

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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	Carole Greenwald Superintendent/Consultant	Email and Phone	aldrichvineyards@svinet.com (831) 389-4389

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Jefferson Elementary District consists of one school, Jefferson Elementary School, which serves 9 students in grades K-8. These nine students attend Jefferson School in a single multi-grade classroom taught by an appropriately credentialed teacher with the assistance of an instructional aide. Jefferson's enrollment 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 current student demographics, as calculated by CALPADS, includes:

- Enrollment: 9
- White: 44.4%
- Hispanic: 55.5%
- English Learners: 44.4%
- Re-designated Fluent English Proficient: 11.1%
- Students With Disabilities (Resource): 22.2%
- Economically Disadvantaged: 33.3%
- Migrant: 11.1%
- Foster Youth: 0%
- Homeless: 0%
- Unduplicated: 55.5%
- No other subgroups exist at this time

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.

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 5 families who own or work on the ranches. Jefferson's parents are extremely supportive and participatory. 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 also affords the school a unique opportunity to obtain input into decisions from every parent. Further, the small size of the school facilitates communication in more formal gatherings such as SSC and LCAP meetings where parents have the opportunity to fully participate in group discussions that impact decisions on a variety of topics. Of the 5 families, that make up the school, three are represented on the SSC. The newest member on the SSC is a parent of 2 of our 4 English Learners. This range and level of representation assures that everyone has a voice in identifying school improvement goals, and developing an action plan to reach the goals and fulfill the School Vision. Parents, students and staff join together often for family learning and family fun activities offered by the school throughout the year. 100% of parents, both mother's and fathers, generally attend every school event sometimes joined by other community members. The communication and relationship between Jefferson School and its parents has greatly benefited students over the years. There is a need to continually foster this relationship as we work together in deciding and planning how to best support our students and in establishing priorities for now and the future in order to actualize the School Vision for Jefferson School.

The School Vision (SARC) is to "...develop the intellectual, artistic, social, and physical capacities of our students to enable them to fulfill their potential, succeed academically, pursue their goals and be prepared to move forward on a path toward high school, college and career. We strive to instill a love of learning in our students and the skills to be lifelong learners. We strive to provide this education in a safe, nurturing, environment where the dignity and uniqueness of every child is respected. We strive to engage all stakeholders in this grand educational endeavor." The endeavor begins with a clear, meaningful Local Control Accountability Plan.

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 has identified the following four goals as the key features of the 2017-2018 LCAP which are to be addressed over the next 3 years in order to improve student outcomes and bring the district closer to achieving the School Vision as stated in the school's "Story."

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

Goal 2: Ensure that all students will increase their achievement in English-Language Arts; that performance gaps will be reduced; that current Long-term EL students will attain the necessary proficiency in English language skills, writing, and reading comprehension to be re-designated as English Fluent by May 2019; and that beginning in 17-18 all incoming English Learners will meet the criteria and be re-designated within 48 months of entering the district.

Goal 3: Ensure that all parents have the support and opportunity 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 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.

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 local indicators and overall achievement of a student body of 9 students and the achievement of 6 students (grades 3-8) as measured by Smarter Balanced testing.

PERFORMANCE AS MEASURED BY STATE INDICATOR-SMARTER BALANCED TEST, 2016:

The percentage of students in grades 3-8 meeting or exceeding standard increased by 7% in English - Language Arts. As a result, the percentage of students meeting grade level standards in ELA improved from 10% in 2015 to 17% in 2016.

BUILDING ON ELA PROGRESS: To support continued achievement in ELA, the district, working in tandem with stakeholders, made the decision to focus on English-Language Arts as a priority for the next 3 years. To this end, the 2017-2018 LCAP includes 20+ ELA-related actions/services for all students plus 7 additional actions/services for English Learners, low-income and foster youth. Some of the highlights of the actions/services for all students include the following, all found under Goal 2.

- (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 Center" activities.
- (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) Continue to provide professional development for the staff in literacy-related topics such as Writers Workshop, Guided Reading, Bloom's Taxonomy (or another questioning pedagogy). (Goal 2, p.92).

ADDITIONAL AREAS OF SUCCESS AS MEASURED BY STATE AND LOCAL PERFORMANCE INDICATORS:

97.6%	Attendance	(Attendance Certification)
0%	Suspensions	(SARC)
0%	Expulsions	(SARC)
0%	Dropouts	(CALPADS)

AREAS OF SUCCESS AS MEASURED BY THE ANNUAL SCHOOL CLIMATE AND ENGAGEMENT SURVEY:

(Note: The results of the current survey concur with data from the survey conducted in 15-16.

100% of students reported that they like school, look forward to coming to school and feel a strong connection to Jefferson.

100% of students reported that they're proud of their accomplishments, have a strong desire to improve & are confident they will.

100% of parents reported that Jefferson has made strong efforts to include parents in decision making.

100% of parents reported attending all school events and participating in all parent education events.

100% of students reported that they feel safe at school and are respected by the adults and other students at the school.

GREATEST PROGRESS

100% of students, staff, and parents strongly agree that the school climate is positive, peaceful and safe where violence and bullying do not occur.

MAINTAINING AND BUILDING ON THESE SUCCESSES:

- * Continue implementing Jefferson's Student Management Plan, which is based on the philosophy and principles of "Discipline With Dignity."
- * Continue implementing the school's character education program, "Character Counts," which includes daily lessons, discussions and practice of the six "Pillars of Character" of responsibility, respect, trustworthiness, caring, fairness, and citizenship.
- * Continue to provide incentives for academic achievement, personal and group progress, positive behavior, demonstration of the "Pillars," and daily attendance.
- * Continue to acknowledge, invite, welcome and remove barriers in order to maintain and build parent participation in school activities and decision making.

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?

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 a student body of 9 students as measured by local indicators and the achievement of 6 students (grades 3-8) as measured by Smarter Balanced testing.

PERFORMANCE AS MEASURED BY STATE SMARTER BALANCED TEST, 2016 AND DISTRICT FORMATIVE TESTING:

The percentage of students in grades 3-8 meeting or exceeding grade level standard increased by 7% in both English -Language Arts and Mathematics. As a result, the percentage of students meeting grade level standards in ELA and Math improved from 10% in 2015 to 17% in 2016. Based on the results of Smarter Balanced and district formative testing indicators, both English-Language Arts and Mathematics are in need of significant improvement. This year two of Jefferson's four English Learners were identified by the state as Long-term English Learners having been in the program 6 and 8 years respectively. Neither Long-Term EL student has met the criteria for re-designation due to below grade level performance in ELA, specifically writing and reading comprehension as measured by both Smarter Balanced and district formative testing.

IMPROVEMENT STEPS

Students' inability to read and write on grade level compromises their achievement in every other core subject including Math. Students with weak reading and writing skills are not prepared to meet the challenges of increasingly difficult reading and more demanding writing assignments in their content classes as they move up through the elementary grades and into high school. English Learners who read and write below grade level do not qualify for re-designation. Therefore, the district, working in tandem with stakeholders, determined that the greatest need of our students at this time is to increase all students' learning outcomes in ELA; reduce the ELA achievement gaps; and increase EL students' proficiency in literacy. To this end, Goal 2 was revised, narrowing its focus for the next three years to the

GREATEST NEEDS

following: "Ensure that all students will increase their achievement in English-Language Arts; that performance gaps will be reduced; that current long-term EL students will attain the necessary proficiency in English language, reading comprehension and writing skills to be re-designated by May 2019; and that beginning in 17-18 all incoming English Learners will meet the criteria & be re-designated within 48 months of entering the district." (Goal 2, pg.91)

In support of this goal the district and stakeholders, working together, developed 20+ ELA actions/services to implement in 17-18 for all students. All are described under Goal 2, pg. 95. Highlights include the following:

- (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) Administer formative assessment monthly in order to immediately identify skills needing improvement and address them as they occur.
- (5) Provide students the opportunity to participate in ELA-related "Learning Centers."
- (6) Assess "Learning Center" activities for rigor and ensure that the majority require students to actually read text and produce writing .
- (7) Teach reading and writing in every content area.
- (8) Engage students in writing every day using the writing process.
- (9) Fully implement the Common Core English-Language Arts Standards using the adopted textbook and instructional materials.
- (10) Provide professional development for the staff in literacy-related topics such as Guided Reading, Bloom's Taxonomy (or another questioning pedagogy); Cross-Content Literacy.

In 2016, no English Learners met grade level standards in ELA. Jefferson's EL students are fluent in social/conversational English but are challenged by content-related literacy tasks due to the need to improve their writing and reading comprehension skills. In 16-17 two Jefferson students were identified as long- term English learners. Long- term EL students face considerable challenges succeeding in school as the amount and complexity of the textbooks they encounter and the writing assignments rapidly increase. As EL students work to achieve grade level competency in ELA, particularly reading and writing competency, they will benefit from the actions/services listed above for "all" students. In addition, they will participate in 7 actions and services designed to serve their specific needs, five of which are new in 17-18. (Goal 2, pg. 116, 11.0-11.7).

- (1) EL 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, EL students will receive targeted reading instruction using materials which research shows are highly effective for profound reading intervention, namely, "Fountas and Pinnel's Intense Leveled Literacy Intervention Program."
- (2) During the next 20 minutes of the 60 minute block, EL students will participate in Lucy Calkin's "Writers Workshop Units of Study."
- (3) During the last 20 minutes of the time block, EL students will participate in a cycle of 5 English Learner Literacy Centers created expressly to address their literacy needs.
- (4) Teacher will conduct monthly formative testing using "Fountas and Pinnel's Assessment System" to closely track student progress and address needs as soon as they occur.
- (5) The teacher and aide will participate in training to build their knowledge and skills in teaching EL students. Training to include the ELD Standards; "Fountas and Pinnel's Intense Leveled Literacy Intervention Program and Assessment System;" Guided reading; Questioning Strategies; SDAIE (Aide); SIOP Method (Teacher); "Writers' Workshop." (Goal 2, 11.1-11.8).

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

PERFORMANCE GAPS

A review of 2016 State and Local Indicator data by student group reveals that the English Learners and Students with Disabilities in grades 3-8 were performing at the lowest levels in English Language Arts: None met ELA grade level standards. Jefferson has one-low income student who is not an EL student who has been performing at grade level in ELA since 2015. Jefferson currently has no homeless students or foster youth.

Jefferson's EL students are fluent in social/conversational English but are challenged by content-related literacy tasks. All EL students read and write below grade level. Two Jefferson students were identified as long term English Learners having been in the program 6 and 8 years respectively because they don't meet the re-designation criteria of reading and writing at grade level. Long term EL students face considerable challenges succeeding in school as the amount and complexity of the textbooks they encounter and the writing assignments rapidly increase. EL students, low income students and foster youth performing below grade level standard in ELA, will participate and benefit from the 20 ELA actions/services identified for all students, 10 of which are listed under "Greatest Needs" on pg.4 and a complete list under Goal 2, pg.97. In addition, EL students will participate in 7 actions and services identified to serve their specific needs, including 5 new actions listed below:

- (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 research shows are highly effective for profound reading intervention, namely "Fountas and Pinnel's Intense Leveled Literacy Intervention Program."
- (2) During the next 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 of the time block students will participate in a cycle of 5 "English Learner Literacy Centers" created expressly to address their literacy needs.
- (4) Teacher will conduct monthly formative testing using "Fountas and Pinnel's Literacy Assessment System" and STAR 360 to closely track student progress and address needs as soon as they occur.
- (5) The teacher and aide will participate in training to build their knowledge and skills in teaching reading, writing, academic vocabulary and discussion skills to EL students. Training will include implementation of "Fountas and Pinnel's Intense Leveled Literacy Intervention Program;" Guided Reading; Questioning Strategies; SDAIE strategies (Aide); SIOP Method (Teacher); "Writers' Workshop;" and ELD Standards. (Goal 2, 11.0-11.7, pg. 116).

STUDENTS WITH DISABILITIES (RSP):

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

- (1) RSP students will benefit from the 20 ELA action/services described under Goal 2, pg. 116.
- (2) Conduct formative assessment monthly to focus timely instruction and intervention on precise student needs.
- (3) Increase instructional time by giving students the opportunity to join a second Math and a second ELA teaching group if the instruction fits their needs.
- (4) Aide to help RSP organize their materials for working on a task; clarify directions and instructions; help them get started, and monitor their progress frequently providing prompting as needed.
- (5) Provide cooperative learning opportunities and hands-on/minds-on learning activities.
- (6) Keep the classroom clear of excess stimuli.
- (7) RSP teacher and classroom teacher to collaborate monthly to share data and coordinate services.

INCREASED OR IMPROVED SERVICES

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.

The ways that Jefferson will increase and improve services to low-income, English Learners, Low Income and Foster Youth were previously described under "Review of Gaps" and "Review of Needs." For the convenience of stakeholders, the information is repeated below:

Highlights of the ELA actions/services to implement in 17-18 for all students including Low Income, English Learners and Foster Youth (Goal 2, pg.95)

- (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 Center" activities.
- (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) Fully implement the Common Core English-Language Arts Standards using the adopted textbook and instructional materials.
- (9) Continue to provide professional development for the staff in literacy-related topics such as Writers Workshop, Guided Reading, Bloom's Taxonomy (or another questioning pedagogy).

As English Learners, Low Income students and Foster Youth (should they enroll) work to achieve grade level competency in ELA, particularly reading and writing competency, they will benefit from the actions/services listed above for "all" students, plus they will benefit from 7 additional actions/services (Goal 2, pg. 116), 5 of which are new in 17-18 and are listed below

- (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 research shows are highly effective for profound reading intervention, namely "Fountas and Pinnel's Intense Leveled Literacy Intervention Program."
- (2) During the next 20 minutes of the 60 minute time 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 developed expressly to address their literacy needs.
- (4) teacher will conduct monthly formative testing using "Fountas and Pinnel's Assessment System" to closely track student progress and address needs as soon as they occur.
- (5) The teacher and aide will participate in professional development to build their knowledge and skills in teaching reading, writing, and discussion skills. Training to include implementation of Questioning Strategies, "Fountas and Pinnel's Intense Leveled Literacy Intervention Program;" Guided Reading; SDAIE strategies (Aide); SIOP Method (teacher); "Writers' Workshop."

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	\$228,822.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$143,669.23

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 include operational costs that contribute to the school's overall function such as books 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 \$91,843.64 not included in the LCAP budget.

\$196,072.00	Total Projected LCFF Revenues for LCAP Year
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Annual Update LCAP Year Reviewed: 2016-17

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 2016-2017

All students will have access to an educational program that has as its foundation the "Conditions of Learning" that form the necessary framework for increasing student achievement, actualizing the district Vision as described in SARC, and addressing the 8 state priorities. Those "Conditions of Learning" include the following:

- A. Fully credentialed teachers for the pupils they are teaching.
- B. A broad course of study that includes instruction in all core subjects required by the state.
- C. Standards-based instruction in all core subjects required by the state.
- D. The most current, standards-aligned instructional materials in all core subjects.
- E. Well-maintained, safe facilities in which to learn.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In 2016-2017

A. 100% of teachers will be fully credentialed as evidenced by Credentials Analyst's Report.

B. 100% of teachers will participate in selected and required professional development activities as evidenced by transcripts; certificates of completion; attendance rosters; invoices.

ACTUAL

A. Met. Jefferson has the enrollment to support 1.0 FTE teacher. The district developed and successfully implemented a plan for recruiting and hiring a fully credentialed teacher to provide instruction to its nine students. The teacher hired holds a current multi-subject K-8 credential, has completed induction training and has 3 years prior teaching experience in a private school. The teacher was appropriately assigned.
Metric: Credentials Analyst's Report; CALPADS; SARC

B. Jefferson's teacher participated in self-selected and assigned professional development activities including seminars, professional meetings, workshops, collaboration with other educators, and ongoing coaching by the district consultant. In the areas of Instruction and Assessment the teacher received training on the "Star 360 Assessment System;" and the "Sokikom Math Instruction/Intervention/Assessment Program." She participated in training on the Next Generation Science Standards, "ST Math," Integration of Arts and Technology and the "Footsteps 2 Brilliance" early literacy program. The teacher joined the County Technology Group

C. 100% of students will participate in a comprehensive and balanced curriculum that includes standards-based instruction in Math, English-Language Arts, English Language Development, History-Social Studies, Science, Physical Education and VAPA as evidenced by the school's Master Schedule, report cards, teacher lesson plans and classroom observations..

D. 100% of students will have access to textbooks from the latest adoption cycle in all core subjects as evidenced by Williams Certification; plus, have access to the supplementary materials, equipment and technology (hardware and software) needed to achieve grade level standards as evidenced by Williams Resolution, invoices and the school's annual inventory of instructional materials

which meets periodically to discuss technology and its implications for teaching and learning. She joined with the staff of another school for an all-day workshop and collaboration on how to effectively use the newly adopted ELA textbooks and support materials. The teacher received coaching from the district consultant on a number of instructional topics including Differentiated Instruction; Mastery Teaching Strategies; Benchmark Testing and Analysis; Data-driven Instruction; and Developing Student Personal Learning Plans. The district hired a guest science teacher/coach to provide 4 hours per month for 5 months of additional science instruction to all students with the teacher observing, collaborating, and conducting follow-up activities.

In the area of administration, the teacher attended webinars on CALPADS, CELDT and CAASPP. She collaborated and received training from the SPED Department on eligibility criteria for Special Education, referral procedures and the range of SPED programs and services available. From the consultant she received training on Williams Act Regulations; Textbook Selection Process; LCAP; Student Attendance/Truancy Regulations; Independent Study Regulations; and the McKinney-Vento Act.

The teacher is the Health and Safety Officer of the school. In the area of Health and Safety she received training from the district consultant in emergency procedures, facility inspection, and immunization regulations. The teacher participated in the Countywide Safety Meeting and Training. She met with law enforcement officials and the Captain of the Hollister Fire Department regarding increasing safety at Jefferson. The teacher completed training in "Sexual Harassment" and "Child Abuse Reporting," and facilitated all safety meetings at the school.

Metric: Meeting Agendas; Attendance Rosters; Workshop Invoices; Certificates of Completion;

C. Met. 100% of students participated in a comprehensive curriculum that included standards-based instruction in Math, English-Language Arts, English Language Development, History-Social Studies, Science, Physical Education and VAPA. As a support to the teacher in teaching science, and PD in Science, the district hired a science teacher/coach to teach NGSS-based lessons for 4 hrs. per month during second semester with the teacher observing, collaborating and conducting follow-up activities.

Metric: Master Schedule of Course Offerings; Lesson Plans; Classroom Observations.

D. Met. 100% of students had access to textbooks from the latest adoption cycle in all core subjects and access to the instructional materials, equipment and technology needed to achieve the standards. Each student had a laptop, tablet and several high quality software programs to support their achievement of the standards in Math and ELA. In the area of Science all students had access to the most currently adopted Science textbook, plus "bridge" materials and equipment needed as we gradually began transition into teaching the Next Generation Science Standards. Metric: Williams Resolution; Paid Invoices; District Annual Textbook/Instructional Materials Inventory.

E. 100% of students will continue to have a safe, well-maintained facility in which to learn as evidenced by a FIT rating of "Good" or higher.

E. Met. The facility was inspected in October 2016 using the state Facility Inspection Tool (FIT). Results from inspection resulted in ratings of "Good" for individual systems and an overall rating of "Exemplary" meaning that the overall facilities are maintained in a manner that assures that they are clean, safe, and functional with no need for major repairs. .
Metric: State Facility Inspection Tool (FIT).

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**

Actions/Services

PLANNED
1.0 Staffing: District to hire a highly qualified, multi-subject credentialed teacher for 2016-2017.

\$48,000.00 Base Salary (1110) (LCFF)
\$5000.00 Stipend (1115) (LCFF)
\$1000.00 Substitute (1150) (LCFF)
\$24510.00 Benefits (LCFF)

ACTUAL
1.0 Met. The district hired a teacher with a current multi-subject K-8 credential who provided instruction to its nine students. The teacher was appropriately assigned.

Metric: SARC; CALPADS, Credentials Analyst's Report; Certificate of Completion of Induction Training.

Expenditures

BUDGETED
1.0 Teacher Salary
\$48,000.00 Base Salary (1110) (LCFF)
\$5000.00 Stipend (1115) (LCFF)
\$1000.00 Substitute (1150) (LCFF)
1000-1999: Certificated Personnel Salaries Unrestricted Funds \$54,000.
1.0 Certificated Employee Benefits
3000-3999: Employee Benefits Unrestricted Funds \$24,510.

ESTIMATED ACTUAL
1.0 Teacher Salary
\$48,000.00 Base Salary (1110) (LCFF)
\$5000.00 Stipend (1115) (LCFF)
\$1000.00 Substitute (1150) (LCFF)
1000-1999: Certificated Personnel Salaries Base \$54,000.00
1.0 Certificated Employee Benefits 3000-3999: Employee Benefits Base \$24,510.

Action **2**

Actions/Services

PLANNED
2.0 Staffing: District to hire an experienced Instructional Aide
\$21,076.00 Salary (2110) (LCAP)
\$11,129.00 Salary (2110) (REAP)

ACTUAL
2.0 Met. The district re-hired the Instructional Aide
Metric: NOE on file at COE; CBEDS

	<p>\$12,772.00 (Benefits) (LCAP)</p>	
<p>Expenditures</p>	<p>BUDGETED 2.0 Instructional Aide Salary: \$21,076.00 (2110) (LCAP) \$11,129.00 (2110) (REAP) 2000-2999: Classified Personnel Salaries Unrestricted Funds \$32,205.</p> <p>2.0 Classified Benefits</p> <p>3000-3999: Employee Benefits Unrestricted Funds \$12,772.</p>	<p>ESTIMATED ACTUAL 2.0 Instructional Aide Salary: \$11,928.00 (2110) (LCAP) \$11,129.00 (2110) (REAP) \$9273.00 Supplemental 2000-2999: Classified Personnel Salaries Supplemental 9273.00</p> <p>2.0 Classified Benefits -</p> <p>3000-3999: Employee Benefits Supplemental 4664.00 Instructional Aide Salary 2000-2999: Classified Personnel Salaries Other 11,129.00 Classified Benefits 3000-3999: Employee Benefits Other 5701.00 2.0 Classified Salary 2000-2999: Classified Personnel Salaries Base 11928.00 Classified Benefits 3000-3999: Employee Benefits Base 7249.00</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 3.0 Training: Instructional staff (teacher and aide) to participate in professional development training that is relevant to their needs, the needs of students and the requirements of the educational programs. (Training may include, but not be limited to, course work, workshops, and seminars. Training may include observing in Model Classrooms and consulting with the Master Teachers. Training may also include forming partnerships with neighboring high performing teachers to mutually observe and collaborate).</p>	<p>ACTUAL 3.0 Jefferson District employed one full time teacher and one full time aide. Both participated in self-selected and assigned professional development activities: In the areas of Instruction and Assessment the teacher received training on the "Star 360 Assessment System;" and the "Sokikom Math Instruction/Intervention/ Assessment Program." She participated in training on the Next Generation Science Standards, "ST Math," Integration of Arts and Technology and the "Footsteps 2 Brilliance" early literacy program. The teacher joined the County Technology Group which meets periodically to discuss technology and its implications for teaching and learning. She joined with the staff of another school for an all-day workshop and collaboration on how to effectively use the newly adopted ELA textbooks and support materials. The teacher received coaching from the district consultant on a number of instructional topics including Differentiated Instruction; Mastery Teaching Strategies; Benchmark Testing and Analysis; Data-driven Instruction;and Developing Student Personal Learning Plans.The district hired a guest science</p>
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Expenditures

BUDGETED

3.0 Professional Development: Entrance Fees to training events. 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$1,000.00

teacher/coach to provide 4 hours per month for 5 months of additional science instruction to all students with the teacher observing, collaborating, and conducting follow-up activities. In the area of administration, the teacher attended webinars on CALPADS, CELDT and CAASPP. She collaborated and received training from the SPED Department on eligibility criteria for Special Education, referral procedures and the range of SPED programs and services available. From the consultant she received training on Williams Act Regulations; Textbook Selection Process; LCAP; Student Attendance/Tuancy Regulations; Independent Study Regulations; and the McKinney-Vento Act.

