

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

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

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

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

[LCFF Evaluation Rubrics](#): 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

Jefferson Elementary School  
District

## Contact Name and Title

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## 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 nine 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 aide. 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: 9
- Hispanic: 88.8%
- White: 11.1%
- English Learners: 66.6%
- Re-designated Fluent English Proficient: 22.2%
- Students With Disabilities (Resource): 11.1%
- Economically Disadvantaged: 100%
- Migrant: 11.1%
- Foster Youth: 0%
- Homeless: 0%
- Unduplicated: 9
- 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 6 families who 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. 33% of parents serve on the SSC and constitute 40% 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 LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

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 9 students as measured by local indicators and the achievement of 6 students (grades 3-8) whose progress in ELA and Math is measured by 2018 state performance indicators.

### 1. MATHEMATICS

#### PERFORMANCE MEASURED BY STATE INDICATOR - CAASPP 2018:

In 2017, stakeholders identified ELA and Math as focus areas for improvement from 2017-2020. In 2018, the percentage of students in grades 3-8 meeting or exceeding standard in Math was 49.8%, an increase of 12.3 % from 2017 and a 32.8% improvement from 2016, so we are quite proud of this result.

#### MAINTAIN AND BUILD ON MATH PROGRESS:

To support continued achievement in Math, stakeholders identified the following "key" new and continuing actions to be implemented in 2018-2019.

(From Goal 2)

- Maintain increased instructional minutes in Math of 75 minutes per day.
- Teacher/principal to participate in training on implementing CCMath and the adopted text.
- Fully implement the CCMATH Standards using the adopted text and instructional materials.
- Prepare a Math scope and sequence as a curriculum guidance tool. Identify the skills that are most important for future learning, and teach those as top priority.
- Keep students learning the depth and breadth of the CCMath standards at an engaging pace and support those who are not keeping pace by providing multiple tiers of support.
- Model and have students use metacognition practices when solving math problems to increase awareness of their thought processes.
- To build math thinking skills, teach students a wide selection of math solution strategies from which to choose when they don't know how to solve a problem
- Have students talk and write about math to help clarify their thinking.
- Provide many opportunities for cross content learning that involve math such as in STEM & STEAM activities
- Provide daily leveled math practice through such e-programs as Math Prodigy.
- Continue to provide students with multiple tiers of support as needed including one-on-one reteaching.
- Continue to provide opportunities and support for high achieving students to work beyond the confines of their grade level curriculum. (One current 6th grader is working in 9th grade algebra).
- Provide multiple opportunities and encouragement to students to enter math contests.
- Conduct monthly math assessments using STAR 360.

- Analyze all assessment results by individual and by group, and implement instructional responses accordingly. Maintain monthly assessment records for tracking improvement of groups and individuals. Report results quarterly to Trustees and parents.
- Teacher to attend MTSS training.

## ADDITIONAL AREAS OF SUCCESS

### 2. STUDENT ENGAGEMENT

#### PERFORMANCE MEASURED BY LOCAL PERFORMANCE INDICATORS

- 96.7% Attendance (Attendance Certification; CALPADS)
- 0% Chronic Absenteeism (Attendance Certification; CALPADS)
- 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 (17-18) concur with data from the survey conducted 16-17 except where noted)

- 100% of students strongly agree that they like school, look forward to coming to school and feel a strong connection to Jefferson.
- 100% of students strongly agree that they're proud of their accomplishments, have a great desire to improve & are confident they will.
- 100% of students strongly 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 strongly agree that the school climate is positive, peaceful and safe where violence and bullying do not occur.
- 100% of parents reported that they have attended all school events and participated in all parent education events.
- 100% of parents strongly agree that they are kept informed weekly about the progress of their children,
- 83% of parents agree that Jefferson has made strong efforts to include parents in decision making (drop of 16.6%)

### 4. ENGLISH LEARNER SUCCESS

#### PERFORMANCE MEASURED BY ELPAC , CAASPP and LOCAL PERFORMANCE INDICATORS (STAR 360; Teacher Evaluation)

- Based on 2018 CAASPP results, 50% of EL students in grades 3-8 met standard in Math which is an increase of 37.5% from 2017. The 2018 performance gap in Math between EL students and the "all students" group was reduced to .2% (EL students .2% higher than the "all students" group). The Math gap effectively closed in 2018... Yay!!
- Based on 2018 CAASPP results, 25% of EL students in grades 3-8 met standard in ELA, an increase of 12.5% from 2017. The 2018 performance gap in English Language Arts between EL students and the "all students" group is 8.2%

- 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 2018 ELPAC results, EL students in grades K-8 achieved the following "Overall" and sub-test scores. 2018 scores will be used as a baseline for determining improvement on ELPAC sub-tests in 2019 & 2020. The expectation is that 100% of EL students will improve one level every year on any of the ELPAC subtests.

Student #1: Overall: 3; Oral Language: 4; Written Language: 1; Listening:3; Speaking: 2; Reading: 1; Writing Performance: 2

Student #2: Overall: 4; Oral Language: 4; Written Language: 4; Listening:3; Speaking: 3; Reading: 2; Writing Performance: 3

Student #3 Overall: 3; Oral Language: 4; Written Language: 2; Listening:2; Speaking: 3; Reading: 2; Writing Performance: 2

Student #4: Overall: 3; Oral Language: 3; Written Language: 3; Listening:2; Speaking: 2; Reading: 2; Writing Performance: 2

Student #5 Overall: 4; Oral Language: 4; Written Language: 3; Listening:3; Speaking: 3; Reading: 2; Writing Performance: 2

Student #6 Overall: 3; Oral Language: 4; Written Language: 1; Listening:3; Speaking: 3; Reading: 1; Writing Performance: 1

#### MAINTAIN AND BUILD ON THESE SUCCESSES:

- Maintain high attendance rate by continuing to implement the district "Attendance Everyday Program."
- Maintain high attendance by discussing the importance of attendance with students and parents.
- Continue to maintain a friendly, student-centered climate where students feel wanted and respected.
- Continue to implement Jefferson's Student Management Plan, which is based on the principles of "Discipline With Dignity" that has at its core prevention, long-term change, preservation of student dignity, counseling approach to inappropriate behavior.
- Continue to implement Jefferson's Character Education Curriculum, "Choices Count," based on teaching the six "Pillars of Character" of respect, responsibility, caring, trustworthiness, fairness, and citizenship/service.
- Provide instruction and practice to students in developing their social and emotional capacities.
- Continue to provide incentives for academic achievement, personal growth, positive behavior, good attendance, demonstration of positive social/emotional skills and the "Pillars of Character."
- Continue to acknowledge, invite, welcome and remove barriers in order to build parent participation in school activities and decision making.
- Continue to provide enjoyable, active and meaningful learning activities that engage students.
- Provide training to the teacher in MTSS

- Provide students with the support they need to be successful.
- Continue to effectively implement an Integrated ELA/ELD Program and a Designated ELD Program (More information about building English Learner success is found under the section on "Gaps."

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

## Greatest Needs

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 9 students as measured by local indicators and the achievement of 6 of those students (in grades 3-8) whose progress in ELA and Math is measured by 2018 state performance indicators.

### 1. ENGLISH/LANGUAGE ARTS

#### PERFORMANCE AS MEASURED BY STATE INDICATOR - CAASPP 2018:

In 2018, the percentage of students in grades 3-8 meeting standard in ELA was 33.2%, which represents a 4.3% drop in achievement from 2017 but an overall gain of 16.2% from 2016. Improving student performance in English Language Arts and sustaining that growth remains Jefferson's greatest need and its highest priority for improvement.

#### 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 2018-2019. (For additional actions/services for English Learners, low income, and SWD, see the section on GAPS.

#### From Goal 2

- Provide all students 2 hours of CCELA instruction daily
- Fully implement an Integrated Common Core ELA/ELD Program using the adopted textbook and instructional materials from the latest adoption cycle.
- Integrate ELD standards and strategies into the Integrated ELA/ELD Program.
- Organize ELA instruction into flexible groups of 1-4 for implementing differentiated instruction to better reach each student.
- Provide students time and opportunity to participate daily in ELA "Learning Center" activities that re-teach and reinforce, or expand and enrich learning. .
- Implement the district's new Basic Writing Course using Lucy Calkin's "Grade Level Units of Writing" and Calkin's "Writing Process."
- Participate in PD on Lucy Calkin's "Writers Workshop," and Calkin's "Grade Level units of Writing."
- Conduct monthly writing assessment using Lucy Calkin's writing prompts and nationally-normed grade level rubrics.
- In support of all students, especially SWD and English Learners, front load vocabulary, provide reading summaries, use sentence frames as needed, make instruction visual, conduct choral readings, utilize peer- assisted learning activities, and build in group work.
- Provide opportunities for all students to participate in at least 4 cross-content units of study that integrate knowledge and skills from ELA and 2-3 other content areas.
- Provide opportunities for high achieving students in ELA to work on projects that deepen or extend ELA learning beyond the boundaries of grade level curriculum.
- Plan for and provide a multi-tiered system of support to students according to their need.



- Conduct monthly one-on-one diagnostic reading assessment using DRA.
- Conduct monthly assessments in ELA using STAR 360.
- Analyze assessment results by individual and by group, and implement instructional responses accordingly.
- Maintain monthly records for tracking improvement of groups and individuals.
- Make quarterly reports of assessment results to the Board and parents.
- Provide a multi-tiered system of support to students according to their need.
- Teacher/principal to participate in professional development on the following: Implementing the CCELA Curriculum; ELD Standards; implementation of the adopted texts (Collections and Journeys) administering STAR 360; administering DRA diagnostic reading assessment; preparing students for the CAASPP; analysis of data and using it to drive instruction; implementation of the Calkin's Writing Program and Writers Workshop; Guided Reading, Blooms Taxonomy, Inquiry Method, and MTSS.

## 2. MATHEMATICS

### PERFORMANCE AS MEASURED BY STATE INDICATOR, CAASPP 2018:

Math achievement continued to increase in 2018. The percentage of students in grades 3-8 meeting standard in Math in 2018 was 49.8% which represents an increase of 12.3% of students meeting standard from 2017. Improving student performance in Math and sustaining that growth remains a focus area for 2019 and 2020.

### IMPROVEMENT STEPS

To support continued 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, English learners, students with disabilities, homeless and foster youth.

(Actions listed under Goal 2)

- Provide 75 minutes or more of CCMath instruction daily.
- Attend training in implementing CCMath and the adopted text.
- Fully implement the CCMATH Standards using the adopted text and instructional materials.
- Continue to provide opportunities and support for high achieving students to work beyond the confines of their grade level curriculum. (One current fifth grader is working in 9th grade algebra).
- Prepare a Math scope and sequence as a curriculum guidance tool. Identify the skills that are most important for future learning, and teach those as top priority.
- Keep students learning the depth and breadth of the CCMath standards at an engaging pace and support those who are not keeping pace by providing multiple tiers of support.
- Build mathematical thinking skills by teaching students a selection of math solution strategies from which to choose when they don't know how to solve a problem
- Students to talk and write about math to help clarify their thinking.
- Provide many opportunities for cross content learning that involves math such as STEM and STEAM activities
- Provide daily leveled math practice through such e-programs as Math Prodigy.
- Continue to provide multiple tiers of support as needed including one-on-one reteaching.
- Provide students with opportunities and encouragement to enter math contests.
- Conduct monthly math assessments using STAR 360.



- Analyze all assessment results by individual & group. Implement instructional responses accordingly. Maintain monthly assessment records for tracking improvement of groups and individuals.
- Report assessment results to the Trustees and parents quarterly.
- Teacher to attend MTSS training.

### 3. ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES PERFORMANCE AS MEASURED BY STATE INDICATOR, CAASPP 2018:

A review of 2018 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.

#### ELA

2018 CAASPP testing of EL students in grades 3-8 revealed that 25% met standard in English Language Arts, which represents a 12.5% increase from 2017. The 2018 performance gap between EL students and the "all" student group in ELA is 8.2%.

2018 CAASPP testing of SWD students 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.

#### MATH

2018 CAASPP testing of EL students in grades 3-8 revealed that 50% achieved standard in Math, which represents an increase of 37.5% from 2017. The performance gap between EL students and the "all students" group is .2% (in favor of EL students) and effectively closed in 2018. Efforts will continue to increase and sustain EL performance outcomes in Math.

2018 CAASPP testing of students with disabilities in grades 3-8 revealed that 0% met standard in Math, which represents no change from 2017. The performance gap between SWD and the "all" student group in Math is 49.8% and widening.

Improvement steps to increase student performance and decrease gaps among subgroups are discussed in the next section, "Review of Performance Gaps."

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

## Performance Gaps

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.

In 2018, Jefferson had 3 student groups: (1) "All students" group (2) English Learner Group (3) Students with Disabilities Group (4) Economically Disadvantaged Group (All Jefferson students were identified as Economically Disadvantaged in 2018). Jefferson had no homeless students or foster youth in 2018.

### 1. ENGLISH LEARNERS

#### PERFORMANCE MEASURED BY STATE INDICATOR, 2018 - CAASPP and ELPAC

In 2018 Jefferson had a total of 6 English Learners, four of whom were in grades 3-8 and were tested by CAASPP.

A review of 2018 CAASPP results by individual students and student groups revealed that 50% of EL students achieved standard in Math, an increase of 37.5% from 2017. The performance gap in Math between the "all student" group and EL students was reduced to .2% (in favor of EL), effectively closing the gap for now. Improving student growth in Math and sustaining that growth remain a focus for 2019 and 2020 (For steps to improve Math performance see the section on "Review of Needs."

A review of 2018 CAASPP results by individual students and by student groups revealed that 25% of EL students achieved standard in ELA, an increase of 12.5% from 2017. As a result, the achievement gap between the "all student" group and EL students was reduced from 15% in 2017 to 8.2% in 2018. Jefferson stakeholders are proud of the progress made and at the same time but recognize that improving student growth in ELA and sustaining that growth remain a primary focus for 2019 and 2020. If even one student does not meet standard, we have work to do.(For steps to improve ELA performance see the section on "Review of Needs."

#### STEPS TO IMPROVE EL PERFORMANCE and NARROW PERFORMANCE GAPS :

As EL students work to achieve grade standard in ELA they will benefit from the ELA improvement steps identified in the preceding section, "Review of Needs." In addition, they will participate in the actions/services below designed to serve their specific English language needs (Goal 2, 11.0-11.10).

From Goal 2. 11.0-11.11

- English Learners will receive instruction in the Integrated ELA/ELD Program for 2 hours per day the instructional goal of which is for EL students to achieve grade level ELA standards.
- English Learners will also 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, writing, listening and speaking.

- Students will receive instruction in flexible groups of 1-4 which enables the teacher to differentiate instruction to best reach each student at his/her level of proficiency.
- EL students will participate 30 minutes per day in the Basic Writing Course with the opportunity to receive additional writing support and intervention in the DELD Course.
- Provide reading instruction at each student's proficiency level using Fountas and Pinnell's Leveled Literacy program, and provide Guided Reading instruction using leveled books.
- Develop EL students' ability to identify similarities and differences by teaching them mind mapping, Venn diagrams, T charts, cause/effect organizers, compare/contrast organizers, metaphors, etc.
- Provide EL students with cooperative learning activities such as group projects, shared reading, shared writing, and dramatizations.
- Provide opportunities for students to listen to audio books while following along in print books with the teacher making strategic stops to discuss unfamiliar vocabulary, word choice, sentence structure.
- Provide opportunities for students to read non-fiction articles in "Scholastic Science" and "Scholastic News" magazines. The teacher will facilitate discussions of content and academic vocabulary.
- Provide opportunities for students to study dialogue in plays and narratives as models and write original "situational" skits on everyday events using correct diction, sentence structure, phrasing, etc.
- Vocabulary development is key. Front load vocabulary. Teacher to read to students daily explaining vocabulary as it occurs and then using it multiple times in context throughout the days ahead.
- Teach students to use mnemonic devices and visualization.
- To support writing, provide sentence frames as needed.
- Make instruction visual by using pictures, realia, and manipulatives.
- Provide opportunities for choral readings, peer-assisted learning activities, and group work.
- Teacher to read to students daily explaining vocabulary as it occurs and then using it multiple times in context throughout the days ahead.
- Provide students opportunities to participate daily in 2 or more literacy "Learning Centers" created expressly to improve students' reading, writing and oral skills. (List of Centers on Goal 2, 3.2).
- Teacher to 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 to attend PD on MTSS; the ELD standards, effective organization and implementation of a DELD Program; best practices in teaching English Learners; assessment of ELD students.

## 2. STUDENTS WITH DISABILITIES - PERFORMANCE MEASURED BY STATE INDICATOR- CAASPP 2018 AND LOCAL ASSESSMENT

A review of 2018 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 2 years (2017, 2018). As students in the "all student" group improve their performance and SWD do not improve, there is a widening gap of 49.8% between students with disabilities and the "all students" group in Math and a gap of 33.2% in ELA.

### 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 are also EL students with English language and speech-language needs, so they will benefit from the actions/services identified for EL students above. In addition, SWD will participate in the actions/services below designed to serve their specific needs.

To address the gap between "all students" and Students with Disabilities (RSP):

- RSP students will benefit from the ELA and Math action/services described in the preceding section, "Review of Needs."
- In addition to 120 minutes of ELA instruction, 30 minutes of writing instruction, and 75 minutes of math instruction daily, SWD will have the opportunity to join a second Math and ELA instructional group.
- Students with disabilities may participate in the DELD Program when appropriate to support their language, reading and writing growth.
- Teacher to implement a multiple-tiered system of support.
- Aide to help SWD organize their materials for working on a task, clarify directions, help them get started, and monitor their progress frequently providing prompting or praising as needed.
- Teacher to provide cooperative learning opportunities and hands-on/minds-on learning activities.
- Teacher to assess students' progress at least monthly with STAR 360 and DRA and adjust instruction accordingly.
- Resource teacher and classroom teacher to collaborate monthly to share data and coordinate services.
- Teacher to train aide in intervention strategies and MTSS.

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

### **Increased or Improved services**

Jefferson's steps to improve services to low-income (100% of students are low income), English Learners, SWD, and Foster Youth (should they enroll) were previously described in detail under "Review of Needs" and "Review of Gaps."

# Budget Summary

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

## DESCRIPTION

## AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$234,806.00

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

\$159,812.70

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

General fund expenditures specified for the LCAP year but not included in the LCAP include operational costs that contribute to the school's overall function such as some books, equipment and supplies; Special Education costs; contracts with the COE for providing Technology, Business, Human Resources and Educational Services; consultant services; contracts for facility maintenance and repairs; outside vendors for specialized services such as lawn maintenance, housekeeping, garbage pick-up, copy machine maintenance. Utilities, insurance, and other operating costs. All combine to total approximately \$76,000 not included in the LCAP budget.

## DESCRIPTION

## AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$209, 389.00

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 1

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
<div><b>Metric/Indicator</b> A. Credentials Analyst Report; CALPADS; SARC; CBEDS B. Certificates of Completion; Attendance Rosters; Invoices C. School Master Schedule D. Williams Resolution; SARC E. FIT Rating; SARC</div>	<div>A. Credentials Analyst Report; CALPADS; SARC; CBEDS B. Certificates of Completion; Attendance Rosters; Invoices C. School Master Schedule D. Williams Resolution; SARC E. FIT Rating; SARC</div>



## Expected

### 17-18

Goal 1: Expected in 2017-18

- A. 100% of Jefferson teachers will be fully credentialed and appropriately assigned to teach multi-subjects to students in grades K-8.
- B. 100% of instructional staff will continue to have the opportunity to participate in selected and required professional development activities. Induction training will be provided as needed.
- C. 100% of students, will continue to participate in a broad, comprehensive, balanced curriculum that includes regularly scheduled, ongoing, standards-based instruction in Math, English-Language Arts, English Language Development, History/Social Studies, Science, Physical Education and VAPA that meet state instructional minutes guidelines..
- D. 100% of all students will continue to have access to textbooks from the latest adoption cycle in all core subjects.
- E. 100% of students will continue to have access to a safe, well-maintained facility in which to learn.

### Baseline

- A. Jefferson had a teaching staff of 1.0 FTE. The 2016-17 teacher held a current multi-subject K-8 credential.
- B. 100% of the instructional staff 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.

## Actual

Goal #1: Actual in 2017-2018

- A. Met. Jefferson's teacher was fully credentialed and appropriately assigned to teach all subjects to students in grades K-8.  
Metric: Credentials Analyst Report; SARC
- B. Met. In collaboration with the district consultant, the teacher/principal and aide each developed Professional Development Goals for 17-18 and participated in a selection of PD activities aligned with their goals. Induction training was not required.
  - \* In the areas of Assessment, the teacher/principal attended training on the STAR 360 Assessment System; CAASPP Test Administration; and Administering ELPAC Assessments.
  - \* In the area of instruction, the teacher/principal participated in training on the ELD Standards and attended BELIEF Modules on implementation of both Integrated and Designated ELD Programs. She also participated in webinars on Calkin's "Leveled Writing Instruction" and "Writers Workshop." The teacher received coaching from the district consultant on Cross-Content instruction; Multi-tiered systems of support; Bloom's Taxonomy; Meta-Cognition and Guided Reading.
  - \* In the area of Administration, the consultant trained the teacher/principal on Observation and Evaluation of Classified Employees; CALPADS; Discipline With Dignity; "Choices Count Program; District Safety Plan; Williams Act; and LCAP 101..
  - \* In the area of Safety the teacher/principal and aide completed all 9 required training.Metric: attendance Rosters; Paid Invoices.
- C. Met. 100% of students, participated in a broad, comprehensive, balanced curriculum that included regularly scheduled, ongoing standards-based instruction in all core subjects.  
Metric: Master Schedule
- D. Met. 100% of all students had access to textbooks from the latest adoption cycle in all core subjects and access to the instructional materials, equipment and technology to support their achievement of the Standards.  
Metric: Williams Resolution; SARC
- E. Met. The facility was inspected in October 2017 using the state Facility Inspection Tool (FIT). Results from inspection resulted in an overall rating of "Good" meaning that the overall facilities are maintained in a manner that assures that they are safe and functional with no need for major repairs.  
Metric: FIT Report.

