. When offering students choice, set them up for success by establishing performance criteria for their chosen activity. (d) Differentiate Assessment. : Occasionally differentiate what the student does to demonstrate his/her level of mastery of the lesson's content. For example, auditory learners might give an oral report; a visual learner might create a graphic organizer or outline of the content; another might create a power point presentation summarizing the lesson. Occasionally allow students choice in how they will "show what they know" but ensure their success by establishing performance criteria for their chosen activity. (e) Differentiate Discussion Questions: Employ a taxonomy when preparing discussion questions. Refrain from posing low level questions to high performing students. Give low performing students opportunities to respond at higher levels of	

	thinking by rephrasing questions, providing more information, by accepting a low level response and building on it, through strategic, step by step questioning that leads to a higher level and more precise student response.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	
Budget Reference	4.1 Fees for Professional Development on Differentiated Instruction. Funded under Goal 1, 3.2. Substitute cost for PD funded under Goal 1,3.3. Benefit cost for substitutes funded under Goal #1, 3.3.	4.1 PD on Differentiated Instruction funded under Goal 1, 3.2. Substitute salary & benefits t funded under Goal 1,3.3.	
Amount	$00.00	$00.00	
Budget Reference	4.1 (e)Training in questioning strategies provided by consultant as part of paid duties. No further funding needed.	See Goal 2, 7.1 for funding of PD on Blooms Taxonomy.	

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.0 CROSS CONTENT PROJECT BASED INSTRUCTION Dividing teaching into subjects makes for a convenient and effective way to teach discreet information and skills, but in reality, all knowledge and skills are inter-related. Teacher to habitually teach the interconnection of content and skills and guide students into applying what they know from one content area to another for a greater understanding of both. 5.1 All students will have the opportunity to produce at least 4 cross-content, project-based, work products that integrate significant content from three or more curricular areas with at least one content area being ELA. EXAMPLES FOR 17-18 - Examples a-c were expanded and implemented in 17-18. Done in 17-18	5.0 CROSS CONTENT INSTRUCTION Dividing teaching into subjects makes for a convenient and effective way to teach discreet information and skills, but in reality, all knowledge and skills are inter-related. Teacher to habitually teach the interconnection of content and skills and guide students into applying what they know from one content area to another for a greater understanding of both. 5.1 All students will have the opportunity to participate in at least 4 cross-content units of study that integrate content from 4+ curricular areas with at least one subject area being ELA and one being technology. EXAMPLES - Projects described below are just examples. Teacher might use these examples, adapt them, embellish them, or develop new projects.	5.0-5.1 CROSS CONTENT INSTRUCTION (Dropped and included in Goal 2, Action 3.3)

(a) Study the Iditarod, its history, geography, weather, the people, the trail, the dogs, the "mushers" and choose a favorite dog. Follow the races on the internet. Use Math to gather, analyze and display data in graphs and charts on the Iditarod and dog. Present info. to the class. Take a trip to Alaska to see it. (Geography, SS/ History, Math and ELA)

Not done in 17-18. Replaced by other units of the teacher's design.
(b) Do a rigorous study of natural disasters. Create a public service presentation on the topic of an impending disaster. Gather information, write a script, design and make props, act out roles, Use the ipad Movie app and camera to film it with headings, music, credits, etc.(Science)

Not done in 17-18. Replaced by others of teacher's design.
Replaced by others of teacher's design.
(c) Study different types of propaganda in advertisements. Find examples in magazines. Then invent a product and a slick advertisement for selling your product using one or more propaganda techniques.

Not Done in 17-18 Replaced by others of teacher's design.
(d) Students study dinosaurs. Select a question such as "I wonder what happened to the dinosaurs." Students do research using a variety of sources. Choose an explanation, then write a

(a) As a class, select a question such as "I wonder what happened to the dinosaurs." Select one type of dinosaur. Develop a timeline of its existence and a graph tracing their rate of decline (or did they all disappear at once?). Learn about anthropological expeditions for skeletal remains, fossils and carbon dating. Make an accurate scale drawing of the selected dinosaur. Conduct scientific research on the historical period in which it lived, its habitat including other species that lived at the same time, food supply, enemies, weather patterns, climate change, and any factors that may have threatened its existence. Choose an explanation for its extinction, or if there is more than one explanation, hold a debate in which each side presents its evidence. Watch the movie "Jurassic Park" just for fun.
Next, choose an existing species that is in danger of becoming extinct such as the polar bear. Conduct similar research on all aspects of the polar bears life and changes that may be affecting its ability to thrive. Identify a possible reason for their declining numbers and using math estimate the rate of decline and when they might become extinct Develop a plan for saving the species. Using the imovie app, prepare a "Netflix" special to convey your information and a call to action.
Take another trip to Alaska but stay on the plane until you get to the Arctic Circle.

(b) As a class conduct a rigorous and thorough study of the science of earthquakes. Trace onto a world map the

convincing argument and present it to the class. or participate in a debate with other students presenting an argument for an alternate explanation. Next, have students ask their own "I wonder" question, research answers and develop a cross-content project to convey the information to the class.	locations of the most serious earthquakes in the last 10 years and their level of magnitude. Learn what the "magnitudes mean" and what the difference is between a level 5 and a level 7 in terms of their effect. Research why these areas are susceptible to earthquakes and why earthquakes of the same magnitude may have different effects on people depending on where in the world the earthquake is located. Study the effects of earthquakes on human lives and economies. Learn how scientists try to predict earthquakes and why it is still a scientific challenge. California is earthquake county. Trace the history and location of serious earthquakes in San Benito and Santa Cruz Counties in the last 15 years. Trace the location of earthquake faults in these counties. Learn how to prepare for an earthquake. Create a public service presentation on the topic of earthquakes and how to prepare for one. Gather information, write a script, design and make props, act out roles, Use the ipad movie app and camera to film your presentation with headings, music, credits, etc.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$00.00	
Budget Reference	5.0-5.1 Fees for PD on Cross-Content Instruction. Goal 1, 3.2 Salary and benefits for substitute funded under Goal #1, 3.3	5.0-5.1 Fees for PD on Cross-Content Instruction funded under PD training, Goal 1, 3.2. Sub Salary & benefits for funded under Goal #1, 3.3	
Amount	$50.00	$50.00	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies 5.0-5.1 Cost of supplies for student projects, e.g. science beakers, costumes for "living history" projects, etc.	5.0-5.1 Cost of supplies for student cross content projects,	

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.0 Cross-Content Writing Instruction Action 6.0 discontinued. Basic Writing Course implemented instac.	6.0 Cross-Content Writing Instruction - Dropped Action 6.0 discontinued. Basic Writing Course implemented instead	6.0 Cross-Content Writing Instruction- Dropped Action 6.0 discontinued. Basic Writing Course implemented instead.

Budgeted Expenditures

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

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.0 Employ a Thinking Curriculum Across Content Areas 7.1 Teacher to learn and employ Bloom's taxonomy (or an alternate questioning pedagogy) in facilitating discussions in all content areas to increase students' ability to think beyond remembering and understanding information to applying, synthesizing, evaluating and creating information.. 7.2 Research reveals that metacognition is one of the most powerful thinking and communication tools that drives the brain. Increase student learning by explaining and modeling a metacognition practice by thinking aloud as you model how to solve a math problem.	7.0 Employ a Thinking Curriculum Across Content Areas 7.1 Teacher to elicit high level thinking by habitually employing Bloom's Taxonomy which identifies a hierarchy of 6 levels of thinking: remember understand, apply analyze, evaluate and create. Use these levels as a framework when designing performance tasks and crafting discussion questions in all content areas. Bloom's methodology includes key words and question-stems for each level of thinking that when used will elicit responses at that level. 7.2 Try any of these metacognition practices to improve students' learning: (a) Model solving a math problem by thinking out loud step by step as you solve it, so that students follow your thinking process.	7.0-7.3 THINKING ACROSS CONTENT AREAS (Dropped and included in Goal 2, Action 2.5)

	(b) Give a problem to students and ask them to do the same so that they become aware of their own thinking process and, perhaps, catch their own errors or learn from another student's thinking process. (c) Teach students several strategies for solving a math problem they don't already know how to solve. Give them a problem to solve and ask them to choose one of the strategies to solve the problem. Then, ask students to explain why they chose a particular strategy. This increases self-awareness of their thinking process. (d) Cooperative problem solving enhances thinking by discussing possible approaches with team members and learning from each other's thinking processes. 7.3 NEW When facilitating discussions, ask "essential questions" that lead students into the core of a problem or text for which there may be no right answer only some evidence and extrapolation of that evidence that could lead a student to a conclusion that could be challenged by other evidence. For example, after reading the fairy tale, "Jack and the Beanstalk" an essential question might be: "Did Jack succeed because he was smart or because he was lucky? An essential question sends students digging into the whole text for an answer that can be supported with evidence but also challenged by other textual evidence.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	
Budget Reference	7.1 Fees for Training in Bloom's Taxonomy (or an alternate questioning pedagogy) Funded under PD Training, Goal #1, 3.2 Substitute salary and benefits funded under Goal #1, 3.3.	7.1 (e) Fees for PD in Bloom's Taxonomy funded under Goal #1, 3.2. Substitute salary and benefits funded under Goal 1, 3.3	
Amount	$00.00	$00.00	
Budget Reference	7.2 Teacher to participate in PD on metacognition. Consultant to provide PD. No funding needed.	7.2 Employing metacognition practices is part of lesson planning and regular instruction. No additional funding needed.	
Amount		$00.00	
Budget Reference		7.3 Preparing and asking students "essential questions" is part of lesson planning and regular instruction. No funding needed.	

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
8.0. English-Language Arts: First year of Implementation of ELA Adopted textbook and Instructional Materials. nglish-Language Arts: 8.1 Teacher to develop a scope and sequence that provides curriculum guidance instead of prescriptive pacing. Chunk out the curriculum, prioritize skills, put teaching topics in a sensible order, and develop a good sense of how long different elements will take allowing for some unpredictability. Adjust the plan as needed, but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing appropriate instructional support. 8.2 First year of implementation of ELA adopted textbooks: Teacher to participate in PD on implementation of the ELA	8.0. English-Language Arts: 8.1 Teacher to review and revise the scope and sequence as needed. Chunk out the curriculum. Identify the skills that are most important for future learning and include those as top priority. Put topics in a sensible order, and develop a good sense of how long different elements will take allowing for some unpredictability. Adjust the plan as needed but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing appropriate levels of instructional support. 8.2 Teacher to participate in PD on the HMH "Journeys" and "Collections" Series as needed. Training may take the form of workshops, webinars, collaborative planning, observing model instruction, etc.	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) 8.3 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

standards using HMH "Journeys" and "Collections" Series. Training may take the form of workshops, collaborative planning, observing model instruction, etc. Work to be performed on release day. (Release day funded under Goal #1, 3.3.) 8.3 Teacher to begin to implement the Common Core English Arts Standards using the newly purchased (spring 2017) textbooks from the latest adoption cycle.	8.3 Teacher 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. NEW: WRITING INSTRUCTION 8.4 Teacher to fully implement the district's standards-based district writing program, Basic Writing, using Lucy Calkin's "Grade Level Units of Writing" and "The Writing Process." 8.5 Teacher to participate in PD on implementing Calkin's "Grade Level Units of Writing" and "Writers' Workshop" (both available through Heinemann website) 8.6 Conduct writing assessment monthly using Calkin's writing prompts and grade level rubrics. Review assessment results monthly, address skills needing improvement and record results to track each student's progress. Maintain arecords	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 ssessment analysis included in Goal 2, Action 1.2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	8.1 Develop a scope and sequence for adopted ELA text. Work to be performed on staff work days. No additional funding needed.	8.0-8.1 Review & revise scope and sequence of ELA adopted texts. Work to be performed on staff "work days" No additional funding needed.	8.0-8.1 Continue to review & revise scope and sequence of ELA adopted texts. Work to be performed on staff "work days." No additional funding needed.
Amount	$00.00	$00.00	$00.00
Budget Reference	8.2 PD on implementation of HMH "Journeys" and "Collections" Series. (Sub salary and benefits funded under Goal 1, 3.3)	8.2 PD on HMH "Journeys and Collections" Series. Training fees funded under Goal 1, 3.2 Substitute salary and benefits funded under Goal 1, 3.3	8.2 (Dropped. PD Included in Goal 1, Action 3.3)
Amount	$00.00	$00.00	$00.00
Budget Reference	8.3 Begin to implement the Common Core English Arts Standards using the newly purchased (spring 2017) textbooks from the latest adoption cycle. Part of Instruction. No funding needed.	8.3 Purchase additional components of the adopted series as needed. Funded under Goal 1, 5.2 .	8.3 Purchase additional components of the adopted series as needed. Funded under Goal 1, 5.2 .
Amount		$00.00	$00.00
Budget Reference		8.4 Implementing the district writing program is part of regular instruction. No additional funding needed.	8.4 Implementing the district writing program is part of regular instruction. No additional funding needed.