The teacher served as the Health and Safety Officer of the school. In the area of Health and Safety she received training from the district consultant in emergency procedures, facility inspection, and immunization regulations. She participated in the Countywide Safety Meeting and Training; and met with a Police Department Official and Captain of the Hollister Fire Department regarding increasing safety at Jefferson. The teacher completed training in "Sexual Harassment" and "Child Abuse Reporting," and facilitated all safety meetings at the school including conducting Keenan's "Five Minute Safety Meetings.

The instructional aide received training from the teacher in how to conduct book talks. The aide attended all safety meetings and completed training on Child Abuse Reporting and Sexual Harassment. The aide also received training on the administration of epinephrine using an auto-injector.

Metric: Training Attendance Rosters; Invoices; Meeting Agendas

ESTIMATED ACTUAL

3.0 Professional Development: Entrance Fees to training events. 5000-5999: Services And Other Operating Expenditures Base \$1000.00

Action **4**

Actions/Services

PLANNED
 4. Training: District to consider contracting with a Science Coach/Teacher to provide 0-2 hours per week of training, modeling, observing and giving feedback to provide support to a new teacher; to implement NGSS standards; to increase teacher's content knowledge; to improve the teacher's strategies in planning and delivering NGSS science lessons. (35 weeks X 2 hr. per week @\$50.00 per hr) (#5800)

ACTUAL
 4.0 Met. In 2016-17 The district was unable to find a science coach. However, in support of a stronger science program especially in middle school, and to increase the teacher's science content knowledge, a substitute teacher with a degree in science was hired to develop and provide all students with 6 days of NGSS-based science instruction with the classroom teacher collaborating on planning, observing instruction and conducting follow-up activities.
 Metric: Invoices; Science Lesson Plans

Expenditures

BUDGETED
 4.0 Teacher/Trainer or Coaching Services If provided. 5800: Professional/Consulting Services And Operating Expenditures Unrestricted Funds \$3500.00

ESTIMATED ACTUAL
 4.0 A substitute teacher with a degree in science conducted 6 days of science lessons during the year while teacher observed and did follow-up activities 1000-1999: Certificated Personnel Salaries Base \$900.00 Employee Benefits (16.5%) 3000-3999: Employee Benefits Base \$148.50

Action **5**

Actions/Services

PLANNED
 5.0 Curriculum: 100% of students shall continue to be provided with a 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. The district shall annually develop, post, distribute and present to parents a Master Schedule that reflects this comprehensive course of study at Curriculum Night.

 5.1 Teachers will continue to annually review and revise the report card to align and reflect the most recently adopted standards and district priorities.

ACTUAL
 5.0 Met. 100% of students participated in a comprehensive curriculum that included standards-based instruction in Math, English-Language Arts, English Language Development, History-Social Studies, Science, Physical Education and VAPA.
 A Master Schedule was developed, posted and presented to parents at Curriculum Night.
 Metric: Master Schedule of Course Offerings; Lesson Plans & Classroom Observations; Curriculum Night Agenda.

 5.1 Met. The report card was revised to reflect the most current adopted standards and district priorities. The revised report card was reviewed by the consultant and approved by the Board of Trustees.
 Metric: Board Minutes.

<p>Expenditures</p>	<p>BUDGETED 5.0-5.1 Duplicating Master Schedule,Standards and Report Card for distribution. Funded under Goal 3.3. 00.00 5.1 Revise report card to reflect latest standards. Work to be performed on minimum days and teacher work days. 00.00</p>	<p>ESTIMATED ACTUAL 5.0-5.1 Duplicating Master Schedule,Standards and Report Card for distribution. Funded under Goal 3.3. (Parent Education) 00.00 5.1 Revised report card completed. Work was performed on minimum days and teacher work days. 00.00</p>
<p>Action</p>	<p>6</p>	
<p>Actions/Services</p>	<p>PLANNED 6.0 Materials: The district shall provide every student access to the most recently adopted textbooks in all core subjects. 6.1 District shall adopt and purchase state approved ELA/ELD textbooks in 2016-2017. (#4100) 6.2 District shall purchase adopted Mathematics textbooks for 7th and 8th graders plus grades where there are changes in grade-level enrollment. (#4100)</p>	<p>ACTUAL 6.0 Met Every student had access to the most recently adopted teaxtbooks in all core subjects and as well as the supplementary materials need to achieve the ELD cand content standards. . Metric: Williams Resolution; State Instructional Materials Survey. 6.1 Met. The district adopted and purchased the state approved ELA/ELD Houghton-Mifflin Series, "Journeys" for grades K-5 and "Collections" for grades 6-8. Metric: Board Minutes; Invoices; State Instructional Materials Survey. 6.2 Met. In 2015-2016 the district adopted "California Math, Courses 1,2,3" for grades 6-8. The textbooks were not purchased in 15-16 due to having no enrollment in those grades. The district purchased "California Math" this year for 7th and 8th graders. Metric: Board Minutes; Invoices; State Instructional Materials Survey.</p>
<p>Expenditures</p>	<p>BUDGETED 6.0 Replacement of Insufficient Adopted Textbooks and consumable portions of the adopted materials due to to increases in enrollment, grade changes, loss or damage. 4000-4999: Books And Supplies Unrestricted Funds \$1,000.00 6.1 Purchase State Adopted ELA/ELD Textbooks and Instructional Support Materials. 4000-4999: Books And Supplies Unrestricted Funds \$7,500.00 6.2 Purchase Adopted Math Textbooks for 6th, 7th, 8th. 4000-4999: Books And Supplies Unrestricted Funds \$1000.00</p>	<p>ESTIMATED ACTUAL 6.0 Replacement of insufficient adopted textbooks and consumable portions of the adopted materials. (excludes the newly adopted ELA textbooks (Purchased under 6.1 below) and newly adopted Math textbooks for grades 7-8 (Purchased under 6.2 below). 4000-4999: Books And Supplies Base 700.00 6.1 Purchased the newly adopted ELA/ELD Textbooks ,"Journeys" and "Collections." 4000-4999: Books And Supplies Base \$5000.00 6.2 Purchased Adopted Math Textbooks, "Calif. Math, Courses 1,2,3" for grades 6 -8 . 4000-4999: Books And Supplies Base 1081.00</p>

Action **7**

Actions/Services

PLANNED
 7.0 Materials: District shall provide every student with sufficient supplementary materials, supplies and equipment in all subject areas to achieve the ELD and Content Standards. (#4300)

ACTUAL
 7.0 Met. 100% of students were provided with sufficient supplementary materials supplies, and equipment in all subject areas to support achievement of the ELD and Content Standards.
 Metric: School Textbook/Instructional Materials Inventory; Needs Assessment

Expenditures

BUDGETED
 7.0 Supplementary Materials, Supplies and Equipment 4000-4999: Books And Supplies Unrestricted Funds \$700.00

ESTIMATED ACTUAL
 7.0 Supplementary Materials, Supplies and Equipment 4000-4999: Books And Supplies Base \$700.00

Action **8**

Actions/Services

PLANNED
 8.0 Technology: District shall annually inventory technology hardware so as to maintain a level and quality of hardware that effectively supports instruction and assessment; and meets the demands of digital research, instruction, assessmen, and digital communication. District will continue to provide every student with a computer and tablet in good working condition and access to the internet.

 8.2 The district shall implement a process for evaluating the effectiveness of software used for more than 2 years for its effectiveness in supporting instruction and assessment, its ability to engage pupils in meaningful learning , its alignment with state standards and "Smarter Balanced" testing. Work performed on teacher work days or minimum days.

ACTUAL
 8.0 - 8.1 Met. The district completed its annual inventory and assessment of technology hardware. The results showed that every student had a computer, an i-pad, and a tablet in fair-good working order with access to the internet which enabled digital communication, research, instruction, and assessment. It was concluded that there was no need to purchase additional hardware at this time.
 Metric: School Technology Inventory and Assessment

 8.2 Met. "Rosetta Stone" and "Success Maker" evaluated in 2016-2017. As a result of the evaluation, the staff concluded that "Rosetta Stone was no longer adequately addressing the needs of Jefferson's EL students in grades 4-8 whose language acquisition needs, as revealed in CELDT and SB testing data, are in the areas reading comprehension and writing. It was concluded that these needs would be more effectively addressed through a strong ELD program that focused on early reading skills, reading comprehension and the writing process.
 The staff also agreed that "Success Maker," did not measure a broad enough range of discreet skills to be useful in addressing individual student's needs for intervention or extension in specific areas.

		<p>As a result of this evaluation, "Rosetta Stone" was not renewed for 16-17 and "Success Maker" would not be renewed for 17-18.</p>
Expenditures	<p>BUDGETED 8.0 Purchase of computers, tablets (Ipads), and other technology equipment.</p> <p>4000-4999: Books And Supplies Unrestricted Funds \$2,000.00</p> <p>8.1 Annual Cost of internet access. (LCFF not LCAP) 5000-5999: Services And Other Operating Expenditures Unrestricted Funds 200.00</p> <p>8.2 Cost to evaluate software programs used at the school for more than 2 years. Work to be performed on minimum days or teacher work days. 00.00</p>	<p>ESTIMATED ACTUAL 8.0 Results of inventory and evaluation of hardware revealed that every student had an ipad, laptop, and tablet in fair- good working order, consequently no technology equipment was purchased.</p> <p>4000-4999: Books And Supplies Base 00.00</p> <p>8.1 8.1 Annual Cost of internet access. 5000-5999: Services And Other Operating Expenditures Base 200.00</p> <p>8.2 Cost to evaluate software programs used at the school for more than 2 years. Work was performed on minimum days & teacher work days. 00.00</p>

Action **9**

Actions/Services	<p>PLANNED 9.0 Technology: The district will participate in a contract with the COE for Technology Services.</p>	<p>ACTUAL 9.0 Met. The district contracted with the county for Technology Services. Metric: Technology Services Contract.</p>
Expenditures	<p>BUDGETED 9.0 Technology Technician Hourly Services (#5800) 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$650.00</p>	<p>ESTIMATED ACTUAL 9.0 Technology Technician Hourly Services 5000-5999: Services And Other Operating Expenditures Base \$650.00</p>

Action **10**

Actions/Services	<p>PLANNED 10.0 District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.</p>	<p>ACTUAL 10.0 Met. The district consultant conducted an inspection of the facilities in October 2016 using the FIT criteria to evaluate and rate the condition of the school. The inspection resulted in ratings of "Good" for individual systems and an overall rating of "Exemplary" meaning that the overall facilities are maintained in a manner that assures they are clean, safe and functional with no need for major repairs. Metric: FIT Report</p>
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10.1 District to complete needed facility and grounds improvements and repairs.

BUDGETED

10.0 Inspection of Facility and Grounds Using State Facility Inspection Tool (FIT) Work to be performed by administrator during regular work day. 00.00

10.1 Cost of Improvements, and Repairs (Housekeeping, Grounds Maintenance, Spraying, Trash Removal, etc. not included in this cost). \$5000.00 (#5600) \$5175 (5800) 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$10,175

10.1 Met. The teacher conducted monthly safety inspections and reported to the board. Maintenance/Safety was a standing item on the monthly board meeting agenda. Repairs were completed as deficiencies became known. Metric: Invoices; Board Minutes; Prop 39 Records.

ESTIMATED ACTUAL

10.0 Inspection of Facility and Grounds Using State Facility Inspection Tool (FIT) Work to be performed by administrator during regular work day. 00.00

10.1 Cost of Improvements, and Repairs (Housekeeping, Grounds Maintenance, Spraying, Trash Removal, etc. not included in this cost). \$5000.00 (#5600) \$5175 (5800) 5000-5999: Services And Other Operating Expenditures Base \$10,200.00

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were directly aimed at achieving Goal 1. All actions and services were fully and successfully implemented as described.

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

Stakeholders unanimously agreed that the actions and services precisely targeted achievement of Goal 1 and all actions and services served to meet the expected outcomes. By the district successfully hiring a credentialed teacher who participated in an abundance of training opportunities; by providing all students with access to a broad course of study that included standards-based instruction in all core subjects using the most current adopted textbooks and standards-aligned instructional materials, and by providing a safe, well-maintained facility, all outcomes were met and Goal 1 was achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and actual expenditures:

4.0 \$3500 was budgeted to hire a science coach. In lieu of a coach the district hired a substitute science teacher to develop and teach 6 days of NGSS model science lessons. The teacher observed and conducted follow-up activities. Actual expenditure was \$1,048.50 for salary and benefits.

6.1 \$7500 was budgeted for purchase of adopted ELA textbooks and Instructional Materials. \$5000.00 was spent due to the fact that in this first year of implementation, not all supplementary materials were needed. As the need becomes known these materials will be purchased.

8.1 \$2000.00 was budgeted to purchase technology equipment. None of these funds were used. The county technician's inspection of technology at the school declared all hardware was in fair-good working order.

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.

A change was made to Action #4: Because the district was unable to find a science coach, the district hired a substitute teacher with a degree in science to develop and teach 6 days of NGSS during the year. The teacher collaborated on planning, observed the lessons and conducted follow-up activities. Cost was \$1048.50 including salary and benefits. This action was effective in achieving the goal of providing students with NGSS lessons, increasing the teacher's confidence in teaching science and "kick starting" NGSS curriculum.

In 17-18 Professional Development in science will continue by means of the teacher attending NGSS/STEM and STEAM workshops. There are no plans to hire a science coach/teacher. (Goal 1, 4.0)

Annual Update LCAP Year Reviewed: 2016-17

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	<p>PUPIL OUTCOMES</p> <p>Maximize student achievement in all areas of the curriculum: Increase student achievement of state content and performance standards ni Common Core Math, Common Core English-language Arts, Science, History- Social Studies, Physical Education and Visual and Performing Arts; Increase English Learner reclassification rate.</p>
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal #2: Expected to occur in 16-17s.

A. EXPECTED ELA RESULTS AS MEASURED BY SMARTER BALANCED.

1. By May 2017, 25% of students in grades 3-8 will meet or exceed their grade level standard in English-Language Arts.
2. By May 2017, 25% of EL students in grades 3-8 will meet their grade level standard in ELA as measured by the "Smarter Balanced" test.

B. EXPECTED MATH RESULTS AS MEASURED BY SMARTER BALANCED.

1. By May 2017, 25% of students in grades 3-8 will meet or exceed their grade level standard in Math. "
2. By May 2017, 25% of EL students in grades 3-8 will meet their grade level standard in Math as measured by the "Smarter Balanced" test.

ACTUAL

Goal #2 Occurred in 16-17

A. ACTUAL ELA RESULTS AS MEASURED BY SMARTER BALANCED

1. By May 2017, 37.5% of students in grades 3-8 met or exceeded standard in English Language Arts. This represents an increase of 20.5% of students meeting ELA standard from 17% who met standard in 2016. Yay!
2. By May 2017, 33% of EL students in grades 3-8 met or exceeded standard in ELA. This represents an increase of 33% of EL students meeting ELA standard from 0% who met standard in 2016. Yay!

B. ACTUAL MATH RESULTS AS MEASURED BY SMARTER BALANCED

1. By May 2017, 37.5% of students in grades 3-8 met or exceeded standard in Math. This represents an increase of 20.5% of students meeting Math standard from 17% who met standard in 2016.
2. By May 2017, 33 % of EL students in grades 3-8 met or exceeded standard in Math. This represents an increase of 8% of students meeting Math standard from 25% who met standard in 2016

C. EXPECTED WRITING RESULTS AS MEASURED BY SMARTER BALANCED. :

1. By May 2017, 25% of students in grades 3-8 will meet or exceed their grade level standard in Writing as measured by "Smarter Balanced."
2. By May 2017, 25% of EL students in grades 3-8 will meet their grade level standard in Writing as measured by "Smarter Balanced."

D. EXPECTED READING RESULTS in K-8 AS MEASURED BY SUCCESS MAKER

1. By May 2017, 25% of students enrolled in grades K-8 will meet their grade level standard in readings as measured by "Success Maker."
2. By May 2017, 25% of EL students in grades K-8 will meet their grade level standard in Reading as measured by the "Success Maker."

E. EXPECTED CELDT RESULTS BY MAY 2017.

By May 2017, 100% of EL students will increase their score on a CELDT sub-test by one level.

C. ACTUAL WRITING RESULTS AS MEASURED BY SMARTER BALANCED.

1. By May 2017, 0% of students in grades 3-8 met standard in Writing. This score represents no increase or decrease in student performance from May 2016.
2. By May 2017, 0% of EL students met their grade level standard in Writing. This represents neither an increase or decrease in student performance from May 2016..

D. ACTUAL READING RESULTS in K-8 AS MEASURED BY SUCCESS MAKER.

Due to a significant lack of alignment with Smarter Balanced and a limited amount of information on specific Math and ELA skills, the district stopped using Success Maker as a benchmark in December 2016. The District will begin using DRA (Developmental Reading Assessment) for formative reading testing in 2017-2018. The district will begin using STAR 360 for formative testing of Math and ELA in 17-18.

E. ACTUAL CELDT RESULTS OF EL STUDENTS

By May 2017, 100% of EL students in grades 1-8 increased their score on a CELDT sub-test by one level. No students qualified for re-designation due to low reading comprehension and writing scores

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**

Actions/Services

PLANNED

1.1 Teacher and Consultant to develop standards-aligned writing prompts and scoring rubrics for each grade level and type of writing to be field tested and used for Benchmark Testing. Goal is to create a pool of field tested prompts over the next 3 years.

ACTUAL

1.1 Met. Teacher and Consultant collaborated in developing writing prompts and rubrics for each grade level and type of writing included in the ELA standards. These prompts were used to assess students' performance in writing narratives and informational essays. Results identified specific writing strengths and areas needing improvement for each student. While the information produced was valuable in identifying specific interventions for individual students, district designed prompts and rubrics will not be used as a district benchmark

1.2 Teacher to administer Benchmark Tests in reading writing and math 4 times per year (August, November, Feb. and April).

1.3 Teacher to analyze the results of the 2016 "Smarter Balanced" test and the results of ongoing Benchmark testing. Report testing results to consultant and board. Use the testing results to revise school program improvement goals, drive instruction, and revise individual improvement goals for each student.

1.4 Teacher to collaborate with each student and together develop a Personal Learning Plan (PLP) for each student consisting of (a) improvement goals in reading, writing and math based on the results of 2016 "Smarter Balanced" testing and benchmark testing. (b) An improvement support plan (how the teacher will help the student achieve the goals). Teacher to discuss PLP with student and his/her parent with suggestions to the parents on how they can help at home.

1.5 Personal Learning Plans to be revised at least quarterly in response to new testing results, teacher testing, work products and input from student.

BUDGETED

1.1 Cost of substitute teacher to provide release time for teacher to develop standards-aligned writing prompts and scoring rubrics for Benchmark Te 1000-1999: Certificated Personnel Salaries Unrestricted Funds \$150.00

because the rubrics have not been normed with a larger population of students in the same grades and there are no anchor papers to use compare jefferson's students' performance with othehr students in the same grades. Metric: Student Writing Samples

1.2-1.3 Met. Benchmark tests were administered as scheduled. Teacher analyzed the results of the 2016 "Smarter Balanced" test and the results of Success Maker. Analysis revealed a significant lack of correlation between the two tests rendering the results of Success Maker unreliable as a benchmark. The district stopped using Success Maker in January 2017 and piloted other assessment programs. Beginning in 17-18 the district will use DRA (Developmental Reading Assessment) for formative reading assessment and STAR 360 for formative assessment of ELA and Math skills. Metric: School Board Minutes; Students' Personal Learning Plans, SSC Minutes; LCAP agendas.

1.4 Met with Modification. The action was initially implemented as described. Subsequently, "Success Maker" was abandoned as a benchmark test due to its significant lack of alignment with Smarter Balanced and other assessment programs were piloted. Teacher used Smarter Balanced, textbook tests and student work products for data for PLP's

1.5 Met. Personal Learning Plans were revised quarterly as described. Metric: Copies of Personal Learning Plans

ESTIMATED ACTUAL

1.1 Salary of substitute teacher to provide release time for teacher to develop standards-aligned writing prompts and scoring rubrics for Benchmark Testing. (See last budget box in this section for Benefits funding for this action).. 1000-1999: Certificated Personnel Salaries Base \$150.00

Expenditures

1.2 Administer Benchmark Tests. Work to be performed during the school day. No additional funds needed. \$00.00

1.3 Teacher substitute to provide release time to analyze Smarter Balanced and Benchmark Testing results. 1000-1999: Certificated Personnel Salaries Unrestricted Funds \$150.00

1.4 Teacher substitute to provide release time to prepare Personal Learning Plans 1000-1999: Certificated Personnel Salaries Unrestricted Funds \$150.00

1.5 Revise PLP's quarterly. Work to be performed on minimum days. No funding required. \$00.00

1.1, 1.3, 1.4 Benefits for substitute teachers who provided release time for developing writing prompts (1.1); analyzing testing results (1.3); and preparing Personal Learning Plans for every student.(1.4) 3000-3999: Employee Benefits Base \$72.00

1.2 Administer Benchmark Tests. Work to be performed during the school day. No additional funds needed. \$00.00

1.3 Teacher substitute to provide release time to analyze Smarter Balanced and Benchmark Testing results. (See last budget box in this section for Benefits funding for this action) 1000-1999: Certificated Personnel Salaries Base \$150.00

1.4 Teacher substitute to provide release time to prepare Personal Learning Plans (See last budget box in this section for Benefits funding for this action.) 1000-1999: Certificated Personnel Salaries Base \$150.00

1.5 Revise PLP's quarterly. Work to be performed on minimum days. No funding required. \$00.00

1.1, 1.3, 1.4 Benefits for substitute teachers who provided release time for developing writing prompts (1.1); analyzing testing results (1.3); and preparing Personal Learning Plans for every student.(1.4) as described above 3000-3999: Employee Benefits Base \$72.00

Action **2**

Actions/Services

PLANNED

2.0 Organizational Plan for Instruction:

2.1 All students will receive standards-based instruction in core subjects in small, flexible groups of 1-4 (excluding PE and VAPA which will be taught in whole groups). Small groups will enable the teacher to differentiate instruction within each group in order to best reach each child. After the direct instruction and guided practice students will rotate out to the aide at which time students will receive individualized assistance and intervention &/or participate in one of the "Learning Centers." ("Learning Centers described in 3.0 below).

ACTUAL

2.0 Organizational Plan for Instruction:

2.1 Met. Students were organized into flexible groups of 1-4 for direct instruction and guided practice in the core subjects. After the direct instruction and guided practice portion of the lesson students rotated to the aide for individual or small group intervention as needed or to their assigned "Learning Centers." ("Learning Centers described in 3.0 below).
Metric: Master Daily Schedule; Teacher Lesson Plans; Classroom Observations

Expenditures

BUDGETED

2.0-2.1 Organizing for Instruction to be performed during work days and implemented during the teaching day. No additional funds needed. 00.00

ESTIMATED ACTUAL

2.0-2.1 Organizing for Instruction. Planning was performed during teacher work days before school started and implemented during the teaching day. No additional funds were needed. 00.00

Action **3**

Actions/Services

PLANNED

3.0 "Learning Centers." "Learning Centers" provide all students with supervised structured time and activities that support and extend learning into through and beyond the

ACTUAL

3.0 "Learning Centers" provide all students with supervised structured time and activities that support and extend

curriculum providing opportunities for both intervention and extension as needed

3.1 Develop and schedule "Learning Centers:" Following the direct instruction and Guided Practice portions of the lesson, students will rotate into Independent Practice for additional or small group re-teaching, assistance, and intervention as needed. Following Independent Practice, students will rotate into supervised, individual or partner "Activity Centers." Centers to be phased in and out as the curriculum and students needs change.