## 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 Staffing District to retain (or hire) a highly qualified fully credentialed teacher for 2017-2018.	1.0 Teacher Staffing Met. Jefferson hired a teacher with a current multi-subject credential. Metric: CALPADS;SARC	1.0 Staffing - Teacher  1.1 Certificated Teacher Salary Base Salary:\$48,000.00 \$31,200.00 (LCFF) (See 1.1 below) 1000-1999: Certificated Personnel Salaries Base \$31,200.00	1.0 Staffing- Teacher  1.1 Certificated Teacher Salary Base Salary:\$48,000.00 \$31,200.00 (LCFF) (See 1.1 below) 1000-1999: Certificated Personnel Salaries Base \$31,200.00
		1.2 Teacher Benefits: \$20,568.00 \$13,369.00 (LCFF) (See 1.2 below) 3000-3999: Employee Benefits Base \$13,369.00	1.2 Teacher Benefits: \$20,568.00 \$13,369.00 (LCFF) (See 1.2 below) 3000-3999: Employee Benefits Base \$13.369.00
		1.3 Substitute Salary for Teacher: \$1000.00 1000-1999: Certificated Personnel Salaries Base \$1000.00	1.3 Substitute Salary for Teacher: \$1000.00 1000-1999: Certificated Personnel Salaries Base \$1000.00
		1.4 Benefits for Teacher Substitute @17.85% 3000-3999: Employee Benefits Base \$178.00	1.4 Benefits for Teacher Substitute @17.85%  3000-3999: Employee Benefits Base \$178.00
		1.1 Certificated Teacher Salary Base Salary: \$48,000.00 \$16,800.00 (EPA) 1000-1999: Certificated Personnel Salaries Other \$16,800.00	1.1 Certificated Teacher Salary Base Salary: \$48,000.00 \$16,800.00 (EPA) 1000-1999: Certificated Personnel Salaries Other \$16,800.00

1.2 Teacher Benefits: \$20,568.00  
\$7,199.00 (EPA)  
3000-3999: Employee Benefits  
Other \$7,199.00

1.2 Teacher Benefits:  
\$20,568.00  
\$7,199.00 (EPA)  
3000-3999: Employee Benefits  
Other \$7,199.00

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.0 Staffing: District to hire an instructional aide.	2.0 Staffing: Met. The district hired an Instructional Aide. Metric: CBEDS	2.0 Staffing - Aide	2.0 Staffing - Aide
		2.1 Aide Salary: \$18,105.00 \$6,929.00 (LCFF) 2000-2999: Classified Personnel Salaries Base \$6,929.00	2.1 Aide Salary:\$18,105.00 \$6,929.00 (LCFF) 2000-2999: Classified Personnel Salaries Base \$6,929.00
		2.2 Aide Salary for work to be performed in DELD Program paid from Supplemental funds 2000- 2999: Classified Personnel Salaries Supplemental \$14,225.00	2.2 Aide Salary for work performed in DELD Program. 2000-2999: Classified Personnel Salaries Supplemental \$14,225.00
		2.3 Aide Benefits: \$11,224.00 \$4201.00 (LCFF) 3000-3999: Employee Benefits Base \$4,201.00	2.3 Aide Benefits: \$11,224.00 \$4201.00 (LCFF) 3000-3999: Employee Benefits Base \$4,201.00
		2.4 Aide Benefits for work to be performed in DELD Program. Goal #2, 11.8. 3000-3999: Employee Benefits Supplemental \$8943.00	2.4 Aide Benefits for work performed in DELD Program. Goal #2, 11.8.  3000-3999: Employee Benefits Supplemental \$8943.00
		2.1 Aide Salary: \$18,105.00 \$11,176.00 (REAP) 2000-2999: Classified Personnel Salaries Other \$11,176.00	2.1 Aide Salary: \$18,105.00 \$11,176.00 (REAP) 2000-2999: Classified Personnel Salaries Other \$11,176.00

2.3 Aide Benefits: \$11,224.00  
\$7023.00 (REAP)  
3000-3999: Employee Benefits  
Other \$7,023.00

2.3 Aide Benefits: \$11,224.00  
\$7023.00 (REAP)  
3000-3999: Employee Benefits  
Other \$7,023.00

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 Training	3.0 Training	3.0 Training	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 embedded coaching, consulting with Master Teachers and forming partnerships with high performing teachers to mutually observe and collaborate.	3.1 Met. The teacher/principal developed a PD plan for 2017-18 which included workshops, webinars, embedded coaching from district consultant, and collaboration with other teachers and principals in the county. Metric: Written Plan-School Records	3.1 Develop a PD plan for 17-18. Work to be performed during regular work hours. No additional funding needed. \$00.00	3.1 Developed a PD plan during regular working hours.No additional funding needed. \$00.00
3.2 Instructional staff to participate in ongoing professional development that is relevant to their needs, the needs of students, educational program needs, and to facilitate implementation of LCAP actions/services.	3.2 Met as described. The teacher/principal participated in a wide range of professional development to enhance her ability to effectively teach EL students, implement state standards, provide multiple tiers of intervention, meet the needs of students, implement LCAP actions/services and achieve her professional growth goals.. Metric: Attendance Rosters; Paid Invoices	3.2 FEES for professional development. 5000-5999: Services And Other Operating Expenditures Base \$900.00	3.2 FEES for PD. 5000-5999: Services And Other Operating Expenditures Base \$350.00
3.3 Substitutes will be hired to provide release time for teacher to attend PD	3.3 Met. Substitutes were hired to provide release time for the teacher/principal to participate in PD and complete principal's	3.3 Substitute Salaries for releasing teacher for PD & school business @ \$150.00 per day.  1000-1999: Certificated Personnel Salaries Base \$900.00	3.3. Teacher Substitute Salaries for releasing teacher for PD & principal duties: (This funding was in addition to the \$1000.00 budgeted under Update Goal 1, 1.0.) 1000-1999: Certificated Personnel Salaries Base \$3,000.00
		3.3 Substitute benefits @17.85%. 3000-3999: Employee Benefits Base \$162.00	Substitute benefits beyond the amount budgeted under Goal #1,1.0 @17.85% 3000-3999: Employee Benefits Base \$535.50

administrative tasks. The expenditures noted here were in addition to the \$1178.00 budgeted for substitute Salary and Benefits under Goal 1,1.0.  
Metric: School and SBCOE Substitute Records

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.0 Curriculum : 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, History-Social Studies, Science, Designated English Language Development, Physical Education and Visual and Performing Arts.( A course in Designated ELD to be added in 17-18)</p> <p>4.1 The district shall annually review the instructional minutes allotted for each subject and make adjustments as needed to meet CDE guidelines and requirements.(Instructional minutes to be added in ELA and Math in 17-18. See Goal 2. 3.1)</p>	<p>4.0 Curriculum Met. 100% of students participated in a broad, balanced, articulated curriculum that included courses in Math, English-Language Arts, Basic Writing, Designated English Language Development, History-Social Studies, Science, Physical Education &amp; Visual and Performing Arts. A course in Basic Writing was added to the curriculum in 17-18 replacing a course in American Sign Language. Metric: Master Schedule</p> <p>4.1 Met. Instructional minutes were reviewed and the Master Schedule adjusted to reflect changes: Minutes were increased in our focus areas of ELA and Math which met state instructional minutes guidelines, provided more learning time for all students and provided additional time to provide multiple tiers of intervention. Metric: Master Schedule</p>	<p>4.0-4.2 Curriculum Cost to review,revise and print the Master Schedule. Work performed on staff work day. No funding needed. \$00.00</p>	<p>4.0-4.2 Curriculum Reviewed, revised, printed and disseminated the school's Master Schedule.No funding needed. \$00.00</p>

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.

4.2 Met. The Master Schedule was presented at a board meeting, Parent Curriculum Night, posted in the classroom, and copies were sent home to parents.  
Metric: Curriculum Night Agenda

## Action 5

### Planned Actions/Services

5.0 Adopted Materials:  
The district shall provide every student, access to the most recently adopted textbooks and instructional materials in all core subjects.

### Actual Actions/Services

5.0 Adopted Materials:  
Met. Every student had access to the most recently adopted textbooks and instructional materials in all core subjects.  
Metric: Williams Resolution

### Budgeted Expenditures

5.0 Adopted Materials:  
Purchase adopted textbooks, and related supplementary materials.  
4000-4999: Books And Supplies  
Base \$2000.00

### Estimated Actual Expenditures

5.0 Adopted Materials:  
Purchased adopted books and related supplementary materials.  
4000-4999: Books And Supplies  
Base \$2000.00

## Action 6

### Planned Actions/Services

6.0 Classroom Supplies, Supplementary Materials and Equipment

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.

### Actual Actions/Services

6.0 Classroom Supplies, Supplementary Materials

Met as described. .  
Metric: Paid Invoices; Inventory

### Budgeted Expenditures

6.0 Purchase of classroom supplies, supplementary materials and equipment. 4000-4999: Books And Supplies Base \$1200.00

### Estimated Actual Expenditures

6.0 Classroom supplies, supplementary materials and equipment 4000-4999: Books And Supplies Base \$1400.00



## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.0 Technology/Media	7.0 Technology/Media	7.0-7.1 Technology/Media	7.0-7.1 Technology/Media
7.1 District shall annually inventory and assess computer and media hardware so as to maintain a level and quality of hardware that supports instruction and assessment; and meets the demands of digital research and communication. The district will continue to provide every student with a computer and tablet in good working condition and access to the internet.	7.1 Met. Inventory conducted. Every student had a laptop, tablet and Kindle. Laptops were found to be in fair-poor working condition. All students and the teacher had access to the internet. No purchases of hardware were made in 17-18; however, the teacher/principal and county tech director recommended purchasing Chromebooks in 18-19.	Replace/repair computers, tablets, technology equipment. 4000-4999: Books And Supplies Base \$300.00	expenditures 4000-4999: Books And Supplies Base \$250.00
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.	7.2 Met. Using district established criteria, the teacher/principal conducted the annual process for evaluating the effectiveness of e-programs used more than 2 years. Metric: Inventory and Evaluation	7.2 Evaluation of e-programs for students.. Evaluation to be performed on minimum days. No cost involved. \$00.00	7.2 Evaluation of software on minimum days. No cost involved. \$00.00

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.0 Facility: 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: The facility was inspected in October 2017 using the state Facility Inspection Tool (FIT). Results from inspection resulted in an overall rating of "Good" meaning that the overall facilities are maintained in a manner that assures that they are safe and functional. Metric: SARC	8.0 Facility: Inspection of the facilities part of consultant's paid duties. \$00.00	8.0 Facility: Inspection of facility using FIT.  \$00.00

# 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.

Overall Implementation: All actions/services of Goal #1 were implemented which moved the district forward in ensuring that all students were provided with 100% access to the basic "Conditions for Learning" including (1) A credentialed teacher who participated in an abundance of professional development training. (2) A broad, balanced, curriculum that included all core subjects. (3) Standards-based instruction in all core subjects. (4) Books and materials from the latest adoption cycle in all core subjects. (5) A clean, orderly, functional, safe place for students to learn. Stakeholders agreed that Goal #1 was achieved in 17-18 but needs to continue as a goal to ensure that the actions are sustained.

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

Overall effectiveness: The most significant actions/services in moving the school forward in achieving Goal #1, that of providing students with the "Conditions of Learning" necessary for learning are listed below:

## 1.0 & 3.0, Staffing and Training:

The district hired an experienced and credentialed teacher for school year 2017-18 and provided the teacher with an abundance of professional development training. Hiring a credentialed teacher and providing ongoing training were essential elements in achieving Goal #1 as well as moving the district forward in achieving all LCAP goals.

4.0 Curriculum: In 17-18, 100% of students had access to a comprehensive, balanced, articulated curriculum that included instruction in English Language Arts, Math, History/Social Studies, Science, Designated English Language, Visual & Performing Arts and one semester of Basic Writing.c

- In 17-18, 100% of students had access to a comprehensive, balanced, standards-based curriculum that included instruction in all core subjects plus a Basic Writing Course. Additionally, EL students had access to a course in Designated English Language.
- In support of all students, instructional minutes were increased in our focus areas of ELA and Math which provided more learning time for all students, enabled the teacher to thoroughly address all CCELA and CCMath standards, and provide increased support and interventions.
- "Designated English Language Development," was added to the curriculum in 17-18 to address continuing low performance by EL students in ELA; to begin to close a 37.5% performance gap between EL students and the 'all' student group in ELA and Math; and to accelerate the reclassification rate.
- In response to low writing achievement with no students meeting grade level in 3+ years, the curriculum was broadened in Jan. 2018 to include a daily course in grade level basic writing instruction for all students. District writing assessment in May 2018 indicated that pupil performance in writing slightly improved, but stakeholders are confident that the course will have more significant impact in 18-19 after implementing it for a full year.

## 8.0 Clean, Safe Facility

In 2018, Jefferson provided an emotionally and physically safe place for students to learn as indicated by a score of 98.6% on the FIT; no incidents of bullying, intimidation or violence; 0% suspensions; an attendance rate of 96.7% (8/9/17-5/1/18) with no chronic absences, and a student survey that concluded that 100% of Jefferson students feel safe at school, like school and look forward to coming every day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

### Material Differences Between Budgeted and Actual Expenditures:

3.2 \$900.00 was budgeted out of Base funds for teacher PD most of which was provided by the district consultant. Actual expenditure was \$350.00. Additional PD funds related to implementation of a Designated ELD program and the instruction and assessment of EL students, were budgeted out of Supplemental funds (See Update Goal #2, 11.7)

1.0 & 3.3 Substitute Salary and Benefits: A total of \$2240.00 was budgeted for both substitute salary & benefits to enable Jefferson's teacher/principal to be released to attend training AND accomplish some principal tasks .

The planned budget expenditure for this action fell short of the amount actually needed. Actual expenditure was \$4718.00 for substitute salaries and and benefits. In a school, such as Jefferson, where there is a singular teacher who provides instruction in all subjects to 7 grade levels, that teacher needs to participate in training related to all subjects and grades, and have the release time to attend that training. When this teacher is also the principal responsible for carrying out a myriad of principal tasks and no possibility of having other staff members "cover" his/her teaching duties while doing principal-related work, there is a need to provide sufficient release time for accomplishing those tasks.

In 18-19, a total of \$5386.00 (salary and benefits) will be budgeted to provide 30 days of teacher release time. In 19-20, \$5486.00 (salary and benefits) will be budgeted. Currently, substitute costs for release time are identified and budgeted under Goal #1 and Goal #2. In 18-19 and 19-20 substitute salary and benefits will be budgeted only under Goal 1, Actions/Services, 3.3.

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:

All actions/services in Goal #1 were implemented as described with the following modifications/changes:

#### 3.0-3.3.3 Training/Fees/Release Time

Insufficient funds were budgeted for paying substitute salaries and benefits to release the Teacher/Principal to attend PD and provide release time to carryout principal functions and tasks. In 18-19, and 19-20 the district will provide 30 days of release time for the

teacher/principal to attend PD and fulfill principal duties. In 18-19 and 19-20 substitute costs (salary & benefits) currently reported under LCAP Goals #1 and I #2 will be reported only under Goal #1, Actions/Services, 3.3. (Changes in planned expenditures for substitute salary and benefits to provide 30 release days can be found under LCAP, Actions/Services, Goal 1, 3.3. Likewise, all professional development fees will be budgeted under Goal 1, Actions/Services, 3.2.)

#### 4.0: Curriculum:

In response to very low performance in writing in 2017 CAASPP and the district's fall formative testing of writing, a course in "Basic Writing" for all students was added to the 17-18 curriculum mid year. The course focused on standards-based grade level instruction in writing and the writing process. (Change can be found in LCAP Goal 2, Actions/Services, 4.0).

# Annual Update

**LCAP Year Reviewed: 2017-18**

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

## Goal 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 English Learners enrolled on Census Day will increase one level each year on any of the ELPAC sub-tests; 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

#### Metric/Indicator

- A. CAASPP Results (ELA, Math and Writing)
- B. LEA Indicators (Star 360; Writing Samples; DRA Reading Assessment;)
- C. ELPAC Test Results
- D. Board Adopted Re-designation Criteria
- E. State Identified Long-term English Learners
- F. Paid Invoices
- G. Board Minutes
- H. Surveys

#### 17-18

Goal #2: Expected to occur in 17-18

Metric: CAASPP and CELDT

ELA

### Actual

#### Metric/Indicator

- A. CAASPP Results (ELA, Math and Writing)
- B. LEA Assessment Indicators (Star 360; Writing Samples; DRA Reading Assessment)
- C. ELPAC Test Results
- D. Board Adopted Re-Designation Criteria
- E. State Identified Long-term English Learners
- F. Paid Invoices
- G. Board Minutes
- H. Surveys

Goal #2:

Metric: CAASPP and ELPAC

## Expected

A. By May 2018, the percentage of students in grades 3-8 meeting standard in ELA will increase by 8 %.

A.1 By May 2018, the percentage of EL students in grades 3-8 meeting standard in ELA will increase by 8%.

A.2 By May 2018, 100% of students with disabilities in grades 3-8 will increase their scale scores by 50 points.

### MATH

B. By May 2018, the percentage of all students in grades 3-8 meeting standard in Math will increase 8%.

B.1 By May 2018, the percentage of EL students in grades 3-8 meeting standard in Math will increase 8%.

B.2 By May 2018, 100% of students with disabilities in grades 3-8 will increase their scale score 50 points.

### WRITING

C. By May 2018, the percentage of all students in grades 3-8 meeting standard in Writing will increase 8%.

C.1 By May 2018, the percentage of EL students in grades 3-8 meeting standard in Writing will increase 8%.

C.2 By May 2018, 100% of students with disabilities in grades 3-8 will achieve "Nearly Met" in Writing

## Actual

### ELA

A. Not Met. By May 2018, the percentage of students in grades 3-8 meeting standard in ELA was 33.2% a decrease of 4.3% from 2017.

Metric: CAASPP

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.

Metric: CAASPP

A.2 Met. By May 2018, the percentage of students with disabilities in grades 3-8 meeting standard in ELA remained at 0%, which represents no change from 2017; however, 100% of students with disabilities increased their scale score 100+ points

Metric: CAASPP

### MATH

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.

Metric: CAASPP

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.

Metric: CAASPP

B.2 Not Met. By May 2018, the percentage of SWD in grades 3-8 meeting standard in Math was 0% which represents no change from 2017; however, 100% of SWD increased their scale score 74 points.

Metric: CAASP

### WRITING

C. Not Met. By May 2018, the percentage of students in grades 3-8 meeting standard in Writing was 0%, which represents no change from 2017; however, 66.4% of the "all student" group in grades 3-8 achieved "Nearly Met."

Metric: CAASPP

C.1 Not Met. By May 2018, the percentage of EL students in grades 3-8 meeting standard in Writing was 0% which represents no change from 2017; however, 50% of EL students in grades 3-8 achieved "Nearly Met."

Metric: CAASPP



## Expected

### LANGUAGE ACQUISITION

D.1 By May 2018, 100% of EL students will improve one level in one of the ELPAC sub-tests.

D.2 Two students were identified as long-term English Learners in 2017. By May 2018, 50% of EL students identified as long-term English Learners will be re-designated.

### Baseline

Goal #2, 2016-2017

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

A.1 By May 2017, the percentage of EL students in grades 3-8 meeting or exceeding standard in ELA 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.

A.2 By May 2017, the percentage of students with disabilities in grades 3-8 who meet standard in ELA remained at 0%.

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

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.

B.2 By May 2017, the percentage of students with disabilities in grades 3-8 meeting grade level standard in Math remained at 0%.

## Actual

C.2 Not Met. By May 2018, the percentage of SWD in grades 3-8 achieving neither "Met nor "Nearly Met" in Writing was 0% which represents no change from 2017  
Metric: CAASPP

### LANGUAGE ACQUISITION

D.1 Cannot be Determined: Due to a change from CELDT to ELPAC testing, improvement on sub-tests could not be compared. The results of 2018 ELPAC testing will be used as a baseline from which improvement on sub-tests can be measured in 2019 and 2020.