Amount		$00.00	$00.00
Budget Reference		8.5 Professional Development on Calkin's " Grade Level Units of Writing" and "The Writing Process. Funded under Goal 1, 3.2. Sub salary and benefits funded under Goal 1, 3.3.	8.5 (Dropped. PD Included in Goal 1, Action 3.3)
Amount		$00.00	$00.00
Budget Reference		8.6 Conduct monthly writing assessments, analyze & record results, & plan instructional adjustments. Work to be performed on teacher release day. Substitute salary and benefits funded under Goal 1, 3.3.	8.6 (Dropped)

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
9.0 Mathematics - Second year of implementation of Adopted Math textbooks and supplementary materials. 9.1 Teacher to revise the Math scope and sequence as a curriculum guidance tool instead of prescriptive pacing. Identify the skills that are most important for future learning especially basic math functions and processes (grades K-5) and pre-algebra skills (grades 6-8), and include those as top priority. Chunk out the curriculum, put topics in a sensible order,and develop a good sense of how long different elements will take allowing for some unpredictability. Adjust the plan as needed, but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing additional instructional time and instructional support. 9.2 Teacher to 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 adopted supplementary Instructional materials as needed.	9.0 Mathematics - 3rd year of implementation 9.1 Teacher to continue to revise the Math scope and sequence as a curriculum guidance tool. Identify the skills that are most important for future learning, especially basic math functions and processes (grades K-5), pre-algebra and geometry skills (grades 6-8), and give them top priority. Since instruction tends to slow down as the year goes by, provide the foundation and then move skills like geometry forward from the back of the book. Adjust the plan as needed, but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing additional instructional time and interventions. 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.	9.0 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.

9.3 Teach mathematical thinking not just mathematics. Explicitly teach a variety of problem solution strategies for students to use when they don't know how to solve the problem, e.g. paraphrase the question; draw a picture, guess and check, look for a pattern, eliminate possibilities, use logical reasoning, use counters, use a formula, work backwards, simplify the problem, compare it to similar problem that you know how to solve. Provide many opportunities to practice each. 9.4 Talking and writing about math are powerful tools for building mathematical thinking and communicating. about math. They serve to further students' understanding of math content while addressing the CC Math standard of constructing viable math arguments This year begin to engage students in mathematical dialogue daily and writing about math weekly.	9.3 Continue to teach students a selection of math problem solution strategies from which to choose when they don't know how to solve the problem, e.g. paraphrase the question; draw a picture, guess and check, look for a pattern, eliminate possibilities, use logical reasoning, use counters, use a formula, work backwards, simplify the problem, compare it to a similar problem that you know how to solve. Provide many opportunities to practice each until they can select and and use them independently 9.4 Engage students in daily talking and weekly writing about math to further their understanding of math content, build their math thinking skills, clarify their thinking, improve their ability to construct math arguments, and improve their ability to communicate about math.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	9.1 Develop Math scope and sequence. Work to be performed on minimum day. No additional funding needed.	9.1 Revise scope and sequence as needed. Work to be performed on staff work day. No additional funding needed.	9.1 Refine the math scope and sequence. Work to be performed on staff work day. No additional funding needed.

Amount	$00.00	$00.00	$00.00
Budget Reference	9.2 Purchase additional math texts and supplementary instructional materials as needed.Funded under Goal 1.6.0	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	9.2 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)
Amount	$25.00	$00.00	$00.00
Source	Base		
Budget Reference	4000-4999: Books And Supplies 9.3 Consult "Research-Based Strategies for Solving Math Problems, published by Bureau of Exceptional Education, Florida Dept. of Ed. or other resources.	9.3 Teach students a selection of math problem solving strategies. Work performed as part of regular teaching. No additional funding needed.	9.3 - 9.4 Instructional Strategies to be included as part of regular instructional planning. (PD needs funded under Goal 1, 3.3)
Amount	$00.00	$00.00	
Budget Reference	9.4 Reading and writing about math are part of regular instruction. No funding required.	9.4 Continue to teach students to read and write about math as part of regular instruction. No funding required.	

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
10.0 SCIENCE 10.1 Teacher to begin implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 40% hands-on science investigations. 10.2 Purchase science materials supplies and equipment to support hands-on/minds-on science investigations, STEM and STEAM activities, including such items as science display boards, microscopes, slides, goggles, beakers, "chemicals," bones, batteries, magnets. rock samples, measuring devices, etc. need for science experiments and for teacher demonstrations. Funded under Goal 1, 6.0 VISUAL AND PERFORMING ARTS 10.3 Students to learn key principles of visual arts. Using art prints, study the works of selected famous artists known for	10.0 SCIENCE 10.1 Teacher to continue implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 50-60% hands-on science investigations. 10.2 Begin to build a science equipment and supplies inventory. Purchase additional science materials supplies and equipment to support hands-on/minds-on science investigations, STEM and STEAM activities, including such items as science display boards, microscopes, slides, goggles, beakers, "chemicals," bones, batteries, magnets. rock samples, measuring devices, etc. needed for science experiments and for teacher demonstrations. Funded under Goal 1, 6.0 VISUAL AND PERFORMING ARTS 10.3 Visual Arts- Students to study principles and elements of visual arts	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.

a particular technique or style. Produce a work of art using the same technique or style (dadaism, surrealism, cubism, pop art, impressionism) used by a famous artist and present it to an audience. Each student researches at least one famous artist and presents a report to the class 10.4 Students study the elements and vocabulary of theater such as script, cue, monologue, dialogue, protagonist, and antagonist. Students attend a play and describe theatrical experiences using theater vocabulary. Students write one act plays based on historical events studied in H/SS incorporating the elements of theater. 10.5 Students produce a school musical incorporating the elements of theater and music.	such as balance, symmetry, movement, proportion, emphasis, space, texture, line, hue, shading, etc.). Using art prints, identify the principles and elements of art in famous works of art. Students to discuss works of art using art vocabulary. Students to begin to incorporate appropriate principles and elements into their own art work and reference the principles and elements in discussing and presenting their works of art to an audience. 10.4 Performing Arts: Students continue to study the elements and vocabulary of theater. Implement these or other standards-based activities: (a) Attend a play and write a magazine review of the performance using the language of theater. Choose one character and describe how costumes, props, makeup, voice, diction, movement, and gestures of one of the characters communicated what the character was like. 10.5 Students produce a school play in which each student utilizes the above elements to create his/her character. .	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	10.1 Fees for science PD are funded under Goal # 1, 3.2. Substitute salary and benefits funded under Goal #1, 3.3.	10.1 Fees for science PD funded under Goal # 1, 3.2. Substitute salary & benefits funded under Goal #1, 3.3.	10.1 Fees for science PD funded under Goal # 1, 3.2. Substitute salary and benefits funded under Goal #1, 3.3.
Amount	$00.00	$00.00	$00.00
Budget Reference	10.2 Purchase science materials supplies and equipment Funded under Goal #1, 6.0	10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0	10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0
Amount	$100.00	$00.00	$100.00
Source	Base		Supplemental
Budget Reference	4000-4999: Books And Supplies 10.3 Purchase art prints	10.3 Art supplies funded under Goal #1, 6.0.	5800: Professional/Consulting Services And Operating Expenditures 10.3 (Modified) Art supplies funded under Goal 1, Action 6.0 Purchase a Meet the Masters art program subscription.
Amount	$00.00	$00.00	$00.00
Budget Reference	10.4 Cost to attend a play. Funded under Field Trips-Goal #4, 6.4.	10.4 Cost to attend a play. Funded under Goal 4, 6.1	10.4 Cost to attend musical production. Funded under Goal 4, 6.1

Amount	$75.00	$150.00	$150
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 10.4 Cost to produce school play.	4000-4999: Books And Supplies 10.5 Cost to produce school play. Includes copyright fee	4000-4999: Books And Supplies 10.5 Cost to produce school musical includes copyright fee, costumes, props, invitations, etc.
Amount			$0.00
Budget Reference			10.6 The student piano recital to be funded under Goal 3 (Parent engagement) ....

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

11.0 Designated EL Program:

11.1 Organizational Structure: Students will receive content area instruction in small, flexible groups of 1-4 in an integrated EL Program. This structure enables the teacher to differentiate instruction within each group in order to best reach each child, and most importantly for EL students, it enables the instructor to individualize the linguistic demands of the lessons without compromising the integrity or rigor of the subject matter. Teaching in small groups also provide opportunities and time for the instructor to respond to individual language needs related to the lesson.
In addition to participating in an Integrated Program, EL students will participate in a Designated EL Program for 60 minutes per day as described in 11.2 below.

11.2 After direct instruction and guided practice in Integrated ELA/ELD, students will receive an additional block of 60 minutes per day of targeted instruction in language, reading and writing. During 20 minutes of the 60 minute block, students will participate daily in Fountas and Pinnell's Leveled Literacy Program. This program is designed to provide intensive leveled support in phonics, word study, reading and writing. During the next 20 minutes, students will participate in Lucy Calkin's Writers Workshop, and during the last 20 minutes students will participate in one of the 5 Literacy Centers created expressly to improve the English speaking,

11.0 Designated ELD Program:
Organizational Structure: All students will continue to receive ELA instruction in small, flexible groups of 1-4 in an Integrated ELA/ELD Program. This enables the teacher to differentiate ELA instruction to best reach each child at their level of proficiency. Most importantly, for EL students, is that an integrated ELA/ELD program provides students access to grade-level academic content using grade level texts. The instructional goal of the Integrated ELA/ELD Program is for EL students to achieve grade-level standards.
In addition to participating in an Integrated ELA/ELD Program, all EL students will participate in a Designated ELD Program (DELD) for 60 minutes per day. The instructional goal of the DELD Program is to grow students' English language proficiency in reading and oral language. (Writing instruction occurs in the Basic Writing course).

11.1 Provide reading instruction at each student's proficiency level. Students to receive reading instruction daily for at least 30 minutes using Fountas and Pinnell's Leveled Literacy & Intervention Program. Consider purchase of additional F & P levels as needed or a supplementary leveled reading program.

11.2 Teacher to provide guided reading instruction to small groups who read at the same proficiency level.

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.