3.2 Maintain these Centers currently in place:

- * Practice "Success Maker"
- * Keyboarding Center: Practice keyboarding
- * Magazine Center: Students read, discuss or write about articles

3.3 Implement additional "Centers." Instructional staff to consider developing the following Centers for 16-17.

- * Spelling Center
- * Cursive/Printing Practice Center
- * Writing Center: Composing, peer editing, proofreading, etc.
- * Listening Center: Listen to audio books and discuss
- * Research Center: Research a topic for a written or oral report
- * Geography Center:Memorize states and capitals; trace the route of explorer and create an alternate route.

learning into through and beyond the curriculum providing opportunities for both intervention and extension as needed.

3.1 Met. Following the direct instruction and Guided Practice portions of the lesson students rotated to the aide for independent practice and then to their assigned "Learning Centers" where they participated in activities that supported and extended learning.

Metric: Learning Center Assignment Board

3.2 & 3.3 Met. Centers offered in 2016-2017 included the list below.

- * Practice "Success Maker"
- * Keyboarding Practice
- * Practice on Rosetta Stone (EL required)
- * Magazine Center: Students read, discuss or write about articles (EL required)
- * Cursive/Printing Practice Center
- * Writing Center: Poetry; Journal/writing; essays (EI required)
- * Listening Center: Students listen to audio books (EL required)
- * Math Facts Practice,
- * Sum Dog,
- * ST Math
- * Footsteps2Brilliance - Required for EL students in grades K+.
- * Lexia
- * Epic
- * RazKids,
- * Prodigy Math

BUDGETED

3.0-3.1 Substitute to provide release time to develop and set-up Learning Centers. 1000-1999: Certificated Personnel Salaries Unrestricted Funds \$150.00

ESTIMATED ACTUAL

3.0-3.1 Teacher substitute to provide release time to teacher to develop and set-up Learning Centers. (See last box for funding Employee Benefits for this action) 1000-1999: Certificated Personnel Salaries Base \$150.00

3.2 Renew "Success Maker" License. (#4300) 4000-4999: Books And Supplies Unrestricted Funds \$1155.00

3.2 Renew Keyboarding Licenses. (4200) 4000-4999: Books And Supplies Unrestricted Funds \$550.00

3.2 Renew license for Rosetta Stone. Funded under Goal #2, 13.3. 00.00

3.2 Renew Scholastic Student Magazines Subscriptions. (#4300) 4000-4999: Books And Supplies Unrestricted Funds \$220.00

3.3 Purchase instructional materials, licenses, supplies and equipment as needed for Centers, e.g. maps, e-books, audio books, spelling books, handwriting books, etc.(4300) 4000-4999: Books And Supplies Unrestricted Funds \$300.00

3.0-3.1 (described above) Benefits for Teacher substitute to provide release time to develop and set-up Learning Centers. 3000-3999: Employee Benefits Base \$24.00

3.2 Success Maker renewed 4000-4999: Books And Supplies Base \$1155.00

3.3 Keyboarding licenses renewed 4000-4999: Books And Supplies Base \$550.00

3.2 Rosetta Stone license was not renewed.. No longer meets the needs of EL students. This is a duplicate entry described and funded under Goal #2, 13.3 00.00

3.2 This is a duplicate entry. Magazines were purchased for EL Centers for use by EL students out of supplemental funds. The action item and funding entry is under Goal 2, 13.2 00.00

3.3 Purchase instructional materials, licenses, supplies and equipment as needed for Centers, e.g. maps, e-books, audio books, spelling books, handwriting books, etc.(4300) 4000-4999: Books And Supplies Base \$255.00

3.0 -3.1 Benefits for Teacher substitute who provided release time for teacher to develop and set-up Learning Centers. 3000-3999: Employee Benefits Base \$24.00

Action 4

Actions/Services

PLANNED

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: Students unfamiliar with the content may be required to complete tasks at the lower levels of remembering and comprehension then move into the higher levels, whereas

ACTUAL

4.0 Differentiate Instruction:

4.1 In Process. Differentiating instruction is a complex process with many components and takes training and time to fully learn and implement. Further training and training will take place over the next 3 years.
 (a) Differentiate Grouping: Students were grouped for instruction according to grade level with some additional adjustments made to accommodate a student's reading or math level. Students generally remained in those groups all year.
 (b) Differentiate Content: Content of the lesson was not generally differentiated within the group; however, the teacher varied the level of support within according to the needs of the students. The content of the lesson was occasionally differentiated to accommodate the linguistic demands of the lessons for EL students.
 (c) Differentiate Activities: In most cases all students in a group were required to complete the same activities with minor modifications
 (d) Differentiate the Product, in other words, differentiate what each student does to demonstrate his/her level of

students who have high levels of mastery may be asked to complete tasks in the areas of evaluating and creating.

(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 give an oral report, a visual learner create a graphic organizer or outline of the content, another student might prepare a power point presentation of the salient facts of the lesson.

(e) Employ a thinking taxonomy when preparing discussion questions. 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 of student response.

mastery of the lesson's content. Students were often assigned to work as a group to complete a task without differentiating tasks within the group. Often the accelerated students completed the majority of the assignment with others marginally involved

Metric: Classroom Observation; Lesson plans

Expenditures

BUDGETED
 4.0-4.1 Professional Development on Differentiated Instruction.Funded under Goal #1, 3.0 00.00

ESTIMATED ACTUAL
 4.0-4.1 Consultant provided introductory training in differentiated instruction. No funds were expended. 00.00

Action

5

Actions/Services

PLANNED
 5.0 Cross-Content Project-Based Instruction

5.1 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. The teacher will habitually teach the interconnection of subjects and guide students into applying what they know from one content area to another for a greater understanding of both. All students, grades 2-8, will produce 8 or more projects/work products that cross two or more curricular areas including at least one cross curricular work product in PE.

Some Examples:
 (a) Use Math to gather and analyze data for a Science investigation.
 (b). Display Science conclusions in graphs and charts. (The relevance of Math becomes evident when applied to Science).

ACTUAL
 5.0 Cross-Content Project-Based Instruction

5.1 Met Squared: Students in grades K-8 produced 8+ projects or work products in which two or more content areas were integrated. Students LOVED these activities.

Actual Activities:
 (a) Integrating VAPA and Math, students studied the color wheel and created colorful "tape art/stained glass" designs that incorporated geometrical shapes, parallel, horizontal and perpendicular lines, acute and obtuse angles thereby integrating Visual Art and Math.
 (b) Students attended a demonstration of Irish folk dancing, learned and practiced basic steps. Students watched a video of "Riverdance" and videos of their teacher when she was a member of a professional Irish Dance Troupe. The teacher taught students about the history of Irish dancing and how changes in culture and history impacted the dance and

- (c) History and Science fit together seamlessly: Scientific innovation has been a driving force in societal change. Research and report.
- (d) Create colorful art design that incorporates geometrical shapes, parallel, horizontal and perpendicular lines, acute and obtuse angles, etc.
- (g) During PE learn about the human body... aorta while doing jumping jacks, triceps while doing push-ups, achilles tendons performing front leg raises, etc.
- (h) Study weather in Science. Create a public service presentation on the topic of an impending hurricane. Gather information, write a script, design and make props, act out roles, Use the iPad Movie app and camera to film it.
- (i) VAPA and Social Studies cross when studying the art as a reflection of the culture and times. Research and report.
- (j). Read a book/story/chapter and create a diorama or illustrate the setting or a character from the description in the story.
- (k). Dramatize a scene from a book/story
- (l) Render an oral interpretation of a famous speech, poem, play or story.

costumes over the years. (History, VAPA and P.E/Movement)

- (c) Students created a public service presentation on the topic of an impending hurricane. They conducted scientific research on hurricanes, watched YouTube videos of hurricanes and news reports, wrote a script, designed and made props, acted, and filmed the production with iMovie and in doing so effectively integrated Science, ELA, Technology, and VAPA.
- (d) The teacher read stories to the students about the American Revolution. The students dramatized scenes from the story "Katie's Trunk." They wrote the scripts, created props, performed the vignettes, and filmed the dramatizations thereby integrating History, Writing, Technology and VAPA.
- (e) Students did a STEAM project called "Egg Drop" that integrated Science, Engineering, Art and Literacy. Students were given a list of available materials and a budget to buy materials to use in building a protective covering for their egg to keep it from breaking when dropped from a tall height. Students used math to decide on their purchases. They had science lessons on aerodynamics, force, and gravity. Each student drew a plan and engineered a protective container for his/her egg and tested its effectiveness. Students connected this lesson back to a prior lesson about adaptations that plants make to protect their seeds and make them fly farther.
- f. Prior to attending a performance by the Monterey Symphony Orchestra, students listened to excerpts of classical music. They examined pictures of orchestral instruments on the internet and listened to the sound each of them made. They participated in a listening test to see if they could identify an instrument by its sound. Students attended the symphony. Upon their return, students wrote personal reflections on how one or more of the pieces of music made them feel. (VAPA/Music and Literacy)
- (g) STEAM Crustacean Study: In art students studied symmetry. In Science, students learned the "rules" for identifying and classifying crustaceans and discussed the

manifestation of symmetry in their design. Using technology, they watched videos and a slideshow of crustaceans. Next students applied engineering principles to design an original crustacean with all of the required components but that also had some human capabilities. Using art glue and magic markers each student created a crustacean and wrote a fictional story about it. (Science, Technology, Engineering, Arts and Literacy)

(h) Carton 2 Garden Project: The hands-on aspect of gardening fosters a sense of pride and empowerment, helps children work together, be more involved in and feel more responsibility toward their school and community. The project integrated knowledge from 5 content areas: Science: In the process of this project students increased their knowledge of nutrition, the needs of plants, plant life cycle, the importance of protecting pollinators, conserving soil and water resources. Math: Lessons on fractions and percentages were incorporated, e.g " We have 150 cartons to plant and 1/4 of them need to be vegetables; measuring space, measuring water and soil. Physical Fitness: Students exercised in an enjoyable way weeding and watering. Literacy: Students read and wrote journal entries, kept logs of observations and one student wrote an article for the student newsletter. Technology: Students were 100% responsible for filming, photographing and creating a video to enter into a contest.

Metrics for All Projects & Work Products : Classroom Observation; Lesson Plans; Photographs, Videos, and Displays of Work Products.

Expenditures

BUDGETED
5.0-5.1 Supplies and Equipment to support Cross -Content Projects/Work products. (#4300) 4000-4999: Books And Supplies Unrestricted Funds \$100.00

ESTIMATED ACTUAL
5.0-5.1 Supplies and Equipment to support Cross -Content Projects/Work products. (#4300) 4000-4999: Books And Supplies Base \$100.00

Action **6**

Actions/Services

PLANNED
6.0 Establish a Cross Discipline LITERACY Program

ACTUAL
6.0 Establish a Cross Discipline LITERACY Program

6.1 The teacher will build the capacity for delivering improved literacy instruction by participating in a series of cross disciplinary trainings that support students application of literacy skills across disciplines. (Training will occur on minimum days followed by a staff discussion around content and application.)

6.2 Teacher will provide all students with standards-based instruction in reading, writing and discussion in all Core subjects.

6.3 Teacher will implement Bloom's taxonomy (or an alternate) as an aid in facilitating high level discussions thereby increasing students' understanding of instructional content and improving the quality of students' discussions and writing.

6.4 Teacher will provide instruction on the meaning of Tier III words specific to a lesson's content and use the words throughout the lesson. Provide incentives to students who use the words correctly in discussions and writing.

6.5 The teacher will post a list of 10-20 Tier II words weekly and deliberately use the words every day in every subject so that students hear the Tier II words over and over in various contexts. They are not taught as vocabulary lesson, writing definitions, putting them in sentences, etc. Students learn them as a result of hearing them in context.

6.6 Improve reading skills by implementing Fountas and Pinnells' Leveled Literacy program which provides leveled instruction, assessment and interventions for struggling readers in grades K-8

6.1 Not Met. Cross Discipline Literacy training not locally available.

6.2 Met. Met as described: The teacher taught reading, writing and discussion skills in all Core subjects.
Metric: Classroom Observations; Lesson Plans;

6.3 Not Met. No webinars or local training on Blooms Taxonomy or an alternate thinking taxonomy were available.

6.4 Met as described.
Lesson Plans; Classroom Observations

6.5 Met. The consultant researched and compiled a list of Tier II words that all students should know and be able to use. The teacher selected 10-20 Tier II words from the list per week and used the words every day throughout the week so that students heard the Tier II words in various contexts.
Metric. District Tier II List; Classroom Observation

6.6 Not Met. Due to budget concerns the district was unable to purchase Fountas and Pinnell's Leveled Literacy program this year. If funding permits, consider purchasing Fountas and Pinnell's Leveled Literacy Program and Assessment Program in 17-18 or consider a less expensive program.

Expenditures

BUDGETED
 6.0-6.1 Professional Development Training in Cross Discipline Literacy 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$300.00

6.2 Teachers to provide cross discipline literacy instruction. Work to be performed during instructional day. No additional funds needed. 00.00

6.3 Training in how to facilitate high level thinking and discussions e.g Blooms taxonomy or alternate. Professional Development funded under Goal #1, 3.0

6.4 -6.5 Teach Tier III vocabulary words and post and use Tier II words Administrator to develop Tier II word lists during work day. Teacher to implement during teaching day. No additional funds needed. 00.00

6.6.Purchase Fauntas and Pinnel's Leveled Literacy Assessment and Instruction Programs. (4200) 4000-4999: Books And Supplies Unrestricted Funds \$2,500.00

ESTIMATED ACTUAL
 6.0-6.1 District was unable to find local or web Professional Development in Cross Discipline Literacy Training. 00.00

6.2 Teachers to provide cross discipline literacy instruction. Work to be performed during instructional day. No additional funds needed. 00.00

6.3 Training in Blooms taxonomy did not occur. Training was unavailable locally or on the web. Professional Development funded under Goal #1, 3.0 00.00

6.4 -6.5 Provided explicit instruction in Tier III word as they occurred in instruction. Teacher used Tier II words in daily instruction in all content areas. Consultant developed Tier II word lists during work day. Teacher implemented during teaching day. No additional funds needed. 00.00

6.6. Duplicate entry. Program entered under and funded under 13.7. Due to budget concerns, district did not purchase Fauntas and Pinnel's Leveled Literacy Assessment and Instruction Programs. (4200) 00.00

Action **7**

Actions/Services

PLANNED
 7.0 WRITING - Across the Curriculum.

7.1 All students, K-8, will receive standards-based writing instruction in all subjects and produce standards-based writing products on a frequent & regular basis in all core subjects including PE. and VAPA.

7.2 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 and be able to apply it to writing across the curriculum.

ACTUAL
 7.0 Writing-Across the Curriculum

7.1 Partially Met. The majority of student writing was journal writing on a self-selected or teacher-assigned topic. Journal writing was done frequently, and samples were maintained in each student's writing portfolio. Students were periodically assigned other types of writing; however, students did not participate in a comprehensive writing program in which they received explicit instruction on the salient features of each writing type and instructions on how to develop those features into a writing product. There is a need for explicit writing instruction and practice of every writing type to occur in every content area if writing literacy is to improve.

7.2 Not Met. Journal writing was the primary type of writing taught this year. While journal writing is very effective in increasing writing fluency it is not a standards-based writing type. A plan for teaching each of the writing types needs to be developed.

7.3 Teacher to provide students with writing models. Students, grades 2-8 will study excerpts from high quality literature, both fiction and non-fiction, and use as writing models.

7.4 Teacher will train all students in the writing process and engage students in some part of the writing process every week

7.5 Teacher will continue to frequently measure student progress in Writing through the use of standards-aligned writing prompts and rubrics for each grade level and type of writing.

7.6 Teacher will maintain a writing portfolio for every student containing writing samples from across the curriculum 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 shared with parents.

7.3 Not Met. Writing models were used occasionally but were not part of regular writing instruction. There is a need for students to learn how to recognize the characteristics of good writing, to practice them (sometimes in isolation), and to incorporate those characteristics into their own writing

7.4 Not Met: Teacher made a start on teaching the writing process. and introduced students to all steps. Over the next two-three years there is a need for students to learn and habitually put into practice the complete writing process as a systematic way of writing that involves at least four distinct steps: pre-writing, drafting, revising, and editing. It is a recursive process in that while a writer is revising, he/she might have to return to the pre-writing step to develop and expand his/her ideas. Each step has several components and each step needs to be taught and practiced. For example, during the pre-writing stage writers may draw pictures, make lists, brainstorm, use graphic organizers, or confer with a peer as they anticipate writing on a topic for a particular audience. For students to learn and effectively put the writing process into practice will take more time and will be included in 17-18 actions and services (Goal 2)

7.5 Partially Met. The teacher measured student growth in writing fictional narratives through writing prompts assessed against a standards aligned rubric. There is a need to continue to teach and for students to continue to practice writing fictional narratives. There is a need for students to learn the salient features of every other writing type identified in the standards and practice writing each.
Metric: Writing benchmark tests.

7.6 Partially Met. Teacher maintained a writing portfolio for every student which mainly contained samples of writing from the students' journals. Because of the limited number of types of writing in the portfolios, portfolios were not used to track writing progress. In 17-18 writing portfolios will be maintained that contain writing samples of all of the writing types and writing samples from across the curriculum.

Expenditures

BUDGETED
 7.0-7.1 Purchase a Writers Workshop Program such as Lucy Calkin's program and training in teaching Writer's Workshop. 4000-4999: Books And Supplies Unrestricted Funds \$800.00
 7.2 Provide high quality writing instruction in all curriculum areas. Implementation to occur during instructional day. No additional funds required. 00.00
 7.3 Teacher provides writing models from student textbooks, ebooks, etc. No additional funds required 00.00
 7.4 Attend training in the Writing Process 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$150.00
 7.5 Assess student progress in writing. Work to be developed during minimum days and/or teacher work days. No additional funding needed. 00.00
 7.6 Maintain writing portfolios for all students. Work to be performed during minimum days. No additional funding needed. 00.00

ESTIMATED ACTUAL
 7.0-7.1 Lucy Calkin's "Writers Workshop" program and training were not purchased due to budget concerns. Will be purchased in 17-18 (Goal 2) 4000-4999: Books And Supplies Base 00.00
 7.2 Provide high quality writing instruction in all curriculum areas. Implementation to occur during instructional day. No additional funds required. 00.00
 7.3 Teacher provide a few writing models from student textbooks, e-books, etc. No funds expended. 00.00
 7.4 Teacher used the ELA textbook for guidance in teaching the writing process and did not attend specific training. due to very low student performance in Writing the teacher will attend raining in the Writing Process in 17-18 actions (Goal 2) 00.00
 7.5 Assessment of writing samples took place after school and on minimum days and on teacher work days. No additional funding needed. 00.00
 7.6 Maintain writing portfolios for all students. Work to be performed during minimum days. No additional funding needed. 00.00

Action **8**

Actions/Services

PLANNED
 8.0. English-Language Arts
 8.1 District will use CDE textbook selection criteria while field testing English-Language Arts textbooks with the intent to adopt and purchase in 2016-2017.
 Note: Purchase of adopted English-language arts/ELD textbooks funded under Goal #1.
 8.2 Teacher to implement the Common Core English Arts Standards using "bridge" materials until adoption and purchase have been concluded and new adoption received. (Adoption funded under Goal #1)

ACTUAL
 8.0 English-Language Arts
 8.1 Met: District used CDE textbook selection criteria in examining and selecting English-Language Arts textbooks for adoption. The number #1 choice was HMH "Journeys" and Collections." The district consulted with the staff of another school that had been using the HMH adoption for the year and attended a training by the publisher. The board adopted the HMH series and an order was placed for textbooks and Teacher's Editions. Supplementary materials will be purchased in 17-18. Purchase was funded under Goal 1, 3.0
 Metric: Board Minutes; Invoices
 8.2 Met. Implemented as described.
 Metric: Lesson plans

8.3 District to look into Dibels and alternative programs that provide instruction/intervention and measure a wide variety of Language Arts skills to be used for Benchmark testing. (Lexia will continue to be used in the meantime).

8.4 District to purchase additional electronic readers for new enrollees and purchase e-books as students read the books currently installed on their Kindles. Instructor to teach students reading strategies to improve comprehension, e.g. making notes in margins, highlighting key information, accessing the dictionary, creating vocabulary lists, listening to proper pronunciation, etc.

8.3 Met. With the decision to cease using "Success Maker" to assess Math and ELA, the District looked into Dibels and STAR 360 as alternatives. "STAR 360" was rated excellent in all areas but cost. "Dibels" was rated "fair-satisfactory" in terms of the skills measured, but "unsatisfactory" in terms of ease and efficiency of administering the test and data analysis. The district will purchase Star 360 for assessment in ELA beginning in 2017-2018.

Metric: Selection Criteria; Board Minutes; Teacher Sign-In for STAR 360 Seminar.

8.4 Met. All students had access to their own personal Kindle electronic reader to use at home and school. No need to purchase more Kindles. Additional e-books were purchased as students read the books that were installed on their Kindles. Strategies for making maximum instructional use of Kindles were taught, e.g. making notes in margins, highlighting key information, accessing the dictionary, creating vocabulary lists, listening to proper pronunciation.

Expenditures

BUDGETED

8.1 Field testing of ELA textbooks for adoption. To occur during the instructional day.

Sample textbooks borrowed from another school.
00.00

8.2 Implement CC English-Language Arts Standards using "bridge" and supplementary materials. 4000-4999: Books And Supplies Unrestricted Funds \$200.00

8.3 Purchase of Dibels or an alternate system (#4300) 4000-4999: Books And Supplies Unrestricted Funds \$1000.00

8.4 Purchase Kindles if needed and purchase e-books for Kindles to replace those already read. 4000-4999: Books And Supplies Unrestricted Funds \$300.00

ESTIMATED ACTUAL

8.1 Field testing of ELA textbooks for adoption. Occurred during the instructional day.

using borrowed samples.
00.00

8.2 Implement CC English-Language Arts Standards using "bridge" and supplementary materials. 4000-4999: Books And Supplies Base \$160.00

8.3 Decision made to purchase Star 360 instead of Dibels to replace "Success Maker." ". Star 360 to be purchased in 17-18. \$00.00

8.4 No new enrollees and no loss or damage to Kindles, therefore all funds were used to purchase electronic books to replace e-books that students finished reading. 4000-4999: Books And Supplies Base \$300.00

Action **9**

Actions/Services

PLANNED
9.0 Mathematics

9.1 Teacher to fully implement the Common Core Math Standards using state adopted textbooks and instructional materials from the most recent adoption cycle.

9.2 Teacher to provide students with weekly practice in solving math problems that have practical, real-life application

9.3 Teacher to provide students with weekly practice in solving math problems that require integrating multiple math skills to solve.

9.4 Teacher to model solving multiple-step math problem by thinking out loud while students observe/listen. Then have students do the same. Frequently have students write out their thinking step by step when solving math problems. (Literacy in Mathematics).