Student #1: Overall: 3; Oral Language: 4; Written Language: 1; Listening: 3; Speaking: 2; Reading: 1; Writing Performance: 2  
Student #2: Overall: 4; Oral Language: 4; Written Language: 4; Listening: 3; Speaking: 3; Reading: 2; Writing Performance: 3  
Student #3 Overall: 3; Oral Language: 4; Written Language: 2; Listening: 2; Speaking: 3; Reading: 2; Writing Performance: 2  
Student #4: Overall: 3; Oral Language: 3; Written Language: 3; Listening: 2; Speaking: 2; Reading: 2; Writing Performance: 2  
Student #5 Overall: 4; Oral Language: 4; Written Language: 3; Listening: 3; Speaking: 3; Reading: 2; Writing Performance: 2  
Student #6 Overall: 3; Oral Language: 4; Written Language: 1; Listening: 3; Speaking: 3; Reading: 1; Writing Performance: 1  
Metric: ELPAC

D.2 MET. By May 2018, two EL students were re-classified RFEP. One student was a long-term English Learner. The other student was in the ELD program 5 years.  
Metric: ELPAC

## Expected

C. By May 2017, the percentage of all students in grades 3-8 meeting grade level standard in Writing remained at 0%.

C.1 By May 2017, the percentage of EL students meeting standard in Writing remained at 0%

C.2 By May 2017, the percentage of students with disabilities meeting standard in Writing remained at 0%

D. By May 2017, 0% of English Learners met the criteria for re-designation as English Fluent.

E. By May 2017, two of Jefferson's English Learners were identified as Long Term English Learners having been in the program 6 and 8 years respectively. Neither students met the criteria for re-designation due to reading and writing below grade level.

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.0 Testing:	1.0 Testing	1.0-1.1 Cost to create a testing/assessment calendar. Work to be done on minimum days. No additional funding needed. \$00.00	1.0-1.1 1.0-1.1 Created a testing/assessment calendar. \$00.00
1.1 Teacher and Consultant to prepare a comprehensive testing/assessment calendar with prescribed dates for administering, analyzing and reporting results of CAASPP tests, all formative assessments, and "Smarter Balanced" Practice tests.	1.1 Met. Calendar for administering, analyzing and reporting results of state and district assessments was developed. Metric: Board Minutes; Administrative Calendar	1.2 Analyze CAASPP results. Collaborate with RSP teacher. Plan next best instructional steps. Perform work on minimum days. \$00.00	1.5 Analyzed CAASPP results, planned improvement actions, collaborated with RSP teacher on a release day. Funded under Goal#1, 3.3 \$00.00
1.2 Teacher and Consultant to analyze the results of 2017			

<p>"Smarter Balanced," disaggregate data, identify gaps, consult with RSP teacher and develop actions/services to reduce gaps among all groups. Report to Board.</p> <p>1.3 District to purchase STAR 360 for formative testing in Math and ELA.</p> <p>1.4 Teacher to administer formative assessment using STAR 360, DRA, student writing assessment 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 &amp; next best instructional steps for RSP students. Report to Board.</p> <p>1.5 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.</p>	<p>1.2 Met as described. Test results analyzed. Results communicated to RSP teacher, parents, Board and recorded in LCAP. Results used for developing students' personal learning goals, LCAP actions/services, and next best instructional steps. Metric: Board Minutes</p> <p>1.3 Met: as described. STAR 360 was purchased. Metric: Paid Invoice</p> <p>1.4 Met as described.. Using STAR 360, formative assessment of Math and ELA occurred monthly. Reading (using DRA and and writing (using Calkin's rubrics) were conducted quarterly. Results for individuals and sub groups were analyzed and instructional adjustments made. Collaboration with RSP teacher occurred. Report made to Board. Metric: Testing/Assessment Calendar; Board Report</p> <p>1.5 Modified and Met. The staff did not develop writing prompts. Instead, Lucy Calkin's "Grade Level Writing Program" was purchased that included standards-aligned writing prompts and nationally- normed scoring rubrics. Writing assessment was conducted quarterly. Metric: Writing Assessment Results</p>	<p>1.3 Cost to purchase STAR 360.Contract with CO=\$1609.58 \$894.21 funded out of Base and \$715.37 funded out of Supplemental. (See 11.5 below) 5000-5999: Services And Other Operating Expenditures Base \$894.21</p> <p>1.4 Cost to analyze assessment results and plan adjustments to instruction Work to occur during minimum days No additional funding needed \$00.00</p> <p>1.5 Develop prompts and rubrics for formative testing in writing. Work to be done on minimum days. No additional funding needed. \$00.00</p>	<p>1.3 STAR 360 Assessment Program was purchased. Contract with CO=\$1609.58 \$894.21 funded out of Base and \$715.37 funded out of Supplemental . Goal 11.5 below) 5000-5999: Services And Other Operating Expenditures Base \$894.21</p> <p>1.4 Analyzed assessment results and planned instruction and intervention in response to results. Work performed on minimum days. \$00.00</p> <p>1.5 A writing program was purchased that included writing prompts and nationally normed rubrics. See 11.3 below for funding of Calkin's Writing Program. \$00.00</p>
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.0 Instructional Schedule</p> <p>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.</p> <p>Continue to provide an instructional schedule in which all students participate in standards-based instruction in all subjects including Math, ELA, Designated English Language, Science, History/Social Studies, Physical Education and Visual and Performing Arts. The schedule shall provide time or students to receive instruction in small, flexible groups of 1-4 enabling the teacher to differentiate instruction within each group to best reach each child.</p> <p>Schedule shall include time for students to rotate to the aide to receive individualized assistance and intervention as needed, then rotate to assigned "Learning Centers."</p>	<p>2.0 Instructional Schedule/ Master Schedule</p> <p>2.1 Met as Described. CAASPP test results in 2017 revealed only 37.5% of students performing at grade level in ELA and Math. Instructional minutes were increased in ELA and Math to meet CDE guidelines and to provide extended learning time for all students, provide increased minutes for high achieving students to participate in enhanced learning activities, and provide more time for struggling students receive the level of support needed.</p> <p>2017 CAASPP and district assessment in January 2018 revealed that no EL students were reading or writing at grade level. School records revealed that there had been no reclassifications of EL students since 2014-2015.</p> <p>In response, a Designated ELD (DELD) course was added to the curriculum in 17-18. In 17-18, EL students received both ELA/ELD integrated instruction and DELD (Designated ELD) every day. Writing assessments conducted first semester 17-2018 revealed no improvement in the percent of students writing at grade level. A course in Writing for all students was developed and implemented in January 2018. The class was</p>	<p>2.0 - 2.1 Develop Instructional Schedule. Work to be performed on staff workday. No funding needed. \$00.00</p>	<p>2.0 - 2.1 Teacher and consultant collaborated on designing the Basic Writing course, revising the DELD course and developing a new Instructional Schedule. Work performed on release days Salary and benefit costs for substitutes funded under Goal 1, 3.3. 00.00</p>

held 30 minutes per day which replaced a 30 minute course in Sign Language.  
Metric: Master Schedule

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 "Learning Centers" 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. Make changes in Centers in response to evaluation. Consider both electronic and "unplugged" Centers. Collaborate with RSP Specialist on Centers for RSP students. .	3.0 Learning Centers 3.0-3.1 Met. After direct instruction and guided practice, students were assigned to Learning Centers. Learning Center activities were evaluated against the following criteria: (1) Alignment to CCELA and CCMATH standards. (2) Quality and variety of teacher data produced and its accessibility. (3) Extent to which center activities focus on important learning. (4) Student engagement. Both electronic and "unplugged" centers were evaluated. As a result, the following Listening Centers were provided in 17-18, some on a rotating basis.  * Math Prodigy * Guided Reading with Teacher(EL & SWD required) * Footsteps to Brilliance (Reading, K-3) * Student Scholastic Magazine center: Read and discuss non-fiction magazine articles in Science and Social Studies (EL required). * RAZ Kids (Leveled Reading)	3.0 -3.1 Cost to evaluate Learning Centers and renew or replace licenses as needed. 5000-5999: Services And Other Operating Expenditures Base \$400.00  3.1 Purchase instructional supplies for creating new Centers, or revising existing Centers, e.g. maps, spelling & handwriting practice books renewing licenses, etc.. 4000-4999: Books And Supplies Base \$200.00	3.0-3.1 Evaluated Learning Centers. Renewed license and purchased new licenses . 5000-5999: Services And Other Operating Expenditures Base \$475.00  3.1 Purchased materials for learning centers e.g print books, audio books, handwriting and spelling workbooks 4000-4999: Books And Supplies Base \$350.00

- \* Epic Book (SWD and EL required)
- \* Pre-reading of text with aide (EL and SWD require)
- \* "Newsela"- Reading and writing in response to informational text. Required for EL & SWD.)
- \* Listening Center. Listen to an audio book while following along with a print book. (Required for EL and SWD).
- \* "Generation Genius"-Science
- \* Spelling, keyboarding, handwriting practice
- \* Pull out for intervention
- \* Enrichment/ Extension (high level students)

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.0 Differentiate Instruction:	4.0 Differentiate Instruction:	4.0-4.1 Fees for Professional Development on Differentiated Instruction. Funded under Goal #1, 3.2.	4.0-4.1 Training provided by consultant on teacher release days Part of consultant's paid duties.
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	Met (a) Differentiate Grouping: Teacher continued to develop skill in delivering differentiated instruction. Grouping was flexible. At times students were grouped by grade level, other times by performance level, similar need, shared interest. (b) Differentiate Content: Teacher differentiated content by differentiating content delivery system for individuals or groups such as providing more or less base-line information as needed to make the new content accessible;	Salary & benefit costs for substitute for PD funded under Goal # 1,3.3. \$00.00	Salary & benefit costs for substitute for PD funded under Goal # 1,3.3. \$00.00
		4.1 (e) Training in questioning strategies provided by consultant on minimum days . No additional funding needed. \$00.00	4.1 (e) Training in questioning strategies provided by consultant. No additional funding needed. \$00.00



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 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.

presenting content in multiple modes. Continued training is needed in addressing EL students' linguistic needs during the lesson without compromising the integrity of the content.

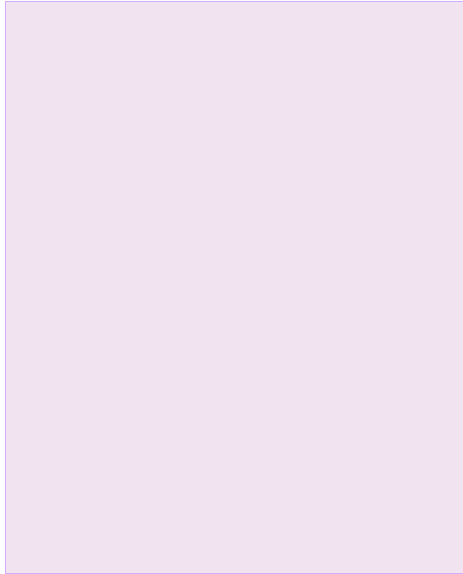
(c) Differentiate Activities: Teacher routinely assigned different activities to different students especially high achievers. Need to continue increasing the rigor for all students and assign activities that reasonably challenge all students to reach beyond what is easy for them so that all students constantly move forward.

(d) Differentiate the Product: Teacher differentiated assessment by occasionally allowing students to choose how they would demonstrate their level of mastery of lesson content. For example: give an oral report; create a graphic; create a power point; compose a song, etc. Teacher guided choices and established criteria for student success on their chosen activity.

(e) Differentiate Discussion Questions: Teacher began using Bloom's Taxonomy when preparing activities and discussion questions so as to provide opportunities for students to respond at different levels of thinking. Observations of other teachers is needed to demonstrate how to raise the level of student response through questioning strategies.

Evidenced by: Lesson Plans; Classroom Observations

(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.



## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.0 Cross Content Instruction</p> <p>5.1 All students will have the opportunity to produce at least 4 project-based work products that integrate significant content from three or more curricular areas with at least one content area being ELA.</p> <p>EXAMPLES FOR 17-18</p> <p>(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</p>	<p>5.0 Cross Content Instruction</p> <p>5.1 Met in Spades!! All students routinely participated in lessons that integrated knowledge and skills from across the curriculum and produced a number of cross-content projects.</p> <p>Examples:</p> <p>Iditarod: In the context of studying the Iditarod, students studied the geography and history of Alaska, more particularly Anchorage where the Iditarod took place this year. They researched the history of the Iditarod and learned how Iditarod dogs are selected and trained and students read biographical information</p>	<p>5.0-5.1 Fee for PD training on Cross-Content Instruction. Funded under Goal 1, 3.2 Salary for substitute funded under Goal #1, 3.3. Benefits for substitute funded under Goal #1, 3.3. \$00.00</p> <p>5.0-5.1 Cost of supplies for student projects, e.g science backboards, garden supplies, costumes for "Living History projects, materials 4000-4999: Books And Supplies Base \$50.00</p>	<p>5.0-5.1 District consultant provided training and lesson development support on a teacher release day. Salary &amp; benefit costs for substitute for teacher release day funded under Goal # 1,3.3. \$00.00</p> <p>5.0-5.1 Cost of supplies for student projects, e. 4000-4999: Books And Supplies Base \$85.00</p>

Alaska to see it. (Geography, SS/ History, Math and ELA)

(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,,

(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.

(d) Students study dinosaurs but do not discuss what caused them to become extinct. 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 convincing argument and present it to the class or participate in a debate with another student who presents an argument for an alternate explanation. Next, have students ask their own "I wonder" question, research answer(s), and develop a cross-content project to convey the information to the class.

Every project to include writing, reading, technology and one subject area.

about both the dogs and Musherers from a variety of sources.

In the area of science, students studied weather science to determine the causes of differences in weather from day to day and from one part of the trail to another. (It's a long trail). Each student drew a map of the trail marked off by miles to predict and record how far their dog traveled each day.

Each student chose a favorite dog and researched biographical info about their dog. For Math, each student drew a map of the trail marked off by miles to predict and record how far their dog traveled each day. Students followed the races on the internet, used math to gather, analyze and display data in graphs and charts on the progress of the race.

Students pretended they were Musherers and wrote daily diaries about their thoughts, fears, and experiences on the trail.

No trip to Alaska...bummer.

Metric: (Geography, SS/ History, Math, Science, Art and ELA lesson plans; Classroom Observations,)

(b) Winter Olympics: All students participated in a cross-content unit of study on the 2018 Olympics. Students researched the first Olympics and the changes through the ages. They studied the geography, demographics and history of South Korea including a discussion of the tensions between North and South Korea. They read

about the competition between countries to host the Olympics and financial costs involved.

To integrate PE, each student selected 2 Olympic sports and learned the basic rules for each sport to present in an oral report to the class. Each student also selected an athlete to follow.

Students researched biographical data on their athlete and presented an oral report to the class. For art, the students watched clips of the opening ceremony and learned a bit about Korean drama and music.

To integrate math, primary students used tally marks and simple addition to report the number of medals each country won in the past and how many won this year. Upper graders worked with graphs and ratios to figure out which country was most successful and why.

In the areas of science and technology, the class discussed how technology was used to enhance the judging and viewing experience. The class studied force, speed and resistance and how they affect various sports.

To integrate ELA, students read informational text from various sources, wrote short research reports on their selected athlete, wrote "breaking news" stories about a particular event on a particular day, and each wrote a diary entry in the persona of an athlete describing their thoughts leading up to competing, during competition and after.

No trip to South Korea... Double bummer.

All together students participated in 8 comprehensive cross-content units of study. In a student survey, 100% of students selected one of the cross content units of study as their absolute favorite activity of the year, and in a parent survey, the Olympics, the Iditarod, and a cross content unit on the Energy Wars were the activities most talked about at home.

Metric: Surveys; Classroom Observations; Lesson Plans

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.0 Cross Content Writing Instruction	6.0 Cross Content Writing Instruction	6.0 Actions/Services were discontinued. No funds were expended for cross-content writing instruction	6.0-6.1 Action dropped. No funds were expended for cross content writing instruction.
6.1 Instructional staff to build their capacity for delivering improved writing instruction by participating in training that supports students' application of literacy skills across content areas.	Actions/Services were discontinued in 17-18 as unproductive.		.00.00
6.2 Teacher and students to learn the salient features of each type of writing (Narrative, Descriptive, Persuasive, Expository). Instruction on the different types of writing will occur step by step with sufficient guided practice until a			

student can approach a writing type with confidence, independence and satisfactory skill

6.3 Writing instruction will take place 3 times per week. Students will be engaged in writing for a purpose every day. Students will write in every content area.

6.4 Teacher will maintain a writing portfolio for every student containing writing samples that demonstrate the student's level of achieving grade level writing standards. Portfolios will be used to track each student's writing progress and set individual writing goals. Portfolios to be discussed with students and parents.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.0 Employ a Thinking Curriculum Across Content Areas	7.0 Employ a thinking Curriculum Across Curriculum Areas.	7.0-7.1 Fees for Training in Bloom's Taxonomy Funded under PD Training, Goal #1, 3.2	7.0-7.1 Training was provided by consultant on a minimum day. No training or sub costs expended. \$00.00
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..	7.1 Met. Consultant provided training in Bloom's Taxonomy, and teacher began to conduct discussions across content areas that addressed all levels of thinking. Teacher used "key words" to elicit responses in remembering, understanding, applying, synthesizing, evaluating, and creating information. Evidenced by: Classroom Observations.	Substitute salary and benefits funded under Goal #1, 3.3. \$00.00	
		7.2 Teacher to participate in PD on metacognition. Consultant to provide PD. on school minimum day. No funding needed. \$00.00	7.2 Training provided by district consultant after school. No funding for fees or subs needed. \$00.00

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 metacognition practices in instruction and intervention.

7.2 Met. Teacher frequently used metacognition when teaching math as she verbally explained and visually demonstrated her thinking process when solving math problems. Students did the same as they explained and demonstrated their steps in solving math problems.

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.0. English-Language Arts: First year of Implementation of ELA Adopted textbook and Instructional Materials.	8.0 English Language Arts instructional Materials	8.0-8.1 Develop a scope and sequence. Work to be performed on staff work days. No additional funding needed.  \$00.00	8.0-8.1 Scope and sequence developed on a release day. Substitute salary and benefits funded under Goal #1. 3.3. \$00.00
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.	8.1 Met. teacher developed a scope and sequence as described. . Metric: ELA Scope and Sequence Document Calendar; Lesson Plans	8.2 PD on implementation of HMH "Journeys" and "Collections" Series. \$00.00	8.2 Tres Pinos invited teacher to attend PD at no cost. \$00.00
8.2 Teacher to participate in 2-day training on the HMH	8.2 Partially Met. Teacher participated in one day of initial training in 2016-17 with Tres Pinos staff. Teacher felt comfortable with the text and confident in its use and did not attend second day. Will reconsider in 18-19 after having worked with the program for a year and having gained a better understanding of training needs. Evidence by: Admin. Calendar	8.3 Implement CCELA using textbooks from the latest adoption cycle. Funded under Goal 1, 6.0 \$00.00	8.3 CCELA Standards implemented using adopted HMH Journeys and Collections Series. Books purchased for new grade levels in 2018 funded under Goal 1, 6.0 \$00.00



"Journeys" and "Collections" Series (the district-adopted textbooks for ELA). Training to be performed on release day. (Release day funded under Goal #1, 3.3.)

8.3 Teacher to begin implementing the Common Core English Arts Standards using the newly purchased (spring 2017) textbooks from the latest adoption cycle.

8.3 Met. Teacher began implementing the CCELA Standards using the textbook and materials from the latest adoption cycle.  
Metric: Classroom Observations.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9.0 Mathematics - Second year of implementation of Adopted Math textbooks and supplementary materials.	9.0 Mathematics - Second year of implementation of Adopted Math textbooks and supplementary materials.	9.0-9.1 Develop Math scope and sequence. Work to be performed on minimum day. No additional funding needed. \$00.00	9.0-9.1 Math scope and sequence developed on a teacher release day. Funded under Goal #1, 3.3 \$00.00
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	9.1 Met as described. Teacher revised the Math scope and sequence as described. Skills needed for future learning were given priority. Some skills that would be tested on "Smarter Balanced" were moved forward in the year so that students would have instruction in those skills before May testing. Metric: Math Scope and Sequence Document; Calendar; Lesson Plans	9.2 Purchase additional math texts and supplementary instructional materials as needed for changes in enrollment. Funded under Goal 1, 6.0 \$00.00  9.3 Purchase "Research-Based Strategies for Solving Math Problems, published by Bureau of Exceptional Education, Florida Dept. of Ed. 4000-4999: Books And Supplies Base \$25.00	9.2 Math texts and supplementary math materials purchased for 3 new students and additional grade levels in 2018. Funded under Goal #1, 6.0 \$00.00  9.3 Book not available. 4000-4999: Books And Supplies Base \$00.00

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 continue 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.

9.3 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. This year begin to engage students in mathematical dialogue daily and writing about math weekly.