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 audio books, 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)

listening, reading, writing, discussion skills. The teacher will train the aide who will work under the direct supervision and guidance of the teacher. 11.2 Students to receive 20 minutes per day of Englsih language instruction using Fountas and Pinnell's Leveled Literacy Program which is based on intensive support in phonics, word study, reading and writing. 11.3 Students to receive 20 minutes per day of instruction and practice in Lucy Calkin's Writer's Workshop Program 11.4 Students to participate 20 minutes daily in "Literacy Centers" designed expressly for students in the Designated EL program which focus on improving students English speaking, listening reading and writing skills. . Centers will be assigned. A portfolio of student work will be maintained and reviewed weekly with adjustments made as needed. Teacher to develop Learning Centers to accelerate literacy development (a) Guided Reading with the aide. (b) Magazine Center. With guidance, students read an article from a student science or current events magazine or current events magazine with aide facilitating, followed by discussion (c) Listening Center: Students listen to an audio	11.3 Students to read non-fiction science and history/social studies articles in Student Scholastic Magazine Science and Scholastic Magazine History/Social Studies with teacher. Teacher & students discuss content and academic vocabulary, English usage, etc. 11.4 Vocabulary development is "key." Teacher to read aloud to students daily, explaining vocabulary as it occurs and then using it multiple times in various contexts. 11.5 Students to listen to audio books while they follow along in print books. Teacher guides discussions of content, vocabulary, linguistic patterns, grammar/usage, expression, intonation, etc. 11.6 Students will daily participate in 2 or more of the literacy-related Learning Centers created expressly to improve English speaking, listening, and reading. Please see Goal 2, 3.2 for a list of Learning Centers. 11.7 Purchase materials for developing EL oral language skills such as plays and materials for oral reading and choral reading. Students to create and perform short real-live situational vignettes to improve speaking and listening skills. Example: Write a short vignette involving you and the teacher: Situation: You have	

recording of books followed by an assigned
literacy activity.
(d) Kindle Center: Students read their Kindle book
and discuss or do a related literacy activity.
(e) Students pre-read from content area text to prepare
for integrated instruction.
When the 60 minute class is over, students may participate in the regular Learning Centers available to all students.

11.5 Formative testing sill be conducted on a weekly basis using STAR 360, Fountas and Pinnell' Assessment System, and portfolio review. Teacher and aide to collaborate weekly to analyze assessment results, adjust individual instructional program and plan individual targeted interventions.

11.6 Students to participate in an in-school and "Read at Home Program using Kindles and e-books.

11.7 Teacher to attend PD to support effectiveness in implementing this program.

11.8 Working under the guidance and supervision of the teacher, the Instructional Aid will assist the teacher in providing instruction and will provide targeted individual interventions to students in this program. Funded under Goal 1, 2.0

not finished your science project and you would like to have more time.

11.8 Provide EL students with cooperative learning activities such as group projects, partner reading, dramatizations, shared writing. Utilize peer-assisted learning strategies.

11.9 Teacher to regularly conduct diagnostic testing to determine each student's progress and to identify specific skills that need intervention. Purchase an ELD Assessment System (Fountas and Pinnell or a test similar to the ELPAC)

11.10 Teacher to attend PD to support effective implementation of the DELD program such as: PD on the ELD Standards; SDAIE strategies; Guided Reading; Calkin's Writing Program; Calkin's Writing Process; "Fountas and Pinnel Leveled Literacy Program; Implementing "Up the Ladder" (a reading workshop for struggling readers)

11.11 Working under the guidance and supervision of the teacher, the Instructional Aid will assist the teacher in providing instruction and will provide targeted individual interventions to students in this program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$3000.00	$0.00
Source		Supplemental	
Budget Reference	11.1 Organizational structure is in place. No additional funds needed.	4000-4999: Books And Supplies 11.1 Purchase of additional F & P levels that align with students' proficiency levels.	4000-4999: Books And Supplies (Removed) 11.1 Additional F & P levels not purchased next year.
Amount	$2500.00	$500.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.2 "Fountas and Pinnell's" Leveled Literacy Intervention Program."	4000-4999: Books And Supplies 11.2 Purchase leveled sets of books that match student proficiency levels for Guided Reading instruction.	4000-4999: Books And Supplies (Removed) 11.2 Purchase leveled sets of books that match student proficiency levels for Guided Reading instruction. (Funded under Goal 2, Action 3.0)
Amount	$2000.00	$200.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.3 Purchase Lucy Calkin's Writers Workshop Units of Instruction.	4000-4999: Books And Supplies 11.3 Purchase non-fiction Student Scholastic Magazine subscriptions for academic vocabulary and reading for a purpose.	4000-4999: Books And Supplies (Removed) 11.3 Purchase non-fiction Student Scholastic Magazine subscriptions for academic vocabulary and reading for a purpose.

Amount	$400.00	$00.00	$00.00
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies 11.4 Purchase materials supplies, magazine subscriptions for Literacy Centers.	11.4 Teacher to read aloud daily focusing on teaching vocabulary in context. Part of regular instruction. No additional funding needed.	11.4 Teacher to read aloud daily focusing on teaching vocabulary in context. Part of instruction. No additional funding needed.
Amount	$300.00	$600.00	$300.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.4 Purchase audio books for Listening Center.	4000-4999: Books And Supplies 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 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.
Amount	$715.37	$500.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 11.5 Purchase STAR 360 for formative testing in ELA and Math. Contract with CO=$1609.58 $894.21 funded out of Base for 5 students (See Goal #2, 1.3) $715.37 funded out of Supplemental for 4 EL students.	5000-5999: Services And Other Operating Expenditures 11.6 Renew and purchase new subscriptions/licenses for for ELD Learning Centers.	4000-4999: Books And Supplies 11.6 Renew and purchase new subscriptions/licenses for for ELD Learning Centers. (Funded under Goal 2, Action 3.0)

Amount	$300.00	$100.00	$0.00
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies 11.6 Cost of e-books for Kindles.	5000-5999: Services And Other Operating Expenditures 11.7 & 11.8 Purchase oral language materials such as plays and choral reading materials and supplies for cooperative learning activities.	11.7 & 11.8 Purchase oral language materials such as plays and choral reading materials and supplies for cooperative learning activities. (Funded under Goal 2, Action 3.0)

Amount	$1000.00	$800.00	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 11.7 Fees for Professional Development: (a) PD in SDAIE strategies ($125.00) (b) PD in SIOP Method (Sheltered Instruction Observation Protocol.) ($150.00) (c) PD on implementation of "Fountas and Pinnel Leveled Literacy Intervention Program." ($200.00) (d) PD on implementing Lucy Calkin's Writer's Workshop. ($200.00) (e) PD in Guided Reading ($200.00) (f) Attend BELIEF: Leadership and Instruction for EL's Future. 5 sessions @ $125.00 (SBCOE-No sub needed) (g) Attend ELPAC Training on Administering the ELPAC Test (No cost)	4000-4999: Books And Supplies 11.9 Conduct diagnostic testing to determine each student's progress and to identify specific skills that need intervention. Purchase F & P's Assessment System to go with the Leveled Reading/Interventions reading program.	(Removed) 11.9 - Included under Goal 2, Action 1.3-1.4)

Amount	$900.00	$00.00	$00.00
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries 11.7 Salary for substitutes @ 150.00 per day for 6 PD release days. (11.7.(f) substitute not needed.)	11.10 Fees for professional Development funded under Goal 1, 3.2 Substitute and Benefit costs funded under Goal 1, 3.3.	11.9 Fees for professional Development funded under Goal 1, 3.2 Substitute and Benefit costs funded under Goal 1, 3.3.
Amount	$160.65	$00.00	$00.00
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits 11.7 Substitute Benefits for 6 release days @17.85%.	11.11 Working under the guidance and supervision of the teacher, the Instructional Aid will assist the teacher in providing instruction and will provide targeted individual interventions to students in this program. Salary and benefits partially paid from Supplemental monies and funded under Goal 1, 2.0	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)

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
12.1 District to provide a Summer Reading program.	12.1 District to provide a Summer Reading program.	12.1 District to provide a Summer Reading program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$375.00	$375.00	$0.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 12.1 Purchase e-books for Kindles for Summer Reading Program. Purchase Kindles as needed.	4000-4999: Books And Supplies 12.1 Purchase e-books for Kindles for Summer Reading Program. Purchase Kindles as needed.	4000-4999: Books And Supplies 12.1 Purchase e-books for Kindles. Purchase Kindles as needed. (Funded under Goal 1, Action 6.0 as needed)

Action 13

OR

Actions/Services

Budgeted Expenditures

Amount			

Action 14

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

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:

Identified Need:

Need:

A. Communication: There is a need to continually foster communication and relationships between the school, families, and communities as we work together in deciding and planning how to best support our students and in establishing priorities for now and the future.

B. SSC Leadership: There is a need for the SSC and LCAP Team membership to reflect the demographics of the student population so that all groups are represented in decision making. 67% of the current student population is Hispanic, but only 20% of the SSC Representatives are Hispanic. There is also a need to support the leadership of the SSC in developing the LCAP and continue to obtain their input on school decisions.

C. Parent Decision Making: There is a need to continue to educate, foster and provide opportunities and encouragement for parents to participate in school decision making with a goal that 85-100% give input into decisions. Currently 100% of parents agree that the staff makes a strong effort to include parents in decisions.

D. Parent Education: The average attendance at parent meetings this year was 74%. There is a need to increase parent participation at parent meetings to 85%-100% for events such as "School Orientation," Parent/Teacher Conferences, and "Family Learning Night."

E Family Fun: The average attendance at Family Fun Activities was 75%. There is a need for parents, staff and students to meet together for a "Family Fun" event where parents, staff, students and members of the larger community to have the opportunity for informal conversation and the opportunity to build and solidify relationships by having fun together.

F. Parent/Community Volunteer Program: We had four family/community members participated in the Volunteer Program. There is a need for parents and community members to actively engage in the school through volunteer activities such as organizing events; volunteering in the classroom, being guest teachers; making props and costumes, cooking for events, taking inventory, organizing materials, reading to students; etc.

G. Community Outreach Program: Very few members of the greater school community attend school events or participate in school decisions. There is a need to actively seek community involvement in the school and giving input into decisions from a community point of view. There is a lot of untapped talent out there.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Surveys and Interviews B. SSC Election Documents; SSC Training Documents;	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.	A. Communication: - Met 100% of parents rated home/school communication as very good to excellent. The teacher/principal was available before and after school for meetings as parents dropped off and picked up their children. Weekly Friday Folders continued as the primary mode of two-way communication between home and school. Metric: Surveys and Interview	A. Met. Communication 100% of parents rated 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.	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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."	B. SSC Membership SSC elections were held. 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: 80% of parents participated in the LCAP Process by providing	B. SSC Membership - Met SSC elections were held. 33% of parents (2 parents) served on the SSC, one the parent of 2 EL students. 100% of parents on SSC rated their level of participation in decision making as high. Metric: Election and training docs; Parent Survey C. Parent Decision Making: On a parent survey, 83% of parents agreed that the staff makes strong efforts to include parents in decision making. Metric: Surveys and Interviews	B. Met. SSC Membership SSC elections were held and training provided. Efforts were made for membership to reflect the demographics of the school community. Parents of EL's were encouraged to run for the SSC to be a voice in providing input into decisions regarding improving programs and services for EL students. C. Met. Parent Decision Making 100% of parents agreed or strongly agreed 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. Not Met. Parent Education	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
E. Attendance Sign-In; Photographs	input into needs, focus areas, and goals. They provided input into identifying actions/services to meet the goals and participated 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	D. Parent Education - Met D.1 100% of parents attended "School Orientation" D.2 100% of parents attended both parent conferences. D.3 100% of parents attended at least 2 parent education events that showcased student work and provided information about the standards underlying the students' work. D.4 "Family Learning Night" is a parent education event in which families come together to participate in learning activities together. 100% of parents attended "Family Learning Night" this year during which each family member dissected an owl pellet and hypothesized what the owl had for dinner based on their findings in the pellet. Teacher discussed the underlying science standard. Metric:Parent sign-in; Event sign in	D.1 Not Met. 67% instead of 85% of parents attended "School Orientation" 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 Met. 100% attended Parent Conferences. D.3 Met. 100% of parents attended two parent education events that showcase student work and provided information about the standards underlying the students' work. The two events were the Christmas Musical and the End of Year Award Assembly. D.4 Not Met. 80% instead of 85% of families attended Family Learning Night" which was a parent education event in which families came together to participate in learning	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."