ACTUAL
9.0 Mathematics

9.1 Met. Teacher developed a pacing guide for teaching the CCMath Standards and has implemented the Common Core Math Standards using state adopted textbooks and instructional materials from the most recent adoption cycle. Metric: Lesson plans; Pacing Guide

9.2 Met. Met as described. Metric: Lesson Plans; Classroom Observations; Student Work Products; Math "Learning Centers

9.3 Met. as described. Metric: Lesson Plans; Classroom Observations; Student Work Products; Math Learning Centers

9.4 Not Met : Teacher demonstrated metacognition in solving math problems by thinking out loud while demonstrating step by step the solution process. Students only occasionally participated in the metacognition process themselves,so it did not become a routine solution strategy. Students did not write in Math.

Expenditures

BUDGETED
 9.0 - 9.1 Fully implement CC Math Standards. Lesson planning to occur on minimum days. No additional funding needed. 00.00

9.2 Students solve math problems with real-live application. Lesson planning and delivery. No additional funding required. 00.00

9.3 Students solve math problems that require the integration of multiple math skills.Part of lesson planning and delivery. No additional funding required. 00.00

9.4 Students employ meta-cognition when solving problems and write out their thinking and steps to solving math problems. Occurs as part of the regular lessons.No additional funding needed. 00.00

ESTIMATED ACTUAL
 9.0 - 9.1 Fully implement CC Math Standards. Lesson planning occurred after school and on minimum days. No additional funding needed. 00.00

9.2 Students solved math problems with real-live application. No additional funding required. 00.00

9.3 Students solved math problems that required the integration of multiple math skills.No additional funding required. 00.00

9.4 Students ocasionally employed meta-cognition when solving problems Occured as part of lessons.No additional funding needed. 00.00

Action

10

Actions/Services

PLANNED
10.0 Science:

10.1 Jefferson students LOVE science. Continue implementing a rigorous science program that is 60% hands-on/minds-on science demonstrations and investigations using adopted science textbooks and supplementary materials and equipment as needed.

10.2 Teacher to participate in training on the NGSS and begin to introduce NGSS -based lessons into the science instructional program.

10.3 Teacher to implement a drug education and healthy-living program. Participate in national "Red Ribbon Program."

ACTUAL
10.0 Science

10.1 Met. A substitute science teacher/coach was hired to model planning and teaching NGSS -based science lessons while the teacher observed and conducted follow-up lessons. Following the model, teacher implemented a science program that was 65% hands-on/minds-on science demonstrations and investigations using adopted science textbooks, supplementary materials and science equipment as needed. Teacher taught many STEM and STEAM projects. (See Goal 2, 5.0 for examples) substitute Science Teacher/Coach was funded under Goal #1.
 Metric: Lesson Plans; Classroom Observations; Photos

10.2 Met. Teacher participated in 3 NGSS workshops and began to implement lessons based on the next Generation Science Standards.
 Metric: Lesson Plans; Classroom Observations

10.3 Partially Met. Teacher implemented a drug education and healthy living program. Students learned about nutrition as part of the healthy living curriculum and participated in a project centered around the US Government's "Healthy Plate" program integrating Science, Technology, VAPA (film making), and Writing (See Goal 2, 5.0 for a description of the Carton2Garden Project.).
 Metric: Lesson Plans; Classroom Observations; Photos and Video of students working on project.

Expenditures

BUDGETED
 10.0 -10.1 Purchase supplementary instructional materials, supplies and equipment for hands-on science investigations including such items as microscopes, slides, goggles, beakers, "chemicals," batteries, magnets, measuring devices, rock samples, artifacts, etc. needed for science experiments and for teacher demonstrations. 4000-4999: Books And Supplies Unrestricted Funds \$200.00

10.2 Professional development in NGSS including observing model lessons and collaborating with teacher/coach. Funded under Goal #1, 3.0.

ESTIMATED ACTUAL
 10.0-10.1 Purchased supplementary instructional materials, supplies and equipment for hands-on science investigations including such items as microscopes, slides, goggles, beakers, "chemicals," batteries, magnets, measuring devices, rock samples, artifacts, etc. needed for science experiments and for teacher demonstrations. 4000-4999: Books And Supplies Base \$200.00

10.2 Professional development in NGSS including observing model lessons and collaborating with substitute science teacher/coach. Funded under Goal #1, 3.0. 00.00

10.3 Purchase Red Ribbon supplies 4000-4999: Books And Supplies Unrestricted Funds \$50.00

10.3 Red Ribbon Supplies not purchased. Used surplus supplies from 2015-2016. 00.00

Action **11**

Actions/Services

PLANNED
 11.0 Physical Education

11.1 District to continue to provide a minimum of 200 minutes of PE instruction every 10 days. Continue to implement "Sparks Physical Education Program," a teacher's resource of standards-based PE activities for primary, intermediate and middle school students. Purchase additional PE equipment as needed.

11.2 Students to produce 2-3 P.E. work products that integrate other curriculum areas

11.3 Jefferson has too few students spread out over K-8 for students to play a traditional team sport. Therefore, the district will implement a Rope Jumping Program. One possibility is a team of competitive trick rope jumpers ranging in ages from 7-20 years old out of Santa Clara called "Sol Jumpers." Another possibility is The Stanford University Jump Rope team. These teams of athletes travel the country to compete and promote the sport, fun and health benefits of jumping rope The district will arrange an assembly where a jump rope team will demonstrate trick rope jumping and give workshops to students. Hopefully, there will be enough interest in the sport to form a Jefferson Jump Rope Team.

ACTUAL
 11.0 Physical Education

11.1 Met as described. District continued to provide a minimum of 200 minutes of PE instruction every 10 days, and continued to implement "Sparks Physical Education Program," a teacher's resource of standards-based PE activities for primary, intermediate and middle school students.

11.2 Met. Through an integration of Science and PE. students studied human body systems and wrote reports on how the different body systems are affected during a variety of P.E. activities including the muscular, skeletal and respiratory systems.

11.3 Not Met. Both SOL Jumpers and the Stanford Rope Jumping Teams were "booked" more than a year in advance for demonstrations and student workshops.

Expenditures

BUDGETED
 11.0-11.1 Purchase PE equipment 4000-4999: Books And Supplies Unrestricted Funds \$200.00

11.2 Cross curricular projects or work products. Occurs as part of regular lesson planning and delivery. No additional funding needed. 00.00

11.3 Jump Rope Assembly 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$650.00

11.3 Jump Rope workshop on Trick Rope Jumping (#5800) 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$650.00

ESTIMATED ACTUAL
 11.0-11.1 Purchase PE equipment 4000-4999: Books And Supplies Base \$200.00

11.2 Cross curricular projects or work products. Occurs as part of regular lesson planning and delivery. No additional funding needed. 00.00

11.3 Jump Rope Teams were booked for 2016-2017 and were unable to provide a rope jumping assembly. 00.00

11.3 Jump Rope Teams were booked for 2016-2017 and were unable to provide lessons on Trick Jumping.. 00.00

12

Actions/Services

PLANNED
12.0 VAPA Program

12.1 District to continue to provide a standards-based visual and performing arts program including instruction and opportunities for creative expression in visual art, music, drama and dance.

12.2 Participate in formal and informal theatrical performance including pantomime, plays, oral interpretation, dramatization of stories, fables and historical events.

12.3 Perform patterned dances such as line dancing, square dancing, folk dances.

12.4 Students read, discuss and write about art, music, dance and theater using the vocabulary/terminology appropriate to the art form

ACTUAL
12.0 VAPA Program

12.1 Met as described. The instructional aide is a professional photographer and artist. The teacher is a musician, accomplished textile artist and former professional dancer. Together they provide an exceptional standards-based VAPA program including instruction and opportunities for creative expression in visual art, music, drama and dance. For examples, see 12.2 below.

12.2 Met. Examples: Students, with very little input from the teacher, adapted and choreographed "The Grinch Who Stole Xmas," built scenery, made costumes and performed the play for the community. Students learned Irish Step dancing; wrote and filmed original one-act plays; performed dramatic readings of poetry, improvised scenes from history; role-played character education topics; made props, scenery, and costumes; created standards-based paintings and sculptures; performed in a play with a professional drama troupe; attended a symphony by the Monterey Symphony Orchestra; and they entered original art work into two competitions
 Metric: Lesson Plans; Classroom Observations; Performance Invitations and Sign-In Sheets; Board Minutes; Photographs/Films; Display of Work Products; Contest entry Forms.

12.3 Met. Students learned and practiced basic steps of Irish Step Dancing.
 (Duplicates 2.1)

12.4 Met. Students wrote reflections on their performances and the performances of others across all of the arts. Students discussed a few of the influential artists and art movements in history such as dataism and produced works of art based on those principles of art.

12.5 Continue to integrate drama, visual art, music and theater into other subject areas.

12.6 Attend VAPA performances and exhibits.

12.7 Consider contracting with a music, dance or drama teacher

12.5 Met. One of the teacher's greatest strengths is her ability to routinely integrate the arts into every core content area.

Metric: Lesson Plans; Classroom Observations; Work Products and Displays

12.6 Met. Students attended a concert performed by the Monterey Symphony Orchestra; a performance by Theater of All Possibilities; and Kids on the Block Puppet Show. Students attended the art exhibits at the Fair.

Metric: Invoices; Lesson Plans; Invoices

12.7 Met: Lucky us. The teacher is a musician, dancer and textile artist. The aide is a professional photographer and artist. No reason to contract a music, dance or drama specialist. They are already here.

Expenditures

BUDGETED

12.0-12.3 Purchase of VAPA supplies and materials; art prints, CD's of dance music; instructional dance videos; costumes, props, copyright, and other instructional materials needed to meet the VAPA standards 4000-4999: Books And Supplies Unrestricted Funds \$200.00

12.4 Teaching VAPA Vocabulary is part of planning and implementation of VAPA Standards. No additional funds needed. 00.00

12.5 Cross curricular integration of art with other subjects. Planning to occur during minimum days and teacher work days. Release time also available and funded under Goal 1, 3.0. Materials and supplies funded under Goal #2, 12.0-12.3 above. 00.00

12.6 Field trips and or assemblies for students to experience concerts, plays, art exhibits, dance performances, etc.
Funded under Goal # 4 - Assemblies and Field Trips
00.00

12.7 Stipend for VAPA teacher (#5800) 5800: Professional/Consulting Services And Operating Expenditures Unrestricted Funds \$1500.00

ESTIMATED ACTUAL

12.0-12.3 Purchase of VAPA supplies and materials; art prints, CD's of dance music; instructional dance videos; costumes, props, copyright, and other instructional materials needed to meet the VAPA standards 4000-4999: Books And Supplies Base \$200.00

12.4 Teaching VAPA Vocabulary is part of planning and implementation of VAPA Standards. No additional funds needed. 00.00

12.5 Cross curricular integration of art with other subjects. Planning to occur during minimum days and teacher work days. Release time also available and funded under Goal 1, 3.0. Materials and supplies funded under Goal #2, 12.0-12.3 above. 00.00

12.6 Field trips and or assemblies for students to experience concerts, plays, art exhibits, dance performances, etc.
Funded under Goal # 4 - Assemblies and Field Trips
00.00

12.7 Stipend for hiring a VAPA teacher (#5800). A VAPA teacher was not hired. because the teacher and aide performed all of the instruction.
00.00

PLANNED

13.0 English Learner Instruction:

13.1 The teacher will provide all EL students content area instruction in core subjects in small, flexible groups of 1-4. The instructional aide, working under the supervision of the teacher will provide assistance and individual tutoring to EL students. 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 will enable the teacher to individualize the linguistic demands of their lessons without compromising the integrity or rigor of the subject matter. Teaching in small groups will also provide opportunities and time for the teacher and aide to respond to individual learning and language needs related to the lesson. During instruction the teacher will implement SDAIE and Sheltered English strategies.

After the direct instruction portion of the lesson, students will rotate out for guided practice with the aide at which time EL students will receive individual tutoring as needed.

After guided practice, students will rotate into "Centers" at which time EL students may be assigned to work with the aide at the "Magazine Center" reading and discussing articles in student magazines; participate in Writer's Workshop; practice on Rosetta Stone; listen to audio books at the "Listening Center;" or be engaged in any of the other ELD "Centers."

ACTUAL

13.0 English Learner, Low-Income Students, Foster Youth Instruction:

13.1 Partially Met: All students, including English Learners and all unduplicated student received standards-based instruction in groups of 1-4 based which enabled the teacher to differentiate instruction within each group, and most importantly, for EL students, to individualize the linguistic demands of their lessons without compromising the integrity or the rigor of the subject matter. During instruction, the teacher implemented SDAIE sheltered English strategies.

After instruction students rotated to the Aide for Guided Practice where students received limited additional targeted assistance and intervention after which they were assigned to work at one of the EL Centers.

EL Centers were developed to address the specific linguistic needs of our EL students which had been identified through testing to be in the areas of reading comprehension, writing and language acquisition. All EL Centers required participation by the aide working under the direction and supervision of the teacher. In actuality for most of the year EL students were not systematically assigned to the EL Centers, and they received sporadic guidance and participation by the aide. An adjustment was made mid-year, and the EL students were specifically assigned to EL Centers, however, there was little oversight, and other students began using the ELCenters at the same time as EL students which changed the focus from EL targeted assistance, to general assistance which did not address the specific linguistic needs of EL students. During the course of 16-17, it became clear that the "Learning Center" portion of EL instruction needed greater structure and oversight for implementation in 17-18. The plan for 17-18 was developed as such: (a) Use test data and student work products, to identify the specific literacy skills that EL students need to meet grade level standards in

13.2 Teacher to meet with each EL student regarding the results of the student's CELDT scores, and develop improvement goals and an implementation plan based on the CELDT scores.

13.3 District to consider renewing license for "Rosetta Stone" which provides web-based, self-paced, individualized English language on listening and speaking with an emphasis on pronunciation and usage tailored to the language level of each student.

13.4 District to order yearly subscriptions to graphic-rich magazines, especially related to Social Studies and Science at appropriate CELDT language levels.

reading, writing and English language development. (b) Develop Learning Centers to be used only by EL students that specifically address the identified skills needing improvement. (c) Establish specific activities to be accomplished in each of the EL Centers with aide holding students accountable for completing work. Aide to keep a portfolio of assignments and work produce to discuss with teacher. (d) Assign each EL student to one or more of the EL Centers for a total of 40 minutes per day. (e) Provide instructional support from the aide in each EL Center. (f) Define the responsibilities of the aide in facilitating the EL Centers, and provide training as needed. (g) Teacher to test and track the progress of EL students monthly in reading comprehension and writing, and maintain records.

Metric: Schedule for EL Centers; CELDT and "Smarter Balanced" test results

13.2 Met. Teacher met with each EL student regarding the results of the student's CELDT scores, and developed improvement goals and an improvement plan based on the CELDT scores.

Metric: CELDT; Personal Learning Plans

13.3 Met: After using "Rosetta Stone" for two years the staff evaluated the program in terms of its efficacy in addressing current needs of EL students. CELDT, benchmark and "Smarter Balanced" testing all revealed that the need for intervention was currently in the areas of reading comprehension and standards-based writing, neither of which was supported by "Rosetta Stone" which focuses on pronunciation and basic conversational English. The district did not renew the license for "Rosetta Stone."

13.4 Met. Science and Social Studies subscriptions were renewed.

13.5 District to purchase licenses and other media resources to provide math intervention and instruction, to facilitate access to the core curriculum in ELA, Science and Math, build vocabulary, improve listening skills, stimulate discussions, etc.

13.6 Purchase additional kindles as needed for new EL students and to replace lost/damaged. Replenish electronic books so that each English Learner has a reader and cache of books at an appropriate level for in-school and at-home reading. Instructor to teach reading strategies using the e-readers, e.g. highlighting, making notes in margins, access pronunciation, access dictionary, access read aloud. access Spanish pronunciation, etc.

13.7 District to consider purchasing Fountas and Pinnell's new "Leveled Literacy Intervention System" which is an individualized and small group language intervention program with lessons designed to provide intensive support in phonics, word study, reading and writing. It features an Assessment System which provides critical feedback on the literacy strengths and needs of students. The program is two-fold in that it focuses on proven-effective teacher actions as well as an arsenal of lessons and materials that are graduated and vary in intensity.

13.8 District to consider providing Professional Development on the SIOP Model (Sheltered Instruction Observation Protocol) which will give the teacher strategies for making lesson content more comprehensible to English Learners by identifying a set of effective strategies for the organization and delivery of instruction. District to provide Professional Development on Writers Workshop and Fountas and Pinnell's Literacy Intervention program if the program is purchased.

13.5 Met. Licenses and media resources were purchased to facilitate access to the core curriculum in the core content areas, to build vocabulary, improve listening skills, stimulate discussions.

Metric: District Inventory of Instructional Materials; Software and Equipment.

13.6 Met. All Kindles were in good working order (none lost or damaged and there was no increase in number of EL students, therefore, additional purchase of Kindles was not needed.

A cache of e-books was purchased for each child and installed in their Kindles to replace books students had finished reading. Teacher reviewed reading strategies using the e-readers, e.g. highlighting, making notes in margins, access pronunciation, access dictionary, access read aloud. access Spanish pronunciation, etc.

Met: Invoices; School inventory

13.7 The intent was to purchase the Fountas and Pinnel "Leveled Literacy Intervention System for EL students; however, due to budget concerns, the decision was made to delay purchase until 17-18. Added to 17-18 action under Goal 2)

13.8 Met. The district hired a teacher who was trained and experienced in Sheltered English strategies. A decision was made to provide training on SIOP Model in 17-18. Fountas and Pinnel training was not provided because the program was not purchased

Metric: Budget Records

Expenditures

13.9 Teacher to monitor progress of Redesignated Fluent English Learners and provide appropriate instruction, intervention and support as needed to maintain and increase student's fluency and meet grade level standards

13.9 Met. Jefferson re-designated one student. Teacher monitored the student's progress throughout the year. The student continued to increase reading and writing skills as measured by Benchmark testing. Monitoring will continue in 17-18.
Metric: Benchmark Test

BUDGETED

- 13.1 Continue to implement the instructional model established in 2015-2016. Expand "Centers" to include writing. Purchase Lucy Calkin's, "Writers Workshop", Units of Study. 4000-4999: Books And Supplies Supplemental \$1000.00

- 13.2 Teacher & student to meet to establish language improvement goals based on student's CELDT scores. Release time. 5000-5999: Services And Other Operating Expenditures Supplemental \$150.00

- 13.3 Renew license for Rosetta Stone (#4300) Function 2700 4000-4999: Books And Supplies Supplemental \$950.65

- 13.4 Purchase high interest, graphic-rich student magazine subscriptions 4000-4999: Books And Supplies Supplemental \$100.00

- 13.5 Purchase licenses and other media resources 4000-4999: Books And Supplies Supplemental \$250.00

- 13.6 Purchase additional Kindles due to EL enrollment increase, loss and damage. Purchase Kindle electronic books to replace those students read this year. 4000-4999: Books And Supplies Supplemental \$100.00

- 13.7 Purchase of Fountas and Pinnell's new "Leveled Literacy Program." 4000-4999: Books And Supplies Supplemental \$2500.00

- 13.8 Professional Development (3 days) on SIOP Model; Writer's Workshop; and Training on Fountas and Pinnel's Literacy Intervention Program. 5000-5999: Services And Other Operating Expenditures Supplemental \$417.00

- 13.9 Monitor the progress of the EL student who was re-designated and provide intervention as needed using resources currently available. No additional funds needed. 00.00

- 13.1 Classified Aid Salary \$9273.00 (Supplemental)
2000-2999: Classified Personnel Salaries Base \$9273.00

ESTIMATED ACTUAL

- 13.1 Centers included Writing. The teacher used the writing process in the textbook, so Lucy Calkin's "Writer's Workshop" was not purchased. Because of lack of progress in writing, the Calkin's Writers Workshop will be purchased in 17-18 and teacher will attend training. (Goal 2)
00.00

- 13.2 Release time for teacher to meet with students to establish language improvement goals based on student's CELDT scores. Release time. 1000-1999 Certificated Personnel Salaries - \$150.00
3000-3999 Certificated Personnel Benefits - \$24.00 (See last box for the budget reference for Employee Benefits)
1000-1999: Certificated Personnel Salaries Supplemental \$150.00

- 13.3 License not renewed. CELDT test data revealed that student need was no longer in the area of speaking which is the focus of Rosetta Stone but rather, in the areas of reading and writing. 00.00

- 13.4 Purchased high interest, graphic-rich student magazine subscriptions. One subscription was donated. 4000-4999: Books And Supplies Supplemental \$60.00

- 13.5 Purchased licenses and other media resources 4000-4999: Books And Supplies Supplemental 300.00

- 13.6 No Kindles were lost or damaged and enrollment in EL did not increase. Therefore additional Kindles were not purchased. Electronic books were purchased for each EL student's Kindle to replace those the student already read 4000-4999: Books And Supplies Supplemental \$100.00

- 13.7 Fountas and Pinnell's new "Leveled Literacy Program" was not purchased due to budget concerns. \$00.00

- 13.8 Professional Development (3 days) on SIOP Model; Writer's Workshop; and training on Fountas and Pinnel's Literacy Intervention Program. Not purchased. \$00.00

- 13.9 Monitored the progress of the re-designated English Learner and provided intervention as needed. The student is progressing and continues to read on grade level. No additional funds needed at this time. 00.00

- 13.1 Classified Aid Salary
2000-2999: Classified Personnel Salaries Supplemental \$9273.00

13.0 Classified Aide Benefits 3000-3999: Employee Benefits Base \$7417.00

13.0-13.1 Classified Aide Benefits 3000-3999: Employee Benefits Supplemental \$7417.00

13.2 Release time which enabled the teacher to meet with students to establish language improvement goals based on student's CELDT scores. Certificated Personnel Salaries - \$150.00 (Funded under 13.2 above) 3000-3999: Employee Benefits Supplemental \$24.00

Action **14**

Actions/Services

PLANNED

14.0-4.1 Three-Tiered Intervention

14.1 Instructional staff to implement a 3-tiered program of intervention beginning with group instruction, moving, as needed, to targeted supplemental instruction in small groups, then moving to intensive supplemental instruction delivered to small groups or individuals.

ACTUAL

14.0 Three-Tiered Intervention

14.1 Partially Met. Instruction occurred in small groups of 1-4 which eliminated the need for intervention in small groups. Individual intervention was not routinely provided.

Expenditures

BUDGETED

14.0 - 14.1 Implement as described. No additional funds needed. 00.00

ESTIMATED ACTUAL

14.0 - 14.1 Implemented as part of daily small group differentiated instructions. No additional funds were needed 00.00

Action **15**

Actions/Services

PLANNED

15.0 Test Taking Practice

15.1 The teacher will utilize all opportunities offered by the "Smarter Balanced Assessment System" throughout the year for practicing in preparation for the "Smarter Balanced" test. New teacher to observe test preparation by a model teacher.

ACTUAL

15.0 Test Taking Practice

15.1 Partially Met. Teacher provided very limited opportunities for students to practice for the Smarter Balanced test. Practice was done late in the year so that opportunities to reteach were limited. Teacher did not observe test preparation practice by another teacher.