9.2 Met as described.  
Evidenced by: Classroom Observation; Invoices

9.3 Met as described. Teacher taught a variety of problem solution strategies and provided guided practice in using them. Strategies she taught included draw a picture, guess and check, look for a pattern, eliminate possibilities, use logical reasoning, use counters, work backwards, compare it to similar problem that you know how to solve.  
Evidenced by: Classroom Observation; Lesson Plans

9.4 Partially Met. Students frequently talked through their solution strategies which furthered their understanding of math and addressed the standard of constructing viable math arguments. Students occasionally wrote out their solution strategies and sometimes wrote in their journals about their attitudes toward math.  
Evidenced by: Classroom Observations; Lesson Plans

9.4 Talking and writing about math are part of regular instruction. No funding required. \$00.00

9.4 Talking and writing about math as part of lessons. No funding expended. \$00.00

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10.0 Science	10.0 SCIENCE		
10.1 Science Teacher to attend training and begin implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 40% hands-on science investigations.	10.1 Science  COSMICALLY MET! Teacher attended NGSS, STEM and STEAM training. In fact, Science became her favorite subject to teach. Who knew that would happen...not even she. According to a student survey, science and art were favorite subjects of 89% of students, with 11% (one student) holding out for Math. 70- 80% of science lessons included hands-on activities, and science was integrated into lessons across the curriculum. Evidence by: Classroom observation; Lesson Plans; Student Survey	10.1 Science Fees for science PD are funded under Goal # 1, 3.2. Substitute salary is funded under Goal #1, 3.3. Substitute benefits are funded under Goal #1, 3.3 \$00.00	10.1 Science Teacher attended training in NGSS, STEM and STEAM. Training funded under Goal #1, 3.2 Sub salary and benefits funded under and 3.3 \$00.00
10.2 Science 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.		10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0 \$00.00	10.2 Science supplies and "bridge" materials purchased. Funded under Goal #1, 6.0 \$00.00
10.3 VAPA-Visual ART Students to learn key principles of visual arts. Using art prints, study the works of selected famous artists known for 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	10.2 Met. Science supplies were purchased to support NGSS, STEM and STEAM instruction. Metric: Paid Invoices; Student Survey	10.3 VAPA-Visual Arts: Purchase art prints 4000-4999: Books And Supplies Base \$100.00	10.3 VAPA-Visual Arts.Purchased art prints, supplies and materials 4000-4999: Books And Supplies Base \$180.00
	10.3 VAPA-VISUAL ARTS  ARTISTICALLY MET! Students studied a plethora of artistic techniques and styles including Engraving, Symmetry, Still Life, Impressionism, Screen Printing, Pointillism, Photography, Collage, Surrealism and Pop Art.		

famous artist and presents a report to the class

10.4 VAPA-Performing Art

Students study the elements and vocabulary of theater such as script, cue, monologue, dialogue, protagonist, and antagonist. Students to attend a play and describe their experiences using theater vocabulary. Students to write one act plays based on historical events studied in H/SS incorporating the elements of theater.

10.5 VAPA-Performing Art

Students to produce a school musical incorporating the elements of theater and music.

They used a number of mediums including chalk, oil pastels, tempera paint, colored pencils, simulated gold, crayon and digital tools in producing original art.

In the course of the year, students studied the lives and works of 10 notable artists. They read biographical information about Van Gough, Klimt, Cezanne, Thiebaud, Georgia O'Keefe, Dali, Hokusai, Winslow Homer, and Andy Warhol from a variety of sources. They learned about the time periods in which the artists worked and discussed the affects of culture and history on their art. (Even discussed the Nazi theft of art). Students wrote personal reflections on each work of art studied. Though each artist used more than one technique, students used prints and pictures on the internet and in books to study each artist's famous trademark technique which they then simulated in creating their own works of art. These student art pieces were among the students' art work displayed at the School Art Fair. So impressive! Evidenced by: Photos of art work; Lesson Plan; Classroom Observations

10.4 VAPA-PERFORMING ARTS

DRAMATICALLY MET!

(1) Students studied the elements and vocabulary of theater as described. They attended a local

10.4 VAPA-Performing Art  
Attend VAPA performances. "  
Funded under Field Trips, Goal  
#4.  
\$00.00

10.5 Budget to produce the

10.4 VAPA-Performing Art  
Attended "The Grunch" and "A  
Wrinkle in Time." Funded under  
Field Trips," Goal #4  
\$00.00

10.5 Cost to produce school play  
i.e script, costumes, printing  
invitations and programs, postage

production of "The Grunch" at the Granada theater, a play that students put on themselves last year. They compared their production with the professional production in terms of music, acting, script, costumes, choreography, sets, props, lighting, using theater vocabulary.

(2) Working in pairs, students wrote short scripts on a number of topics. They especially liked to write and act out skits related to the "pillars of character" from our Character Education Program, such as kindness, respect, citizenship, etc.

(3) After the teacher read aloud, "A Wrinkle in Time," students attended the movie at the Hollister Movie Theater. Upon returning, they compared and contrasted the characters, settings, and script of both and wrote reflections on the movie. Students concluded that the book was better and talked about the differences between stories and drama. Ultimately it came down to the question, "What happened to the kiss? They left the kiss out of the end of the movie!!!!

Metric: Classroom Observation;  
Paid invoices

#### 10.5 VAPA-PERFORMING ARTS CREATIVELY MET!

Students performed a school musical, "Christmas at the OK

school play.  
4000-4999: Books And Supplies  
Base \$75.00

for mailing invitations to the community.  
4000-4999: Books And Supplies  
Base \$170.00

Coral" for an audience of 60 parents, relatives and community members (yep, 60+). Their play included elements of theater and music. Students used a published script for 25 students but adapted it for 6 students and 2 adults. They created their own choreography and revised some of the lyrics to include local names and events.  
Metric: Photos; Audience Sign-In.

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>11.0 Designated EL Program:</p> <p>11.1 In addition to participating in an Integrated ELA/ELD Program, EL students will participate in a Designated EL Program for 60 minutes per day. In the Designated ELD program students will receive instruction in oral language, reading and writing in small, flexible groups of 1-4. This structure will enable 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 and teaching in small groups will provide opportunities and time for the instructor to respond to individual language needs related to the lesson.</p>	<p>11.0 Designated EL Program:</p> <p>11.1 Met as described. The make-up of the student body changed in 2018. The number of EL students increased to constitute 66.6% of the student body, plus 22.2 % RFEP students who we continued to monitor and to whom we provided advanced EL training especially in English grammar, usage and vocabulary. The percent of students served by the Designated EL Program in 2018, was 88.8% of the student body. In addition to participating in a daily Integrated ELA/ELD Program, EL students also participated in a Designated EL Program for 60 minutes per day. Students were taught in flexible groups of 1-3 based on their</p>	<p>11.0-11.1 Set up Designated EL Program on teacher work days.</p> <p>\$00.00</p> <p>11.2 Purchase Fountas and Pinnel's "Leveled Literacy and Intervention Program."</p>	<p>11.0-11.1 Teacher and district consultant set up the Designated EL Program during the summer. No costs \$00.00</p> <p>11.2 Purchase Fountas and Pinnel's "Leveled Literacy and Intervention Program." Purchased additional levels for new students</p>



<p>11.2 In the Designated ELD Program students will receive an additional block of 60 minutes per day of targeted instruction in oral language, reading and writing. During the 60 minute block, students will participate 20 minutes in Fountas and Pinnell's Leveled Literacy Program. This program is designed to provide intensive leveled support in phonics, reading comprehension word study, and reading comprehension. 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 Learning Centers created expressly to improve the English speaking, listening, reading, writing, discussion skills. The teacher will train the aide who will work under the direct supervision and guidance of the teacher.</p> <p>11.3 Students to receive 20 minutes per day of instruction and practice in Lucy Calkin's Writer's Program</p> <p>11.4 Students to participate 20 minutes daily in "Literacy Centers" designed expressly to focus on improving students English speaking, listening, reading and writing skills. . Centers will be assigned. A portfolio of student</p>	<p>proficiency levels, which enabled the teacher to differentiate instruction and address the linguistic needs of each student. Metric: Assessment; Classroom Observation; Master Schedule</p> <p>11.2-11.3 Met With Modifications During first semester students In the Designated ELD Program received 60 minutes per day of targeted instruction in oral language, vocabulary, grammar, usage, reading and writing in flexible groups of 1-3 based on proficiency levels. The main materials used were "Fountas and Pinnel's' Leveled Literacy &amp; Intervention Program" and Lucy Calkin's Writing Program. EL students' writing began to quickly improve while the writing of all other students showed no growth. In response, the decision was made to make Calkin's Writing Program available to all students. The course, called "Basic Writing" met 30 minutes per day using Calkin's "Grade Level Writing Units" and "Writers Workshop." This increased writing instruction for all students to 30 minutes per day. Metric: District Writing Assessment Results; Master Schedule; Paid Invoices</p> <p>11.4 Learning Centers: Met as described. "Learning Centers" for EL students were redesigned to expressly focus on their specific needs.</p>	<p>4000-4999: Books And Supplies Supplemental \$2500.00</p> <p>11.3 Purchase Lucy Calkin's "Grade Level Units of Writing Instruction." 4000-4999: Books And Supplies Supplemental \$2000.00</p> <p>11.4 Purchase materials, supplies, magazine subscriptions, for Learning Centers. 4000-4999: Books And Supplies Supplemental \$400.00</p> <p>11.4 Purchase audio books, licenses, and CD Player 4000-4999: Books And Supplies Supplemental \$300.00</p> <p>11.5 Purchase STAR 360 for formative testing. Contract with CO=\$1609.58 \$894.21 charge to Base (See 1.3 above) and \$715.37 from Supplemental. 5000-5999: Services And Other Operating Expenditures Supplemental \$715.37</p> <p>11.6 Cost of e-books for Kindles. 4000-4999: Books And Supplies Supplemental \$300.00</p>	<p>and new levels to meet students progression. 4000-4999: Books And Supplies Supplemental \$5786.67</p> <p>11.3 Purchased Lucy Calkin's "Level ed Units of Writing " 4000-4999: Books And Supplies Supplemental \$2136.00</p> <p>11.4 Supplies for EL Learning Centers. 4000-4999: Books And Supplies Supplemental \$475.00</p> <p>11.4 Renewed licenses, purchased CD player and audio books, and scholastic magazine subscription 4000-4999: Books And Supplies Supplemental \$385.00</p> <p>11.5 Purchased STAR 360 for formative testing. Cost shared between Base (See 1.3) above and Supplemental. 5000-5999: Services And Other Operating Expenditures Supplemental \$715.37</p> <p>11.6 Purchased e-books 4000-4999: Books And Supplies Supplemental \$325.00</p>
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work will be maintained and reviewed weekly with adjustments made as needed.  
Teacher to develop Learning Centers to accelerate literacy development  
(a) Small group Guided Reading with the aide. (b) Students read an article from a student science or current events magazine followed by discussion. (c) Students listen to an audio recording of books followed by discussion. (d) Students read their Kindle book and discuss or do a related literacy activity. (e) Students pre-read a content area text under guidance of teacher or aide to prepare for ELA, H/SS or Science instruction. At other times during the day, EL students may participate in any of the other Learning Centers.

11.5 Formative testing will be conducted on a weekly basis using Fountas and Pinnell's Assessment System; monthly using STAR 360; quarterly writing assessment and portfolio review; yearly ELPAC. Teacher and aide to collaborate 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.

Each EL student was assigned at least 2 centers per day for 15 minutes each. They included: Guided Reading using leveled books and small group discussion with the teacher; Reading a non-fiction science or social studies article from a student magazine and discuss; With a partner, listen to an audio recording of a book or passage while following along in a print book and discuss with listening partner; participate in "Newsela" a new e-program in which all students, read the same non-fiction article about, say frogs, but with reading level adjusted for each student making a group discussion of the article on frogs possible.

Metric: Course Description of "Learning Centers."

11.5 Met. Assessments conducted as described.

Metric: Record of Assessment Results; Board Reports

11.6 Students read assigned e-books on their Kindles at home and in-school.

Metric: Reading Logs

11.7 Met  
Teacher attended a selection of professional development activities to increase skills in organizing a

11.7 Fees for ELDP Professional Development:

- (a) PD in SDAIE strategies (\$150.00)
- (b) PD in SIOP Method (\$150.00)
- (c) PD on implementation of Fountas and Pinnel's Leveled Literacy Intervention Program." (\$200.00)
- (d) PD on implementing Lucy Calkin's Writer's Workshop and Leveled Units of Writing (\$200.00)
- (e) PD in Guided Reading (\$200.00)
- (f) Attend BELIEF (\$100.00)
- (g) Attend ELPAC Trainings on Administering the ELPAC Test 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1000.00

11.7 Salary for substitutes @ 150.00 per day for 6 PD release days. (11.7.(f) substitute not needed.) 1000-1999: Certificated Personnel Salaries Supplemental \$900.00

11.7 Substitute Benefits for 6 release days @17.85%.

11.7 Professional Development Fees

- (a) SDAIE: Did not attend-was previously trained in SDAIE. No funds spent.
- (b) Did not attend SIOP (Sheltered English Observational Protocol) training. No funds spent.
- (c) Teacher was trained in implementation of Fountas and Pinnel's " Leveled Literacy Program." (\$300.00 and two release days)
- (d) Trained in implementing "Writers Workshop" and "Leveled Units of Writing." (\$300.00 and 1 release day)
- (e) Guided Reading -Training provided by consultant. ( No PD fee. 1 teacher release day).
- (f) Attended 3 BELIEF Modules (\$75.00 and no release days)
- (g) Attended ELPAC Test Administration. (No fees; 2 release days).
- 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$675.00

11.7 Salary for substitutes @ \$150.00 per day for 6 EL-related release days. (11.7.(f) substitute not needed.) 1000-1999: Certificated Personnel Salaries Supplemental \$900.00

11.7 Substitute Benefits for 6 release days @17.85%. 3000-3999: Employee Benefits Supplemental \$160.65

11.7 Teacher to attend PD to support effectiveness in implementing this program.	DELD (Designated ELD) Program) and teaching EL students.	3000-3999: Employee Benefits Supplemental \$160.65	
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## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12.1 District to provide a Summer Reading program.	12.1 Met as described.	12.1 Purchase e-books for Kindles for Summer Reading Program. 4000-4999: Books And Supplies Base \$375.00	12.1 Students had sufficient e-books on their Kindles. No need to purchase more. \$00.00

## 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.

Overall Implementation:

Actions and Services for this goal were generally implemented as planned with the following exception:

Cross Content Writing Instruction: While reading improved by 20% in 2017, increasing student performance in writing has continued to be a challenge. Teaching writing across the curriculum and teaching writing within the CCELA course have not produced good results. No students have met grade level standard in writing for four years as measured by CAASPP and district writing assessments. Due to continued low performance, stakeholders agreed to discontinue teaching writing across the curriculum, and narrow the focus from a broad consideration of cross content instruction to a narrower focus on discreet, grade specific writing skills. A course in Writing used in the DELD Program showed promising results. Stakeholders agreed to make the course, Basic Writing, available to all students and it was added to the general curriculum. All students received grade level basic writing instruction for 30 minutes per day using Lucy Calkin's Writing Program which consists of grade level units of writing with embedded assessments, grade level rubrics and targeted proficiency levels for each grade. The teacher participated in PD on implementing the program and on teaching the "Writing Process."

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

#### Overall Effectiveness:

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

Based on CAASPP results, 33.2% of the "all students" group in grades 3-8 achieved standard in ELA, which represents a decline of 4.3% from 2017. On the other hand, 25% of EL students achieved standard in ELA, which represents a 37.5% increase from 2017.

Based on CAASPP results, 49.8% of the "all students" group in grades 3-8 met standard in Math, which represents an increase of 12.3% from 2017 and 32.8% increase from 2016. 50% of EL students achieved standard in Math which represents an increase of 37.5% from 2017.

In response to the new Basic Writing Course implemented this year, students are beginning to show improvement in writing. Although no students achieved grade level standard in Writing as measured by 2018 CAASPP, 66.4% of the "all students" group achieved "Nearly Met, and 50% of EL students achieved "Nearly Met.," the first sign of writing growth in 4 years. Stakeholders recognized that the Basic Writing course is a fledgling course showing excellent potential to improve students' writing skills and, consequently, decided to "stay the course" (did I just quote GB?) and continue to provide the Basic Writing Course to all students through 2020 using Lucy Calkin's Writing Program and "Writers Workshop."

Based on ELPAC, two EI students were re-classified, one a long term EL student of 9 years, the other an EL student for 5 years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

#### Material Differences

11.3 \$2500.00 was budgeted to purchase Fountas and Pinnel's "Leveled Literacy Intervention Program" for the Designated ELD Program. The actual expenditure was \$5787.00. Jefferson experienced a gain of 33.3% of EL students at different grades and different reading levels than those that existed at the time the "anticipated budget" for materials was established. As this was a new course, the school had no existing materials that would meet the various levels of language and reading needs of current EL students, in 7 different grade and all at different levels of reading proficiency.

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 Achieve the Articulated Goal:

Goal Statement: Goal 2 was clarified by adding a timeline for reclassification:

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 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 EL students continually enrolled for 48 months will be re-classified within that time.

Expected Measurable Outcomes D2 : As a result of modifying Goal 2, Expected Outcome D2 was revised to read: Beginning in 17-18, 85% of EL students continuously enrolled for 48 months will qualify for re-classification within that time. D.1 was revised to read: By May 2018, results of ELPAC testing will establish a baseline from which improvement on ELPAC sub-tests can be measured. (Change can be found in LCAP, Goal 2, Expected Measurable Outcomes.

6.0 Cross Content Writing Instruction: Increasing student performance in writing has continued to be a challenge. No students have met grade level standard in writing in the last four years. Due to continued low performance in writing, stakeholders agreed to narrow the focus from a broad consideration of cross content writing instruction to a narrower focus of increasing students' grade level writing skills. Cross content writing instruction was discontinued. and a course in Basic Writing was added to the curriculum to occur daily for 30 minutes (replaced a course in American Sign Language). Lucy Calkin's "Grade Level Units of Writing" were purchased and implemented. District assessment after only a few months, using Lucy Calkin's rubrics indicated some encouraging growth in writing. 2018 CAASP results revealed that while no students met standard in writing, 66.4% of students in grades 3-8 achieved "Nearly Met," the first sign of growth in writing in 4 years. It is too early to measure the program's full impact, however, stakeholders agreed that though the district supports the application of writing in all content areas, students currently need daily direct instruction in grade level basic writing skills. Actions related to teaching writing in the content areas were discontinued in 17-18, 18-19 and 19-20. (Change can be found in LCAP, Goal 2, 6.0 and LCAP Goal 2, 8.4-6)

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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

### Metric/Indicator

- A. Surveys and Interviews
- B. SSC Election Documents; SSC Training Documents; SSC Agendas, Minutes & Work Products; LCAP Meeting Notes; SSC Attendance Rosters; Surveys and Interviews
- C. LCAP Meeting Notes/Minutes; Surveys and Interviews
- D. Sign-In Forms; Records of Parent; Participation in Parent/Teacher Conferences;
- E. Photographs; Surveys/Interviews; Copies of Communication

**17-18**

A. TWO-WAY COMMUNICATION: 80-100% of parents will 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 supplemented by surveys, interviews, questionnaires, one-on-

Actual

- A. Surveys and Interviews
  - B. SSC Election Documents; SSC Training Documents; SSC Agendas, Minutes & Work Products; LCAP Meeting Notes; SSC Attendance Rosters; Surveys and Interviews
  - C. LCAP Meeting Notes/Minutes; Surveys and Interviews
  - D. Sign-In Forms; Records of Parent; Participation in Parent/Teacher Conferences;
  - E. Photographs; Surveys/Interviews; Copies of Communication
- 17-18
- A. TWO-WAY COMMUNICATION: Met. 83% of parents agreed that home/school communication was good to excellent. Weekly Friday Folders continued as the primary mode of two-way communication between home and school supplemented by surveys, interviews, questionnaires, one-on-one or small group conferences, home visits, presentations at Curriculum Nights and Parent Education events.
- Metric: Surveys and Interviews

## Expected

one or small group conferences, home visits, presentations at Curriculum Nights and Parent Education events.

### B. SSC MEMBERSHIP:

SSC membership will be held 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.

### C. PARENT DECISION MAKING:

80-100% of parents will participate in giving input into school decision making through meeting and surveys.

### D. PARENT EDUCATION:

D.1 80-100% of parents will continue to attend "School Orientation" during which parents will be provided information about the Curriculum, Standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, School and Family Events.

D.2 80-100% of parents will continue to attend Parent Conferences.

D.3 80-00% 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.

### E. PARENT COMMUNITY ACTIVITIES

E 1. "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.

E. 2 NEW for 17-18: Parent Volunteerism: Parents participate in school events and activities primarily by their attendance. While this level of participation is greatly appreciated and important, in 17-18 the district will start a campaign with a goal to enlist 20 % of parents to become actively engaged through volunteer activities

## Actual

B. SSC MEMBERSHP: Met. Two parents were elected to serve on the SSC which, at the time of election reflected the size and demographics of the student population of 55.5% Hispanic & 44.5% White.

Metric: SSC Records

C. PARENT DECISION MAKING: Met. 83% of parents reported on the Parent Survey that they participated in giving input into decision making.

Metric: Survey/Interview

D1 PARENT EDUCATION: Met . 100% of parents attended "School Orientation, aka "Curriculum Night" during which parents were provided information about the Curriculum, Standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, School and Family Events.

Metric: Parent Sign-In at "School Orientation."

D.2 PARENT EDUCATION: Met. 100% of parents attended both Parent Conferences.