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
F. Surveys/Interviews; Attendance Rosters; Copies of Communication; sign-up Records G. Surveys/Interviews; Attendance Rosters; Copies of Communication	work and provided information about the standards underlying the students' work. D.4 "Family Learning Night," is an 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:" Met. 100% of parents participated in the annual "Family Fun Event" where parents, students and staff build and solidify communication and relationships by having fun families participated in an art lesson in which they painted a fancy cow. F. Parent Volunteerism. Met. In 17-18 the district started a campaign with a goal to enlist 20% of parents to become actively engaged through volunteer activities. 33% of parents volunteered in the school in 17-18. Metric: Parent sign-in	activities together. 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. E. "Family Fun Night:" Not Met 67% of parents participated in a "Family Fun Event where parents, students and staff build and solidify communication and relationships by having fun together. Event: October Fall Festival. F. Met. Parent Volunteers An average of 92% of parents participated in school events and activities primarily by their attendance. In 18-19 83%, well over the goal of 30%, of parents participated in volunteer activities.	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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	G. Community Outreach-Met. In 17-18 the district began a Community Outreach Program with the goal to enlist 6 members of the larger community to actively participate in the school by attending at least one event or volunteering at the school. 16 community members attended at least one event. Metric: Event sign-in	G. Met. Community Outreach. The district will continue a Community Outreach Program with the goal to enlist 8 members of the larger community to actively participate in the school by attending at least one event or volunteering. at the school.	

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

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. 0 Home-School Communication: Teacher to maintain ongoing two-way written communication between home and school by sending home a weekly "Friday Folder" containing school announcements, notices of upcoming school events, corrected student work from the week, a	1. 0 Home-School Communication: Teacher to maintain ongoing two-way written communication between home and school by sending home a weekly "Friday Folder" containing school announcements, notices of upcoming school events, corrected student work from the week, a	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."

student progress report, and a section for parent feedback. The Friday Folder, on occasion, may also contain articles about education, tips for how parents can help their children learn, ideas for fun learning activities to do at home and a school newsletter.	student progress report, and a section for parent feedback. The Friday Folder, on occasion, may also contain articles about education, tips for how parents can help their children learn, ideas for fun learning activities to do at home and a School Newsletter.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15.00	$15.00	$50.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1.0 Annual cost of publishing Friday Folder and newsletter.	4000-4999: Books And Supplies 1.0 Annual cost of publishing a Friday Folder and Newsletter.	4000-4999: Books And Supplies 1.0 Annual cost of publishing a Friday Folder and Newsletter.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.0 Parent Input into Decisions 2.1 Consultant to continue to encourage parents of English Learners to serve on the SSC in order to ensure that they have an official forum for participating in decisions that affect all students but particularly decision that affect English Learners. Hold SSC elections and schedule meetings. 2.2 Provide training to SSC members that will give members the knowledge, skills and confidence to become actively engaged in (a) determining school improvement goals; (b) designing an action plan to achieve the goals; (c) working to implement the action plan; (d) analyzing outcomes, (d) determining the effectiveness of the improvement activities and services; and (e) modifying the plan as needed. 2.3 Encourage parents to be actively involved in the LCAP process and to participate in giving input into decisions regarding improvement goals and actions/services. 2.4 Consultant, teacher and SSC to develop parent, student, and staff surveys to obtain input into the "state of the	2.0 Parent Input into Decisions 2.1 Teacher/Principal to recruit parents to serve on the SSC with the goals to reflect demographics and ensure a communication path for parents of EL students to participate in decisions that not only affect their children but affect the improvement of the school for all. Hold SSC election in the fall for 18-19. Schedule training and meetings 2.2 Provide training to SSC members that will give members the knowledge, skills and confidence to become actively engaged in the LCAP process. 2.3 NEW. Teacher/Principal, SSC and Board to make strong efforts to frequently seek input from parents on school decisions that not only affect their child but the improvement of the school for ALL students. 2.4 NEW. Inform parents of the various means the school uses to solicit input into decisions such as the two-way communication form included in the Weekly Friday Folder, short questionnaires, individual and small group information-gathering conferences, phone conversations, emails, parking lot talks,	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. 2.4 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. 2.5 (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.

school," perceptions and beliefs about physical and emotional safety, instructional effectiveness, school climate & culture, involvement in decision making and input regarding the strengths and areas needing improvement. Input will also be sought from members of the larger community.	principal coffees, and home visits. Encourage parents to be actively involved in the LCAP process to provide input into decisions.. 2.5 Teacher/Principal and SSC to continue to develop parent, student, staff surveys and/or interviews at least every two years 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	2.1-2.2 SSC and LCAP training materials are available. No additional funding needed.	2.1-2.2 Election and training training were available at the school. No additional funding needed.	2.1-2.2 SSC and LCAP training materials are available.on the internet. No additional funding needed.

Amount	$00.00	$00.00	$00.00
Budget Reference	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1	2.3 Refreshments for meetings,training and work sessions funded under Goal 3, 5.1
Amount	$10.00	$10.00	$0.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 2.4 Cost of printing staff, student, parent, community surveys.	4000-4999: Books And Supplies 2.4 Cost of printing staff, student, parent, community surveys.	4000-4999: Books And Supplies 2.4 Cost of printing staff, student, parent, community surveys. (Funded under Goal 1, 6.0)

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Parent Participation in Activities 3.1 District 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 "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. Parents will be encouraged to participate by asking students questions about the standard and their work. 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 District to hold Parent /Teacher Conferences of about 30 minutes per child to occur in August, November and February. At each conference, parents will be asked to share information about their	Parent Participation in Activities 3.1 District to continue to provide an opportunity for parents to attend a "School Orientation" (aka Back to School) where they learn about the Master Schedule, the Student Behavior Management Plan, Attendance, Common Core Curriculum, Next Generation Science Standards, Textbook Adoption, CAASPP Testing, Character Education, Assessment, Grading, school events, etc. 3.2 District to continue to hold "Curriculum Nights," each featuring a particular content area such as Science, Art, Dance, Drama, Math, Reading. At "Curriculum Nights," the standards for that subject will be discussed and student work related to the standard showcased Each student presents his/her work and speaks about the standards underlying it. Parents to be encouraged to participate by asking students questions about the standard and their work. 3.3 District to continue 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 hold Parent /Teacher Conferences for all students of about 30-40 minutes per child to occur in August, November and March At each	Parent Participation in Activities 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, teacher to ask parents to provide input about their child's learning history, social and emotional skills, their child's attitudes about learning and

child such as work habits at home, their child's attitudes about learning and school, and special interests students may have. Teacher will review test scores, review a portfolio of the students' work, review attendance, homework, and behavior records, and together, parents and teacher will develop their child's improvement goals for the quarter. At subsequent conferences the teacher will review the most current data and together parents and teacher will revise the the child's improvement goals.	conference, 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. At subsequent conferences the teacher will review the most current data, and together, parents and teacher will revise the the child's improvement goals.	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 the child's improvement goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25.00	$25.00	$25.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 3.1-3.2 Duplicating costs and binders for handouts	4000-4999: Books And Supplies 3.0-3.1 Duplicating costs and binders for handouts	4000-4999: Books And Supplies 3.0-3.1 Duplicating costs and binders for handouts
Amount	$150.00	$150.00	$150.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 3.3 Supplies for Family Learning Night activities	4000-4999: Books And Supplies 3.2 Supplies for Family Learning Night activities	4000-4999: Books And Supplies 3.2 Supplies for Family Learning Night activities

Amount	$00.00	$00.00	$00.00
Budget Reference	3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Family Learning Night. Funded under Goal 3, 5.1	3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Family Learning Night. Funded under Goal #3, 5.1 below	3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Family Learning Night. Funded under Goal #3, 5.1 below
Amount	400.00	$00.00	$00.00
Budget Reference	3.4 Parent/Teacher Conferences. Work to be performed on minimum and conference days. No funding needed.	3.4 Parent/Teacher Conferences. Work to be performed on minimum days and conference days. No funding needed.	3.4 Parent/Teacher Conferences. Work to be performed on minimum days and conference days. No funding needed.

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.0 Parent Engagement Through Family Fun Events 4.1 Maintain 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. 4.2 District to send invitations to the larger community via e mail and USPS.	4.0 Parent/Community 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. 4.2 This action has been dropped form this section as it is included in Goal 3, 7.1 as part of "Community Outreach"	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. 4.2 This action has been dropped form this section as it is included in Goal 3, 7.1 as part of "Community Outreach."

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200.00	$200.00	$200.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4.1 "Family Fun" Materials and Supplies. Guest Artist for Family Fun Night, funded under Assemblies, LCAP goal 4, 6.1	4000-4999: Books And Supplies 4.0 "Family Fun" Materials and Supplies. Guest Presenter funded under assemblies, LCAP Goal 4, 6.1	4000-4999: Books And Supplies 4.0 "Family Fun" Materials and Supplies. Guest Presenter funded under assemblies, LCAP Goal 4, 6.1

Amount	$00.00	$00.00	$00.00
Budget Reference	4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1	4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1 below.	4.1 Dinner Cost of Dinner fo "Family Fun Night" funded under Goal #3, 5.1 below
Amount		$00.00	$00.00

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.0 Support and Incentives to Participate in School Events 5.1 District to provide supports and incentives for parents and community	5.0 Support and Incentives to Participate in School Events 5.1 District to continue to provide supports and incentives for parents and community	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 attend SSC and LCAP meetings, participate in parent education events, Family Fun Night, and student performances byserving meals/snacks (if meeting or event is at mealtime) and scheduling meetings/events at times to accommodate parents' work schedules. Jefferson enjoys 100% participation in almost every event and meeting.	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 parents' working schedules. Jefferson enjoys 100% participation in almost every event.	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 parents' working schedules. Jefferson enjoys 100% participation in almost every event.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$650.00	$650.00	$650.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 5.1 Cost of Meals/Snacks/Beverages for all Parent/Community Meetings and Events	4000-4999: Books And Supplies 5.1 Cost of Meals/Snacks/Beverages for Parent/Community Meetings and Events	4000-4999: Books And Supplies 5.1 Cost of Meals/Snacks/Beverages for Parent/Community Meetings and Events