Expenditures

BUDGETED

15.1 Students practice for "Smarter Balanced" tests. Release time for new teacher to observe test preparation by a model teacher. 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$150.00

ESTIMATED ACTUAL

15.1 Teacher did not utilize release time to observe CAASPP test preparation by a model teacher. \$00.00

Action **16**

<p>Actions/Services</p>	<p>PLANNED 16.0 Continue to Implement a Summer Reading Program. 16.1 Purchase Kindle readers and books 16.2 Provide incentives/rewards for students who complete the Summer Reading Program</p>	<p>ACTUAL 16.0 Summer Reading Program. 16.1 A Summer Reading Program was provided.. The district loaded students' Kindle e-readers with a selection of books at each child's recreational reading level and a list of reading-related activities to complete for each book.. 16.2 Summer Incentives were provided.</p>
<p>Expenditures</p>	<p>BUDGETED 16.0-6.1 Purchase Kindle Readers and books as needed 4000-4999: Books And Supplies Unrestricted Funds \$350.00 16.2 Cost of Summer Reading Incentives/Awards 4000-4999: Books And Supplies Unrestricted Funds \$100.00</p>	<p>ESTIMATED ACTUAL 16.0-16.1 All students Kindles were in good working order, so it was not necessary to purchase Kindles. The district did, however, purchase books for each Kindle to replace the books they already read. 4000-4999: Books And Supplies Base 250.00 16.2 Cost of Summer Reading Incentives/Awards 4000-4999: Books And Supplies Base \$100.00</p>

Action **17**

<p>Actions/Services</p>	<p>PLANNED 17.0 District to Consider offering A Summer Academy</p>	<p>ACTUAL 17.0 Met. The district considered offering a Summer Academy, however, a teacher was not available. The district will consider offering a Summer Academy in 17-18</p>
<p>Expenditures</p>	<p>BUDGETED 17.0 Stipend to teach the Summer Academy (64 hrs @37.00 per hr. + 4 hours prep) 1000-1999: Certificated Personnel Salaries Unrestricted Funds \$2500.00</p>	<p>ESTIMATED ACTUAL 17.0 Funds not expended. We were unable to find a Summer School teacher. 00.00</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were put in place for implementation in 2016-17 for the purpose of achieving the goal of INCREASING STUDENT ACHIEVEMENT IN ALL CONTENT AREAS as measured by state and district indicators, clearly a huge and unrealistic ambition and a comparable challenge.

Actions and services for this goal were generally implemented as planned with many successes and a few challenges in the implementation process. Because state assessment data is not yet available for 2016-

2017, it is not known at this time how successful the actions/services in Goal 2 were in achieving the articulated goal as measured by state indicators.

CHALLENGES IN IMPLEMENTATION

A. Several actions in the 16-17 LCAP involved implementing benchmark testing. Teacher analyzed the results of the 2016 "Smarter Balanced" test and the results of Success Maker which revealed a significant lack of correlation between the two tests. The teacher used the results of Smarter Balanced, Success Maker, textbook tests to place students in differentiated learning groups and to develop initial student improvement goals. However, due to its lack of alignment with Smarter Balanced and a lack of correlation of testing results with textbook tests, teacher tests, and student work products, the district made the decision to stop using Success Maker as of January 2017 and to begin looking for a new, more reliable formative testing instrument. Quite the opposite occurred when testing writing using district developed standards-based writing rubrics. The results from formative writing assessment identified very specific writing strengths and areas of need for each student, which was useful data for determining individual instruction and interventions. However, because the test group of 9 was so small and the test not normed with a wider population, the validity of the results were questionable as a schoolwide indicator of writing competence and therefore, inappropriate as a district benchmark. This mode of measuring writing improvement will continue to be used only in identifying specific individual writing needs.

B. The biggest challenge was implementing actions and services for EL students. In 16-17, no students were re-designated. Two of Jefferson's EL students were identified as "Long Term English Learners" having been in the program for 5 and 7 years respectively due to low reading comprehension and writing skills.

During 16-17 several EL Learning Center activities were implemented to address reading and writing. All of these EL Center activities required participation by personnel. In actuality, during most of 2016-17 EL students were not systematically assigned to the EL Centers, and EL students received sporadic guidance and support while in the Centers. An adjustment was made mid-year, and the EL students were then deliberately assigned to the EL Centers, however, there was little oversight and other students began using the Centers at the same time as EL students, which resulted in the staff providing less targeted intervention and support to EL students. It became clear that the "Learning Center" portion of EL instruction needed greater structure, scheduling, staff training and oversight. The teacher and consultant, with input from the SSC/LCAP, developed a plan for implementation in 17-18: (a) Use state and LEA test data to identify the specific literacy skills that EL, low income and foster students need to meet grade level standards in reading, writing and English language development. (b) Develop Literacy Centers to be used only by EL, low income and foster youth students that specifically address the identified skills needing improvement. (c) Assign each target student to a Literacy Center every day.. (d) Develop specific activities to be accomplished in each of the Centers and hold students accountable by keeping student portfolios of assignments and work produced. (e) Provide active instructional support at the Centers. (f) Define the responsibilities of the person(s) facilitating the Centers, and provide training as needed. (g) Track the progress of EL, low income and foster students monthly in reading comprehension and writing, and maintain records.

Also planned to begin in 17-18: A block of 60 minutes per day will be dedicated to a literacy improvement program for EL, low-income and foster youth. During 20 minutes of the 60 minute block, the target students will participate in "Fountas & Pinnel's Reading Intervention System" designed to provide intensive leveled support in phonics, word study, vocabulary, reading and writing. For twenty minutes of the block, the students will have the opportunity to participate in their Literacy Centers; and 20 minutes will be devoted to

"Writers Workshop." The goal is that 60 minutes of additional literacy instruction for EL, low income and foster youth, combined with ELA instruction for all students in differentiated groups will result in EL students achieving the reading and writing requirements needed for re-designation within 48 months of being in the program, and closing the achievement gap in ELA for all target students. (Changes reflected in Goal 2).

Metric: Schedule for EL Centers; CELDT and "Smarter Balanced" test results.

SUCSESSES IN IMPLEMENTATION:

A. All students received instruction in Math and ELA in small groups of 1-4 students which enabled the teacher to differentiate instruction to best reach each child.

B. All students received instruction in project-based learning and produced several work products that crossed curriculum and included either reading, writing or both.

C. Common Core Math standards were fully implemented using textbooks and instructional materials from the latest adoption cycle. State test scores are not available for 2017; however, in a student survey, 100% of students reported that they feel more confident and capable in both Math and ELA..

Metric: (Student Surveys).

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

Overall, the actions and services were successful in moving students closer to achieving the goal of **INCREASED ACHIEVEMENT IN ALL CONTENT AREAS** as measured by state and district indicators. We will not know how successful the actions and services were, as measured by Smarter Balanced, until we receive the results of 2017 testing.

LEA Indicators:

A. Implementing project-based instruction across the curriculum, all of which integrated writing was effective in contributing to increased student achievement in writing as indicated by formative assessment of writing using district designed writing prompts and rubrics.

B. All students improved in writing personal narratives as indicated by formative assessment of writing using district designed writing prompts and rubrics, however none rite at grde level.

C. In a student survey, 100% of students rated Science and Art as their favorite subjects citing the "Carton to Garden" project, and their winter musical among their favorite activities of the year.

D. All nine students entered original Haiku poetry into a national poetry contest and 7 entries were accepted for publication in a student poetry book. (Letter of Acceptance from publisher)

E. Jefferson, long known as the VAPA school, successfully implemented actions that took students beyond artistic production to include additional VAPA domains such as the effects of history and culture on art and analysis of works of art against artistic principles. While success in VAPA is not measured by state testing data, a broad course of study calls for students to have the opportunity to develop not only their intellectual capacities but their artistic capabilities as well. (District Mission Statement/SARC; 100% of parents attended the winter musical and the student art fair and rated them as excellent).

F. Students entered their original art works in the County Fair. Two students won honorable mention. (Award Ribbons)

G. Jefferson School took second place in the county SUMDOG Math Contest, and one Jefferson student took first place. (COE Award).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\$1000.00 was budgeted to buy a formative testing program to replace Success Maker, possibly Dibels. After field testing the district decided not to purchase Dibels and to continue looking. Ultimately the district decided to purchase STAR 360 in 17-18. No funds were expended.

\$950.00 was budgeted for to renew the school license for "Rosetta Stone." "Rosetta Stone" license was not purchased as it no longer met the needs of our EL students. CELDT, benchmark and "Smarter Balanced" testing all revealed that the need for EL intervention was currently in the areas of reading comprehension and standards-based writing, neither of which was supported by "Rosetta Stone" which focuses on pronunciation and basic conversational English. (Goal 2,13.3). No funds were expended.

\$1300 was budgeted for a jump rope assembly and student workshops on trick rope jumping. Both teams offering this service were booked 2 years in advance, so no funds were expended. (Goal 2, 11.3)

\$1500.00 was budgeted to contract for a VAPA teacher. Lucky us. The newly hired teacher is a musician, a textile artist and a former professional dancer. The aide is a professional photographer. Together they provided the VAPA instruction with no need for further expertise or expenditure, (Goal 2,12.7)

\$2500.00 was budgeted to purchase Fountas and Pinnel's Leveled Literacy program. Due to budget concerns the program was not purchased.(Goal 2,13.7)

\$1000.00 budgeted for purchasing a "Writers Workshop" Program. The teacher chose to use the writing process in the textbook, so the decision was made not to purchase at this time (Goal 2, 13.0-13.1)

\$418.00 Professional Development (3 days) The teacher had previous training in SDAIE. Workshop funds were not expended. (Goal 2, 13.8)

.\$1700.00 District budgeted for Summer School but the district was unable to find a teacher. No funds were expended.(Goal 2, 17.0)

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 In 2017-2018:

The Goal and Expected Outcomes for increased student achievement will be narrowed for 2017-2018 to focus on improved student performance in English-Language Arts, to close achievement gaps in ELA and accelerate re-designation of English Learners. (Change reflected in Goal 2)

Writing to district created prompts and rubrics will continue to be used as a way to identify specific strengths and needs in student writing, but will not be used for benchmark testing since the prompts have not been normed and there are not sufficient anchor papers to determine writing level as compared to large numbers of other students in the same grades.

Most of the Learning Centers in 16-17 focused on Math. Increasing student achievement in ELA is a major focus in 17-18, therefore, additional "Centers" will be offered in reading and writing (Change reflected in Goal 2)

Changes to EL Program: Provide EL, low income and foster students with 60 minutes per day of additional literacy instruction beyond regular ELA instruction by a trained aide under the supervision of the teacher. During twenty minutes of the 60 minute block students will participate in intensive, leveled, reading intervention using Fountas and Pinnel's "Leveled Reading Intervention System". For 20 minutes, students will participate in Literacy Centers which will have improved structure, scheduling, oversight, and student accountability. The last block of 20 minutes will be used for teaching writing using the writing process.

Student progress will be assessed weekly with individual intervention provided. Since there are only 4 EL students, daily instructional goals will be defined for each student. Student expectations and rigor of instruction will increase. Training will be provided to the teacher and aide. There will be greater oversight and accountability for instruction and the use of instructional time. Student work will be kept in portfolios and reviewed weekly. (Change reflected in Goal 2)

Replace "Success Maker" with STAR 360 for formative assessment in ELA and Math. (Change reflected in Goal 2)

Use DRA (Developmental Reading Assessment) for formative testing of reading skills (Change reflected in Goal 2)

Identify and prioritize the standards in Math that are most essential for preparing students for advanced learning in Math, particularly in grades 6-8) (Change reflected in Goal 2)

Develop a pacing guide for the new ELA adoption. (Change reflected in Goal #2)

Implement Three -Tiered Intervention: In 17-18

Revise the daily instructional schedule to increase instructional minutes in math and ELA in order to provide more time for direct instruction, re-teaching and individual intervention. (Change reflected in Goal 2)

Purchase Lucy Calkin's Writing Process program. Provide training to the teacher in its implementation.

Annual Update

LCAP Year Reviewed: 2016-17

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

Increase parent engagement and active participation in school events; strengthen communication with parents; provide ample opportunities and avenues for parents to give input into school decision making.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Expected to Occur in 16-17

A. Home/School Communication: 100% of parents will rate home/school communication as very good to excellent as evidenced by surveys and interviews

B. SSC Decision Making: SSC elections will be held as evidenced by election documents. Training will be provided and documented in SSC agendas. 100% of parents on the School Site Council will actively participate in giving input into determining school improvement goals/ action plans and special projects as evidenced by SSC agendas. 100% of SSC parents will rate their level of participation in decision making as high to very high as evidenced by surveys/interviews..

C. Parent Decision Making: Parents of English Learners will work with the consultant and/or SSC in providing input into goals and action-plans for improving school programs and improving programs and

ACTUAL

Occurred in 16-17

A. Met. Home School Communication: Jefferson has 9 students and 5 families. 100% of parents rated home/school communication as "Excellent" as evidenced by the annual Parent/Community Survey. The teacher was available most days at arrival and dismissal times to talk with parents when they dropped off and picked up their students. Most Fridays parents received a folder (the "Friday Folder") containing their child's corrected work from the week, a progress report and school announcements with a comment section for parents to respond. Formal, scheduled parent conferences were held twice per year for all families (100% attendance) and additional conferences by appointment.
Metric: Parent/Community Survey

B. Met. SSC Decision Making: SSC elections were held. Parents of EI students were especially encouraged to join the SSC and fully participate in decisions regarding EL students and the EL Program. SSC training was provided. Of the 5 families in the district, three families were represented on the SSC including a parent of 2 of the 4 EL students. All members of the SSC actively participated in making decisions regarding the development and implementation of the LCAP. 100% of parents on the SSC rated their level of participation in decision making as Very High.
Metric: Election and Training Records; Parent/Community Survey and Interviews

C. Met. 100% of parents of EL students (3 families) provided input into decisions regarding goals, actions and services for improving school programs and services for

services for English Learners as evidenced by meeting notes. 100% of parents of English Learners will rate their level of participation in decision making as high to very high as evidenced by surveys/ interviews.

D. Parent Education: 80% - 100% of parents will continue to attend Parent Education events that showcase student work and provide parent education about the standards underlying the work; 90%-100% of parents will continue to attend Parent/Teacher Conferences: 90%-100% will continue to attend Curriculum Night as evidenced by the School Event Calendar and rosters of attendance.

E. Family Learning Night: To make the shift from parent attendance at school events to parent participation in school events, the district will 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 as evidenced by School Event Calendar and Roster of Attendance.

F. Family Fun Night: 90%-100% of parents will participate in an annual "Family Fun Event" where parents, students and staff build and solidify communication and relationships by having fun together as evidence by the School Event Calendar and attendance rosters,

G. Parent Decision Making: 80-90% of parents will report that the district has made strong efforts to involve parents in decision making as evidenced by surveys and interviews..

English Learners. 100% of parents of EL students rated their level of participation in decision making as High.

Metric: SSC/LCAP Meeting Notes; Parent/Community Survey and Interviews

D. Met. Parent Education: 100% of parents attended "School Orientation Night;" 100% attended "Curriculum Nights;" 100% attended Parent/Teacher Conferences; 100% attended Science Night featuring students explaining the science behind their science projects. Teacher provided parents with an introduction to NGSS); 100% attended Family Learning Night which focused on strategies for teaching reading skills at home

Metric: School Calendar; Invitations/Announcements; Attendance Rosters

E. Met. Family Learning Night: An annual event where students, staff and parents participated in education activities together, and parents learned strategies for helping their children at home. The "Family Learning" event this year focused on reading improvement. The event was called "Eat a Book" where the audience listened to 5 parent/community members and one student reading from a favorite book (one book was read in Spanish). The guest speaker was the Youth Services Librarian. who spoke on how to create an "appetite" for reading in children. Dinner was provided and a raffle held for free books. 100% of parents and 7 community members attended "Eat A Book."

Metric: School Event Calendar; Invitations; Attendance Roster

F. Met. Family Fun Night: 100% of parents participated in "Family Fun Night" where parents, students and staff build and solidify communication and relationships by having fun together.

Metric: School Event Calendar; Attendance Rosters; Invitations

G. Met. Parent Decision Making: 100% of parents, with all families responding, reported that the district has made strong efforts to involve parents in making decisions.

Metric: Surveys/ Interviews

[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**

Actions/Services

PLANNED
 1.0 SSC Election & Training: Continue to elect and train SSC members to become actively engaged in determining goals and priorities for school improvement, working to implement the goals; and measuring the effectiveness of improvement activities and services in the LCAP and the SPSA.

ACTUAL
 1.0 Met. SSC Election & Training: Jefferson serves 5 families. A SSC election was held this year for one vacant seat. As a result of the election, 3 of Jefferson's 5 families served on the SSC including the parent of 2 English Learners. SSC members were trained with an emphasis on the following: Roles and responsibilities; gathering community input, reviewing school data, monitoring implementation of the LCAP, evaluating the effectiveness of actions and services; determining school improvement goals, actions and services for 2017-18. 100% of SSC members actively participated in all LCAP activities. Additionally, the LCAP was discussed at most board meetings where a parent representative from the SSC was in attendance. 100% of SSC parents rated their level of participation in decision making as High. Metric: School Board Agendas/Minutes; SSC Agendas; SSC Election Docs.

Expenditures

BUDGETED
 1.0 Elect and Train SSC Members. Provide meals/refreshments/snacks at training sessions and school improvement meetings including LCAP, SPSA and Safety. Funded under Goal #3, 5.0 00.00

ESTIMATED ACTUAL
 1.0 District provided either meals, refreshments or snacks at SSC and LCAP meetings. Funded under Goal #3, 5.0 00.00

Action **2**

Actions/Services

PLANNED
 2.0 District to implement a plan for recruiting parents of English Learners to run as candidates on the SSC and to become actively involved in the LCAP process of monitoring implementation and determining goals for improving school programs and improving programs and services for English Learners.

ACTUAL
 2.0 Met. A parent of 2 EL students volunteered and was elected to serve on the SSC. The parent actively participated in the LCAP process
 Metric: Election records.

Expenditures

BUDGETED
 2.0 Recruit parents of English Learners to become more actively engaged in the school improvement process and improvement of programs and services to EL students. No funding required. 00.00

ESTIMATED ACTUAL
 2.0 Recruited a parent of 2 English Learners to serve on the SSC. No funding needed, just desperate pleas and promises of eternal gratitude. 00.00

Action **3**

Actions/Services

PLANNED
 3. 0 Continue to provide Parent Education in a variety of ways:

3.1 District to continue to offer opportunities for parents to attend forums where they learn about educational issues that affect their children such as the Master Schedule, the Student Behavior Management Plan, Common Core, Next Generation Science, Standards, Smarter Balanced Testing, textbook adoption, etc. in a setting in which they can provide comments, give input and ask questions.

3.2 Parent Newsletter: Parents will receive a parent newsletter sent home in the "Friday Folder" containing articles about education, tips for how parents can help their children learn, children's educational websites, ideas for fun learning activities to do at home.

3.3 District will continue to hold at least 3 Parent Education events, each featuring a particular content area such as Science, VAPA, History, Math, Reading. At some of the Parent Ed Nights, the standards for that subject will be discussed and student work related to the standards will be showcased while each student presents his./her own work and speaks about the standards underlying the work.

ACTUAL
 3.0 Met. Parent Education: Jefferson continued to provide Parent Education in a variety of ways in 2016-17 as listed below.

3.1 100% of parents attended "School Orientation Night" where the teacher discussed the Master Schedule, described the purpose and use of Content Standards, distributed copies of Standards in the core subjects; reviewed the Student Behavior Management Plan, and the newly revised report card. Textbooks were on display.
 Metric: School Orientation; Attendance Roster

3.2 Met: Parent Newsletter: Parents received a weekly "Friday Folder" containing their student's corrected work for the week, articles about education, announcements of events, permission slip, etc. A modification to this action was made to add a monthly newsletter written by the students. The newsletter articles informed parents about what students were learning in school, educational events, articles about student projects, contests, activities, etc.
 Metric: Samples of Student Newsletters

3.3 Met. Parent ED: Four Parent Education - "Curriculum Nights" were held: In addition to "Science Night" described in 3.1 above, additional "Curriculum Nights" included "Reading Night" where parents learned some strategies in how to help their child at home with reading; "Drama Night" where students put on a musical and the Drama standards were discussed. & "Celebrate the Arts" where students presented their art work and explained the standards underlying it. At all "Curriculum Nights" the teacher gives a presentation on the relevant standards and provides copies of the standards to parents. Parents are asked to ask questions and to provide comments.

3.4 Family Learning Night: 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.

Metric: Announcements/Invitations; Photographs
3.4 Family Learning Night: Family Learning Night focused on reading improvement. The event was called "Eat a Book" where the audience listened to 5 parent/community members and one student reading from a favorite book (one book was read in Spanish). The guest speaker was the Youth Services Librarian, who spoke on how to create an "appetite" for reading in children. Dinner was provided and a raffle held for free books. 100% of parents and 7 community members attended "Eat A Book."
Metric: School Event Calendar; Invitations; Attendance Roster

Expenditures

BUDGETED
3.0-3.1 Duplicating & binding costs for Parent Ed handouts 4000-4999: Books And Supplies Unrestricted Funds \$25.00
3.2 Cost to purchase School Newsletters 4000-4999: Books And Supplies Unrestricted Funds \$500.00
3.2 "Friday Folder" yearly expenses (Folders, duplicating) 4000-4999: Books And Supplies Unrestricted Funds \$15.00
3.3 Duplicate handouts for "Curriculum Nights" 4000-4999: Books And Supplies Unrestricted Funds \$25.00
3.4 Guest Presenter for "Family Learning Night" 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$500.00
3.4 Take-home materials for "Family Learning Night." 4000-4999: Books And Supplies Unrestricted Funds \$50.00

ESTIMATED ACTUAL
3.0-3.1 Duplicating & binding costs for Parent Ed handouts 4000-4999: Books And Supplies Base \$25.00
3.2 Commercial school newsletters were not purchased. The consultant and teacher sent home newsletters and parents received a bi-monthly newsletter written by the students. Cost of publication. 4000-4999: Books And Supplies Base \$15.00
3.2 "Friday Folder" yearly expenses (Folders, duplicating) 4000-4999: Books And Supplies Base \$15.00
3.3 Duplicate entry of 3.1 above- handouts for "Curriculum Nights" 00.00
3.4 Guest Presenter for Family Learning Night was the children's librarian from the County Library. She donated her services. 00.00
3.4 Family "Reading Night" - drawing for books. 4000-4999: Books And Supplies Base \$50.00

Action

4

Actions/Services

PLANNED
4.0 Family Fun: Increase parent and student 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.

ACTUAL
4.0 Met. Family Fun Night serves to increase parent and student engagement and connection to the school by providing an opportunity for parents, community, students and staff to get to know each other in a different context, laugh and eat together, and build and solidify relationships. 100% of parents and 5 community members attended Family Fun Night.