Metric: Sign-In at Parent Ed Events

D.3 PARENT EDUCATION: Met. 100% of parents attended at least 2 parent education events that showcased student work and provided information about the Standards underlying the students' work.

Metric: Sign-In at Parent ED Events

D.4 PARENT EDUCATION:"FAMILY LEARNING NIGHT" Met as described. Family Learning Night was called "WATCH OUT. I'M DOING SCIENCE!" Parents and their students each dissected an owl pellet, then matched their "findings" to a diagram of parts typically found in owl pellets. Using their diagram for evidence, participants hypothesized what their owl had for dinner. Teacher concluded the lesson by pointing out the Science Standard that the "class" met and provided a handout describing a few other simple science experiments that could be done at home. 100% of parents and students participated.

Metric: Sign-In at Parent ED Events.

### E. PARENT COMMUNITY ACTIVITIES

E.1 "FAMILY FUN NIGHT" 100% participated. The title of this year's event was WHO DOESN'T LOVE A COW?" Each participant was given an easel, a canvas, some brushes and paints. Then, led by a professional artist from a company called "Painte" (apparently creative artists are creative spellers too), participants were taught step by step how to paint a cow, and decorate it with



## Expected

E.3 New for 17-18: Community Participation: Members of the larger community seldom attend events at the school. In 17-18 the district will begin a Community Outreach Program with the goal to enlist 6 members of the larger community to participate in the school by volunteering at the school or by attending at least one event.

### Baseline

A. Home/School Communication: 100% of parents rated home/school communication as good . 100% of parents stated that their preferred mode of communication was through face-to face communication and the "Weekly Friday Folder" which contains school announcements; notice of upcoming events; students' weekly corrected work, a monthly newsletter, and a student progress report.

### B. SSC

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.

### C. Parent Participation in Decision Making:

80% of parents provided input into LCAP areas of needs, focus areas, actions/services and participated evaluating the school's progress on implementation of the LCAP.

### D. Parent Education.

D.1 100% of parents attended "School Orientation" Night" during which parents were provided information about the standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, and School Events.

D.2 100% of parents attended Parent Conferences.

D.3 100% of parents attended at least two "Curriculum Nights' parent education events that showcased student work and provided information about the standards underlying the students' work.

D.4 "Family Learning Night," is 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

## Actual

a wreath of flowers. (Frankly, some missed a step in the step by step, but their cows were moovelous anyway). Lots of shrieks (oops), lots of laughs and good-natured teasing. In the end, they all produced pictures of Grade A cows. They took their paintings home, although I think there was some cow-trading in the parking lot. One father offered (threatened) to give his as a Xmas gift, but I think he was kidding.

Metric: Sign-In at Parent Event

E.2 Parent Volunteerism: Met. 33.3% of parents became actively engaged through volunteer activities.

Met. Volunteer Sign-In Form

E.3 Community Participation: Met. Jefferson mailed 60 invitations to the community to attend the students' musical production of "Holidays at the OK Corral." Sixteen community members attended. Students were thrilled.

Met. Sign-in Form



## Expected

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.1 "Family/ Fun Night:" This is an annual activity 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."

E.2 Parent Volunteerism. No data. New in 17-18

E.3 Community Outreach: No data. New in 17-18

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.0 Home-School Communication:</p> <p>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. On occasion, the Friday Folder may also contain articles about education, tips for how parents can help their children learn, ideas for</p>	<p>1.0 Met as described. There is a weekly flow of two-way communication between home and school. Teacher also sends home multiple, attractive and clever notices of coming events to remind parents to attend. Additionally, the principal is outside to greet parents at the beginning and end of day when they have opportunities for daily, in-person, two-way communication. On a parent survey, 100% of parents rated home - school communication as High to Very High. Metric: Parent Survey</p>	<p>1.0 Annual cost of publishing Friday Folder and newsletter.</p> <p>4000-4999: Books And Supplies Base \$15.00</p>	<p>1.0 Annual cost of publishing Friday Folder and newsletter. 4000-4999: Books And Supplies Base \$15.00</p>

fun learning activities to do at home and a student or school newsletter. A parent response form is also included for parents to send messages back to the teacher.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2016-2017	2017-2018		
2.0 Parent Participation in Decision Making	2.0 Parent Participation in Decision Making	2.1 SSC and LCAP training materials are available and on file at the school. No funding needed.  \$00.00	2.1 SSC and LCAP training materials were on file. No funding needed.  \$00.00
2.1 SSC elections to be held 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.	2.1 Met as described. SSC elections were held. Two parents who served on the SSC in 16-17 were re-elected in 17-18, one the parent of 2 EL students. Metric: Election documents	2.2 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1 \$00.00	2.2 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1 \$00.00
2.2 Provide training to SSC members that will give members the knowledge, skills and confidence to become actively engaged in the LCAP Process.	2.2 Met as described. Both 17-18 SSC members served on the SSC in 15-16 and were trained on SSC responsibilities and procedures. Both parents have been actively involved in the LCAP process for 2 years. From October-June, a monthly LCAP report and discussion was a standing item on the board agenda, and one SSC parent always attended the meetings.	2.3-2.4 Cost of printing staff, student, parent, community surveys.  4000-4999: Books And Supplies Base \$10.00	2.3-2.4 Cost of printing staff, student, parent, community surveys.  4000-4999: Books And Supplies Base \$10.00
2.3 Teacher/Principal to enlist parents to participate in giving input into decisions regarding actions/services that lead to school improvement.	2.3 Met as described. The Teacher/Principal regularly consulted all parents for their		

2.4 District to conduct surveys/Interviews at least every two years to assess the community's experience with services and support to students and families, to make suggestions for school improvement, and to utilize the survey results to inform continuous improvement efforts.	<p>opinions on topics related to instruction such as grading, homework, testing, attendance, suggestions for speakers and field trips, etc. On the Parent Survey, 83% of parents rated their involvement in decisions as high. Metric: Parent Survey</p> <p>2.4 Met as described. Student, staff and parent surveys were developed and administered to assess the community's experience with services and support to students and families, to make suggestions for school improvement. 100% of parents participated in the survey or interview. 83% of parents agreed that Jefferson has made strong efforts to include them in decision making. (See Plan summary). Metric: Parent Survey</p>
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 Increase Parent Engagement through Parent Education Events	3.0 Increase Parent Engagement through Parent Education Events	3.0-3.1 Duplicating costs and binders for handouts 4000-4999: Books And Supplies Base \$25.00	3.0-3.1 Duplicating costs and binders for handouts 4000-4999: Books And Supplies Base \$25.00
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	3.1 Met as described. 100% of parents attended a "School Orientation" where the teacher discussed and provided copies of the Master Schedule, Student Behavior Management Plan, Character Education Program, Textbook Adoption, Attendance Laws and Procedures,		

<p>Science Standards, Textbook Adoption, CAASPP Testing, etc.</p> <p>3.2 District will continue to hold "Curriculum Nights" each featuring a particular content area such as Science, Art, Dance, Math, Reading, H/SS. At "Curriculum Nights," the Standards for the subject will be discussed. 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.</p> <p>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.</p> <p>3.4 District to hold Parent /Teacher Conferences of about 30 minutes per child to occur in November and February. At each conference, parents will be asked to share information about their child such as work habits at home, their child's attitudes about learning and school, and special interests students may have.</p>	<p>Technology, Common Core Curriculum, Next Generation Science Standards, CAASPP Testing, District assessments. 100% of parents attended. Metric: Parent Sign-In at "School Orientation."</p> <p>3.2 Met as described. Curriculum Nights are offered as part of Jefferson's parent Education Program. 2018 Curriculum Nights featured Science in Feb. and Art in May. In both cases, the teacher provided general information about the Standards for the featured subject. Student then presented their work and explained the Standards underlying it. Parents were invited to ask students questions about the Standards and their work. 100% of parents participated. Metric: Parent Sign-In</p> <p>3.3 Met as described. In 2017-18 " Family Learning Night" focused on Science. The title of the event was "Watch Out. I'm Doing Science" Families sat together. Each member received a tweezer and an owl pellet containing the undigested remnants of mice, birds, bugs, etc. that are part of an owls nightly diet. Each family member dissected his/her owl pellet and tried to match what they found to a chart of body parts typically found in owl pellets, then hypothesized what their owl had for dinner and shared their results</p>	<p>3.2-3.3 Supplies for Family Learning Nights and Curriculum Night activities 4000-4999: Books And Supplies Base \$150.00</p> <p>3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Curriculum Nights, Family Learning Night. Funded under Update Goal 3, 5.1  \$00.00</p> <p>3.4 Parent/Teacher Conferences. Work to be performed on minimum days. No funding needed. \$00.00</p>	<p>3.2-3.3 Supplies for All Family Learning Nights and Curriculum Night activities 4000-4999: Books And Supplies Base \$130.00</p> <p>3.1-3.3 Meals, refreshments for Parent Events including Meetings, Parent Ed Events, Curriculum Nights, Family Learning Night. Funded under Update Goal 3, 5.1  00.00</p> <p>3.4 Parent/Teacher Conferences. Conferences conducted on minimum days. No funding needed \$00.00</p>
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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 child's improvement goals.

with the group. WHOO WHOO came to Family Learning Night?? 100% of Jefferson families. Feedback was A+ Metric: Event Sign-In; Photos

3.4 Met as described. Two parent /teacher conferences were held for all students and were conducted as described. 100% of parents attended both conferences. A third conference was conducted as desired or needed. Metric: Parent Sign-In

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.0 Parent Engagement Through "Family Fun" Events	4.0 Parent Engagement Through "Family Fun" Events	4.1 "Family Fun" Materials and Supplies (Artist fee f funded under Assemblies, Goal #4, 6.1) 4000-4999: Books And Supplies Base \$200.00	4.1 "Family Fun" Materials and Supplies (Artist fee funded under Assemblies, Goal #4,6.1) 4000-4999: Books And Supplies Base \$30.00
4.1 Increase 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.	4.1 Met as described. This year families came together in the multipurpose room which was covered wall to wall with student art work that represented art Standards taught this year. The reason they came?? To create a work of art!! Each person was given a canvas, easel, brushes and all the colors of paint they wanted. A professional artist from "Painte" provided step by step directions on how to paint a fancy cow. Each member dipped their brushes and created some pretty audacious pictures. There was a lot of good-natured laughing and teasing, and at least one formerly undiscovered talent emerged.	4.1 Dinner Cost for "Family Fun Night" funded under Update Goal #3, 5.1  \$00.00	4.1 Dinner Cost for "Family Fun Night" funded under Update, Goal #3, 5.1 \$00.00
4.2 District to send invitations to the larger community via email and USPS.			

One father threatened to give his to a friend for Xmas but I think he was kidding. They took their paintings home and promised to hang them up. Some families will have a gallery of cows!  
100% of families attended and said they wanted to do it again.  
Metric: Event Sign-In; photos

4.2 Action was dropped as an error. Family Fun Night is usually reserved for families.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.0 Support and Incentives to Participate in School Events</p> <p>5.1 District 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 by serving 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.</p>	<p>5.0 5.0 Support and Incentives</p> <p>5.1 Met as described. By serving dinner at evening events and welcoming babies and toddlers, we remove obstacles that might keep families away from school events. Metric: Invitations and Announcements of Events.</p>	<p>5.1 Cost of Meals/Snacks/Beverages for all School Events and Meetings 4000-4999: Books And Supplies Base \$650.00</p>	<p>5.1 Cost of Meals/Snacks/Beverages for all School Events and Meetings 4000-4999: Books And Supplies Base \$675.00</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.0 Parent Volunteer Program:  6.1 100% of parents participate in school events and activities primarily by attending events. While this level of participation is greatly appreciated and important, 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.	6.0 Parent Volunteer Program:  6.1 Met. 33.3% (2 families) volunteered and provided valuable assistance. They hung stage curtains, set up the stage and chairs for performances, assisted with decorating the MPR for special events; cooked for student performances and parent education events; and cleaned the student bathrooms once per week. Metric: Parent sign-in	6.0-6.1 Work to be performed by Consultant as part of paid duties. No further funding needed. \$00.00  6.1 Purchase thank you gifts &/or hold an appreciation event to honor volunteers from the school and the community. 4000-4999: Books And Supplies Base \$100.00	Work performed by Consultant as part of paid duties. No further funding needed. \$00.00  6.1 Purchased gift cards for volunteers  4000-4999: Books And Supplies Base \$50.00

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.0 Community Outreach: Members of the larger community seldom attend events at the school. The district will begin a Community Outreach Program with the goal to enlist 6 members of the larger community to participate in the school.  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 events; .	7.0-7.1 Community Outreach  Met. In 2017-2018 the district activated a Community Outreach Program by inviting members of the larger community to a school event to meet parents, students and staff. Sixty invitations were mailed to community members inviting them to attend a school play and dinner. Sixteen community members attended. Metric: Even sign-in	7.0-7.1 Stamps and envelopes for mailing invitations.  4000-4999: Books And Supplies Base \$100	7.0-7.1 Stamps and envelopes for mailings.  4000-4999: Books And Supplies Base \$50.00



# 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.

## Overall Implementation

Overall the actions/services were implemented as described and moved the school closer to achieving Goal #3 which is to 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.

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

## Overall Effectiveness

Overall the actions/services for this goal were successful in maintaining or increasing parents participation in school activities, increasing parents participation in decision making, and maintaining strong two-way communication between home and school. The most significant actions/services that influenced the overall effectiveness of achieving Goal #3 were as follows:

2.2- 2.4 Parents on the SSC also served on the LCAP Team giving valuable input into team decisions regarding actions/services to be included in the LCAP and evaluating the effectiveness of LCAP actions/services. In a parent survey, 83% agreed that Jefferson has made strong efforts to include them in decision making.

3.0-3.4 PARENT EDUCATION: 100% of parents attended all Parent Education events including "School Orientation;" "Curriculum Nights" (one focusing on Art and one focusing on Science) "Family Learning Night," and both Parent/Teacher Conferences.

4.0 100% of parents actively participated in "FAMILY FUN NIGHT." Led by a professional artist from a company called "Painte" parents and students were taught step by step how to paint a picture of a cow, and decorate it with a wreath of flowers. (Frankly, some missed a step in the step by step, but their cows were moovelous anyway). Lots of shrieks (oops), lots of laughs and good-natured teasing. In the end, they all produced Grade A pictures of cows. They all said they were taking their pictures home to hang but I think I heard some cow-trading going on in the parking lot. One father offered (threatened) to give his as a Xmas gift, but I think he was kidding. Parents love FAMILY FUN NIGHT and, depending on the activity, often bring relatives and friends.

6.1 New in 17-18, the school initiated a Parent Volunteer Program. 22.2% of parents volunteered and provided valuable assistance. They hung stage curtains, set up the stage and chairs for performances, assisted with decorating the MPR for school events; cooked

for student performances and parent education events; decorated the MPR for graduation; and one parent cleaned the student bathrooms once per week.

7.1 New in 17-18, the school started a Community Outreach Program by inviting members of the larger community to a school event to meet parents, students and staff. Sixty invitations were mailed to community members inviting them to attend a school play and dinner. Sixteen !!!! community members attended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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.

Changes

No changes made.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 4

### ENGAGEMENT: PUPIL ENGAGEMENT AND SCHOOL CLIMATE

Provide all students with the opportunity to develop their intellectual, artistic, physical, and social 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

### Metric/Indicator

- A. Personal Learning Plans
- B. Classroom Observations; Student Work/Assessment Products.
- C. Surveys and Interviews
- D. State Attendance Rosters; County Attendance Certification
- E. SARC Report; CALPADS

### 17-18

A.1 Student 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.

Actual

### Metric/Indicator

- A. Personal Learning Plans
- B. Classroom Observations; PD; Student Work/Assessment Products.
- C. Surveys and Interviews
- D. State Attendance Rosters; County Attendance Certification
- E. SARC Report; CALPADS

### 17-18

A.1 Student Engagement: Met. 100% of students each collaborated with the teacher in developing a Personal Learning Plan (PLP). Teacher and student discussed assessment results, work products, personal interests, favorite/least favorite activities, attitudes toward learning, etc. Together they wrote at least one goal in each of the following areas: Academic Goal; Social or Behavior Goal; Physical Goal to be attained during first quarter. At the end

## Expected

A.2 Student Engagement: 100% of students will increase 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: 100% of students will report that they feel competent, confident and proud of their accomplishments; have a strong desire to improve; and believe that they will continue to increase their achievement.

C. Student Engagement: 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 97.0% with 0% chronic truancy.

E.1 School Climate: 100% of students will report that they feel physically and emotionally safe at school.

E.2 School Climate: 100% of staff, parents & students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur

F. School Climate: Suspension rate will remain at 0%; Expulsion rate will remain at 0%.

### Baseline

A.1 Student Engagement: 100% of students increased their engagement in learning by collaborating with the teacher in developing a Personal Learning Plan (PLP) that included learning goals that were meaningful to the student.

A.2 Student Student Engagement: 100% of students increased their engagement in learning by completing 3 standards-based work products related to their personal interests (or a shared interest with another student).

B. Student Engagement: 89% of students reported that they feel competent, confident and proud of their accomplishments; have a strong desire to improve; and believe that they will continue to increase their achievement.

## Actual

of the quarter, teacher and student met to evaluate progress and revise goals as needed for the next quarterly review.

Metric: Personal Learning Plans

A.2 Student Engagement: Met. 100% of students completed 3 standards-based personal choice projects.

Metric: Student Work Products

B. Student Engagement: Met 100% of students reported in the student survey 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.

Metric: Student Survey/Interview

C. Student Engagement: Met. 100% of students reported in the student survey that they like Jefferson School, look forward to coming to school and feel a strong connection to the school.

Metric: Student Survey/Interview

D. Student Engagement/Attendance: Nearly Met. Students achieved an attendance rate of 96.7% (.3% under the goal of 97%) from August to May with 0% truancy and 0% chronic absenteeism. In October 2017, enrollment changed. Attendance from October to May was 97.9% (1.2% over the goal of 97%).

Metric: County Attendance Certification

E.1 School Climate: Met. 100% of students reported that they feel physically and emotionally safe at school.

Metric: Student Survey/Interview

E.2 School Climate: 100% of staff, parents & students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur

F. School Climate: Suspension rate remained at 0%. Expulsion rate maintained at 0%.

Metric: SARC; CALPADS

## Expected

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%.

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%.

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.0 Engage Students Through Personally Meaningful Activities:	1.0 Engage Students Through Personally Meaningful Activities:	1.0 -1.1 Student/Teacher collaboration on goal-setting. Work performed during instructional day. No funding required \$00.00	1.0-1.1 Student/Teacher collaboration on goal-setting.  \$00.00
1.1 Teacher will talk with each student to discuss the student's assessment results, 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.	1.1 Met . Teacher collaborated with each student to develop an Individual Personal Learning Plan (PLP) each quarter that included learning goals that were meaningful to the student. Teacher and student met quarterly to discuss student progress on their goals and to revise as desired/needed. PLP goals and	1.2 Student supplies to produce 3 academic projects related to personal interests. 4000-4999: Books And Supplies Base \$25.00	1.2 Purchased project-related supplies.  4000-4999: Books And Supplies Base \$25.00

<p>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).</p> <p>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 video or a Power Point presentation. Teacher to monitor students' choices to ensure they are suitable for the topic and appropriate for individual performance level.</p> <p>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 and for individual performance level.</p>	<p>progress were discussed with parents at parent/teacher conferences. Metric: Personal Learning Plans</p> <p>1.2 Met. 100% of students completed 3 projects related to their personal interests. Metric: Student Work Samples</p> <p>1.3 Met as described. Students were frequently offered individual choice in selecting the means they would use in demonstrating their understanding of the cognitive aspects of a lesson. Typical choices included preparing graphics and explaining them to the class; delivering an oral report; creating a video or a Power Point presentation; taking a written test; writing a report. Teacher set criteria for each choice and guided each student's selection to ensure the choice was suitable for the topic and appropriate to the student's performance level. Metric: Student Work/Assessment Products</p> <p>1.4 Met as described. The teacher established specific standards for using art work as a means of students demonstrating their level of accomplishment on the lesson objective. Metric: Student Assessment Products</p>	<p>1.3 &amp; 1.4 Students will periodically have the opportunity to choose how they will demonstrate understanding of a lesson's content Part of regular teaching. No additional funds needed. \$00.00</p>	<p>1.3 &amp; 1.4 Student choice in assessment. Part of regular teaching. No additional funds needed. \$00.00</p>
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.0 Increase Engagement Through Active Learning</p> <p>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.</p>	<p>2.0 Increase Engagement Through Active Learning</p> <p>2.1 Actively Met! A significant transfer from passive learning to active learning took place this year. Teacher provided baseline information as needed to ensure that all students had a "hook" on which to hang new information, and provided direct instruction as needed, but used inquiry as a predominate strategy (as the guide on the side) leading students to discover their own learning. Workbook and other brain-off, passive activities were reduced and replaced with activities that called for students to produce the same information but in an active way. Science almost always began with a question, followed by many more questions piling on top of each other, often spilling outside of pure "Science" leading ultimately to hands-on minds-on investigations and cross-content instruction. Metric: Classroom Observations; Student Work Products</p>	<p>2.0-2.1 Part of regular teaching. No additional funds needed.</p> <p>\$00.00</p>	<p>2.0-2.1 Consultant trained teacher in inquiry/discovery strategies, Bloom's Taxonomy and Cross-Content Instruction on minimum days. No I funds needed. \$00.00</p>



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.0 Increase Engagement by Teaching for Success:	3.0 Increase Engagement by Teaching for Success:	3.0 -3.3 Training on "Success Strategies" to be provided by consultant. No additional funding needed. \$00.00	3.0-3.3 Training on "Success Strategies" provided by consultant. No additional funding needed. \$00.00
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.	3.1 Met. Engagement increases when students feel successful at doing meaningful tasks. To this end the teacher provided students with base-line information on which to build their new learning. She guided them in connecting new learning to previous learning and then connecting their learning to real life. By frequently checking for understanding students, who needed a bit of extra help were provided that support on the spot. Students needing additional support or more intensive support rotated to the aide after the lesson, and students needing no additional support rotated to an assigned "Learning Center" Metric: Classroom Observation;	3.4 Teacher to train aide in one-on-one intervention strategies. Training to take place on minimum days. \$00.00	3.4 Teacher trained aide in one-on-one intervention strategies on minimum days. \$00.00
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.	3.2 Engagement-Teaching for Success Met. The teacher promoted Success for All by increasing "Wait Time" before calling on students from less than 2 seconds to at least 6 seconds which made a huge difference in the number of students participating in a discussion and the quality of their responses. By increasing "Think Time," RSP and other struggling students had more time to process a question and formulate a response. High		
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 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.

level students had time to refine and expand their responses.  
Metric: Classroom Observations

3.3 Met. In support of all students, but particularly low performing students, the teacher tried to honor every response even if the response was incorrect or incomplete by rephrasing the question or providing more information, or asking a series of questions or statements that led the student to the correct response and feelings of success.  
Metric: Classroom Observation

3.4 Met. Teacher trained the aide in a variety of tutoring strategies intended to enable struggling students to work independently and be ready for the next step in instruction. enable a student to be ready for the next step in instruction.  
Metric: Professional Development Records

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.0 Increase Engagement Through Guest Speakers .	4.0 Increase Engagement Through Guest Speakers	4.0-4.2 Estimated of Cost of Guest & Career Speakers. Often they volunteer. 5000-5999: Services And Other Operating Expenditures Base \$200.00	4.0-4.2 Speakers donated their time
4.1 Guest Speakers: More than Entertainment. District to expose students to real-life experiences through guest speakers. Guest teachers make the link between what students learn in school to	4.1- Guest Speaker. Met  * Making a repeat trip to Jefferson were the "Wonder Woofs," drug-sniffing dogs trained by Sean and Janelle Haggett to detect the		\$00.00

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. Teacher to always provide pre-post activities to maximize the benefit of having a guest speaker.