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.0 Parent Volunteer Program: 6.1 In 17-18 the district will institute a Volunteer Program with a goal to enlist 20% of parents to become more actively engaged by volunteering at the school. The consultant will develop a letter to send to parents with a list of activities needing volunteer support, and a space for parents to add their own choices of how they would like to volunteer. Consultant to follow-up, contact parents and schedule volunteer activities. * Offer a variety of volunteer opportunities. Not every volunteer is comfortable working in the classroom with children. Not every volunteer is available during school hours. *Provide training. Hold an orientation meeting and provide ongoing training. * Request a specific commitment of time from volunteers. * Respect the commitment a volunteer makes. If testing or a school program will interfere with a volunteer's regular activity, be sure to notify the volunteer well in advance. * Express appreciation. Volunteers need recognition, e.g.	6.0 Parent Volunteer Program: 6.1 Continue to develop the Volunteer Program with a goal to enlist 33% of parents to become more actively engaged by volunteering at the school. Communicate with parents about volunteering. *Have a list of ideas/needs but also be open to ways parents might want to help. * Offer a variety of volunteer opportunities. Not every volunteer is comfortable working in the classroom. Not every volunteer is available during school hours. * Make it fun and social. * Send out a questionnaire or have parking lot talks to find hidden talents and interests to recruit parents as guest teachers. * Express appreciation. Volunteers need recognition, e.g. a gift, a certificate, a public and individual thank you.	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.

a gift, a certificate, a public and individual thank you.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	6.0-6.1 Work to be performed by Consultant as part of paid duties. No further funding needed.	6.0-6.1 Teacher/principal to recruit volunteers as part of duties. No funding needed.	6.0-6.1 Teacher/principal to recruit volunteers as part of duties. No funding needed.
Amount	$100.00	$100.00	$100.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 6.1 (5) Purchase thank you gifts &/or hold an appreciation event to honor volunteers.	4000-4999: Books And Supplies 6.1 (5) Purchase thank you gifts &/or hold an appreciation event to honor volunteers.	4000-4999: Books And Supplies 6.1 (5) Purchase thank you gifts hold an appreciation event to honor volunteers.

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.0 Community Outreach: Members of the larger community seldom attend events at the school and do not give input into school decisions. The district will begin a Community Outreach Program with the goal to enlist 6 members of the larger community to actively participate in the school and give input into school decisions from a community point of view. There is a lot of untapped talent out there. 7.1 Consultant to obtain addresses of members of the larger school community. Send letters to community members requesting school volunteers. Mail community members invitations to all events; send notices of LCAP meetings; and send surveys requesting opinions and attitudes about the school from their community perspective.	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 8 members of the larger community to actively participate in the school.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100.00	$30.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 7.0-7.1 Consultant to perform work as part of regular duties. No funding required except stamps for mailings.	4000-4999: Books And Supplies 7.0-7.1 Postage for community correspondence.	4000-4999: Books And Supplies 7.0-7.1 Postage for community correspondence.

Action 8

OR

Actions/Services

Budgeted Expenditures

Budget Reference			

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

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:

Identified Need:

PUPIL ENGAGEMENT AND SCHOOL CLIMATE

A. There is a need to increase students' engagement in learning by providing students the opportunity to give input into their learning goals and participate in learning activities that are personally meaningful to them.

B. There is a need to increase students' engagement in learning and connection to the school by creating a climate of success where students feel competent, confident and proud of their accomplishments

C. There is a need to maintain a school climate where students like school, feel a strong connection to their school, and have an irresistible desire to come to school.

D. There is a need to achieve an attendance rate of 96% - 98% with no chronic truancy(per Ed Code description) or chronic absenteeism for the next three years.

E. There is a need to maintain a school climate where students feel welcome, respected, and safe; a climate where students, staff and parents all strongly agree that the school is peaceful and that violence and bullying do not occur.

F. There is a need to maintain a suspension rate of 0% and an expulsion rate of 0%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Personal Learning Plans . A. Classroom Observations; Student Work Products. B. Surveys and Interviews	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 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	A.1 Engagement: Met. 100% of students increased their engagement in learning by collaborating with the teacher in developing a Personal Learning Plan (PLP) that included learning goals and activities that are meaningful to the student. Metric: Copies of PLP's on file. A.2 Engagement: Met. 100% of students increased their engagement in learning by completing 3 standards-based work products related to their personal interests. Metic: Student Work Prooducts B. Engagement: Met. 100% of students reported that they feel competent, confident	A.1 Engagement: Met. 100% of students increased their engagement in learning by collaborating with the teacher in developing a Personal Learning Plan (PLP) that included learning goals and activities that were 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: Met 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	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C. Surveys and Interviews D. CALPADS; State Attendance Rosters; County Attendance Certification E. Surveys and Interviews	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 97.6% with 0% chronic truancy. This exceeded the expected outcome by 1.6%.	and proud of their accomplishments; have a strong desire to improve; and believe that they will continue to increase their achievement Metric: Student Surveys/Interviews C. Engagement: Met. 100% students reported that they like Jefferson School, look forward to coming to school and feel a strong connection to the school. D. Engagement: Not Met. From 8/9/17-5/1/18 students achieved 96.7% with 0% chronic truancy (as described by CDE) and 0% chronic absenteeism. This rate was .3% below the goal of 97% attendance. Metric: CALPADS; County attendance Certification. E.1 School Climate: Met. 100% of students reported that they feel respected by the adults	increase their achievement. C. Student Engagement: Met 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; Not Met. Students achieved an attendance rate of 92% with 25% chronic truancy (as described by CDE) and 0% chronic absenteeism. This rate was 5% below the goal of 97% attendance Metric: CALPADS; County attendance certification. E.1 School Climate: Met 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.	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
F. SARC Report; CALPADS	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%.	and other students at the school and that they feel physically and emotionally safe at school. Metric: Student Surveys E.2 School Climate: Met. 100% of staff, parents & students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur Metric: Parent, Staff and Student Surveys F. School Climate: Met. Suspension rate remained at 0%; Expulsion rate will remain at 0%. Metric: SARC	E.2 School Climate: Met 100% of staff, parents & students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur F. School Climate: Met Suspension rate remained at 0%; Expulsion rate will remain 0%.	remain at 0%; Expulsion rate will remain at 0%.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0 Engage Students Through Personally Meaningful Activities: 1.1 Teachers will talk with each student to discuss the student's interests, talents, personal ambitions, needs and strengths. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan that includes learning goals that are meaningful to the student.	1.0 Engage Students Through Personally Meaningful Activities:. 1.1 Develop Individual Personal Learning Plans (PLP's) with each student. Teacher will talk with each student to discuss the student's interests, talents, personal ambitions, needs, strengths and assessment results. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan (PLP) that includes	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)

1.2 Students will each complete at least 3 standards-based work products related to their personal interests (or a shared interest with another student). 1.3 Increase student engagement by periodically offering students a choice, when appropriate, as to how they will demonstrate their understanding of the cognitive aspects of a lesson. Example: One student might prepare and deliver an oral report while another might create a film or a Power Point presentation. Teacher to monitor students' choices to ensue they are suitable for the topic or concept. 1.4 Establish criteria for using art work as a means of assessing a student's knowledge of a concept that includes the student providing a full, detailed, well organized explanation of the concept (either written or oral) using academic vocabulary. Teacher to monitor students' choices to ensue they are suitable for the topic or concept.	learning goals that are meaningful to the student. PLP's to be revised quarterly or sooner as needed. 1.2 Students will each complete one major standards-based project related to their personal interests (or a shared interest with another student). 1.3 Student Choice: Increase student engagement by periodically offering students a choice as to how they will demonstrate their understanding of the content of a lesson. Example: One student might prepare and deliver an oral report while another might create a film or a Power Point presentation. 1.4 Teacher to set performance standards for each type of assessment and monitor students' choices to ensure suitability.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	1.0 -1.1 Teacher will talk with each student to discuss the student's interests, talents, personal ambitions, needs and strengths. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan that includes learning goals that are meaningful to the student. No funding required .	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 .	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 .
Amount	$00.00	$00.00	
Budget Reference	1.2 Students will each complete at least 3 standards-based work products related to their personal interests (or a shared interest with another student).	1.2 Students will each complete a major standards-based project related to personal interest. Materials funded under Goal 1, 6.0	1.2 Dropped. (Included in Goal 2, Action 3)

Amount	$00.00	$00.00	
Budget Reference	1.3 Increase student engagement by periodically offering students a choice, when appropriate, as to how they will demonstrate their understanding of the cognitive aspects of a lesson. Example: One student might prepare and deliver an oral report while another might create a film or a Power Point presentation. Teacher to monitor students' choices to ensue they are suitable for the topic or concept.	1.3 Meaningful Activities: When appropriate, teacher to offer students choice as to how they will demonstrate their understanding of the cognitive aspects of a lesson. Teacher to set performance standards for student-selected assessments.	1.3 Dropped (Included in Goal 2, Action 1 & 2)
Amount	$00.00	$00.00	$00.00
Budget Reference	1.4 Establish criteria for using art work as a means of assessing a student's knowledge of a concept that includes the student providing a full, detailed, well organized explanation of the concept (either written or oral) using academic vocabulary. Teacher to monitor students' choices to ensue they are suitable for the topic or concept.	1.4 Set performance standards for ALL student-selected assessments. Part of instruction. No additional funding needed.	1.4 Dropped (Included in Goal 2, Action 1)

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.0 Increase Engagement Through Active Learning 2.1 Continue to increase engagement by designing activities that require active as opposed to passive learning: Example: (a)Teacher to inform less and elicit more by frequently utilizing inquiry and discovery learning strategies (b) Keep workbook exercises and other brain-off, passive activities to a minimum. Instead, create activities that call for students to produce the same information but in an active way. For example, have a first grader act out addition and subtraction problems. Have one student begin to orally summarize a chapter, stop and have the next student continue the summary.Most passive work can be turned into action work.	2.0 Provide Active Learning Activities: 2.1 Increase engagement by providing activities that require active as opposed to passive learning: Example: (a)Teacher to inform less and elicit more by frequently utilizing inquiry and discovery learning strategies (b) Keep workbook exercises and other brain-off, passive activities to a minimum. Instead, create activities that call for students to produce the same information but in an active way. For example, have a first grader act out addition and subtraction problems. Have one student begin to orally summarize a chapter, stop and have the next student continue the summary. Most passive work can be turned into action work.	2.0-2.1 Dropped (Included in Goal 2, Action 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	2.0-2.1 Part of regular teaching. No additional funds needed.	2.0-2.1 Active Learning Activities : Part of lesson planning and teaching. No additional funds needed.	2.0-2.1 Dropped (Included in Goal 2, Action 2)