Expenditures	<p>BUDGETED 4.0 Family Fun Materials and Supplies 4000-4999: Books And Supplies Unrestricted Funds \$250.00</p>	<p>ESTIMATED ACTUAL 4.0 Family Fun Materials and Supplies 4000-4999: Books And Supplies Base \$250.00</p>
Action	<p>5</p>	
Actions/Services	<p>PLANNED 5.0 District to continue to provide supports and incentives for parents to increase their attendance in SSC and LCAP meetings and school events by serving meals/snacks (if meeting or event is at mealtime) and scheduling meetings at times to accommodate parents' working schedules. Jefferson enjoys 100% participation in almost every event and meeting.</p>	<p>ACTUAL 5.0 Met. Jefferson continued to provide supports and incentives for parents to participate in SSC and LCAP meetings, parent education events and "Family Fun Night" by serving meals/snacks (if meeting or event is at mealtime) and scheduling meetings at times to accommodate parents' working schedules. It works. Jefferson enjoyed 100% participation in almost every event and meeting. Metric: Announcements of meetings; Attendance Rosters; Invoices</p>
Expenditures	<p>BUDGETED 5.0 Cost of Meals/Snacks/Beverages for Parent Meetings and Events 4000-4999: Books And Supplies Unrestricted Funds \$350.00</p>	<p>ESTIMATED ACTUAL 5.0 Cost of Meals/Snacks/Beverages for Parent Meetings and Events was underestimated based on previous year. More parents stayed to eat and ate more!! 4000-4999: Books And Supplies Base \$550</p>
Action	<p>6</p>	
Actions/Services	<p>PLANNED 6.0 District to continue to conduct annual surveys and/or interviews 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>	<p>ACTUAL 6.0 Met. Jefferson solicited information from students, staff and parents through surveys and one-on-one interviews Metric: Surveys; Schedule of Interviews</p>
Expenditures	<p>BUDGETED 6.0 Duplicate Surveys 4000-4999: Books And Supplies Unrestricted Funds \$15.00</p>	<p>ESTIMATED ACTUAL 6.0 Duplicate Staff, Community and Parent Surveys. 4000-4999: Books And Supplies Base \$5.00</p>
Action	<p>7</p>	
Actions/Services	<p>PLANNED 7.0 Teacher to continue to improve two-way written communication between home and school by sending home a "Friday Folder" every week containing student work, a student progress report a newsletter and a form for parent feedback.</p>	<p>ACTUAL 7.0 Met. Friday Folder: Jefferson continued its practice of providing avenues for two-way communication between home and school by sending home a Friday Folder every week containing student work, a weekly progress report and a form for parent feedback to be returned to the school. Metric: Samples of Friday Folders</p>

Expenditures	<p>7.1 Instructional staff to greet parents and students outside as they arrive and depart school.</p>	<p>7.1 Met as described.</p>
	<p>BUDGETED 7.0 Duplicate student weekly progress report 4000-4999: Books And Supplies Unrestricted Funds \$15.00 7.1 Greet parents at beginning and end of day. No funding required.</p>	<p>ESTIMATED ACTUAL 7.0 Duplicate entry. Already funded under Goal 3, 3.2 above. 00.00 7.1 Partially Met. Teacher sometimes greeted parents at beginning and end of day. No funding required. 00.00</p>

Action **8**

Actions/Services	<p>PLANNED 8.0 90%-100% will attend 2 parent/teacher conferences. Teacher will review the most current Benchmark assessments, teacher tests, writing samples, work portfolios, report cards and progress since last conference. 8.1 Continue the practice of parents and teacher setting student improvement goals together at parent/teacher conferences.</p>	<p>ACTUAL 8.0 Met as described. 100% of parents attended both conferences. Metric: Conference Notes; Conference Notes; Personal Learning Plans; Portfolios; 8.1 Met. Parents and Teachers collaborated on setting improvement goals at the Parent/Teacher Conferences. Metric: Conference Notes and Personal Learning Plans.</p>
	Expenditures	<p>BUDGETED 8.0-8.1 Preparation for parent/teacher conferences. Work to be performed on minimum days. Additional funds not needed. 00.00</p>

Action **9**

Actions/Services	<p>PLANNED 9.0 Some Jefferson students enter kindergarten without prior school experience: The closest pre-school is an hour's drive. In support of families and to give students a head-start, the district will provide a Kinder Preparation Kit for parents to use at home to teach school readiness skills the summer before their child enters kindergarten.</p>	<p>ACTUAL 9.0 Met. One new kindergarten student enrolled at Jefferson for 2016-2017. His parent was given a kindergarten Kit to use to teach readiness skills over the summer and a Kindle E-Reader loaded with books for him to read or have read to him. Metric: Sample Kindergarten Kit; Kindle check-out document</p>
	Expenditures	<p>BUDGETED 9.0 Cost of Materials, Duplicating and Binding Cost for Kinder Kits 4000-4999: Books And Supplies Unrestricted Funds \$15.00</p>

Action

10

<p>Actions/Services</p>	<p>PLANNED 10. Family Field Trip Handbook: SSC and Consultant to continue to develop and make additions to the "Family Field Trip Handbook" containing suggestions and contact information for local (and not so local) educational and fun field trips for the whole family to enrich and expand students' learning and widen their life experience. Handbooks to be distributed to parents when done.</p>	<p>ACTUAL Met. A few items were added to the Family Field Trip Handbook, but so few that it was not re-printed or redistributed.</p>
<p>Expenditures</p>	<p>BUDGETED 10.0 Cost of Duplicating and Binding Updated Family Field Trip Handbook 4000-4999: Books And Supplies Unrestricted Funds \$15.00</p>	<p>ESTIMATED ACTUAL 10.0 There were so few updates to the Handbook that it was not re-printed or redistributed tn 16-17. 00.00</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were successfully implemented as described with a modification to 3.2 - Parent Newsletter. Parents received a weekly "Friday Folder" containing their student's corrected work for the week, articles about education, announcements of events, permission slip, etc. A modification to this action was made to add a monthly newsletter written by the students. The student newsletter articles informed parents about what students were learning in school, educational events, articles about student projects, contests, activities, etc.

CHALLENGES IN IMPLEMENTATION:

There were no challenges to implementing the actions and services.

SUCSESSES IN IMPLEMENTATION

One of the greatest successes was the election of a parent of 2 English learners to serve on the SSC who provided valuable input regarding actions and services to increase achievement of English Learners. The input, along with input from others, resulted in important, modifications to the action plan for EL students. Metric SSC Eelection Documents.)

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

All actions and services were successful in achieving the goal of increased parent communication, engagement, participation and decision making.

MEASURED BY DISTRICT INDICATORS

100% of parents on the SSC rated their level of participation in decision making as Very High.
 100% of parents attended "Curriculum Night;"
 100% of parents attended Parent/Teacher Conferences;
 100% of parents attended Science Night
 100% of parents and 7 community members attended "Eat A Book" Reading Night
 100% of parents and 5 community members participated in "Family Fun Night"
 100% of parents reported that the district has made strong efforts to involve parents in making decisions.
 100%of parents of EL students rated their level of participation in decision making as high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\$500.00 was budgeted to purchase commercial school newsletters. Rather than purchase commercial newsletters, the students wrote a monthly Student Newsletter containing articles about school and class activities, upcoming events, etc. at a cost of approximately \$25.00. (3.2)

\$500.00 was budgeted to bring in a Guest Presenter for "Family Learning Night." The guest presenter was the Youth Services Librarian at the Hollister Public Library who donated her services. All 5 guest readers also donated their time. \$00.00 was expended. (3.4)

\$350.00 was budget for meals and refreshments at parent education and other family events. \$500.00 was expended. Cost of meals and refreshments was based on last year, but the cost was underestimated. More parents stayed to eat and ate more!! (5.0)

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 in 16-17:

A commercial school newsletter was replaced by a monthly Student Newsletter written by Jefferson students. The student's articles informed parents about what they were learning in school, educational events, reflections on field trips and assemblies, articles about student projects, contests, activities, etc. (Goal 3, 3.4).

Changes For 17-18:

1. 100% of 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 Parent/Community Volunteer Program to encourage parents and community members to become more actively engaged in the school through volunteer activities such as helping to organize events; cooking for events, volunteering in the classroom, being guest teachers; making props and costumes, taking inventory, organizing materials, reading to students; listening to students read; etc.

2. Community Outreach: The district will start a Community Outreach Program with the goal to encourage and enlist more members of the larger community to attend school events, participate in the activities and events at school, volunteer at the school, and give input into decisions. There is a lot of untapped talent out there among parents and community members. (Goal #3)

Annual Update LCAP Year Reviewed: 2016-17

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

Develop the intellectual, artistic, social, physical, and emotional capacities of each child within an orderly, trouble-free, nurturing environment where students feel both physically and emotionally safe; where they feel connected to their school and engaged in their learning; and where their dignity and uniqueness is valued and respected.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. 100% of students will collaborate with the teacher in developing a Personal Learning Plan (PLP) that includes learning goals that are meaningful to the student as evidenced by PLP's.

- B. 100% of students will increase their engagement in learning by completing standards-based work products related to personal interests (or shared interest with another student) as evidenced by work products

ACTUAL

- A. Met. Personal Learning Plans: 100% of students met with the teacher at the beginning of the year to talk about the student's interests, strengths, and talents, and they collaborated in establishing personal learning goals. Quarterly thereafter, the teacher and student met again for a goals conference to review the student's progress and revise the learning goals as needed to ensure continuous growth.
Metric: Samples of PLP

- B. Met. 100% Jefferson completed standards-based work related to their personal or shared interests. (1) Jefferson students belong to 4-H and raise their own animals to show and sell. Students wrote about this shared interest by each composing and delivering a report on how to raise and "show" their chosen animal. (2) Students wrote and gave oral reports and demonstrations on a special skill they possess. One student wrote directions and demonstrated how to saddle a horse; another wrote and explained in writing and demonstrated how to rope a steer. A third wrote directions and demonstrated how to make a peanut butter & jelly sandwich. (3) Students have their favorite professional rodeo "Star." Each student selected his/her favorite, wrote letters to him/her, tracked the Star's itinerary on the rodeo circuit, calculated the Star's statistics and winnings, and wrote a newspaper article about their favorite "Star" for the student newspaper. Ryle Smith, one of the rodeo Stars came to school as a guest speaker. (See 5.0-5.1 below). (4) Each student researched and wrote an essay about a place he/she would like to visit, gave an oral "advertisement" for the place, and created a travel brochure. Additional examples of activities based on students' personal interests are described in Goal 4, 1.1 -1.2.
Metric: Lesson Plans; Classroom Observation; Work Products.

C. 100% of students will increase their engagement in learning through assemblies, field trips, and guest teachers/speakers as evidenced by the School Event Calendar and Invoices.

D. Students will demonstrate their engagement in learning by achieving an attendance rate of 96% or higher as evidenced by state attendance registers.

E. 100% of students will report that they like school and look forward to coming to school and feel a strong connection to Jefferson School as evidenced by surveys and interviews.

F. 100% of students will report that they feel welcome, respected, and safe at school as evidenced by surveys/interviews.

G. 100% of parents, staff and students will agree that the school climate is positive and peaceful, where violence and bullying are not problems.

H. 100% of students, staff and parents agree that the school is physically and emotionally safe as evidenced by Surveys/Interviews.

I. Behavior referrals for serious offenses will remain at 0%; the suspension and expulsion rate will continue to be 0%. (2012-13, 2013-14, 2014-15, 2015-2016)

J. 100% of 8th graders will move on to grade 9 as evidenced by school records and CALPADS.

K. The dropout rate will continue to be at 0% as evidenced by school records and CALPADS.

L. The classroom will be organized for flexible learning activities and the office and storage units organized for efficient use. Evidenced by PIT (Principal's Inspection Tool).

C. Met. 100% of students increased their engagement in learning through 7 standards-based field trips; 3 assemblies and 11 guest speakers. Pre and post activities were conducted to maximize their instructional value.
Metric: Student Interviews: 100% of students rated assemblies, field trips and guest speakers among their favorite learning activities.

D. Met. Students achieved an average of 97.6% attendance for Periods I and II combined. This represents an increase of 1.6% over the expected outcome for that period of time.
Metric: County Attendance Certification.

E. Met. 100% of students reported that they like school and look forward to coming to school and feel a strong connection to Jefferson School.
Metric: Student Surveys/Interviews.

F. Met. 100% of students reported that they feel welcome, respected, and safe at Jefferson.
Metric: Student Surveys/Interviews.

G. Met. 100% of parents, staff and students agreed that the school climate at Jefferson is positive and peaceful, where violence and bullying are not problems.
Metric: Student, Staff and Parent Surveys/Interviews

H. Met. 100% of students, staff and parents agreed that Jefferson is both physically and emotionally safe. Students do not hurt each other on the inside or outside.
Metric: Student, Staff and Parent Survey/Interviews

I. Met: Behavioral referrals for serious offenses at Jefferson remained at 0%; the suspension rate remained at 0%; and the expulsion rate remained at 0%.
Metric: School Discipline Records; SARC; CALPADS

J. Met. For the last 20 years, there have been no retentions in 8th and all eighth graders have moved on to high school. This item will be dropped from the 17-18 LCAP.
Metric: CBEDS; CALPADS.

K. Met. Jefferson's dropout rate has continued to be 0% for at least the last 10 years. This item will be dropped from the 17-18 LCAP.
Metric: School Records; CALPADS

L. Met. The classroom was organized for flexible learning activities. There is a teacher station for small group and one-on-one instruction; desks for individual work; portable tables to be set up for group work; and there is empty space to accommodate physical activities. The office has been organized. Storerooms need to be cleaned out and organized.
Metric: Principal's Inspection Tool (PIT)

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**

Actions/Services

PLANNED

1.0 Increase Engagement through personally meaningful lessons and activities.

1.1 Teacher will talk with each student to discuss his/her interests, talents, personal ambitions, needs and strengths and develop activities based on those findings.

1.2 Continue to increase engagement by providing each student the opportunity to complete at least two standards-based projects related to a personal interest or a shared interest with another student.

1.3 Increase student engagement in school and learning by at times offering students a choice 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.

ACTUAL

1.0 Engagement in learning through meaningful lessons and activities.

1.1-1.2 Met. The teacher often designed instructional activities based on each student's individual interests or shared interests with other students. an example of a shared interest: Students are from ranches and share an interest in gardening. Students participated in a major Science Project called "Carton2Garden" and entered their project in a national competition. Jefferson students love all things VAPA and the teacher routinely integrated drama or visual art into core content areas. Additional examples described under "B" above: "Annual Measurable Outcomes."
Metric: Lesson Plans; Student Work Products; Classroom Observations.

1.3 Partially Met. Teacher routinely offered students choices in how they would demonstrate their knowledge of the cognitive aspects of a lesson. Many students consistently chose art as a means of demonstrating knowledge accompanied by an incomplete, disorganized explanation of the concept demonstrated. In 17-18 criteria will be set so that all choices including artistic choices such as diorama or posters, include a full, detailed, well organized explanation of the concept illustrated using academic vocabulary.
Metric: Lesson Plans; Student Work Products: Classroom Observation

<p>Expenditures</p>	<p>BUDGETED 1.0 -1.1 Release time to meet with students for goal setting and discuss personal and shared interests for independent and small group projects. 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$150.00 1.2 - 1.3 Individualize activities and assessment to give students choice in how to demonstrate competency. Plan as part of instruction. No funding needed. 00.00</p>	<p>ESTIMATED ACTUAL 1.0 -1.1 Release time not used for meeting with students. They met during "Center" time. 00.00 1.2 - 1.3 As part of lesson planning, the teacher individualized activities and assessment to give students choice in how to demonstrate competency.. No funding needed. 00.00</p>
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Action **2**

<p>Actions/Services</p>	<p>PLANNED 2.0 Continue to provide Active Learning Opportunities 2.1 Increase engagement by designing activities that require active as opposed to passive learning: Example: (a) Frequently utilize inquiry and discovery learning strategies (b) Keep workbook exercises and other passive activities to a minimum. (c) a science program that is 50% hands-on investigations. Create activities that call for students to demonstrate learning in an active way. For example, have 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>	<p>ACTUAL 2.0 Partially Met. Teacher routinely provided active as opposed to passive learning activities in all subject areas except ELA. 2.1 Partially Met.. About 30% of instructional activities across all core subjects (except ELA) were activity-based. (a) Inquiry method was not used. (b) Workbooks were used primarily for handwriting and spelling. (c) Teacher taught science content followed by students doing hands-on activities. Science was about 40% hands-on. (c) Students often used art or drama activities to show they understood a concept or theme but did not provide a detailed explanation of the concept using academic vocabulary. Metric: Lesson Plans; Student Work Products: Classroom Observation</p>
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<p>Expenditures</p>	<p>BUDGETED 2.0-2.1 Provide activity-based learning activities. Plan and perform as part of instruction. No additional funding required. 00.00</p>	<p>ESTIMATED ACTUAL 2.0-2.1 Provided activity-based learning activities. Planning these activities was part of instruction. No additional funding required. Materials for activities and learning Centers funded under Goals #1 and #2. 00.00</p>
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Action **3**

<p>Actions/Services</p>	<p>PLANNED 3.0 Increase engagement by creating a climate for success. 3.1 Engagement increases when students feel successful at doing meaningful tasks. Increase success by providing students with base-line information as needed; by connecting</p>	<p>ACTUAL 3.0 Increase student engagement in learning and school by creating a climate for success. 3.1 Partially Met. The teacher began to review prior learning and provide base-line information to connect new learning to students' prior knowledge thereby supporting student</p>
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new learning to previous learning; by frequently checking for understanding in a variety of ways: by providing targeted intervention to struggling students and extension to high achievers.

3.2 When asking for a response to a question, wait at least 6 seconds before calling on a student "Wait time" extends "think time" & facilitates higher level thinking by all. During discussion, avoid saying "Right." or "Wrong." Ask students to explain or elaborate on their responses and ask others for alternate responses.

3.3 Teacher to increase student engagement by honoring every response by finding a kernel of truth 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.

success. Likewise, the teacher increasingly checked for understanding in the course of the lessons and increasingly provided re-teaching and targeted intervention when indicated. There is a need for increased intervention and taking lessons deeper and broader. More PD is needed in 17-18 in this area.
Metric: Lesson Plans and Consultant Observations

3.2 Not Met. PD in "Wait Time"- "Think time" is needed. Training in Questioning Strategies and how to respond to student answers is needed. Consultant to provide additional PD in 17-18

3.3. In Process: Training will continue in 17-18 on strategies for facilitating discussions and responding to students' answers in a manner that leads students to feel successful and engaged.

Expenditures

BUDGETED
3.0-3.3 Professional development in student engagement strategies to be provided by the consultant during minimum days. No additional funding required. 00.00

ESTIMATED ACTUAL
3.0-3.3 Additional professional development in questioning strategies and teacher responses needed for engaging students in discussions. Will be include in 17-18 LCAP 00.00

Action

4

Actions/Services

PLANNED
4.0 Continue to increase engagement in learning.

4.1 Increase student engagement in their lessons by providing multiple academic, standards-based assemblies and field trips. Instructional staff will maximize the educational value of field trips and assemblies through pre-post instruction and activities.

ACTUAL
4.0 Increase engagement in learning through assemblies and field trips

4.1 Met. To increase students' engagement in their lessons and extend the walls of the classroom, 8 standards-based field trips and 3 assemblies were incorporated into the instructional program. To maximize the instructional value of each field trip and assembly, the teacher provided pre and post standards-based activities related to the field trips and assemblies. For example, prior to attending a performance by the Monterey Symphony Orchestra, the teacher showed pictures of the orchestral instruments, described their

characteristics using Tier III vocabulary and played a "tape" of the sound each produces. Students then took a listening quiz to match instruments to their sound. Following the concert, students wrote about and painted their responses to pieces of classical music.

In the course of a STEM unit, students studied scientific principles related to flight. This was followed by an assembly called "Rockets and Robots" during which the speaker explained and demonstrated with model rockets, how the engineering of a rocket is based on scientific principles some of which the students had studied.

Field trips included: Monterey Symphony Orchestra Performance; Volleyball Tournament at Bitterwater; Farm Day at Bolado Park; County Science Fair; Winchester Mystery House; The Tech Museum of Innovation; and Pinnacles Park.

Assemblies included: "Theatre of All Possibilities"; "Rockets and Robots;" and "Kids on the Block" Puppet Show.

Metric: School Calendar; School Board Minutes; Student Surveys

BUDGETED

4.0-4.1 Cost of academic Field Trips and Assemblies 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$4000.00

ESTIMATED ACTUAL

4.0-4.1 Cost of academic Field Trips and Assemblies. Only a small portion of the budgeted funds were used because, except for travel costs, most entry fees were free or nominal and the cost of the most expensive assembly \$950.00 ("Theater of All Possibilities") was donated. 5000-5999: Services And Other Operating Expenditures Base \$ 1200.00

Expenditures

Action

5

Actions/Services

PLANNED

5.0 Increase students' engagement in their learning through guest speakers.

5.1 District to arrange for guest speakers to share with students their experience and knowledge related to a particular subject or skill or career.

ACTUAL

5.0 Guest Speakers.

5.1 Met. District hosted 11 guest speakers this year. Guest speakers shared with students their experience and knowledge related to a particular subject or skill and also talked about their careers when applicable.

A representative from San Felipe Farms, presented a science lesson about gardening to support the students' "Carton2Garden" project.

A community member presented a lesson on textile art called "Sheep to Shawl" which included a demonstration of spinning and weaving wool.

Hollister Fire Captain and 2 fire fighters gave the students a tour of the fire truck and discussed the education that is required for a career in fire fighting. The speakers talked about the importance of studying science, especially chemistry, as knowledge of chemistry is an integral part of their jobs.

Five community members were all guest speakers at Jefferson's "Family Learning Night."

The topic at Family Learning Night this year, was Reading at Home. The event was called "Eat A Book. Five guest speakers/readers each spoke about a different aspect of the importance of reading at home and its impact on student achievement. Teacher Mrs. McCraw talked about vocabulary as the common denominator of high achieving students and one of the main predictors of success in school. She pointed out that vocabulary is developed through reading, reading, reading and reading at home would accelerate vocabulary building. A librarian from the Hollister Public Library talked to students and parents about the importance of children reading at home for enjoyment and for learning about their interests. Two parents talked about reading to infants and toddlers. They read a book to the audience in Spanish. A County SPED teacher talked to the parents about being models for their children and letting them see their parents read. Colleen Forbush read a chapter from "Winn-Dixie" a story about a young southern girl which she read in a southern accent. A community member put on her slippers, and with a cup of tea in hand talked about getting comfy and reading for pleasure. She read a book about animals and math (an interesting combination) and demonstrated how a shared book could lead to a family discussion. The surprise guest reader was a Jefferson student reading a short story from "Frog and Toad are Friends."

Lastly, Ryle Smith, a champion PRCA Tie Down Roper and Steer Wrestler (a professional cowboy) spent the afternoon with the students talking about rodeo, his career in rodeo, and also talking to students about the importance of education and staying in school. His message to students

was that the skills they learn in school will help them be successful in anything they choose to do...skills such as responsibility, respect, hard work, persistence, self discipline, appreciation, and the importance of practice, practice practice. Ryle also told the students that he uses Math a lot in his profession as he calculates the points of all his competitors, their winnings and his. He was very interested in the class Social Studies/Math//Geography project of writing to the rodeo athletes and tracking their travels, and winnings. He asked them lots of questions. Students were over the moon.

Metric:School Calendar; School Board Minutes; Student Surveys

BUDGETED

5.0-5.1 Compensation to Guest Speakers (5800) 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$300.00

ESTIMATED ACTUAL

5.0-5.1 Compensation to Guest Speakers (5800). No funds were expended. All guest speakers donated their time. 00.00

Expenditures

Action

6

Actions/Services

PLANNED

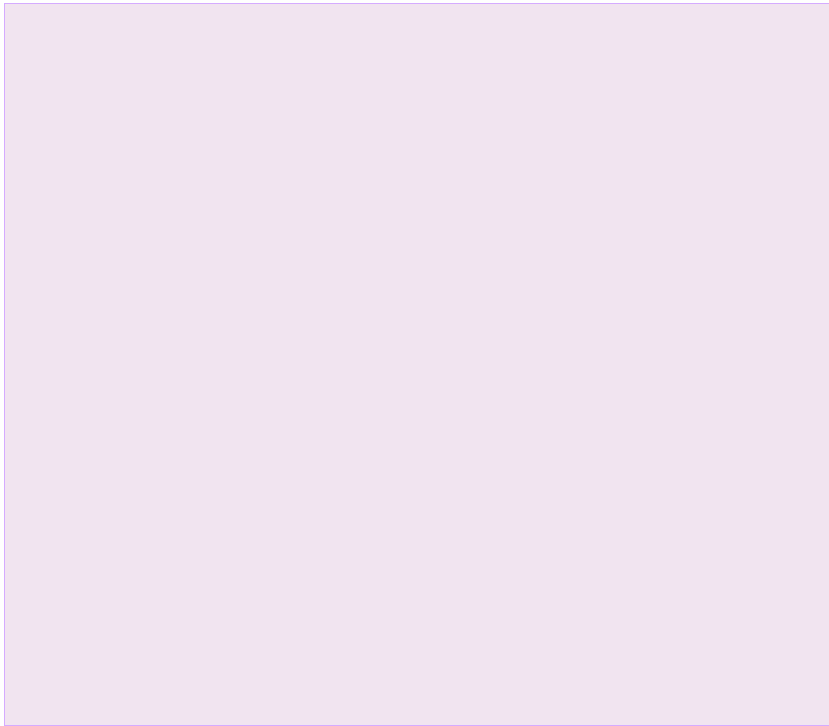
6.0 Increase students' engagement in learning by providing opportunities for entering Academic Contests and Exhibitions

6.1 District to continue to capitalize on every opportunity for students to participate in math decathlons, writing contests, art exhibits, spelling bees, music & drama performances, public speaking events, exhibitions and other opportunities both in and outside of school for students to gain recognition and experience in a larger educational world.