4.2 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 as well as the importance of habits of mind such as persistence, hard work, and positive social skills.

presence of drugs. In addition to learning about drugs, students learned why some breeds are particularly suited for drug detection work. The Wonder Woofs donned their red vests (their uniforms) and gave a demonstration of their remarkable skills. Many of our students have dogs and were interested in dog training techniques and how they could train their dogs at home to do certain jobs or to teach them good behavior. The visit by the "Wonder Woofs" was the first in a series of drug education/prevention activities during National Red Ribbon Week. Metric: Classroom Observation; Photos

#### 4.2 Career Speakers Met.

Veterinarian

\* Visiting Jefferson was Gina Farnelli, a doctor of veterinarian medicine with a practice serving both large and small animals. Dr. Gina talked to students about her typical day or rather day-night since she is on call 24 hours per day. Dr. Gina shared information about common and uncommon health problems that she is called upon to heal. A surprise to many students was the rigorous education needed to become a vet requiring studying advanced biology, chemistry and math in high school and college. She advised students interested in a career as a vet to become good

readers because of the enormous amount of reading required to keep up with advances in medicine.

Metric: Classroom Observations;  
Photos

Artist

\*Jerry Decaire is a comic book artist, but not the kind I fondly remember featuring Archie, Jughead and Veronica. Jerry is a creator of what are now called "Graphic Novels." He works for the Marvel Comic Book Company and creates stories that feature highly graphic, anatomically correct Superheroes like Superman, Spiderman and the Hulk.

Jerry showed some large drawings of his characters and pointed out his use of perspective, proportion, color, shading, and other artistic elements. Then he pointed out the role of science, particularly anatomy and biology in his drawings. Jerry knew the name of every bone, muscle and ligament in the body and how each of them behaved in a given situation so that the figures were anatomically and biologically correct in his comic books. What better example of the importance of integrating knowledge and skills across the curriculum..

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.0 Career and College Readiness Program	5.0 Career and College Readiness Program.	5.0-5.1 Mileage Reimbursement for trips to college campuses. 5000-5999: Services And Other Operating Expenditures Base \$100.00	5.0-5.1 Mileage Reimbursement for trips to college campuses. \$00.00
5.1 District to provide the opportunity for middle school students to visit a junior college or tour a state university campus.	5.1 Not Met. Middle school students did not visit a college this year.		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.0 Engage Students in Learning Through Field Trips and Assemblies.	6.0 Engage Students in Learning Through Field Trips and Assemblies.	6.0-6.1 Cost of Field Trips and Assemblies 5000-5999: Services And Other Operating Expenditures Base \$3000.00	6.0-6.1 Cost of Field Trips and Assemblies 5000-5999: Services And Other Operating Expenditures Base \$2375.00
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.	<p>All Met Metric: Photos; Invoices, Classroom Observations;</p> <p>Assembly: Space, Rockets and Robots * Captain Bob is a retired NASA Engineer working with the Space Department of the Smithsonian. Cap't. Bob talked to students about space travel, how astronauts are trained and how training and travel have changed in response to new discoveries particularly in the area of robotics. Using models and student-involved demonstrations, Captain Bob gave the students a front row seat to space exploration and robotics. Every student was</p>		

fully engaged, making far-off explorations real and interesting.

#### Assembly: The Energy Wars

\* In the midst of a unit on "The Energy Wars" between Tesla and Edison, Thomas Edison visited Jefferson....not the real Thomas Edison, of course, but an Edison specialist dressed as the inventor. He spoke to the students in first person about his life, his inventions and his rivalry with Tesla, who some say was the REAL inventor of electricity. Students had studied about the competition between the two inventors and challenged Edison to defend his claim of being the inventor. Students learned the specifics regarding AC & DC power. They created simple circuits using LED's, watch batteries, and copper tape to understand how power travels and is transmitted.

#### 6.1 Field Trip: "Wrinkle in Time"

After the teacher read "A Wrinkle in Time" to the class, students took a field trip to Hollister Cinema to see the movie. They really got into it, Roger and Ebert style. Throughout the movie, there were hushed disagreements about casting, the script, costumes and missing scenes. Upon returning to school students excitedly compared and contrasted the characters, settings, and scripts of both. They talked about the "inner voice" of the narrator in the novel and the difficulty of adapting this

storytelling tool to theater. They also discussed possible motivations for changes such as budget and time constraints. After much debate students concluded that no matter the reason the book was better. Setting aside all of the academics, ultimately, for the students, it came down to the question, "What happened to the kiss at the end of the movie!!

Metric: Paid Invoices

Field Trip: "The Grunch"

(1) Students studied the elements and vocabulary of theater prior to attending a local production of "The Grunch" at the Granada Theater, a play that students put on themselves last year. They compared their production with the professional production in terms of music, acting, script, costumes, choreography, sets, props, and lighting, using theater vocabulary.

Field Tip: Farm Day

In preparation for their annual field trip to Bolado Park, students reviewed information previously studied in science regarding the physical and chemical makeup of various foods, food processing and nutrition. At Bolado students focused on exhibits pertaining to healthy growing and healthy eating.

Field Trip: Youth Symphony

Students attended the Youth Symphony in Carmel. In preparation, students listened to



excerpts from the music they would hear at the performance and read biographical information about the composers. They discussed the social skill of proper audience behavior. Upon their return, students discussed how music can stir feelings and emotions, and they created impressionistic paintings while listening to Brahms.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7.0 Engage Students in Learning Through Academic Contests and Exhibitions</p> <p>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 &amp; 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.</p>	<p>7.0 Engage Students in Learning Through Academic Contests and Exhibits</p> <p>7.1 Met . Students continued to participate in many local, state and national contests &amp; exhibits which gave them experience and recognition in a larger educational world. Following are "Honors" Jefferson earned in 17-18. Metric: Awards; Prizes; Publications; Exhibits</p> <p>* CA Coastal Art Contest: There were 2600 entries into the CA Coastal Art Contest with 10 winners and 37 Honorable Mentions. A Jefferson student won an Honorable Mention for his collage of "Taffy," a coastal bird that he studied. The student's picture will be part of a traveling exhibit over the next year.</p>	<p>7.0-7.1 Entry fees for contests and exhibits. Usually free. 5000-5999: Services And Other Operating Expenditures Base \$50.00</p>	<p>Entry fees for contests and exhibits. No fees. \$00.00</p>

\*San Benito County Math Contest:  
Jefferson School took First Place  
as the highest scoring school in  
the county.

\* Sumdog National Math Contest:  
835 classes participated  
nationwide, Jefferson came in  
39th place. A Jefferson student  
earned First Place as the highest  
scoring student in the Sumdog  
Math Contest.

\* County Spelling Contest: A  
Jefferson student earned 7th  
place in the County Spelling Bee

\* "Footsteps to Brilliance" County  
Reading Contest (Grades K-3): A  
first grade student at Jefferson  
earned a neckchain decorated with  
9 stars for reading 91,000 words  
in 6 months. Only 9,000 more to  
go this year!!

\* Young Authors Poetry Contest:  
All Jefferson students entered  
original poems and all were  
accepted for publication in the  
"Young Authors Poetry Journal."

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.0 Connection to School: "Attendance Every Day Program:"	8.0 Connection to School: "Attendance Every Day Program:"	8.0-8.2 Implement Attendance Every Day and Program. Provide incentives to students for good attendance.	8.0- 8.2 Provided incentives to students for good attendance.
8.1 Students to attain an attendance rate of 97.0 %.	8.1 Not Quite Met. Attendance from August 10, 2017 to May 1, 2018 was 96.7%, which was .3% lower than the goal of 97%. I	4000-4999: Books And Supplies Base \$100.00	4000-4999: Books And Supplies Base \$20.00
8.2 To achieve the attendance goal, the teacher will continue to Implement the district's "Attendance Every Day Program:"	8.2 Met. The teacher implemented the Attendance Everyday Program.	8.3 Substitute for teacher release day to develop Parent Attendance Handbook 1000- 1999: Certificated Personnel Salaries Base \$150.00	8.3 Parent Attendance was not written. No sub required. \$00.00
(a) Provide Information: Talk about the importance of attendance to students and parents at School Orientation.	8.2 (h) Met. Students with perfect or near perfect attendance were given Certificates of Achievement.	8.2 Substitute Benefits 3000- 3999: Employee Benefits Base \$27.00	Substitute not hired. \$00.00
(b) Share the statistics related to drop-out and low achievement among truants. *	Metric: County Attendance Certification		
Inform parents of the laws regarding attendance.	8.3 Not Met. Attendance Handbook was not written. Even though an attendance program is in place, and attendance is consistently high, it is important to put policies and programs in writing. This needs to be done in 2020.		
(c) Periodically include articles about attendance in the Friday Folder.			
(d) Discuss child's attendance at every conference.			
(e) Make 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. Take the opportunity to discuss the reason for absence if it is not an approved reason.			
(f) 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.

(g) Notify parents of students who are near truant, truant, habitually truant and chronically absent to inform and assist parents to fulfill their attendance obligation. Review steps that will be taken if absences continue.

(h) Give incentives and/or awards to students for perfect and near perfect attendance.

8.3 Teacher and Consultant to develop a Parent Attendance Handbook" s to contain the following:

- \* Research linking attendance, achievement, good grades, graduation.
- \* Attendance laws
- \* Excused absences for K-8 students
- \* Guidelines for deciding whether a child is too sick for school
- \* Absence notes and make-up
- \* Truancy as defined by ed code.
- \* Consequence of truancy per ed code
- \* Independent Study Agreements

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9.0 Safe, Peaceful and Positive School Climate: Student Behavior Handbook	9.0 Safe, Peaceful and Positive School Climate: Student Behavior Handbook	9.1 Review and Revise Student Behavior Handbook. Work to be conducted by consultant as part of paid duties at no additional cost to the district.	9.1 Handbook was not reviewed No revisions were made.
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.	9.1 Met. The "Student Behavior Handbook" was reviewed but there was no need for revision. The student, staff and parent survey reveals that 100% of parents, staff and students agree that the school is orderly and safe with no instances of violence or bullying. 100% of students say they know and understand the school rules. No students were suspended. Handbook to be reviewed annually and revised as needed. Metric: Surveys/Interviews; SARC	9.1 Cost of printing Handbook for parents. 4000-4999: Books And Supplies Base \$15.00	9.1 Cost of printing handbooks  4000-4999: Books And Supplies Base \$15.00
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.)	9.2 Met. Students received incentives and rewards for following the school rules. Metric: Classroom Observations	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. \$00.00	Student incentives and awards for positive behavior  \$00.00
9.3 Teacher (Health and Safety Officer of the School) to write the School Safety Handbook and the District Hazardous Materials Binder.	9.3 Met. Teacher/principal updated the School Safety Plan and District hazardous Materials binder. Metric: Safety and Hazardous materials Binders in office.	9.3 -9.4 Substitute to provide release time for Teacher to revise the School Safety Handbook and the District Hazardous Materials Binder.  1000-1999: Certificated Personnel Salaries Base \$150.00	9.3-9.4 Substitute provided release time for Teacher to revise the School Safety Handbook and the District Hazardous Materials Binder.  1000-1999: Certificated Personnel Salaries Base \$150.00
9.4. Teacher to conduct monthly Safety Inspections of the buildings and grounds using the PIT (Principal's Inspection Tool) developed in 2016-2017.	9.4 Met. Teacher/principal conducted safety inspections monthly using the PIT (principals's inspection tool) developed in 16-17.	9.3 Benefits for substitute teacher 3000-3999: Employee Benefits Base \$27.00	9.3 Benefits for substitute teacher 3000-3999: Employee Benefits Base \$27.00

Metric: Inspections were completed and included in the school Safety Binder.

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10.0 Character Education Program	10.0 Character Education Program	10.0 -10.2 Character Ed. lessons are part of the district curriculum and daily teaching. No funding needed. \$00.00	10.0 -10.2 Character Ed. lessons are part of the district curriculum and daily teaching. No funding needed. \$00.00
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.	10.1 Met. Teacher implemented the school's Character Education Curriculum, "Character Counts" which is based on the "6 pillars of character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship. Metric: Classroom Observations; Lesson plans	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1 \$00.00	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1 \$00.00
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 important; how they implemented it; the reaction of others; and how they feel about implementing it. Or, teacher reads	10.2 Met. Instruction focused on the 6 pillars of character. The particular pillar under discussion was often prompted by an event at school, such as taking "cuts" in line or throwing litter on the ground. A lot of role playing was done to promote a greater understanding of how to put the pillar into action. Writing about the pillar was reduced in favor of more discussion and reading stories in which a character demonstrated or failed to demonstrate a pillar. As an act of Caring, Jefferson students participated in "The Great Kindness Challenge," a national initiative to promote a culture of	10.4 "Character Counts" Assembly funded under Assemblies and Field Trips, Goal 4, 6.1 above. \$00.00	10.4 "Character Counts" Assembly not held. \$00.00
		10.5 Funds to support activities of the Service Club to come from donations. \$00.00	10.5 Students used their own personal funds or donations from their parents. \$00.00

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: 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.

kindness. The challenge lasted a week and every student performed 100+ acts of kindness. They loved it!

Metric: Classroom Observations; Published list of students' acts of kindness. .

10.3 Met. Students received recognition at the quarterly awards ceremony.

Metric: Awards Program

10.4 Not Met. Character assembly not held.

10.5 Met. All students eagerly participated in the newly formed service program, "Children Helping Children." For their first project, Hanna Tran from the Leukemia and Lymphoma Society came to Jefferson to talk to the students about these blood diseases which affect children in high numbers. In response, students started a pennies collection raising \$120.00 which they donated. This was an example of putting into action the character goals of caring and good citizenship.

Metric: Copy of the letter sent to the Lymphoma Society with the donation..



## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>11.0 Positive School Climate Through Spirit Activities</p> <p>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.</p>	<p>11.0 - 11.1 Met. Monthly spirit activities were held. No logo items purchased. Metric: School Activities Calendar.</p>	<p>11.1 Purchase school spirit / school pride items with school logo. 4000-4999: Books And Supplies Base \$50.00</p>	<p>11.1 No logo merchandise purchased. 4000-4999: Books And Supplies Base \$00.00</p>

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Positive School Climate Through Student Recognition and Incentives</p> <p>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</p> <p>12.2 Teacher to hold an Awards Program at the end of every quarter. Last quarter to be a</p>	<p>12.0 Positive School Climate Through Student Recognition and Incentives.</p> <p>12.1 Met as described. Students received rewards and recognition for a variety of reasons including but not limited to following school rules and class routines; good attendance; demonstrating good work habits and habits of mind such as resilience, persistence, effort; demonstrating strong social/emotional skills such as cooperation, teamwork, courtesy, self control, etc. Metric:</p> <p>12.2 Awards Ceremonies and Promotion Ceremony were held.</p>	<p>12.0 -12.1 Incentives, Rewards, Awards for Student Recognition. 4000-4999: Books And Supplies Base \$200.00</p> <p>12.2 Cost for End-of-Year Promotion Event 4000-4999: Books And Supplies Base \$200.00</p>	<p>12.1 Incentives, Rewards, Awards for Student Recognition. 4000-4999: Books And Supplies Base \$100.00</p> <p>12.2 Some costs were paid by Parent Club and parent of graduate. 4000-4999: Books And Supplies Base \$100.00</p>

Promotion Celebration. Parents to be invited to all.

Metric: Photos; School Activities Calendar.

## 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.

Overall Implementation:

Overall, the actions and services were implemented as described with the exception of those listed below. Year after year, student engagement and a positive school climate continue to be strong and enduring pillars of strength at the core of Jefferson School.

Actions not implemented in 17-18 include:

5.1 Middle school students to visit a college. Stakeholders believed that increasing the number of career speakers was a more effective action in preparing all students for college and career. Will be included as an action under Goal 4 in 18-19.

8.2 Developing an Attendance Handbook that contains the elements of the Attendance Every Day Program. An attendance program was developed 4 years ago and has been implemented every year resulting in consistently very high attendance. However, the elements of the Attendance Program have not been written into a Handbook for parents and staff. Developing an Attendance Handbook will be included as an Action under Goal 4 in 18-19.

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

Overall effectiveness

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

The actions and services that continue to be the most highly effective in achieving the articulated goal are as follows:

10.0 Teaching a Character Education Curriculum based on the 6 pillars of character of respect, responsibility, caring, trustworthiness, fairness and good citizenship. \*The effectiveness of this program is evidenced by having no behavior referrals, no suspensions, and no expulsions since the program was implemented 4 years ago, plus a school climate that 100% of parents, staff and students agreed in the 2018 annual survey is characterized by kindness and respect.

8.0 Implementing an effective Attendance Every Day Program. \*The effectiveness of the Attendance Program is evidenced by an attendance rate of 96.7% -97.6% with no chronic absenteeism during the last 2 years; 100% of students agreed in the 2018 annual student survey that they like school, look forward to coming to school and feel connected to the school.

9.0 Implementing a comprehensive Student Behavior Program based on the principles of "Discipline With Dignity," which are described in Richard Curwin's book of the same title. Discipline with Dignity focuses on prevention; consideration of alternate behavior responses; a teacher/student counseling approach; long-term change; and preserving student dignity. \*The success of Jefferson's Student Behavior Program is evidenced by no behavior referrals, no suspensions, and no expulsions since the program was implemented 4 years ago, plus a school climate that 100% of staff, parents and students agreed in in the 2018 surveys is positive, safe, and trouble-free.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material Differences between Budget Expenditures and Estimated Actual Expenditures:

6.1 \$3000.00 was budget for Field Trips and Assemblies. Actual Expenditure was \$2375.00. The school was often given discounts because of so few students enrolled.

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:

GOAL: Wording of Goal #4 to include the word "emotional:" Goal #4 to read as follows:

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. (Change can be found in Goal 4.)

EXPECTED OUTCOMES: Expected Outcome A 2. to be changed to an "Action" item for 18-19.

A.2 100% of students will increase their engagement in learning by completing standards-based work products related to their personal interests or a shared interest with another student. (Change can be found in Goal 4 Actions/Services, 2.1

EXPECTED OUTCOMES: Change the wording of Expected Outcome "D" to include a reference to chronic absenteeism. Outcome D to read as follows in 18-19:

Students will achieve an attendance rate of 97.2% with 0% truancy and 0% chronic absenteeism. (Change can be found under Goal 4, Expected Outcomes)

EXPECTED OUTCOMES: Change Expected Outcomes B, C, and E to express survey results by a range of respondents' scores, namely, 85-100% (Change can be found under Expected Outcomes, Goal #4 B, C. E).