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.0 Increase Engagement by Teaching for Success: 3.1 Engagement increases when students feel successful at doing meaningful tasks. Increase success by providing students with base-line information on which to	3.0 Increase Engagement by Teaching for Success: 3.1 Engagement increases when students feel successful at doing meaningful tasks. Teach for success by providing base-line information on which to build new learning;	3.0 Increase Engagement by Teaching for Success: 3.1 Dropped. (Included in Goal 2, Action 2.4)

build new learning; by connecting new learning to previous learning; by connecting learning to real life; by frequently checking for understanding in a variety of ways; by providing targeted intervention to struggling students and extension to high achievers. 3.2 When asking for a response to a question, increase wait time to 6-8 seconds before calling on a student . "Wait time" extends "think time" & facilitates higher level thinking by ALL. Avoid supplying any answers. Rather, rephrase the question. Provide more information and ask the question again. During discussion, avoid agreeing or disagreeing with an answer which tends to end students' thinking) or moving to another student if answer is wrong. Rather, ask for student to explain their reasoning then ask for alternate responses. 3.3 Teacher to increase student engagement by trying to honor every response. If response is incorrect,find a kernel of correctness in the child's answer and build on it by rephrasing the question or providing more information, or asking a series of questions or statements that will lead the student to the correct response and feelings of success. 3.4 Improve Intervention: Teacher to train the aide in how to recognize when there is a need for intervention and how to provide one-on-one interventions that enable the student to work independently	by connecting learning to real life in meaningful ways; by frequently checking for understanding; and by providing Tier 1 and Tier 2 support as needed to struggling students and high achievers. 3.2 When asking for a response to a question, increase wait time 6-8 seconds before calling on a student. "Wait time" extends "think time" & facilitates higher level thinking by all. Avoid supplying answers. During discussion, avoid agreeing or disagreeing with an answer (that ends thinking) or moving to another student if answer is wrong. Rather, ask for student to explain their reasoning then ask for alternate responses. 3.3 Teacher to increase student engagement by trying to honor every response. If response is incorrect, find a kernel of correctness in the child's answer and build on it by rephrasing the question or providing more information, or asking a series of questions or statements that will lead the student to the correct response and feelings of success. 3.4 Teacher to train aide in MTSS and train aide in specific intervention strategies with the goal to enable students to work independently and be ready for the next step in instruction.	3.2 & 3.3 Dropped. (Included in Goal 2, Action 2.5 3.4 Dropped. (Included in Goal 1, Action 3)

and be ready for the next step in instruction.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	3.0- 3.1 Engagement increases when students feel successful at doing meaningful tasks. Increase success by providing students with base-line information on which to build new learning; by connecting new learning to previous learning; by connecting learning to real life; by frequently checking for understanding in a variety of ways; by providing targeted intervention to struggling students and extension to high achievers.	3.0-3.1 Teach for success by providing base-line information; by connecting learning to real life; by frequently checking for understanding; and by providing Tier 1 and Tier 2 support as needed. Part of instructional planning and instruction. No additional funding needed.	3.0-3.1 Dropped. (Included in Goal 2, Action 2.4)

Amount	$00.00	$00.00	$00.00
Budget Reference	3.2 When asking for a response to a question, increase wait time to 6-8 seconds before calling on a student . "Wait time" extends "think time" & facilitates higher level thinking by ALL. Avoid supplying any answers. Rather, rephrase the question. Provide more information and ask the question again. During discussion, avoid agreeing or disagreeing with an answer which tends to end students' thinking) or moving to another student if answer is wrong. Rather, ask for student to explain their reasoning then ask for alternate responses.	3..2 Teach For Success by increasing "Wait Time." Part of regular instruction. No additional funding needed.	3.2 Dropped. (Included in Goal 2, Action 2.5)
Amount	$00.00	$00.00	$00.00
Budget Reference	3.3 Teacher to increase student engagement by trying to honor every response. If response is incorrect,find a kernel of correctness in the child's answer and build on it by rephrasing the question or providing more information, or asking a series of questions or statements that will lead the student to the correct response and feelings of success.	3.3 Increase student engagement by honoring every response. Part of regular instruction. No additional funds needed.	3.3 Dropped. (Included in Goal 2, Action 2.5)

Amount	$00.00	$00.00	$00.00
Budget Reference	3.4 Increase Individual Intervention: Teacher to train the aide in how to recognize when there is a need for intervention and how to provide one-on-one interventions that enable the student to work independently and be ready for the next step in instruction.	3.4 Train aide in MTSS. Work to be performed on minimum days. Additional funding not needed.	3.4 Dropped. (Included in Goal 1, Action 3)

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.0 Increase Engagement Through Guest Speakers .	4.0 Increase Engagement Through Guest Speakers .	4.0 Increase Engagement Through Guest Speakers.

4.1 Guest Speakers: District to expose students to real-life experiences through guest speakers. Guest teachers make the link between what students learn in school to real life. They can expand enrich and deepen students' understanding of a topic of study in class. They can offer a different perspective and a different teaching style. Guest speakers also widen the students' world by exposing students to topics not studied in school such as how to make stained glass windows or a hobby such as snorkeling. Guest speakers build a link between academics and real-life, sometimes a life the students have not imagined.. To maximize learning teacher prep-teaches the subject. For example, teacher provides a lesson on nutrition. The teacher brings in a chef guest teacher. Teacher always provides post activities to maximize the benefit of having a guest speaker. 4.2 Career Speakers: Provide the opportunity for students to widen their thinking about career possibilities through learning about different careers from at least 2 career speakers. To maximize the value of career speakers, they will be asked to emphasize the importance of good reading. writing, speaking and math skills to their careers.	4.1 Guest Speakers: District to expose students to real-life experiences through guest speakers. Guest teachers make the link between what students learn in school to real life. They can expand enrich and deepen students' understanding of a topic of study in class. They can offer a different perspective and a different teaching style. Guest speakers also widen the students' world by exposing students to topics not studied in school such as how to make stained glass windows or a hobby such as snorkeling. Guest speakers build a link between academics and real-life, sometimes a life the students have not imagined. To maximize learning, teacher pre-teaches the subject. For example, teacher provides a lesson on nutrition. The teacher brings in a chef guest teacher to demonstrate cooking AND talk about the nutritional value of ingredients he/she uses. Teacher to always provide post activities to maximize the benefit of having a guest speaker. 4.2 Career Speakers moved to 5.0 below as part of Career Education Program.	4.1 Guest Speakers (Modified) Invite at least 3 Guest Speakers to speak to the students tied to academic topic. 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 Career Education Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200.00	$100.00	$100.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.0-4.2 Estimated of Cost of Guest Speakers. Often they volunteer.	5000-5999: Services And Other Operating Expenditures 4.0-4.2 Remuneration for Speakers. They usually donate their time.	5000-5999: Services And Other Operating Expenditures 4.0-4.2 Remuneration for Speakers. Usually they donate their time.

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
5.0 Career and College Readiness Program 5.1 District to provide the opportunity for middle school students to visit a junior college and tour a state university campus. Action discontinued in 2017-18.	5.0 Career Education: 5.1 Provide the opportunity for students to widen their thinking about career possibilities through learning about different careers from at least 2 career speakers per year. To maximize the value	5.0 Career Education: 5.1 District to invite a minimum of 2 Career speakers each year.

	of career speakers, ask them to emphasize the importance of good reading. writing, speaking and math skills to their careers as well as the importance of social/emotional skills such as teamwork, cooperation, flexibility. District to invite a minimum of 2 Career speakers each year.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$100.00	$100.00
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5.1 Remuneration for Career Speakers who generally donate their time	5800: Professional/Consulting Services And Operating Expenditures 5.1 Remuneration for Career Speakers.

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 s academic, standards-based 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 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3000.00	$3000.00	$2000.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.0-6.1 Cost of Field Trips and Assemblies	5000-5999: Services And Other Operating Expenditures 6.0-6.1 Field Trips and Assemblies	5000-5999: Services And Other Operating Expenditures 6.0-6.1 Field Trips and Assemblies

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50.00	$50.00	$50.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 7.0-7.1 Entry fees for contests and exhibits. Usually free.	5000-5999: Services And Other Operating Expenditures 7.0-7.1 Entry fees for contests and exhibits. Usually free.	5000-5999: Services And Other Operating Expenditures 7.0-7.1 Entry fees for contests and exhibits. Usually free.

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
8.0 Connection to School: "Attendance Every Day Program:" 8.1 Students to attain an attendance rate of 97.0 %.	8.0 Connection to School: "Attendance Every Day Program" 8.1 Students to attain an attendance rate of 97.2 %	8.0 Connection to School: " Attendance Every Day 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

To reach this goal, the district will continue to Implement the district's 5-tiered "Attendance Every Day Program:" a. Provide Information: Talk about the importance of attendance to students and School Orientation. Share the statistics related to drop-out and low achievement among truants. Inform parents of the laws regarding attendance. Periodically include articles about attendance in the Friday Folder. Discuss child's attendance at every conference. b. Teacher makes a friendly call home as soon as it is clear that the students is absent to ask the parent about the reason for absence and the expected date of return. This has been very effective in curtailing absences. c. Conference frequently with parents of students with "creeping" absences and offer assistance. The idea is not to blame but to help families solve a problem. d. Notify parents of near truant, truant, habitually	To reach this goal, the district will continue to Implement the district's 5-tiered "Attendance Every Day Program:" a. Provide Information: Talk about the importance of attendance to students and School Orientation. Share the statistics related to drop-out and low achievement among truants. Inform parents of the laws regarding attendance. Periodically include articles about attendance in the Friday Folder. Discuss child's attendance at every conference. b. Teacher makes a friendly call home as soon as it is clear that the students is absent to ask the parent about the reason for absence and the expected date of return. This has been very effective in curtailing absences. c. Conference frequently with parents of students with "creeping" absences and offer assistance. The idea is not to blame but to help families solve a problem. d. Notify parents of near truant, truant, habitually truant and chronically truant students to inform and assist parents to meet the attendance obligation. Refer to SARB as needed. e. Give quarterly incentives to students for perfect and near perfect attendance. 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;	"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

truant and chronically truant students to inform and assist parents to meet the attendance obligation. Refer to SARB as needed. e. Give quarterly incentives to students for perfect and near perfect attendance. 8.2 Teacher and Consultant to develop an Attendance Handbook containing the following: (a.) Research linking attendance-achievement- good grades-graduation. (b. Attendance laws (c) Excused absences for K-8 students (d) Guidelines for deciding whether a child is too sick for school (e) Absence notes and make-up (f) Truancy as defined by ed code. (g) Consequence of truancy per ed code (h) Independent Study Agreements	(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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100.00	$00.00	$00.00
Source	Base		
Budget Reference	4000-4999: Books And Supplies 8.1 (a.-d) Work to be performed during school day. No funding needed . 8.1 (e) School Attendance Incentives	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	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
Amount	$150.00	$00.00	$00.00
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries 8.2 Substitute for teacher release day to develop Attendance Handbook	8.2 Develop a district Attendance Handbook. Work to be performed on release days. Substitute salary and benefits funded under Goal 1, 3.3	8.2 Review/revise district Attendance Handbook. Work to be performed on release day. No additional funding needed..
Amount	$27.00		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
9.0 Safe, Peaceful and Positive School Climate: Student 9.1 District,with input from the SSC, will 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 (Health and Safety Officer of the School) to update the School Safety Handbook and the District Hazardous Materials Binder.	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. Review "Consequences" section to ensure that consequences are implemented in a way that they support long-term change not a quick fix; that the emphasis is on a conversation about choices; that consequences support an environment that fosters students' development of social and emotional skills such as managing emotions, accurately	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.