ACTUAL

6.0 Teacher increased student engagement in their learning by providing opportunities for students to enter their work in Academic Contests and Exhibitions.

6.1 Met. All students in grades 4- 8 participated in the County Annual Spelling Bee. All created art projects and entered them into the County Fair Student Art Contest; created works of art for exhibit at the SBCOE Art Fair; and entered works of art into the Monterey Bay Clean Air Contest. All students completed Science Fair projects for the County Science Fair Exhibit and Competition. The class entered a national gardening contest called "Carton 2 Garden" and are waiting to hear if they won the \$5000.00



prize. All students with the exception of kinder wrote haiku poems and entered them in a national poetry contest. Every student's poetry was chosen for publication in the "Young American Poetry Digest." All students entered the Sum Dog County Math Contest. Jefferson School came in 3rd place in the county, and a Jefferson 5th grader won First Place in the county.

Though not a contest, a Jefferson seventh grader did a dramatic reading at "Family Reading Night" in front of audience of 30 people. He read a short story from "Frog and Toad are Friends." When asked why he chose the book the student said, "It made me feel like my heart got broken and then sewed back up." (Wow!). He said he also read it because it was below his reading level which made him feel comfortable reading to a crowd.

Metric: Student Work Samples; Entry Forms and Awards.

BUDGETED
6.0-6.1 Cost of entry fees for participation in Academic Events, Contests and Exhibits 4000-4999: Books And Supplies Unrestricted Funds \$100.00

ESTIMATED ACTUAL
6.0-6.1 There were no entry costs for the contests. Supplies were funded under Goal #1. 00.00

Expenditures

Action **7**

Actions/Services

PLANNED
7.0 Increase students' engagement in learning by connecting current learning to their future through a Career and College Readiness Program

7.1 District to continue to invite speakers each year to talk to students about their careers emphasizing 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,

7.2 Students in grades 7-8 to visit a junior college and tour a state university campus

ACTUAL
7.0 Increase students' engagement by connecting current learning to their future.

7.1 Met. Jefferson hosted 11 guest speakers this year. Guest speakers talked about the selected topic and most also talked about their careers and the importance of literacy, math and science in their jobs.
Metric: Photos and Handouts

7.2 Not Met. There were only 2 students grade- eligible to attend. Since both students will return next year as 8th graders, the decision was made to reschedule colleges visits for next year and be joined by the incoming 6th graders for a middle school college/career event.

Expenditures

BUDGETED
 7.0-7.1 Compensation for Guest Speakers 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$200.00
 7.2 Mileage for college visitations (#5200) 5000-5999: Services And Other Operating Expenditures Unrestricted Funds \$75.00

Metric: School Calendar
ESTIMATED ACTUAL
 7.0-7.1 Guess speakers donated their time. No funds were expended. 00.00
 7.2 Only 2 middle school students.College tours were postponed until 17-18 when 3 additional students will become middle schoolers. 00.00

Action **8**

Actions/Services

PLANNED
 8.0 District to continue to implement an "Attendance Every Day" Program
 8.1 Students to achieve a student attendance rate of 96 % or higher.
 8.2 District to develop an "Attendance Everyday" Handbook for parents that describes and cites research on the importance of regular attendance; state attendance and truancy laws; procedures to follow in the event of an absence; and a section on the often asked question: "My child doesn't feel good, should I send him to school?" As an alternative to a handbook, send home chapters of "Attendance Everyday" information in Friday Folders.
 8.3 Implement the district's 5-tiered "Good Attendance Plan."
 a. Provide Information: Talk about the importance of attendance to students and at Back to School Night. Inform parents of the laws regarding attendance. Share the statistics related to drop-out and low achievement among truants. Periodically include articles about good attendance in the Friday Folder.
 b. Make a friendly call home as soon as it is clear the students is absent. Talk to the parent about the reason for absence and the expected date of return. This has been very effective in curtailing absences.
 c. Give incentives to students for perfect and near perfect attendance.

ACTUAL
 8.0 "Attendance Everyday Program"
 8.1 Met. Student attendance rate was 97.6% over Periods I and II combined. This represents an increase of 1.6% over the same period of time in 2015-16.
 Metric: District Attendance Register
 8.2 Since the attendance rate was so high, 96.7% it was not necessary to provide a full attendance handbook to parents. Instead, attendance was discussed at Curriculum Night and articles about attendance sent home periodically in the Friday Folder. Attendance was also discussed with parents at Teacher/parent Conferences.
 8.3 The Good Attendance Plan developed in 15-16 was implemented: When a student was absent, the teacher personally discussed the reason for absence with the parent which has always been the most effective measure in reducing absences. Attendance was also discussed at every parent conference usually in the spirit of Congratulations! Parents shared that their children don't want to miss school which speaks highly of the students' feelings of attachment to the school and engagement in learning. Even a family planning to go to Mexico for a visit decided not to go because their student didn't want to miss school. Students with perfect and near perfect attendance received awards and rewards.

<p>d. Conference with parents of students with "creeping" absences and offer assistance. The idea is not to blame but to help families solve a problem.</p> <p>e. Develop 3 letters of increasing strength to send to parents of near truant, truant and chronically truant students with the last letter being a referral to SARB.</p>
<p>BUDGETED</p> <p>8.0-8.2 Duplicate "Attendance Every Day" Handbook or chapters from handbook for distribution. 4000-4999: Books And Supplies Unrestricted Funds \$15.00</p> <p>8.3.-8.4 Implement "Good Attendance Plan. Cost of incentives for Good, Better Best Attendance 4000-4999: Books And Supplies \$200.00</p>

<p>Metric: Curriculum Night Agenda; Parent/Teacher Conference Notes; Invoices for Incentives.</p>
<p>ESTIMATED ACTUAL</p> <p>8.0-8.2 "Attendance Every Day" Handbook not distributed. Excerpts from handbook duplicated and distributed. 4000-4999: Books And Supplies Base \$5.00</p> <p>8.3.-8.4 Cost of incentives for Good, Better Best Attendance 4000-4999: Books And Supplies Base \$200.00</p>

Expenditures

Action **9**

Actions/Services

<p>PLANNED</p> <p>9.0 Student Behavior Handbook</p> <p>9.1 SSC, will review, revise and distribute Jefferson's "Student Behavior Handbook" developed in 2016-2017. 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.</p> <p>9.2 Students will continue to maintain their 4-year record of no discipline referrals, no suspensions, and no expulsions</p> <p>9.3 Students to receive incentives and awards for following the rules and routines of the school and class.</p>
<p>BUDGETED</p> <p>9.0-9.2 Duplicate Student Behavior Handbook for parents 4000-4999: Books And Supplies Unrestricted Funds \$15.00</p>

<p>ACTUAL</p> <p>9.0 Student Behavior Handbook</p> <p>9.1 Met. SSC reviewed and revised Jefferson's "Student Behavior Handbook." It was distributed to parents at Curriculum Night. Metric: Handbook; Curriculum Night Agenda</p> <p>9.2 2016-1017 was the fifth consecutive year with no discipline referrals, no suspension, and no expulsions. Metric: School Records; CALPADS</p> <p>9.3 Students to receive incentives and awards for following the rules and routines of the school and class. Met: Invoices for Incentives and Awards; Award Ceremony Agendas</p>
<p>ESTIMATED ACTUAL</p> <p>9.0-9.2 Duplicated Student Behavior Handbook for parents 4000-4999: Books And Supplies Base \$15.00</p>

Expenditures

9.2-2.3 Awards and Incentives for Good Behavior. Funded under Goal #4, 11.1. 00.00

9.2-2.3 Awards and Incentives for Good Behavior. Funded under Goal #4, 11.1. 00.00

Action **10**

Actions/Services

PLANNED
 10.0 Character Education Program

10.1 Teachers to implement a character education program based on the premise that "Choices Count," Teach students to choose the "pillars of character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship.

10.2 District to purchase books and media in which the theme or characters demonstrate one of the "pillars of character."

10.3 Students to receive incentives for demonstrating the pillars of character. Funded under Goal 4, 11.1.

ACTUAL
 10.0 Character Education Program

10.1 Met. Teacher implemented the "Character Countst" character education program by providing daily lessons based on the "pillars of character" of respect, responsibility, caring, trustworthiness, honesty and citizenship.
 Metric: Classroom Observations; Student Work Products

10.2 Met. District purchased books and media in which the theme or characters demonstrated one of the "pillars of character."
 Metric: Invoices

10.3 Met. Students received rewards and awards for demonstrating the pillars of character. Funded under Goal 4, 11.1
 Metric: Award Ceremonies.

Expenditures

BUDGETED
 10.0 -10.2 Implement character Education Program. Purchase materials that support Character Education Program 4000-4999: Books And Supplies Unrestricted Funds \$200.00

10.3 Incentives and Awards for demonstrating the "pillars" of character. Funded under Goal 4, 11.1. 00.00

ESTIMATED ACTUAL
 10.0 -10.2 Implement character Education Program. Purchase materials that support Character Education Program 4000-4999: Books And Supplies Base \$150.00

10.3 Incentives and Awards for demonstrating the "pillars" of character. Funded under Goal 4, 11.1. 00.00

Action **11**

Actions/Services

PLANNED
 11.0 Awards/Incentive program

11.1 Teacher to provide daily incentives to students for following school rules and class routines; for effort and academic achievement, for demonstrating positive social skills; for demonstrating "pillars of character."

11.2 Teacher to hold an Awards program at the end of every quarter to provide awards and rewards that recognize and

ACTUAL
 11.0 Awards/Incentive program

11.1 Met. Teacher provided incentives to students for following school rules and class routines; for effort and academic achievement, for demonstrating positive social skills; for demonstrating "pillars of character."
 Met. Invoices; School Records; Awards Ceremonies

	<p>encourage effort, and achievement in academics; physical fitness; sports; behavior; social skills; pillars; study skills, attendance; persistence; punctuality; and other qualities/achievements the school wants to encourage as determined by instructional staff and consultant. Parents to be invited.</p>	<p>11.2 Met. At the Awards Programs, the teacher provided certificates and rewards that recognized and encouraged effort, and achievement in academics; physical fitness; sports; behavior; social skills; pillars; study skills, attendance; persistence; punctuality; and other qualities/achievements the school encouraged. Parents were invited. Metric: School Event Calendar; Invoices; Awards Ceremonies</p>
Expenditures	<p>BUDGETED 11.0-11.2 Incentives and Rewards. Note: attendance awards are not included: They are funded under Goal # 4, 8.0 4000-4999: Books And Supplies Unrestricted Funds \$200.00</p>	<p>ESTIMATED ACTUAL 11.0-11.2 Incentives and Rewards. Note: attendance awards are not included: They were funded under Goal # 4, 8.0 4000-4999: Books And Supplies Base \$200.00</p>

Action **12**

Actions/Services	<p>PLANNED 12.0 Spirit Activities</p> <p>12.1 Increase school pride and a strong connection to the school by holding monthly school spirit events.</p>	<p>ACTUAL 12.0 "Spirit Activities</p> <p>12.1 Met . School Spirit events were held monthly. School pride and a strong connection to the school was enhanced by "School Spirit Activities." Students love the "spirit days" and occasionally an extra one was added as a cost-free incentive. Metric: School Calendar and Student Surveys/Interviews</p>
Expenditures	<p>BUDGETED 12.0 -12.1 Purchase school spirit / school pride accoutrements, e.g water bottles, t-shirts, etc. 4000-4999: Books And Supplies Unrestricted Funds \$200.00</p>	<p>ESTIMATED ACTUAL 12.0 -12.1 Due to limited funds, no school pride accoutrements were purchased. such as water bottles and t-shirts. Students tie-dyed their own white t-shirts. 00.00</p>

Action **13**

Actions/Services	<p>PLANNED 13. Monthly Principal Inspections</p> <p>13.1 Principal to develop an Inspection Tool (PIT) for making monthly inspections of the school with particular attention to</p>	<p>ACTUAL 13.0 Met The Principal inspects the facility monthly.</p> <p>13.1 Met. The principal developed an Inspection Tool (PIT) as a guide in making monthly inspections of the facility and reports her findings monthly to the School Board and sooner</p>
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safety of the play structure, organization of the safety meetings, conducted

13.2 Principal to annually revise the Safety Binder by March 1st and maintain an up-to-date safety log of required drills.

if a situation exists needing immediate attention. Records of inspections are filed in the District Safety Binder.
Metric: Board Agendas/Minutes; Principal's Inspection Tool; District Safety Binder

13.2. Partially Met. The principal serves as the Safety Officer of the school and in that capacity facilitated all district safety meetings, attended the County Safety Training, scheduled and held safety drills; met with fire and law enforcement officials to discuss and seek advice on Jefferson's Safety Plan; conducted monthly safety inspections using the Principal's Inspection tool (PIT), and coordinated health and safety training for employees. The principal informed board of safety items at the monthly board meeting where health and safety are standing items on the board agenda. The Safety Binder and hazardous Materials Binder were not updated.
Metric: Safety Binder

Expenditures

BUDGETED

13.0-13.1 Conduct monthly inspections using the Principal's' Inspection Tool. File records. To be performed during admin time. No additional funding needed. 00.00

13.2 Annual revision of Safety Binder and up-to-date log of required safety drills. To be performed during release time. 5000-5999: Services And Other Operating Expenditures Unrestricted Funds

ESTIMATED ACTUAL

13.0-13.1 Principal conducted informal monthly inspections using the Principal's' Inspection Tool. Inspections were performed during admin time. No additional funding needed. 00.00

13.2 Annual revision of Safety Binder and up-to-date log of required safety drills. Work was performed during work days and minimum days. \$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.

All Actions and Services were implemented as planned or with slight modification and were successful in achieving the goal of providing a positive, peaceful, trouble-free school climate where students feel connected to their school and engaged in their learning. There were no challenges or impediments in implementing the actions and services.

Measurable Outcome Data Related to School Climate and Student Engagement:

Attendance: Students achieved an overall average of 97.6% attendance for Periods I and II with no chronic absenteeism. This represents an increased rate of attendance of 1.6% over the attendance rate of 96% for the same period of time in 2015-2016. Metric: COE Attendance Certification. In interviews with parents one family said that their children don't want to miss school which speaks highly of the students' feelings of attachment to the school and engagement in learning. Another family, planning to go to Mexico for a visit, decided not to go because their children didn't want to miss school.

Dropout Rate : Jefferson's dropout rate remained at 0%. Metric: CBEDS

Suspension Rate Jefferson's suspension rate was 0%. Metric: CALPADS; SARC

Expulsion Rate: Jefferson's expulsion rate was 0%. Metric: CALPADS; SARC

Facility Safety: Overall rating of condition of facility was "Exemplary." Metric: FIT Report

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

All Actions and Services were highly effective in achieving the goal of providing a positive, peaceful, trouble free school climate where students feel connected to their school and engaged in their learning.

Data Related to School Climate and Student Engagement as Measured by District Participation Records and Photos:

All students in grades 4-8 participated in the County Annual Spelling Bee.

All students in grades K-8 created original works of art and entered them into the San Benito County Fair Student Art Contest

All students in grades K-8 created original works of art and entered them for exhibit at the SBCOE Art Fair

All students in grades K-8 created original works of art and entered them into the "Monterey Bay Clean Air Contest."

All students in grades K-8 completed Science Fair projects. Students in grades 4-8 entered theirs into the County Science Fair Competition. Students in grades K-3 entered their science projects in the County Science Fair for exhibit only.

All students in grades 1-8 wrote original Haiku poems and entered them into a national poetry writing contest. Seven poems were accepted for publication in the "Young American Poetry Digest."

All students in grades K-8 entered the SumDog County Math Contest. Jefferson School came in 3rd place in the county, and a Jefferson 5th grader won first place.

All students in grades K-8 entered a highly competitive national "Carton2Garden" competition for a prize of \$5000.00. Unfortunately not a \$\$ win for Jefferson, but some great vegetables!

All students in grades K-8 participated in every monthly "School Spirit" activity (unless absent).

Data Related to School Climate and Student Engagement as Measured by Surveys/Interviews.

100% of students reported that they like school, look forward to coming to school and feel a strong connection to Jefferson.
 100% of students agreed that Jefferson students are nice to each other, encourage each other and help each other.
 100% of students reported that the adults at the school care about them and help them do their best
 100% of students reported that most of their learning activities are interesting.
 100% of parents, staff and students agreed that the school is positive, peaceful, and safe where fighting and bullying do not occur.
 100% of students rated assemblies, field trips, guest speakers and projects as their favorite learning activities this year.
 100% of students agreed that their favorite field trip was to the "Winchester Mystery House."
 100% of students agreed that their top 3 favorite projects this year were the Carton 2 Garden project, the Rodeo project and all art projects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\$4000.00 was budgeted for field trips, and assemblies. \$1200.00 of district funds were spent; \$1000.00 was donated. Except for transportation, most field trips were free or had a nominal charge.
 \$300.00 was budgeted for guest speakers. All guest speakers donated their time. No funds expended.
 \$200.00 was budgeted for school t-shirts. Funds were not expended. Students tie-dyed their own unique Jefferson t-shirts.

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 in 16-17

8.3 Since the attendance rate was high again this year (97.6%), it was not necessary to provide a full attendance handbook to parents. Attendance was discussed at Curriculum Night; articles about attendance were sent home periodically in the Friday Folder; "creeping" absences were discussed with individual parents, & attendance was discussed with families at Teacher/Parent Conferences. (Change reflected in Goal 4)
 The "5-Step Good Attendance Plan was implemented as described with no changes.

7.0 College visitations were postponed until 17-18 because of having no 6th or 8th graders and only 2 seventh graders.

CHANGES FOR 2017-2018:
 College visitations will be scheduled to take place in 17-18 for 5 middle schoolers (Goal 4).
 The Attendance Handbook will be developed. (Change reflected in Goal 4)

In 17-18 criteria will be established for using art work as a means of assessing a student's knowledge of a concept that includes a full, detailed, well organized explanation of the concept illustrated using academic vocabulary. (Goal 4)

Increase individual intervention. Train the aide to be proactive in assessing the need for intervention and provide tutoring as needed. (Change reflected in Goal 2 and 4)

Provide training in questioning strategies for higher level thinking and ways to respond to students answers to questions to promote additional thinking and build students' feelings of success.. (Goal 4) 3.2 Not Met. PD in "Wait Time"- "Think time" is needed. Training in Questioning Strategies and how to respond to student answers is needed. Consultant to provide additional PD in 17-18 3.3. In Process: Training will continue in 17-18 on strategies for facilitating discussions and responding to students' answers in a manner that leads students to feel successful and engaged. (Change reflected in Goal 4)

The principal serves as the Safety Officer of the school will update the District Safety Plan and Hazard Materials Binder and formalize monthly safety inspections. (Change reflectd in Goal 4)

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Jefferson is a small rural school with one teacher serving 9 students from 5 families. Of the 5 families, 3 are represented on the School Site Council. One member of the SSC is the parent of 2 of Jefferson's 4 English Learners, and another member serves on the school board. Monthly SSC/LCAP meetings plus monthly board meetings, and opportunities for daily communication with parents as they drop off and pick up their children from school, gave Jefferson the unique opportunity for all stakeholders to share information, provide input and feedback, participate in decisions and be engaged in the process of the Annual Review and Analysis and Development of the 17-18 LCAP.

Annual Update and 17-18 LCAP Meetings of Teacher/Principal and Consultant: 7/5/16, 8/24/16.

Annual Update and 17-18 LCAP Meetings of Teacher/Principal, Consultant, SSC/LCAP Committee, Parents: 8/31/16, 11/3/16, 1/5/16, 2/2/17, 3/9/17, 4/6/17, 5/25/17, 6/14/17, 6/21/17.

Annual Update and 17-18 LCAP Meetings of Teacher/Principal, Consultant, SSC/LCAP Committee, Parents, Board of Trustees: 9/14/16, 10/12/16, 11/9/16, 12/14/16, 1/11/17, 2/8/17, 3/8/17, 4/19/17, 5/10/17, 6/14/17, 6/21/17.

Annual Update and 17-18 LCAP Meetings of Rural Districts' Administrators and COE Administrative Staff: 10/19/16, 11/2/16, 12/7/16, 1/4/17, 2/1/17, 3/1/17, 3/15/17, 3/29/17, 4/5/17, 4/19/17, 5/3/17, 5/31/17.

LCAP Annual Review and Analysis began July 5, 2016

Participants: Teacher/Principal and Consultant

The teacher principal, who was new to the district, was also new to LCAP and the LCAP process. The consultant met with the teacher/principal for a day to provide an orientation to the Local Control Funding Formula, and the Local Control Accountability Plan that details how the district will use its funds to improve outcomes for students. Teacher and consultant discussed the district Vision, the 8 state priorities, the LCAP's required ingredients including goals, actions, services and costs, the critical role of parents, SSC, staff and students in building the LCAP, and the role of the staff as the persons primarily responsible for implementing the plan.

Not having received the Smarter Balance results at this time the consultant and teacher/principal examined data from 15-16 local indicators which had contributed some of the data as a basis for Goal 2. In that context the consultant and teacher/principal read through and discussed each of the actions/services to be implemented under Goal 2.

Together the teacher and consultant established a logical order for implementing Goal 2's actions/services/costs and set target dates for completing each of the actions and services. actions/services to be completed. The teacher/principal and consultant to read Goals 1 and 4 on their own in preparation for then ext meeting.

LCAP Annual Review and Analysis, August 24, 2016

Participants: Teacher/Principal and Consultant

At the August 24th meeting, the teacher/principal and consultant reviewed data from the previous year which had provided the basis for the 15-16 LCAP i.e. CELDT, attendance, discipline records, suspensions, expulsions, dropout rate, Survey results, Williams Certification, Smarter Balanced, etc. The teacher had completed beginning of the year benchmark testing and together the consultant and teacher discussed the results and the implications for instruction. It was at this meeting that the teacher and consultant made the decision to continue to conduct formative testing of writing using district designed prompts and rubrics but not to use the results to make grade level assertions because the rubrics has not been normed against a larger population of students in the same grades. The coordinator and teacher/principal then read through Goals 1 and 4 and identified actions/services already implemented, targeted the actions/services to be implemented by the following month. The teacher/principal and consultant met monthly to repeat the process of identifying actions/services implemented under each of the goals and to discuss any obstacles and revisions needed.