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

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. (6) Data analysis. (7) Identifying areas of performance/progress, greatest needs, and performance gaps using the indicators available to small schools (8) School Climate and Engagement Surveys (9) Understanding and using the School Dashboard (if applicable). (10) Budget Summary instructions. (11) 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 EI 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: 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?

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.
- 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.

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.

D. There is a need to provide all students access to the most current standards-aligned textbooks for each core subject.

E. There is a need to continue to provide students with a safe, well-maintained facility in which to learn.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Credentials Analyst Report; SARC	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.	A. Met. 100% of Jefferson teachers were fully credentialed and appropriately assigned to teach multi-subjects in grades K-8. Metric: SARC	A. 100% of Jefferson teachers will continue to be fully credentialed and appropriately assigned to teach multi-subjects in grades K-8.	A. 100% of Jefferson teachers will be fully credentialed and appropriately assigned to teach multi-subjects in grades K-8.
B. Certificates of Completion; Attendance Rosters; Invoices; Board Minutes		B. Met. 100% of instructional staff participate in professional development activities. Metric: Attendance Rosters; Invoices;	B. 100% of instructional staff will continue to have the opportunity to participate in professional development activities.	B. 100% of instructional staff will continue to have the opportunity to participate in professional development activities.
C. School Master Schedule of Courses and Instruction time; Report Cards; Classroom Observations	B. 100% of the instructional staff (1.0 FTE teacher and 1.0 FTE aide) participated in selected and required professional development activities.			
D. Williams Resolution; Board Minutes; District Annual Inventory of Textbooks and Instructional Materials.	C. 100% of students participated in a comprehensive, balanced curriculum that included regularly scheduled, ongoing, standards-based instruction in Math, English-Language Arts,	C. Met. 100% of students, participated in a broad, comprehensive, balanced curriculum that included regularly scheduled, ongoing, standards-based instruction in Math, English-Language Arts,	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,	C. 100% of students will continue to participate in a broad, comprehensive, balanced curriculum that includes regularly scheduled, ongoing, standards-based instruction in Math, ELS, Basic Writing, Designated English
E. FIT rating of "Good;" or higher; SARC				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>English Language Development, History/Social Studies, Science, Physical Education and VAPA.</p> <p>D. 100% of students had access to textbooks from the latest adoption cycle in all core subjects.</p> <p>E. 100% of students had access to a safe, well-maintained facility in which to learn.</p>	<p>Designated English Language Development, History/Social Studies, Science, Basic Writing, Physical Education and VAPA.</p> <p>Metric: Master Schedule</p> <p>D. Met. 100% of all students had access to textbooks from the latest adoption cycle in all core subjects.</p> <p>Metric: Williams Resolution;</p> <p>E. Met. 100% of students had access to a safe, well-maintained facility in which to learn.</p> <p>Metric FIT Report; Sarc</p>	<p>Designated English Language Development, History/Social Studies, Science, Physical Education and VAPA.</p> <p>D. 100% of all students will continue to have access to textbooks from the latest adoption cycle in all core subjects.</p> <p>E. 100% of students will continue to have access to a safe, well-maintained facility in which to learn.</p>	<p>Language Development, History/Social Studies, Science, Physical Education and VAPA.</p> <p>D. 100% of all students will continue to have access to textbooks from the latest adoption cycle in all core subjects.</p> <p>E. 100% of students will continue to have access to a safe, well-maintained facility in which to learn.</p>

## 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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

1. Staffing: District to retain (or hire) a highly qualified fully credentialed teacher for 2017-2018.

**2018-19 Actions/Services**

1. Staffing: District to hire a highly qualified fully credentialed teacher for 2018-2019

**2019-20 Actions/Services**

1. Staffing: District to hire 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)	3000-3999: Employee Benefits 1.2 Teacher Total Benefits: \$21,645.12	3000-3999: Employee Benefits 1.2 Teacher Benefits: \$22,612.08 \$14,697.85 (LCFF)

	\$ 7,199.00 (EPA)	\$14,069.33 (LCFF) See 1.2 below for EPA contribution	See 1.2 below for EPA contribution
Amount	\$1000.00	\$1000.00	\$1000.00
Source	Base	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	1000-1999: Certificated Personnel Salaries 1.3 Substitute Salary: \$1000.00 (LCFF) to release teacher 6 days to attend PD.
Amount	\$178.00	\$197.00	\$212.50
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Substitute Benefits: \$178.50 (LCFF))	3000-3999: Employee Benefits 1.4 Substitute Benefits: \$197.00 (LCFF)	3000-3999: Employee Benefits 1.4 Substitute Benefits: \$212.50 (LCFF)
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

Unchanged Action

2017-18 Actions/Services

2.0 Staffing: District to hire an instructional aide.

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

Unchanged Action

2018-19 Actions/Services

2.0 District to hire an instructional aide.

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

Unchanged Action

2019-20 Actions/Services

2.0 District to hire an instructional aide.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,105.00	\$7,068.00	\$7209.00
Source	Base	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	2000-2999: Classified Personnel Salaries 2.1 Instructional Aide Salary: \$18,610.00 \$7,209.00 (LCFF) See 2.1 below for REAP contribution of \$11,401.00
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	\$4,430.00
Source	Base	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	3000-3999: Employee Benefits 2.3 Aide Benefits: \$11,838.00 \$4,430.00 (LCFF) See 2.3 below for REAP contribution of \$7,408.00
Amount	\$8943.00	\$9,185.00	\$9,433.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

	2.4 \$8943.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.	2.4 Aide Benefits: \$9185.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.	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) See 2.1 above for LCFF contribution of \$7209.00
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 See 2.3 above for LCFF contribution of \$4430.00

### 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

Unchanged Action

### 2017-18 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

### 2018-19 Actions/Services

#### 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.

### 2019-20 Actions/Services

#### 3.0 Training:

3.1 The teacher will develop a professional development plan for 19-20. 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 ongoing 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 release days for teacher to perform admin work

3.4 District to provide Induction training as needed.

## 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	\$900.00
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. (6 @ \$150.00)
Amount	\$900.00	\$4500.00	\$4500.00
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 3.3 Substitute salary for 30 Administration Days @ \$150.00 per day
Amount	\$162.00	\$886.00	\$956.00
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%.	3000-3999: Employee Benefits 3.3 Substitutes' benefits for releasing teacher for 30 admin days @ \$21.25%.
Amount		\$3500.00	\$3500.00



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

## 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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 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.

### 2018-19 Actions/Services

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,

### 2019-20 Actions/Services

Curriculum/Master Schedule  
4.0 Curriculum: 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,

<p>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.</p> <p>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.</p>	<p>Physical Education and Visual and Performing Arts.</p> <p>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.</p> <p>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.</p>	<p>History-Social Studies, Science, Physical Education and Visual and Performing Arts.</p> <p>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.</p> <p>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 including instructional minutes for each course.</p>
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### 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 5

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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
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 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.	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 to purchase adopted textbooks/Instructional supplies for newly enrolled students and 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	\$5000.00
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 Purchase adopted H/SS books (or Science)
Amount		\$700.00	\$700.00
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 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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 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.

### 2018-19 Actions/Services

6.0 Materials: District shall provide every student with sufficient classroom supplies, books, supplementary materials, and equipment in all subject areas

### 2019-20 Actions/Services

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	\$1800.00
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 (9)

## 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)

[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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 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.

**2018-19 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. 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.

**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 teacher will continue to implement its process for evaluating the effectiveness of e-programs used for 2 years or more.

**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 7.0-7.1 Replace/ repair of technology equipment.
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.	7.2 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.

## 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  
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)

[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

Unchanged Action

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

Unchanged Action

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

Unchanged Action



## 2017-18 Actions/Services

### 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.

## 2018-19 Actions/Services

### 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.

## 2019-20 Actions/Services

### 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)

Modified Goal

## 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:

### 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.	Goal #2, 2016-2017 Focus for student improvement is ELA.	Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math	Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math	Goal #2: Primary focus for student improvement is ELA. Secondary focus is Math
A. CAASPP Test (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.	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. By May 2019, the percentage of students in grades 3-8 meeting standard in ELA will increase 8%.	A. By May 2020, the percentage of students in grades 3-8 meeting standard in ELA will increase 8%.
B. CAASPP Test (Math)				
C. CAASPP Test (Writing). Lucy Calkin's Writing Program to replace CAASP Writing Test in 2019.	By May 2018, the percent of students meeting standard in ELA will increase 8%	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.	A.1 By May 2019, the percentage of EL 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 increase 8%.
D1. ELPAC Test results.				
D.2 ELPAC Test Results	A.1 By May 2017, the percentage of EL students in grades 3-8 meeting or exceeding standard in ELA was 12.5%. As a result, the			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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%</p> <p>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.</p> <p>B. By May 2017, the percentage of students in grades 3-8 meeting or exceeding standard in Math increased by 20.5% percent. As a result, the percentage of students meeting grade level standards in Math improved from 17% in 2016 to 37.5% in 2017. By May 2018, the percent of students meeting standard in Math will increase 8%</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>A.2 By May 2019, one student with disabilities in grades 3-8 will increase his/her ELA scale score 50 points over scale score from 2018.</p> <p>B. By May 2019, the percentage of students in grades 3-8 meeting standard in Math will increase 8%.</p> <p>B.1 By May 2019, the percentage of EL students in grades 3-8 meeting standard in Math will increase 8%.</p> <p>B.2 By May 2019, one of students with disabilities in grades 3-8 will increase his/her scale score in Math by 50 points.</p>	<p>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.</p> <p>B. By May 2020, the percentage of students in grades 3-8 meeting standard in Math will increase 8%.</p> <p>B.1 By May 2020, the percentage of EL students in grades 3-8 meeting standard in Math will increase 8%.</p> <p>B.2 By May 2020, one student with disabilities in grades 3-8 will increase his/her scale score in Math by 50 points.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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%</p> <p>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.</p> <p>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</p>	<p>One SWD increased his/her scale score 74 points.</p> <p>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.</p> <p>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.</p> <p>C.2 Not Met. By May 2018, 0% of SWD in grades 3-8 met standard in Writing, which is no change from 2017.</p> <p>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</p>	<p>C. By May 2019, 8% of students in grades 3-8 will meet standard in Writing.</p> <p>C.1 By May 2019, 8% of EL students in grades 3-8 will meet standard in Writing.</p> <p>C.2 By May 2019, one SWD in grades 3-8 will achieve "Nearly Met" in writing.</p> <p>D1 By May 2019, 100% of EL students enrolled on Census Day will improve one level in any of the ELPAC subtests.</p>	<p>C. By May 2020, 8% of students in grades 3-8 will meet standard in Writing.</p> <p>C.1 By May 2020, 8% of EL students in grades 3-8 will meet standard in Writing.</p> <p>C.2 By May 2020, one SWD in grades 3-8 will achieve "Nearly Met" in writing.</p> <p>D1. By May 2020, 100% of EL students enrolled on Census Day will improve one level in any of the ELPAC subtests.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p> <p>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.</p> <p>D.1 By May 2017, 100% EL students increased one level on any of the CELDT subtests.</p> <p>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.</p>	<p>2018 could not be made.</p> <p>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"</p> <p>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.</p>	<p>D.2 Re-designation: By May 2019, EL students continuously enrolled for 48 months will meet the criteria and be re-classified within that time.</p>	<p>D.2 Re-designation: By May 2020, 85% of EL students continuously enrolled for 48 months will meet the criteria and be re-classified.</p>

# 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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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



scoring rubrics for each grade level and type of writing. Writing to be tested quarterly using LEA writing prompts and rubrics.

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.

1.2 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.

(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.

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.

(c) Collaborate with RSP Specialist regarding test results of RSP students & the next best instructional steps.

(d) Report assessment results to parents and board.

#### STATE TESTING

1.5 Teacher to to analyze 2020 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.

## 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	\$1609.58
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.= \$1609.58

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 release day funded under Goal 1,3.3
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 release day Goal 1,3.1

## 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  
Specific Student Groups: EL students

### 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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 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

### 2018-19 Actions/Services

#### 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

### 2019-20 Actions/Services

#### 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 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

intervention as needed, then rotate to assigned "Learning Centers."

reinforcement, practice, more intense intervention or enrichment.

reinforcement, practice, more intense additional 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.

2.2 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.

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:

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 #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.

Objective #2: As you work, demonstrate the skills of active listening and teamwork which I will be looking for as I walk around. 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.

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.

### 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 Part of instructional planning. No additional funding needed.
Amount		\$00.00	\$00.00
Budget Reference		2.2, 2.3 Teach social/emotional skills. Part of instruction. No additional funds needed.	2.2, 2.3 Teach social/emotional skills. Part of instruction. No additional funds needed.

### 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

Modified Action

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

Modified Action

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

Unchanged Action

## 2017-18 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)
- \* Research: National Geographic (Reading/Writing)
- \* I Wonder: Internet research on self-selected topic

## 2018-19 Actions/Services

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)
- \* Listen to audio book while following along in print book. (EL & SWD)

## 2019-20 Actions/Services

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 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 (Math)
- \* Sokikum (Math)
- \* Footsteps to Brilliance (Required, 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)

- \* 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

- \* 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.

- \* 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.

## 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	\$200.00
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, spelling & 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.

## 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

Modified Action

### 2017-18 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

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

Modified Action

### 2018-19 Actions/Services

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

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

Unchanged Action

### 2019-20 Actions/Services

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

levels of thinking, e.g. "remembering and comprehension." You may ask more 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.

same activities. For example, plan & assign activities that appeal to various 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

same activities. For example, plan & assign activities that appeal to various 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.	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.
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$00.00	\$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.	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	\$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.	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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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	Unchanged Action

2017-18 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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

(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.

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.

(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 bear's 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,

subject area being ELA and one being technology.

EXAMPLES: Projects described below are just examples. Teacher might use these examples (if not done before) and/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 their 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. Conduct scientific research the historical period in which they lived, their habitat, food supply, their enemies, weather patterns, climate and any changes in those or other factors that may have threatened their existence. Choose an explanation for their 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 bear's 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,

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 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.

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.

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.



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$00.00	\$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	5.0-5.1 Fees for PD on Cross-Content Instruction. Funded under PD training, Goal 1, 3.2. Salary & benefits funded under Goal #1, 3.3
Amount	\$50.00	\$50.00	\$50.00
Source	Base	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,	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

Modified Action

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

Modified Action  
Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

6.0 Cross-Content Writing Instruction

Action 6.0 discontinued. Basic Writing Course implemented instac.

### 2018-19 Actions/Services

6.0 Cross-Content Writing Instruction - Dropped

Action 6.0 discontinued. Basic Writing Course implemented instead

### 2019-20 Actions/Services

6.0 Cross-Content Writing Instruction-Dropped

Action 6.0 discontinued. Baic Writing Course implemented instead.

## 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)

[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

Modified Action

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

Modified Action

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

Modified Action

## 2017-18 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.

## 2018-19 Actions/Services

### 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.  
(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.

## 2019-20 Actions/Services

### 7.0 Employ a Thinking Curriculum Across Content Areas

7.1 Continue to habitually employ Blooms taxonomy when designing performance tasks and crafting discussion questions to elicit higher level responses 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. Teach students the taxonomy and how to use it to ask high level questions of themselves when they read.

7.2 NEW: Begin to learn and employ the inquiry method. The inquiry method depends on essential questions and includes elements of metacognition, In inquiry-based lessons, teacher asks most questions not to arrive at established facts, but through questions lead students to discover knowledge and solutions applicable to their use. The inquiry method develops students' own inquiry skills and nurtures inquiring attitudes ("inquiring minds want to know") that will enable them to continue the quest for knowledge and become a lifelong learner (Part of Jefferson's Vision).

(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.

7.3 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	\$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	7.1 (e) Fees for PD on Blooms Taxonomy 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	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.	7.2 Fees for PD on the inquiry method funded under Goal #1, 3.2. Substitute salary and benefits funded under Goal #1, 3.3.
Amount		\$00.00	\$00.00
Budget Reference		7.3 Preparing and asking students "essential questions" is part of lesson planning and regular instruction. No funding needed.	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)

[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

New Action

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

Modified Action

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

Modified Action

## 2017-18 Actions/Services

8.0. English-Language Arts: First year of Implementation of ELA Adopted textbook and Instructional Materials. English-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 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.

## 2018-19 Actions/Services

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.

8.3 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

## 2019-20 Actions/Services

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 using the HMH "Journeys" and "Collections" Series. Training may take the form of workshops, webinars, collaborative planning, observing model instruction, etc.

8.3 Teacher to continue to fully implement the Common Core English Arts Standards using textbooks and instructional materials from the latest adoption cycle. Purchase additional components of the series as needed.

NEW: WRITING INSTRUCTION

	<p>program, Basic Writing, using Lucy Calkin's "Grade Level Units of Writing" and "The Writing Process."</p> <p>8.5 Teacher to participate in PD on implementing Calkin's "Grade Level Units of Writing" and "Writers' Workshop" (both available through Heinemann website)</p> <p>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</p>	<p>8.4 Teacher to continue to fully implement the standards-based district writing program using Lucy Calkin's "Grade Level Units of Writing" and "The Writing Process."</p> <p>8.5 Teacher to continue to participate in PD on implementing "Grade Level Units of Writing" and "Writers' Workshop" as needed. (both available through Heinemann ).</p> <p>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 records.</p>
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### 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 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
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 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.

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 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.

## 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

Modified Action

2017-18 Actions/Services

9.0 Mathematics - Second year of implementation of Adopted Math textbooks and supplementary materials.

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

Modified Action

2018-19 Actions/Services

9.0 Mathematics - 3rd year of implementation

9.1 Teacher to continue to revise the Math scope and sequence as a

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

Unchanged Action

2019-20 Actions/Services

9.0 Mathematics- 4th year of implementation

9.1 Teacher to continue to revise the Math scope and sequence as a



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.

9.3 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

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.

9.3 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

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 through frequent revisions, 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.

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 Frequently provide students with unfamiliar problems so they can select and apply appropriate problem solution strategies. 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. Continue to

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.

practice each until they can select 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.

provide students many opportunities to practice each until they can select and use them independently

9.4 Continue to 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 Continue to teach students how to select and use math problem solving strategies when they do not know how to solve a problem. Work performed as part of regular teaching. No additional funding needed.
Amount	\$00.00	\$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.	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)

[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	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>10.0 SCIENCE</p> <p>10.1 Teacher to begin implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 40% hands-on science investigations.</p> <p>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</p> <p>VISUAL AND PERFORMING ARTS</p> <p>10.3 Students to learn key principles of visual arts. Using art prints, study the works of selected famous artists known for 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</p>	<p>10.0 SCIENCE</p> <p>10.1 Teacher to continue implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 50-60% hands-on science investigations.</p> <p>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</p> <p>VISUAL AND PERFORMING ARTS</p> <p>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</p>	<p>10.0 SCIENCE</p> <p>10.1 Teacher to continue implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 50-60% hands-on science investigations.</p> <p>10.2 Continue to build an inventory of science equipment and supplies. 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</p> <p>VISUAL AND PERFORMING ARTS</p> <p>10.3 Visual Arts- Students to continue to learn the principles and elements of visual arts. Students to attend an art exhibit. Write a report using art vocabulary on a selected piece of art referencing the principles and elements observed. Students continue to discuss evaluate and write about their own art work in terms of the principles and elements used.</p>

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.

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.

10.4 Performing Arts: Students attend an instrumental or choral music concert. Implement these or other standards-based activities: Study the look and sound of each instrument used in the concert. Listen to a recording of similar music and identify, through its sound, which instruments are playing. If attending a choral concert learn the names and sounds of voice ranges, e.g. soprano, baritone, alto, etc., and try to identify them at the concert and in recordings.

10.5 Students produce a school musical incorporating the elements of theater and music.

## 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	\$00.00
Source	Base		
Budget Reference	4000-4999: Books And Supplies 10.3 Purchase art prints	10.3 Art supplies funded under Goal #1, 6.0.	10.3 Field trip to an art museum. Funded under Goal 4,6.1.
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	\$150.00
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.

## 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

New Action

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

Modified Action

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

Unchanged Action

**2017-18 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.

**2018-19 Actions/Services****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.

**2019-20 Actions/Services****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 structure 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



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, 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 English 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

(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.

11.5 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.

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 purchasing a supplementary ELD leveled program or additional Fountas and Pinnel's leveled materials.

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.

11.5 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.



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 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 will 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 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 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;

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.

11.8 Purchase materials for developing EL oral language skills such as plays and materials for 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.

11.9 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 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 and Writers Workshop;" 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

<p>11.6 Students to participate in an in-school and "Read at Home Program using Kindles and e-books.</p> <p>11.7 Teacher to attend PD to support effectiveness in implementing this program.</p> <p>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</p>	<p>Implementing "Up the Ladder" (a reading workshop for struggling readers)</p> <p>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.</p>	<p>providing instruction and will provide targeted individual interventions to students in this program.</p>
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$00.00	\$3000.00	\$3000.00
Source		Supplemental	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 11.1 Purchase of additional F & P levels that align with students' proficiency levels.
Amount	\$2500.00	\$500.00	\$500.00
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 11.2 Purchase leveled sets of books that match student proficiency levels for Guided Reading instruction.