9.4. Teacher to conduct monthly Safety Inspections of the buildings and grounds using the PIT (Principal's Inspection Tool) developed in 2016-2017.	reading social clues; dealing with frustration; strategies for resolving interpersonal conflicts. 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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15.00	$00.00	$00.00
Source	Base		
Budget Reference	4000-4999: Books And Supplies 9.1 Consultant to revise Student Behavior Handbook. Work to be conducted by consultant as part of paid duties at no additional cost to the district. 9.1 Cost of printing Handbook for parents.	9.1 Revise rules if needed in the Student Behavior Handbook. Work to be performed on a teacher release day. Substitute salary and Benefits funded under Goal 1,3.3	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

Amount	$00.00	$00.00	$00.00
Budget Reference	9.2 Student incentives and awards for positive behavior, following the rules and routines of the school and class. (Funded under Goal 4, 12.1 below.	9.2 Student incentives and awards for positive behavior. Funded under Goal 4, 12.1	9.2 Student incentives and awards for positive behavior. (Funded under Goal 4, 12.1)
Amount	$150.00	$00.00	$00.00
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries 9.3 Substitute to provide release time for Teacher to revise the School Safety Handbook and the District Hazardous Materials Binder.	1000-1999: Certificated Personnel Salaries 9.3 Update the School Safety Handbook and the District Hazardous Materials Binder. Work to be performed on release day. Substitute Salary and Benefits funded under Goal 1, 3.3	9.3 Update the School Safety Handbook and the District Hazardous Materials Binder. Work to be performed on release day. (Substitute Salary and Benefits funded under Goal 1, 3.3)
Amount	$27.00		
Source	Base		
Budget Reference	3000-3999: Employee Benefits 9.3 Benefits for substitute teacher		

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
10.0 Character Education Program 10.1 Teacher to emphasize the school's Character Education Program titled "Character Counts" and is based on the premise that "Choices Count." Students learn, discuss and choose behaviors that align with the "pillars of character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship. 10.2 Teacher to discuss one pillar each week. (Some pillars may take 2 or more weeks). First day: Teacher defines one of the pillars explaining what it means and what it does not mean. Subsequent Days : Students discuss the numerous ways they can demonstrate the pillar at home, at school and in the community. They share with the class examples of what they have done during the week to implement the pillar. . Last day: Students write a reflection on the pillar telling why it is	10.0 Character Education Program (Includes Social/Emotional Learning) 10.1 Teacher to continue to implement the school's Character Education Program called "Character Counts" based on the "Pillars of Character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship. Teacher to provide instruction in the same way he/she teaches other skills. Although there are different ways to teach the pillars one successful model is as follows: The teacher chooses a pillar and provides a definition of the pillar in kid friendly terms, then gives specific examples of a student putting the pillar. For example, one way to show respect is to greet people in a friendly manner using the person's name. Teacher models this. Students role play (guided practice). Teacher assigns all students to greet others in a friendly manner at school and at home and to	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.

important; how they implemented it; the reaction of others; and how they feel about implementing it. Or, teacher reads a story in which a character demonstrated the pillar, class discusses the story, and students write a reflection on what the character did to demonstrate the pillar and how they feel about the character. 10.3 Students to receive incentives for demonstrating the pillars of character. (Funded under #12.1 below) 10.4 Teacher to arrange for a "Character Counts" Assembly. 10.5 NEW: Children in Need Service Club: Students to participate in a Student Service Club which reaches out to children in need, e.g. giving clothes and toys to children in homeless shelters; donating teddy bears to police to carry in their squad cars for children in auto accident, etc. Funds to support the club will come primarily from student & parent & community donations.	report the next day the results (independent practice). The next day students share what they did (review and assessment). Then the teacher chooses another example of respect in action or elicits it from students and follows the same pattern of instruction. of discuss, model, role play and assign making actions simple, concrete and appropriate for a child. After a week or so of students learning and practicing different ways of showing respect, the teacher chooses a different pillar and follows the same pattern of instruction. If there is a behavior incident at school, the teacher might consider choosing the applicable pillar to discuss, model role play and assign. There is no special order of instruction. The pillar can be selected in response to a situation at school or a character in a story. The same pillar can be re-visited many times identifying different ways of putting the pillar into action or repeating previous actions. 10.2 Use Pillars as gateways into teaching social and emotional skills. The Pillar of Respect can lead into teaching social/emotional skills of teamwork, cooperation,resolving interpersonal conflicts and understanding other's feelings. The Pillar of Responsibility can lead into teaching emotional skills of persistence and coping with frustration. The Pillar of Caring can lead into teaching empathy.	

	10.3 Students to receive incentives for demonstrating the pillars of character and positive social/emotional skills (Funded under #12.1 below) 10.4 Integrate the "pillars" into the curriculum. For example, select a character from literature or a person from history who demonstrates one of the pillars. Class discusses. Purchase books with the "pillars" in mind. Integrate lessons about the pillars across the curriculum. Librarians are great resources. 10.5 "Children Helping Children" is part of the Character Education Program that focuses on the "Pillars" of Good Citizenship and Caring. Students select a project and help children in need by, for example, giving clothes and toys to children in homeless shelters; donating teddy bears to police to carry in their squad cars for children in auto accidents, etc. Funds to support the program will come from parent or community donations or a student fundraiser.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$00.00	$00.00	$00.00
Budget Reference	10.0 -10.2 Character Ed. lessons are part of the district curriculum and daily teaching. No funding needed.	10.0 -10.1 Character Education is part of the district curriculum and daily teaching. No funding needed.	10.0-10.1 Character Ed. is part of the district curriculum and daily teaching. No funding needed.

Amount	$00.00	$00.00	
Budget Reference	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1	10.2 Provide instruction to increase students' social/emotional capacities. Part of regular instruction. No additional funding needed.	10.2 (Dropped. Included in action Goal 4, Action 10.1)
Amount	$00.00	$00.00	$00.00
Budget Reference	10.4 "Character Counts" Assembly funded under Assemblies and Field Trips, Goal 4, 6.1 above.	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1.	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1.
Amount	$00.00	$200.00	
Source		Base	
Budget Reference	10.5 Children in Need Service Club: Funds to support the club will come primarily from student, parent & community donations.	4000-4999: Books And Supplies 10.4 Purchase books as needed in which a character demonstrates one or more of the "Pillars of Character or demonstrated social or emotional capacities.	10.4 (Dropped. Included in action Goal 4, Action 10.1)
Amount		$00.00	$00.00
Budget Reference		10.5 "Children Helping Children" funds to come from student, parent & community donations.	10.5 "Children Helping Children" funds to come from student, parent & community donations.

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
11.0 Positive School Climate Through Spirit Activities 11.1 Increase school pride and a strong connection to the school by holding school spirit activities and by school-identity logo items, such as school logo bracelets, lanyards, etc.	11.0 Positive School Climate Through Spirit Activities 11.1 Increase school pride and a strong connection to the school by holding school spirit activities and by providing students with school logo items such as school-identity logo bracelets, lanyards, etc..	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50.00	$50.00	$150.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 11.1 Purchase school spirit / school pride items with school logo.	4000-4999: Books And Supplies 11.1 Purchase school spirit / school pride logo items	4000-4999: Books And Supplies 11.1 Purchase school spirit / school pride logo items/t-shirts

Action 12

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Specific Schools: Jefferson Elementary School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 as persistence, effort, hard work, following directions, using time wisely; for academic achievement; for demonstrating positive social skills; for demonstrating "pillars of character," etc 12.2 Teacher to to hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all .	Positive School Climate Through Student Recognition and Incentives 12.1 Teacher to o provide incentives, rewards and awards to students for following school rules and class routines; for positive work habits such 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 to hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all .	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 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200.00	$200.00	$100.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 12.1 Incentives, Rewards, Awards for Student Recognition.	4000-4999: Books And Supplies 12.1 Incentives, Rewards, Awards for Student Recognition.	4000-4999: Books And Supplies 12.1 Incentives, Rewards, Awards for Student Recognition.
Amount	$200.00	$100.00	$100.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 12.2 Cost for End-of-Year Promotion Event	4000-4999: Books And Supplies 12.2 Cost for End-of-Year Promotion Event	4000-4999: Books And Supplies 12.2 Cost for End-of-Year Promotion Event
Amount			$150
Source			Base
Budget Reference			4000-4999: Books And Supplies 12.3 (New) Create a school yearbook to give to each student.

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$12,850.00	6.02%

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

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

Jefferson Elementary District will expend all of its Supplemental funds amounting to $12,850.00 on increasing and improving actions and services for all of our unduplicated students. For a list of increased and improved actions and services, please see "B" below.

88% of Jefferson students are unduplicated. Among these students, 25% are unduplicated English Learners, 25% Homeless, and 88% are considered SED. Jefferson currently has no foster youth. In 2019-2020 unduplicated students will benefit from the actions and services provided for all students (please see "A" below) as well as actions/services beyond what is provided for all students (please see "B" below).

A. ACTIONS/SERVICES PROVIDED TO ALL STUDENTS ON A SCHOOLWIDE BASIS: All students, including English Learners, students with disabilities, low income students, as well as homeless and foster youth, should they enroll, will benefit from the following actions and services to be implemented for ALL students in 2019-2020.

* Provide a fully credentialed and appropriately assigned teacher assisted by an instructional aide.
* Provide students with a comprehensive, balanced curriculum that includes instruction in all core subjects.
* Provide students access to textbooks from the latest adoption cycle in all core subjects.
* Provide differentiated instruction to groups of 1-4 in all content areas.
* Provide 2 hours of Integrated CCELA/ELD instruction daily.
* Provide students with 90 minutes of CC Math instruction daily.
* In support of a "whole child" curriculum, continue to provide a vibrant standards-based VAPA Program.

* Provide a science program of 60% hands-on/minds-on science investigations.
* Provide students with 30 minutes of grade-level instruction per day in Basic Writing.
* Provide students access to a variety of "Learning Center" activities for reinforcement, reteaching and extension in Math & ELA.
* Provide e-books and e-readers for a Summer Reading Program
* Provide professional development in support of implementing a highly effective instructional program in all areas of instruction.
* Provide professional development in MTSS and PBIS.
* Collaborate with each student to develop a Personal Learning Plan that is revised each trimester or sooner as goals are met..
* Assess students monthly in writing using Calkin's writing prompts and nationally-normed rubrics.
* Assess students monthly in Math and ELA using STAR 360).
* Analyze assessment results monthly, identifying both individual and group needs for intervention and extension.
* Provide multiple measures of student support for students needing mild to intense intervention as well as for high achieving students needing extension and enrichment.
* Provide cross content units of study that include knowledge and skills from at least 3 content areas plus technology.

B. INCREASED OR IMPROVED ACTIONS/SERVICES IN SUPPORT OF UNDUPLICATED STUDENTS: Jefferson currently has 25% unduplicated English Learners, 25% homeless, and 88% are SED students. In addition to the actions and services for all students listed above, the district will provide the following actions and services specifically designed to achieve the following state and district priorities: (1) Improve the reading, writing, listening and speaking outcomes of English Learners, SED, homeless and foster youth if they enroll.
(2) Decrease learning gaps between student groups. (3) Accelerate the re-designation of English Learners. (For more information pertaining to the actions, services and costs, please see Goal 2, 11.0-11.11).

* Instructional Aide provides ELA and Math intervention support under the guidance and direction of the Teacher Principal. This allows for greater individual and personalized instruction for the unduplicated students beyond the core program.
* STAR 360 provides timely assessment information in ELA and Math allowing the Teacher to determine progress over time, and more importantly, identify gaps in learning so that students can receive intervention support from the Teacher and Instructional Aide.
* As part of the VAPA program, a supplemental "Meet the Masters" art program will be purchased to help students build vocabulary, and integrate art content within cross curricular activities including ELA and Math.
* The audio headphones and books enable students to receive auditory support for accessing grade level text and content particularly for students that are below standard in reading skills.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$10,965.00	5.62%

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

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

Jefferson Elementary District will expend all of its Supplemental funds amounting to $10,965.00 on increasing and improving actions and services for all of our unduplicated students. For a list of increased and improved actions and services, please see "B" below.

88% of Jefferson students are unduplicated. Among these students, 25% were unduplicated English Learners, 25% were homeless, and 88% were economically disadvantaged. Jefferson currently has no foster youth. In 2018-2019 unduplicated students (100% of students) will benefit from the actions and services provided for all students (please see "A" below) as well as actions/services beyond what is provided for all students (please see "B" below).