Amount	\$2000.00	\$200.00	\$200.00
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 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	\$600.00
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	\$500.00
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.
Amount	\$300.00	\$100.00	\$100.00
Source	Supplemental	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.	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.

Amount	\$1000.00	\$800.00	\$800.00
Source	Supplemental	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.	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/Intervention program.

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 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

## 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)

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

12.1 District to provide a Summer  
Reading program.

#### 2018-19 Actions/Services

12.1 District to provide a Summer  
Reading program.

#### 2019-20 Actions/Services

12.1 District to provide a Summer  
Reading program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$375.00	\$375.00	\$375.00
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.

# 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: Jefferson is a small rural school serving 9 students from 5 families. Parents transport their children to and from school, so there are daily opportunities for communication between home and school which forges a bond and strengthens the connection between home and school. This possibility for daily communication between home and school also affords the school a unique opportunity to obtain individual input on decisions from every parent. Further, the small size of the school facilitates communication in more formal situations such as LCAP and SSC meetings where every parent has the opportunity to hear one another and participate in discussions and decisions. This communication and relationship between Jefferson School and its parents has greatly benefited students over the years. There is a need to continually foster this communication and relationship 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. Continued vigilance is needed to recruit parents of EL students to run for the SSC in order to give their families a direct voice and input into decisions for improved services and programs for English Learners. For the past 3 years, the SSC has been encouraged, supported and empowered through education and training to become increasingly engaged in making decisions regarding goals and priorities for school improvement, working to implement the goals, and



measuring the effectiveness of improvement activities/services as evidenced by SSC agendas, minutes and work products. There is a need to continue 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 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 83% of parents agree that the staff makes a strong effort to include parents in decisions.

D. Parent Education: There is a need to maintain 85% - 100% parent attendance at parent education events that showcase student work and include a component of parent education on the standards underlying the students' work. These include the Art Fair, Science/Technology Night, Reading Night, Math Night and student performances. There is a need to maintain 85%-100% attendance and participation in Parent Education events such as "School Orientation," Parent/Teacher Conferences; and "Family Learning Night."

E Family Fun; 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. New in 17-18: Parent/Community Volunteer Program: New in 17-18: 85-100% of parents participate in school events and activities primarily by their attendance. While attendance is greatly appreciated and important, 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. New in 17-18: Community Outreach Program: Very few members of the greater school community attend school events or participation 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	A. Home/School Communication: 100% of parents rated home/school communication as good	A. Communication: - Met 100% of parents rated home/school communication as very good to excellent. The teacher/principal was available before and	A. Communication: 100% of parents will continue to rate home/school communication as very good to excellent. Weekly Friday Folders will continue as the	A. Communication: 100% of parents will continue to rate home/school communication as very good to excellent. Weekly Friday Folders will continue as the
B. SSC Election Documents; SSC Training Documents; SSC Agendas, Minutes	. 100% or parents stated that their preferred mode of communication			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>&amp; Work Products; LCAP Meeting Notes;</p> <p>C. Surveys and Interviews</p> <p>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."</p> <p>E. Attendance Sign-In; Photographs</p> <p>F. Surveys/Interviews; Attendance Rosters; Copies of Communication; sign-up Records</p> <p>G. Surveys/Interviews; Attendance Rosters; Copies of Communication</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Metric: Surveys and Interview</p> <p>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.</p> <p>Metric: Election and training docs; Parent Survey</p> <p>C. Parent Decision Making: On a parent survey, 83% of parents agreed that the staff makes strong efforts to include parents in decision making.</p>	<p>primary mode of two-way communication between home and school.</p> <p>B.SSC Membership SSC elections will be held 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.</p> <p>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.</p>	<p>primary mode of two-way communication between home and school.</p> <p>B. SSC Membership SSC elections will be held 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.</p> <p>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.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>C. Parent Participation in Decision Making: 80% of parents participated in the LCAP Process by providing input into needs, focus areas, and goals. They provided input into identifying actions/services to meet the goals and participated in evaluating the school's progress on implementation of the LCAP.</p> <p>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.</p>	<p>Metric: Surveys and Interviews</p> <p>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</p>	<p>D. Parent Education D.1 85-100% of parents will continue to attend "School Orientation" during which parents will be provided information about the standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, and School events. D.2 85-100% of parents will continue to attend Parent Conferences. D.3 85-100% 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 in which families come together to participate in learning activities together. The district will continue to hold an annual "Family Learning Night" where</p>	<p>D. Parent Education D.1 100% of parents will continue to attend "School Orientation" during which parents will be provided information about the standards, the Master Schedule, Student Behavior Program, Character Education Program, Textbooks, Attendance, and School events.. D.2 100% of parents will continue to attend Parent Conferences. D.3 100% 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</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>D.3 100% of parents attended at least two "Curriculum Nights" parent education events that showcased student work and provided information about the standards underlying the students' work.</p> <p>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."</p>	<p>underlying science standard. Metric: Parent sign-in; Event sign in</p> <p>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.</p> <p>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</p>	<p>students, staff and parents participate in learning activities together, and parents learn strategies for helping their children at home. 85-100% of parents will attend.</p> <p>E. "Family Fun Night:" 85%-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.</p> <p>F. 100% of parents participate in school events and activities primarily by their attendance. While this level of participation is greatly appreciated and important, in 18-19 the district will try to enlist 30% of parents to become actively engaged through volunteer activities.</p> <p>G. The district will continue a Community Outreach Program with</p>	<p>learning activities together, and parents learn strategies for helping their children at home. 100% of parents will attend."</p> <p>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.</p> <p>F. 100% of parents participate in school events and activities primarily by their attendance. While this level of participation is greatly appreciated and important, in 19-20 the district will start a campaign with a goal to enlist 30%% of parents to become actively engaged through volunteer activities.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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."</p> <p>F. Parent Volunteerism. No data. New in 17-18</p> <p>G. Community Outreach: No data. New in 17-18</p>	<p>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</p>	<p>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. .</p>	<p>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.</p>

# 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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 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 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

### 2018-19 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 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

### 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 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.

their children learn, ideas for fun learning activities to do at home and a School Newsletter.

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	\$15.00
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

Modified Action

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

New Action

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

Unchanged Action



## 2017-18 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 school," perceptions and beliefs about physical and emotional safety, instructional effectiveness, school climate & culture, involvement in decision making

## 2018-19 Actions/Services

### 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, principal coffees, and home visits. Encourage parents to be actively involved in the LCAP process to provide input into decisions..

## 2019-20 Actions/Services

### 2.0 Parent Input into Decisions

2.1 Teacher/Principal to recruit parents to serve on the SSC with 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 19-20. 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 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 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.

2.4 Teacher/Principal and SSC to continue to develop parent, student, staff surveys



and input regarding the strengths and areas needing improvement. Input will also be sought from members of the larger community.

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 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.

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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$00.00	\$00.00	400.00
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	\$10.00
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.

### 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

Modified Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 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

#### 2018-19 Actions/Services

##### 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,

#### 2019-20 Actions/Services

##### 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 "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 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

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 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,

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 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

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.

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.

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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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 District to send invitations to the larger community via e mail and USPS.

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"

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

5.0 Support and Incentives to Participate in School Events

5.1 District 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 by serving 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.

### 2018-19 Actions/Services

5.0 Support and Incentives to Participate in School Events

5.1 District to continue to provide supports and incentives for parents and community members to participate in parent education events, Family Fun Night, and student performances by serving meals/snacks (if meeting or event is at mealtime) and scheduling meetings/events at times to accommodate parents' working schedules. Jefferson enjoys 100% participation in almost every event.

### 2019-20 Actions/Services

5.0 Support and Incentives to Participate in School Events

5.1 District to continue to provide supports and incentives for parents and community members to participate in parent education events, Family Fun Night, and student performances by serving meals/snacks (if meeting or event is at mealtime) and scheduling meetings/events at times to accommodate 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

New Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

6.0 Parent Volunteer Program:

6.1 In 17-18 the district will institute a Volunteer Program with a goal to enlist

### 2018-19 Actions/Services

6.0 Parent Volunteer Program:

6.1 Continue to develop the Volunteer Program with a goal to enlist 33% of

### 2019-20 Actions/Services

6.0 Parent Volunteer Program:

6.1 Continue to develop the Volunteer Program with a goal to enlist 33% of



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.

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

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.

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. Ask a volunteer to bring a friend

\* Send out a questionnaire or have parking lot talks to find hidden talents and interests to recruit to be guest teachers.

\* Express appreciation. Volunteers need recognition, e.g.

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$00.00	400.00	400.00
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 &/or 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)

[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

New Action

2017-18 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

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

New Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

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.

8 members of the larger community to actively participate in the school.

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	\$100.00
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.

# 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)

Modified 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.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.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.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.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. Classroom Observations; Student Work Products.				
B. Surveys and Interviews				
C. Surveys and Interviews				
D. CALPADS; State Attendance Rosters; County Attendance Certification	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).	A.2 Engagement: Met. 100% of students increased their engagement in learning by completing 3 standards-based work products related to their personal interests. Metric: Student Work Prooducts	A.2 Dropped as a Measurable Outcome. More appropriate as an Action. See 1.2 in this section.	A.2 Dropped as a Measurable Outcome. More appropriate as an action. See 1.2 in this section.
E. Surveys and Interviews				
F. SARC Report; CALPADS	B. Student Engagement: 89% of students reported that they feel	B. Engagement: Met. 100% of students reported that they feel competent, confident	B. Student Engagement: 85-100% of students will report that they feel competent, confident and proud of their accomplishments; have	B. Student Engagement: 85-100% of students will report that they feel competent, confident and proud of their accomplishments; have a strong desire to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>competent, confident and proud of their accomplishments; have a strong desire to improve; and believe that they will continue to increase their achievement.</p> <p>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.</p> <p>D. Student Engagement: Students achieved an attendance rate 97.6% with 0% chronic truancy..This exceeded the expected outcome by 1.6%.</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>E.1 School Climate: Met. 100% of students reported that they feel respected by the adults</p>	<p>a strong desire to improve; and believe that they will continue to increase their achievement.</p> <p>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.</p> <p>D. Student Engagement; Students will achieve an attendance rate of 97.2% with 0% chronic truancy (as described by CDE) and 0% chronic absenteeism.</p> <p>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 physically and</p>	<p>improve; and believe that they will continue to increase their achievement.</p> <p>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.</p> <p>D. Student Engagement: Students will achieve an attendance rate of 97.4% with 0% chronic truancy (as described by CDE) and 0% chronic absenteeism.</p> <p>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.</p> <p>E.2 School Climate:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p> <p>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.</p> <p>F. School Climate: Suspension rate was maintained at 0%; Expulsion rate was maintained at 0%.</p>	<p>and other students at the school and that they feel physically and emotionally safe at school. Metric: Student Surveys</p> <p>E.2 School Climate: Met. 100% of staff, parents &amp; students strongly agreed that the school climate is positive and peaceful where violence and bullying do not occur Metric: Parent, Staff and Student Surveys</p> <p>F. School Climate: Met. Suspension rate remained at 0%; Expulsion rate will remain at 0%. Metric: SARC</p>	<p>emotionally safe at school.</p> <p>E.2 School Climate: 85-100% of staff, parents &amp; students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur</p> <p>F. School Climate: Suspension rate will remain at 0%; Expulsion rate will remain at 0%.</p>	<p>85- 100% of staff, parents &amp; students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur</p> <p>F. School Climate: Suspension rate will remain at 0%; Expulsion rate will remain at 0%.</p>

# 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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 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.

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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



1.2 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.

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 work product 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	\$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 Students will each complete a major standards-based project related to personal interest. Materials funded under Goal 1. 6.0
Amount	\$00.00	\$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	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 Student selected assesments. Teacher to set performance standards for student-selected assessments.

	presentation. Teacher to monitor students' choices to ensue they are suitable for the topic or concept.		
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 Performance standards for ALL student-selected assessments. No 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)

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
<p>2.0 Increase Engagement Through Active Learning</p> <p>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.</p>	<p>2.0 Provide Active Learning Activities:</p> <p>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.</p>	<p>2.0 Provide Active Learning Activities.</p> <p>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 graders 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.</p>

### 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 Active Learning Activities : Part of lesson planning and teaching. No additional funds needed.

### 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

Modified Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 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 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.

#### 2018-19 Actions/Services

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"

#### 2019-20 Actions/Services

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"

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 and be ready for the next step in instruction.

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.

extends "think time" & facilitates higher level thinking by all. Avoid supplying answers. During discussion, avoid agreeing or disagreeing with the 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.

## 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 Increase engagement by providing support. Part of instructional planning and instruction. No additional funding needed.
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	3..2 Teach For Success by increasing "Wait Time." Part of regular instruction. No additional funding needed.	3..2 Teach For Success by increasing "Wait Time." Part of regular instruction. No additional funding needed.

	explain their reasoning then ask for alternate responses.		
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 Increase student engagement by honoring every response. Part of regular instruction. No additional funds needed.
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 Continue to train aide in MTSS. Work to be performed on minimum days. Additional funding not 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

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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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### 2019-20 Actions/Services

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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. 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.

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.

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. Teacher to always provides 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.

## 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

Modified Action

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

New Action

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

Unchanged Action

### 2017-18 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.

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

5.0 Career Education:

5.1 Provide the opportunity for students to widen their thinking about career possibilities through learning about different careers from 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 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

Unchanged Action

2017-18 Actions/Services

6.0 Engage Students in Learning Through Field Trips and Assemblies (including Family Learning Assembly)

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

Unchanged Action

2018-19 Actions/Services

6.0 Engage Students in Learning Through Field Trips and Assemblies.(including Family Learning Assembly)

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

Unchanged Action

2019-20 Actions/Services

5.0 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.

6.1 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.

6.1 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	\$3000.00
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)

[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

Unchanged Action

### 2017-18 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.

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

Unchanged Action

### 2018-19 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.

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

Unchanged Action

### 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.

## 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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

8.0 Connection to School: "Attendance Every Day Program:"

8.1 Students to attain an attendance rate of 97.0 %.

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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 "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

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 student 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.

Folder. Discuss child's attendance at every conference.

b. Teacher makes a friendly call home as soon as it is clear that the student 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;

(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

Folder. Discuss child's attendance at every conference.

b. Teacher makes a friendly call home as soon as it is clear that the student 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;

(d) Guidelines for deciding whether a child is too sick for school;

(e) Absence notes;

(f) Truancy & Chronic absenteeism as defined by law;

(g) Consequence of truancy & chronic absenteeism as defined by law.

(h) Policies and procedures regarding Independent Study Agreements



8.2 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

### 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)

[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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

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.

9.4. Teacher to conduct monthly Safety Inspections of the buildings and grounds using the PIT (Principal's Inspection Tool) developed in 2016-2017.

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 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 support an environment that fosters students' development of social and emotional skills such as discussing/counseling in 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 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)

[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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 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,

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

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.

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 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

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). 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

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 the pillar in action as students would put it into practice making it real and concrete. For example: One way to show respect is to greet people in a friendly manner using the person's name. Teacher models this (direct instruction) 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). 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. If the teacher hears shouting in the lunchroom, the teacher could consider revisiting respect. There is no special order of instruction. The pillar can be selected in response to a situation at school or a

accident, etc. Funds to support the club will come primarily from student & parent & community donations.

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,

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 such as teamwork, cooperation, resolving interpersonal conflicts and understanding other's feelings. The Pillar of Responsibility can lead into teaching 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 story in which a character demonstrates one of the pillars. Class discusses. Purchase books with the "pillars" in mind. 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

etc. Funds to support the program will come from parent or community donations or a student fundraiser.

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	\$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 Provide instruction to increase students' social/emotional capacities. Part of regular instruction. No additional funding needed.
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	\$200.00
Source		Base	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.	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 social or emotional capacities.



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)

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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 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.

### 2018-19 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 providing students with school logo items such as school-identity logo bracelets, lanyards, etc..

### 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 providing students with school logo items such as school - identity logo bracelets, lanyards, etc.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50.00	\$50.00	\$50.00
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.

## 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)

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 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;

### 2018-19 Actions/Services

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;

### 2019-20 Actions/Services

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, following directions, using time wisely; for academic achievement; for demonstrating positive social skills; for demonstrating "pillars of character," etc

12.2 Teacher to hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all .

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 hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all .

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 hold an Awards Program at the end of every quarter. Last quarter to be a Promotion Celebration. Parents to be invited to all .

## 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 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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$10,965.00

Percentage to Increase or Improve Services

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. 100% of Jefferson students are unduplicated. Among these students, 66.6.% are unduplicated English Learners including one student who is also a SWD. 100% are economically disadvantaged. Jefferson currently has no homeless or 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 77.7% unduplicated English Learners including a student with disabilities and 22.2% unduplicated low income students. In addition to the 20 actions and services for all students listed above, the district will provide the following 15 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, SWD, 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 60 minutes per day, the instructional goal of which is to grow students'
- English language proficiency.
- 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
- Students will participate in choral reading and partner reading of stories, non-fiction, poetry, song lyrics, etc.
- 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 inflections, usage, etc.
- Students will read Student Scholastic Science and Social Studies non-fiction magazines with the teacher who will facilitate discussions of content and academic vocabulary.
- Students will study English dialogue. They will write original "situational skits" on typical everyday events using well chosen English vocabulary, sentence formation, intonation, expression, 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.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$10,548.00

Percentage to Increase or Improve Services

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 disabilities 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](mailto: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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

## **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

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

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	143,644.23	133,919.40	143,919.23	159,812.70	160,535.36	464,267.29
	0.00	0.00	400.00	400.00	800.00	1,600.00
Base	70,002.21	56,994.71	112,075.21	85,083.33	83,990.83	281,149.37
Other	42,198.00	42,198.00	0.00	43,324.79	44,201.95	87,526.74
Supplemental	31,444.02	34,726.69	31,444.02	31,004.58	31,542.58	93,991.18

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	143,644.23	133,919.40	143,919.23	159,812.70	160,535.36	464,267.29
	0.00	0.00	400.00	450.00	850.00	1,700.00
1000-1999: Certificated Personnel Salaries	51,100.00	53,050.00	51,100.00	54,460.00	55,439.20	160,999.20
2000-2999: Classified Personnel Salaries	32,330.00	32,330.00	32,330.00	32,978.00	33,410.00	98,718.00
3000-3999: Employee Benefits	41,289.65	28,267.15	41,289.65	43,440.12	45,051.58	129,781.35
4000-4999: Books And Supplies	11,665.00	14,787.67	11,640.00	18,125.00	15,925.00	45,690.00
5000-5999: Services And Other Operating Expenditures	6,259.58	4,809.58	5,259.58	5,859.58	5,359.58	16,478.74
5800: Professional/Consulting Services And Operating Expenditures	1,000.00	675.00	1,900.00	4,500.00	4,500.00	10,900.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	143,644.23	133,919.40	143,919.23	159,812.70	160,535.36	464,267.29
		0.00	0.00	400.00	400.00	800.00	1,600.00
	Base	0.00	0.00	0.00	50.00	50.00	100.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	33,400.00	35,350.00	50,200.00	37,324.00	37,960.48	125,484.48
1000-1999: Certificated Personnel Salaries	Other	16,800.00	16,800.00	0.00	17,136.00	17,478.72	34,614.72
1000-1999: Certificated Personnel Salaries	Supplemental	900.00	900.00	900.00	0.00	0.00	900.00
2000-2999: Classified Personnel Salaries	Base	6,929.00	6,929.00	18,105.00	7,068.00	7,209.00	32,382.00
2000-2999: Classified Personnel Salaries	Other	11,176.00	11,176.00	0.00	11,400.00	11,401.00	22,801.00
2000-2999: Classified Personnel Salaries	Supplemental	14,225.00	14,225.00	14,225.00	14,510.00	14,800.00	43,535.00
3000-3999: Employee Benefits	Base	17,964.00	4,941.50	32,186.00	19,466.33	20,296.35	71,948.68
3000-3999: Employee Benefits	Other	14,222.00	14,222.00	0.00	14,788.79	15,322.23	30,111.02
3000-3999: Employee Benefits	Supplemental	9,103.65	9,103.65	9,103.65	9,185.00	9,433.00	27,721.65
4000-4999: Books And Supplies	Base	6,165.00	5,680.00	6,140.00	13,025.00	10,325.00	29,490.00
4000-4999: Books And Supplies	Supplemental	5,500.00	9,107.67	5,500.00	5,100.00	5,600.00	16,200.00
5000-5999: Services And Other Operating Expenditures	Base	5,544.21	4,094.21	4,544.21	3,650.00	3,650.00	11,844.21
5000-5999: Services And Other Operating Expenditures	Supplemental	715.37	715.37	715.37	2,209.58	1,709.58	4,634.53
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	900.00	4,500.00	4,500.00	9,900.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,000.00	675.00	1,000.00	0.00	0.00	1,000.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	127,705.00	116,409.50	127,705.00	145,778.12	146,100.78	419,583.90
Goal 2	10,395.23	13,712.90	10,395.23	8,584.58	8,584.58	27,564.39
Goal 3	1,250.00	985.00	1,650.00	1,650.00	2,050.00	5,350.00
Goal 4	4,294.00	2,812.00	4,169.00	3,800.00	3,800.00	11,769.00
Goal 5			0.00	0.00	0.00	0.00

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