A. ACTIONS/SERVICES PROVIDED TO ALL STUDENTS ON A SCHOOLWIDE BASIS: All students, including English Learners, students with disabilities, low income students, as well as homeless and foster youth, should they enroll, will benefit from the following 20 actions and services to be implemented for ALL students in 2018-2019.

* Provide a fully credentialed and appropriately assigned teacher assisted by an instructional aide.
* Provide students with a comprehensive, balanced curriculum that includes instruction in all core subjects.
* Provide students access to textbooks from the latest adoption cycle in all core subjects.
* Provide differentiated instruction to groups of 1-4 in all content areas.
* Provide 2 hours of Integrated CCELA/ELD instruction daily.
* Provide students with 75 minutes of CC Math instruction daily.
* In support of a "whole child" curriculum, continue to provide a vibrant standards-based VAPA Program.
* Provide a science program of 60% hands-on/minds-on science investigations.
* Provide students with 30 minutes of grade-level instruction per day in Basic Writing.
* Provide students access to a variety of "Learning Center" activities for reinforcement, reteaching and extension in Math & ELA.
* Provide e-books and e-readers for a Summer Reading Program

* Provide professional development in support of implementing a highly effective instructional program in all areas of instruction.
* Provide professional development in MTSS and PBIS.
* Collaborate with each student to develop a Personal Learning Plan that is revised quarterly or sooner as goals are met..
* Assess students monthly in writing using Calkin's writing prompts and nationally-normed rubrics.
* Assess students monthly in Math and ELA using STAR 360).
* Assess students monthly-quarterly in reading using DRA, an individualized reading diagnostic assessment tool.
* Analyze assessment results monthly, identifying both individual and group needs for intervention and extension.
* Provide multiple measures of student support for students needing mild to intense intervention as well as for high achieving students needing extension and enrichment.
* Provide cross content units of study that include knowledge and skills from at least 3 content areas plus technology.

B. INCREASED OR IMPROVED ACTIONS/SERVICES IN SUPPORT OF UNDUPLICATED STUDENTS:
Jefferson currently has 25% unduplicated English Learners, 25% homeless, and 88% unduplicated low income students. In addition to the actions and services for all students listed above, the district will provide the following new and/or improved actions and services specifically designed to achieve the following state and district priorities: (1) Improve the reading, writing, listening and speaking outcomes of English Learners, low income, homeless and foster youth.
(2) Decrease learning gaps between student groups. (3) Accelerate the re-designation of English Learners. (For more information pertaining to the actions, services and costs, please see Goal 2, 11.0-11.11).

* In addition to participating in the ELA Program students will also participate in a Designated ELD Program (DELD) for 30 minutes per day and integrate vocabulary and ELD strategies through the curriculum.
* In the Designated ELD course students will receive instruction individually or in small groups based on their proficiency level.
* All students will receive 30 minutes of Basic Writing instruction per day. Unduplicated students will receive additional writing instruction & intervention in the DELD course.
* Instruction in reading will be provided individually at each student's reading proficiency level using Fountas and Pinnel's Leveled Literacy program
* Guided reading instruction will be provided to small groups of students who are at the same level of proficiency using sets of leveled books.
* Students will listen to audio books while following along in print books with the teacher making strategic stops to teach unfamiliar vocabulary and linguistic observations such as infections, usage, etc.
* Vocabulary development is key. Teacher will read to students daily explaining vocabulary as it occurs in context, then use the vocabulary words multiple times in context throughout the course of teaching.
* Students will participate in cooperative learning activities and other group work.
* Students will participate daily in 2 or more literacy-related "Learning Centers" created expressly to improve EL students' listening, speaking and reading skills. (List of Centers on Goal 2, 3.2)

* Teacher will conduct ongoing diagnostic testing to determine each student's progress, skill deficiencies and proficiency level adjusting instruction and materials as indicated by assessment results.
* Teacher and Aide to attend PD to support effective implementation of the DELD Program; training in the ELD Standards; best practices in teaching ELD students and MTSS.
* Instructional aide will provide one-on-one and small group intervention to students in the DELD Program.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$10,548.00	5.76%

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

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

In 2017-2018, Jefferson Elementary District will expend all of its Supplemental funds amounting to $10,548.00 in increasing and improving actions and services for unduplicated pupils which, except for one student, are English Learners. For a list of actions and services, please see "B" below. For more information, including costs, please refer to Goal 2, 11.0-11.8.

A. ALL STUDENTS: All students, including English Learners, low-income, students with disabiities and foster youth will benefit greatly from services and actions provided to all students. Examples include: (1) Provide differentiated ELA instruction to groups of 1-4 students to facilitate addressing each student's needs. (2) Purchase and implement STAR 360, a new formative testing instrument that is aligned with ELA State Standards and Smarter Balanced. STAR 360 data will show the teacher precisely what skills students have mastered, the goals they need to reach, and the optimal path to proficiency which gives the teacher reliable insights to make informed decisions and personalize learning. (3) Use DRA, a formative reading assessment administered individually to each student, which produces very specific data on a wide range of reading skills, particularly useful in pinpointing individual reading interventions.

(4) Provide students the opportunity to participate in ELA-related "Learning Centers" (5) Assess "Learning Center" activities for rigor and ensure that the majority require students to actually read text and produce writing . (6) Teach reading and writing in every content area. (7) Engage students in writing every day using the writing process. (8) Implement the Common Core English-Language Arts Standards using the adopted textbook and instructional materials. (9) Collaborate with each student in developing a tailor-made Personal Learning Plan for him/her that identifies specific literacy improvement goals for the student to work on and a support plan for reaching the goals. (10) Provide students the opportunity to participate in ELA-related "Learning Center" activities. (11) Assess "Learning Center" activities for rigor and ensure that the majority require students to actually read text and produce writing. (12) Provide a Summer Reading Program (13) Continue to provide professional development for the staff in literacy-related topics such as Guided Reading, Bloom's Taxonomy (or another questioning pedagogy); Cross-Content Literacy. (Goal 2).

B. UNDUPLICATED STUDENTS: In addition to the 13 ELA actions and services for all students described above, the district will provide 5 new actions and services to be implemented in 17-18, specifically designed to increase the reading and writing outcomes of our 5 English Learners, low-income students and foster youth; decrease the ELA learning gaps; and accelerate re-designation of English Learners.

(1) Students will receive 60 minutes per day of instruction in reading and writing beyond the instruction they receive in their regular ELA class. During 20 minutes of the 60 minute time block, students will receive targeted reading instruction using materials which are highly effective for profound reading intervention, namely "Fountas and Pinnel's Intense Leveled Literacy Intervention Program."

(2) During 20 minutes of the 60 minute block students will participate in Lucy Calkin's "Writers Workshop Units of Study."

(3) During the last 20 minutes students will participate in a cycle of 5 Literacy Centers created to address their literacy needs such as reading high-interest student magazine articles followed by discussion facilitated by teacher or trained aide; listening to audio books followed by discussion; participating in a writer's circle; Guided Reading with the aide.. When their class is over, they participate in Learning Centers available for all students.

(4) Teacher will conduct monthly formative testing to closely track student progress and address needs as soon as they occur.

(5) Instructional aide will provide one-on-one and small group intervention to EL students in the ELD Program.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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.

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	159,812.70	135,553.55	143,919.23	159,412.70	127,422.28	430,754.21
	400.00	134.00	400.00	0.00	0.00	400.00
Base	85,083.33	62,372.55	112,075.21	85,083.33	57,432.33	254,590.87
Other	43,324.79	49,311.00	0.00	43,324.79	44,201.95	87,526.74
Supplemental	31,004.58	23,736.00	31,444.02	31,004.58	25,788.00	88,236.60

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	159,812.70	135,553.55	143,919.23	159,412.70	127,422.28	430,754.21
	450.00	25.00	400.00	50.00	0.00	450.00
1000-1999: Certificated Personnel Salaries	54,460.00	57,426.00	51,100.00	54,460.00	51,439.20	156,999.20
2000-2999: Classified Personnel Salaries	32,978.00	21,964.00	32,330.00	32,978.00	26,201.00	91,509.00
3000-3999: Employee Benefits	43,440.12	39,676.55	41,289.65	43,440.12	39,453.08	124,182.85
4000-4999: Books And Supplies	18,125.00	11,828.00	11,640.00	18,125.00	5,874.00	35,639.00
5000-5999: Services And Other Operating Expenditures	5,859.58	2,859.00	5,259.58	5,859.58	3,805.00	14,924.16
5800: Professional/Consulting Services And Operating Expenditures	4,500.00	1,775.00	1,900.00	4,500.00	650.00	7,050.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	159,812.70	135,553.55	143,919.23	159,412.70	127,422.28	430,754.21
		400.00	25.00	400.00	0.00	0.00	400.00
	Base	50.00	0.00	0.00	50.00	0.00	50.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	37,324.00	42,796.00	50,200.00	37,324.00	33,960.48	121,484.48
1000-1999: Certificated Personnel Salaries	Other	17,136.00	14,630.00	0.00	17,136.00	17,478.72	34,614.72
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	900.00	0.00	0.00	900.00
2000-2999: Classified Personnel Salaries	Base	7,068.00	0.00	18,105.00	7,068.00	0.00	25,173.00
2000-2999: Classified Personnel Salaries	Other	11,400.00	12,080.00	0.00	11,400.00	11,401.00	22,801.00
2000-2999: Classified Personnel Salaries	Supplemental	14,510.00	9,884.00	14,225.00	14,510.00	14,800.00	43,535.00
3000-3999: Employee Benefits	Base	19,466.33	12,650.55	32,186.00	19,466.33	14,697.85	66,350.18
3000-3999: Employee Benefits	Other	14,788.79	19,674.00	0.00	14,788.79	15,322.23	30,111.02
3000-3999: Employee Benefits	Supplemental	9,185.00	7,352.00	9,103.65	9,185.00	9,433.00	27,721.65
4000-4999: Books And Supplies		0.00	109.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	13,025.00	4,013.00	6,140.00	13,025.00	5,574.00	24,739.00
4000-4999: Books And Supplies	Other	0.00	2,927.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	5,100.00	4,779.00	5,500.00	5,100.00	300.00	10,900.00
5000-5999: Services And Other Operating Expenditures	Base	3,650.00	1,138.00	4,544.21	3,650.00	2,650.00	10,844.21
5000-5999: Services And Other Operating Expenditures	Supplemental	2,209.58	1,721.00	715.37	2,209.58	1,155.00	4,079.95

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	Base	4,500.00	1,775.00	900.00	4,500.00	550.00	5,950.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	1,000.00	0.00	100.00	1,100.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	145,778.12	125,383.55	127,705.00	145,778.12	121,162.28	394,645.40
Goal 2	8,584.58	7,888.00	10,395.23	8,584.58	2,305.00	21,284.81
Goal 3	1,650.00	1,107.00	1,650.00	1,250.00	1,205.00	4,105.00
Goal 4	3,800.00	1,175.00	4,169.00	3,800.00	2,750.00	10,719.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	7,309.58	6,942.00	9,170.23	7,309.58	1,455.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	894.21	0.00	0.00
Other	0.00	1,976.00	0.00	0.00	0.00
Supplemental	7,309.58	4,966.00	8,276.02	7,309.58	1,455.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	159,812.70	135,553.55	143,919.23	159,412.70	127,422.28
	400.00	134.00	400.00	0.00	0.00
Base	85,083.33	62,372.55	112,075.21	85,083.33	57,432.33
Other	43,324.79	49,311.00	0.00	43,324.79	44,201.95
Supplemental	31,004.58	23,736.00	31,444.02	31,004.58	25,788.00