LCAP Annual Review and Analysis, August 31, 2016

Participants: Teacher/Principal, Consultant, SSC/LCAP Committee, Parents

On August 31st, the consultant met with the teacher/principal and the SSC/LCAP Committee. The teacher/principal reviewed the results of Smarter Balanced and Benchmark testing and described the process made on implementing Goals 1, 2, and 4. Stakeholders were pleased to see a gain of 7% of students meeting grade level standards in both ELA and Math in 2016, but were very concerned about the lack of progress made by English Learners. Since the EL Program had just begun, no changes to actions and services for English Learners were made at this time; however, later, when developing the 17-18 plan, major changes to the EL Program were suggested and included in the plan. The consultant presented all of the data discussed by the staff at its August 24th meeting and demonstrated how data leads to recognition of needs, which leads to goals which lead to actions which lead to data and the cycle of improvement begins again. Stakeholders discussed how important it was for parents to step into the cycle and influence its outcome. Stakeholders then read through what parents called, "Their Goal"

(Goal 3-Parent Engagement) and identified actions/services that had been successfully implemented and anticipated no obstacles to implementing the rest. One parent volunteered to become more engaged by preparing the meals/snacks/refreshments for parent education activities and evening school events.

LCAP Annual Review and Analysis, Nov. 3, 2016

Participants: Teacher/Principal, Consultant, SSC/LCAP Committee, Parents

Stakeholders met to continue reporting on the status of actions and services related to each goal. Many had been implemented but most were still in process. Successes and obstacles were discussed. Data for the LCAP can come from local indicators such as benchmark tests, but the teacher/principal and consultant were getting data from the test that did not align with Smarter Balanced or any of the textbook, teacher-designed tests or student work products and concluded that Success Maker could not be used as a local indicator with any reliability or validity. At the stakeholders meeting the teacher/principal talked about the struggles she was having with using "Success Maker" as a benchmark test. She explained that the test did not measure a wide enough range of skills and that the data was not specific enough to be used to provide targeted intervention on discreet skills. She reported that in comparing the results of Success maker with the 2016 Smarter Balanced scores, there was no correlation, and in fact, the results were often the opposite of scores from Smarter Balanced. The consultant and teacher/principal decided to begin field testing other formative assessment tools and to abandon Success Maker after benchmark testing in December, which meant that the district would not be able to use the results as a local indicator of performance for the 16-17 LCAP. The teacher/principal would research and field test other assessment tools but the purchase of new benchmark tests would likely not happen until 17-18.

LCAP Annual Review and Analysis, January 5, 2017

Participants: Teacher/Principal, Consultant

Teacher/Principal and consultant met to review the actions/services identified under Goal 2-Pupil Performance setting target dates as to when the remaining actions/services would be met. Once again analyzing the data, the teacher/principal and consultant discussed the action plan for 17-18. Both recognized that students needed more instructional time in ELA in order to significantly increase pupil performance, but how does one get more time? After school program was ruled out for lack of a teacher. It was decided that in 17-18 the teacher would deliberately start teaching all students how to read (not just assign reading) in every core subject and, likewise, teach writing (not just assign writing) in every core subject using the writing process. EL students would benefit but needed something more. The consultant posed the idea of using 60 minutes of their Learning Center time to participate in an extra reading and writing class using a leveled literacy program which was especially developed for rapid reading improvement. The program would be expensive but the gaps so great and so little had been done in the past to reduce the gaps that it would be a good use of supplemental funds. The teacher/principal concurred with the idea. The consultant would look into materials and propose the idea to the stakeholders at the March meeting. The teacher/principal and consultant spent the rest of the day revising and writing new actions and services for Goal 2.

Annual School Climate Survey/Interviews Conducted, January 9 - January 23, 2017

Participants: Staff, Students, Parents, Community

All students, staff, and parents participated in the Annual School Climate Surveys/ Interviews to measure perceptions of school safety and connectedness and the progress of the school in seeking input into decision making and parental participation in school programs. Results would be reported to stakeholders and School Board and compared against results of previous years surveys/interviews.

LCAP Annual Review and Analysis, February 2, 2017

Participants: Teacher/Principal, Consultant, SSC/LCAP Committee, Parents

At this meeting the consultant reported that while the updates on the 15-16 actions/ services would continue and be a part of every meeting, we needed to start work on developing the 17-18 LCAP. Stakeholders reviewed the District Vision to keep in mind while developing 17-18 LCAP as the LCAP should reflect that Vision in its goals, actions and services. Next, the consultant introduced the SSC/LCAP Committee to the new LCAP template that would be used for the 17-18 LCAP and asked for their input into the "story" of their school. Consultant distributed copies of the introduction she had written for the 16-17 LCAP. Stakeholders decided to keep it as their "Story" but to update it with current information about the SSC/LCAP Committee and to be sure to include the Vision statement. Next, the consultant talked to the committee about narrowing goals in order to focus the district's time, talent and resources on making significant impact on an area of need within 3 years. Having analyzed the Smarter Balanced results in the November meeting, and seeing the low pupil performance in both ELA and Math, the stakeholders agreed that to improve pupil performance to the extent needed, the school should concentrate on ELA, not only because of the needs of English Learners but also because strong reading and writing skills will improve students' performance in the other subjects too. Stakeholders offered some ideas as to what should be included in the narrower goal. There was satisfaction with Goal 1,3,4. The consultant agreed to rewrite Goal 2 and to streamline the others for the next meeting.

The Committee read through the actions/services for Goal 1 discussing which should continue, which should be dropped and which should be revised. Stakeholders felt strongly that the 16-17 actions and services needed to continue providing students with the basic conditions of learning.

LCAP Annual Review and Analysis; Development of 17-18 LCAP, March 9, 2017

Participants: Teacher/Principal, Consultant, SSC/LCAP Committee, Parents

Consultant distributed copies of the draft of Goal 2 - Pupil Performance.

The consultant and teacher led a discussion of the goals and actions they had developed for Goal 2. Except for a few actions in Math, Science and VAPA, all directly addressed the need for every student to improve performance in ELA, especially reading comprehension and writing. The consultant explained how students would receive literacy instruction in all classes. The program for English Learners and other unduplicated students was applauded. All stakeholders agreed that the English Learners were in the EL program too long and needed to have the opportunity to receive additional reading and writing instruction beyond what they were getting in the regular ELA class in order to be successful in their subjects and to "graduate" from the program. The stakeholders were enthusiastic about the actions/services under Goal 2 and agreed with all with minor revisions made on the spot.

Review of Annual Update and Development of 2017-2018 LCAP,. Review of Results of Annual School Climate Surveys/Interviews, April 6, 2017

Participants: Teacher/Principal, Consultant, SSC/LCAP Committee, Parents

Stakeholders read through Goals 3 (Parent Engagement) and Goal 4 (Pupil Engagement and School Climate) identifying the actions/services that had been implemented and the results of their implementation. The teacher/principal presented the results of the School Climate Surveys/Interviews. The SSC Vice President presented the results of the Annual School Climate Surveys/Interviews and led a discussion comparing this year's results to last year's. Results were virtually the same. It was a very upbeat meeting because the surveys/interviews reinforced what parents already knew that some the greatest strengths of Jefferson were in the parents' and students' connection to the school; the parents participation in school events and decision making and the trouble-free environment where students feel safe and well cared for. The consultant announced that the results of the School Climate Survey/Interviews would be presented to the Trustees at the May 10th board meeting. The survey showed that students wanted more assemblies, field trips and art. Art was added to Goal 2. Funding was set aside for assemblies and field trips. Some of the actions and services in Goal 4 were redundant and those were removed, but stakeholders felt strongly to keep the actions and services for Goal 4 in place with some modifications in order to maintain the current success. The consultant announced that the results of the School Climate Survey/Interviews would be presented to the Trustees at the May 10th board meeting.

May1-May 12, 2017: Public Review of Annual Update and 17-18 LCAP

Participants: Public

Draft of the Annual Update and 2017-2018 LCAP was made available in the office for public review and written comments or questions.

May 25, 2017: Review of Annual Update and 17-18 LCAP

Participants: Teacher/Principal, Consultant, SSC/LCAP Committee, Parents

The Annual Update and 2017-18 LCAP draft was presented to the SSC/LCAP Committee for further input, feedback or approval. The stakeholders unanimously approved the draft as written.

June 14, 2017: School Board Meeting

Participants: Trustees, Teacher/Principal, Consultant, SSC Representative, Public

First Public Hearing on the Annual Update and 2017-2018 LCAP.

First Public Hearing on the Proposed 2017-2018 District Budget.

June 21, 2017 - School Board Meeting

Participants: Trustees, Teacher/Principal, Consultant, SSC Representative, Public

Second Public Hearing and Adoption of the Annual Update and 2017-2018 LCAP

Second Public Hearing and Adoption of the Proposed 2017-2018 District Budget

ADDITIONAL PARTICIPATION IN THE PROCESS

BOARD OF TRUSTEES

Monthly Reports on LCAP Annual Update and Analysis; Monthly Reports on 17-18 LCAP; September 14, 2016-June 21, 2017

Participants: Board of Trustees, Teacher/Principal, Consultant, SSC/LCAP Members

Beginning September 14, 2016, continuing through June 21, 2017 the LCAP was a standing item on the Board Agenda for the purpose of keeping the trustees informed regarding the progress on the LCAP and provide them a regular and frequent opportunity to give feedback and provide input. Every month the teacher/principal, consultant and SSC representative reported on implementation of the actions/services that occurred the prior month and those planned for the following month. Costs were reflected in the monthly budget report, also a standing item. In February, when work began on the 17-18 LCAP, the consultant briefed the board on the new template. At subsequent monthly board meetings, the teacher/principal and consultant continued to report on the Annual Update as well as the 17-18 LCAP.

At the May 10, 2017 meeting the results of the Annual School Climate results were presented and discussed. This year's results were compared to last year's responses. The surveys reinforced that parent participation in school programs, participation of parents in decision making, school safety and connection to the school were great strengths and areas of pride. Also at the May 10th meeting the draft of the 17-18 LCAP was presented for review, feedback and input. The monthly reports to the Board on the Annual Update and the 17-18 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.

COE ADMINISTRATIVE STAFF

LCAP Technical Assistance, October 19, 2016, November 2, 2016, December 7, 2016

Participants: COE Administrative Personnel; Rural District Administrators

During October, November and December of 2016, COE administrative personnel provided LCAP technical training to administrators from the rural districts. Discussions were held regarding: Narrowing goals; Criteria used to determine effectiveness of the actions/services in meeting outcomes; How progress will be determined. The COE presented the new template, discussed changes from the prior year and led the group through each of the key elements of the new template with explanations of what kinds of information to include in response to each element.

LCAP Professional Learning Network, January 4, 2017 through May, 2017

Participants: COE Administrative Personnel; Rural District Administrators

From January 2017 through May 2017, COE administrators continued training the rural administrators in how to use the new LCAP template and write an LCAP that would result in improved pupil outcomes and bring about the needed improvements identified by each district. Some points of discussion at the PLN meetings included (1) Best practices for stakeholder engagement. (2) Types and uses of local indicators. (3) Analysis of data (4) Writing a compelling "Story." (5) Identifying areas of performance/progress, greatest needs, and performance gaps using the State Indicators; Indicators small schools could use to identify areas of progress, greatest needs, and performance gaps (6) Selecting Local Indicators (7) Climate Surveys (8) How to understand and use the School Dashboard (if applicable). (9) Budget Summary instructions. (10) How to demonstrate increased/improved services for unduplicated students. The training provided was absolutely essential in conducting the Update Analysis and writing the 17-18 LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Impact: Participation by SSC/LCAP Committee, parents, district/school staff, students, county office staff and School Board members in developing the 17-18 LCAP resulted in a plan that addressed state and district priorities, addressed the needs of the students, reflected input from stakeholders, and garnered broad-based support.

Impact: Collaborating on the plan was one of the best parent education opportunities offered by the district. Most parents only knew about their own child's performance, so to see a graph of where Jefferson students as a whole performed on the scale (minus names & grade levels) was "eye opening," and generated an urgency and a commitment to act emphatically to improve student outcomes. As actions and services were discussed, parents learned details about instructional strategies and their efficacy such as differentiated instruction, guided reading, metacognition, the writing process, project-based instruction, etc. which they would not have learned about in typical parent education forums.

Impact: One of the most significant effects of the consultations was that when stakeholders are involved in developing the Plan and if their input is respected, it becomes "their" Plan. They discuss it in the community and garner support. They have an interest in making "their" plan work, which increases their engagement in implementing the plan, evaluating its effectiveness, and finding solutions to obstacles. One parent has already volunteered to prepare refreshments for some evening school events to ensure that families continue to attend all of the events.

Impact: "Two heads are better than one" is true when it comes to collaboration on the Plan. Consultation with stakeholders resulted in more ideas being generated with each idea benefiting from the input of others to either make it better or to find its flaws. I have never been concerned that an ineffective idea would be embraced by stakeholders because, through discussions, strengths and flaws in ideas surface. During consultations, good ideas were fleshed out way beyond the original suggestions, obstacles recognized and addressed. The idea of a new EL program was not suggested fully formed. It took consultation by many for it to become a fully fledged program with goals, objectives, actions, assessment, a schedule, curricular content, and materials. Good ideas generally survive discussion. In the same way that good ideas grow and become better through discussions, flawed ideas generally die a natural death.

Impact: The impact of conducting interviews rather than written surveys is that the stakeholders had the opportunity to ask for clarification, ask questions and to expand their answers. No new information emerged from the surveys. The impact of comparing this year's results with previous surveys, was that the results confirmed that school safety, connectedness, parent participation and parent input into decisions were firmly in place. Students suggested more assemblies, field trips and guest speakers; more science experiments, more art, new spirit activities. All suggestions were included in the 17-18 LCAP.

Impact: As a result of the stakeholders seeing diagrams of testing data and the ensuing discussions of pupil performance, progress, and gaps, stakeholders recognized the necessity of focusing district improvement in ELA for the next three years in order to significantly improve student outcomes. The teacher/principal began looking into formative testing instruments that would provide ongoing accurate data on a wide variety of specific reading skills, that would guide her in meeting each child's reading needs. She also worked with the COE in selecting a standards-aligned formative testing instrument to be used monthly to assess individual performance on Math and ELA skills. Stakeholders voiced special concern regarding the low performance of EL students in reading and writing that resulted in 50% of EL students remaining in the program 3x longer than the state expectation. From these consultations a plan was generated to provide English Learners an additional ELA class beyond the regular class using specialized intervention materials in order to significantly accelerate their progress, reduce the learning gap and qualify them for re-designation..

Impact: Training provided by COE administrators as well as consultations with them and the team of district administrators clarified the process, type of information to be garnered and included, and how to complete the new template. The training provided was absolutely essential in conducting the Update/Analysis and writing the 17-18 LCAP.

.Impact: The impact of monthly updates to the Board ensured that the trustees were informed all along the way regarding the progress on the Update and LCAP, and it provided them a regular and frequent opportunity to give feedback and provide input. 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.

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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Goal 1

CONDITIONS OF LEARNING 2017-2018

Ensure that all students have access to the "Conditions of Learning" which form the necessary foundation for student achievement, for actualizing the District Vision, and for addressing the 8 state priorities. Those "Conditions of Learning" include the following:

- A. Provide a teacher who is fully credentialed to teach multi-subjects in grades K-8.
- B. Provide a broad course of study to all students, including unduplicated and students with exceptional needs, that includes instruction in all subject required by the state.
- C. Provide the opportunity to all students, including unduplicated and students with exceptional needs, to participate in standards-based instruction in all subjects required by the state.
- D. Provide access to all students, including unduplicated and students with exceptional needs, 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	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

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 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 Math, English-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
<p>A. Credentials Analyst Report; SARC</p> <p>B. Certificates of Completion; Attendance Rosters; Invoices; Board Minutes</p> <p>C. School Master Schedule of Courses and Instruction time; Report Cards; Classroom Observations</p> <p>D. Williams Resolution; Board Minutes; District Annual Inventory of Textbooks and Instructional Materials.</p> <p>E. FIT rating of "Good;" or higher; SARC</p>	<p>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.</p> <p>B. 100% of the instructional staff (1.0 FTE teacher and 1.0 FTE aide) participated in selected and required professional development activities.</p> <p>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.</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>A. 100% of Jefferson teachers will continue to be fully credentialed and appropriately assigned to teach multi-subjects to students in grades K-8.</p> <p>B. 100% of instructional staff will continue to have the opportunity to participate in selected and required professional development activities.</p> <p>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.</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>A. 100% of Jefferson teachers will continue to be fully credentialed and appropriately assigned to teach multi-subjects to students in grades K-8.</p> <p>B. 100% of instructional staff will continue to have the opportunity to participate in selected and required professional development activities.</p> <p>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.</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>A. 100% of Jefferson teachers will continue to be fully credentialed and appropriately assigned to teach multi-subjects to students in grades K-8.</p> <p>B. 100% of instructional staff will continue to have the opportunity to participate in selected and required professional development activities.</p> <p>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.</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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

1. Staffing: District to retain (or hire) a highly qualified, fully credentialed teacher for 2019-2020.

BUDGETED EXPENDITURES

2017-18

Amount	48,000.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Certificated Teacher Salary Base Salary:\$48,000.00 \$31,200.00 (LCFF)

2018-19

Amount	48,960.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Certificated Teacher Salary Base Salary: \$48,960.00 \$31,824.00 (LCFF)

2019-20

Amount	49,939.20
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Certificated Teacher Salary Base Salary: \$49,939.20 \$32,460.48 (LCFF)

	\$16,800.00 (EPA)		\$17,136.00 (EPA)		\$17,478.72 (EPA)
Amount	20,568.00	Amount	\$21,645.12	Amount	22,612.08
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Total Benefits: \$20,568.00 \$13,369.00 (LCFF) \$ 7,199.00 (EPA)	Budget Reference	3000-3999: Employee Benefits Total Benefits: \$21,645.12 \$14,069.33 (LCFF) \$ 7,575.79 (EPA)	Budget Reference	3000-3999: Employee Benefits Total Benefits: \$22,612.08 \$14,697.85 (LCFF) \$ 7,914.23 (EPA)
Amount	\$1000.00	Amount	\$1000.00	Amount	\$1000.00
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Salary: \$1000.00 (LCFF)	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Salary: \$1000.00 (LCFF)	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Salary: \$1000.00 (LCFF)
Amount	\$178.00	Amount	\$197.00	Amount	\$212.50
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Substitute Benefits: \$178.50 (LCFF)	Budget Reference	3000-3999: Employee Benefits Substitute Benefits: \$197.00 (LCFF)	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Benefits: \$212.50 (LCFF)

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>		
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary</u> <input type="checkbox"/> Specific Grade spans:		

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2.0 Staffing: District to hire an instructional aide.

2018-19

- New Modified Unchanged

2.0 District to hire an instructional aide.

2019-20

- New Modified Unchanged

2.0 District to hire an instructional aide.

BUDGETED EXPENDITURES

2017-18

Amount	18,105.00
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2.0 Instructional Aide \$6,929.00 (LCFF) \$11,176.00 (REAP)
Amount	14,225.00
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries \$14,225.00 (Supplemental). Work to be performed in EL Program, Goal #2, 11.8.

2018-19

Amount	18,468.00
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2.0 Instructional Aide \$7,068.00 (LCFF) \$11,400.00 (REAP)
Amount	14,510.00
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries \$14,510.00 (Supplemental). Work to be performed in EL Program, Goal #2, 11.8.

2019-20

Amount	18,610.00
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2.0 Instructional Aide \$7,209.00 (LCFF) \$11,401.00 (REAP)
Amount	14,800.00
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries \$14,800.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.

Amount	11,224.00	Amount	11,527.00	Amount	11,838.00
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits \$4201.00 (LCFF) \$7023.00 (REAP)	Budget Reference	3000-3999: Employee Benefits \$4314.00 (LCFF) \$7,213.00 (REAP)	Budget Reference	3000-3999: Employee Benefits \$4430.00 (LCFF) \$7408.00 (REAP)
Amount	\$8943.00	Amount	\$9185.00	Amount	\$9433.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits \$8943.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.	Budget Reference	3000-3999: Employee Benefits \$9185.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.	Budget Reference	3000-3999: Employee Benefits \$9433.00 (Supplemental). Work to be performed in EL Program. Goal #2, 11.8.

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

3.0 Training:

3.1 The teacher will develop a professional development plan for 18-19. 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

2019-20

New Modified Unchanged

3.0 Training:

3.1 The teacher will develop a professional development plan for 19-20. 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

BUDGETED EXPENDITURES

2017-18

Amount	\$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.
Amount	\$900.00
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.2 Fees for professional development workshops, seminars, webinars.
Amount	\$900.00

2018-19

Amount	\$00.00
Budget Reference	3.1 Teacher will develop a professional development plan for 18-19. Plan to be developed during regular work hours. No additional funding needed.
Amount	\$750.00
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.2 Fees for Professional Development workshops, seminars, webinars.
Amount	\$750.00

2019-20

Amount	\$00.00
Budget Reference	3.1 Teacher will develop a professional development plan for 18-19. Plan to be developed during regular work hours. No additional funding needed.
Amount	750.00
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.2 Fees for Professional Development workshops, seminars, webinars.
Amount	\$750.00

Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3.3 Substitute salary for releasing teacher for 6 PD days @ \$150.00 per day.	Budget Reference	1000-1999: Certificated Personnel Salaries 3.3 Substitute salary for releasing teacher for 5 days to attend Professional development @ \$150.00 per day.	Budget Reference	1000-1999: Certificated Personnel Salaries 3.3 3.3 Substitute salary for releasing teacher to attend5 Professional development @ \$150.00 per day
Amount	\$162.00	Amount	\$147.75	Amount	\$159.38
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 3.3 Substitute benefits for 6 PD days @17.85%.	Budget Reference	3000-3999: Employee Benefits 3.3 Substitutes' benefits for releasing teacher for 5 PD days @ 19.7%.	Budget Reference	3000-3999: Employee Benefits 3.3 Substitutes' benefits for releasing teacher for 5 PD days @ 21.25%.

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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, English Language Development, History-Social Studies, Science, Physical Education and Visual and Performing Arts.

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 added in ELA and Math in 17-18. See Goal 2. 3.1)

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.

2018-19

New Modified Unchanged

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, English Language Development, History-Social Studies, Science, Physical Education and Visual and Performing Arts.

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.

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.

2019-20

New Modified Unchanged

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, English Language Development, History-Social Studies, Science, Physical Education and Visual and Performing Arts.

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.

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.

BUDGETED EXPENDITURES

2017-18

Amount 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.

2018-19

Amount 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.

2019-20

Amount 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.

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

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

2018-19

- New Modified Unchanged

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

2019-20

- New Modified Unchanged

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

5.1 Adopt and purchase science textbooks and instructional materials to support implementation of the Next Generation Science Standards.

BUDGETED EXPENDITURES

2017-18

Amount	\$2000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.0 Purchase of adopted ELA textbooks, supplementary instructional materials and consumable portions of the adopted ELA and Math materials,
Amount	
Source	
Budget Reference	

2018-19

Amount	\$2000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.0 Purchase of insufficient adopted textbooks, instructional materials and consumable portions of the ELA and Math adopted materials.
Amount	
Source	
Budget Reference	

2019-20

Amount	\$1000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.0 Purchase insufficient adopted textbooks and consumable portions of the adopted ELA and Math materials.
Amount	\$4000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.1 Adopt and purchase science textbooks and instructional materials to support implementation of the NGSS Science Standards.

Action **6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount \$1200.00

Source Base

2018-19

Amount \$1200.00

Source Base

2019-20

Amount \$1200.00

Source Base

Budget Reference 4000-4999: Books And Supplies
6.0 Classroom supplies, suopplementary materials and equipment

Budget Reference 4000-4999: Books And Supplies
6.0 Classroom supplies, supplementary materials and equipment

Budget Reference 4000-4999: Books And Supplies
6.0 Classroom supplies, supplementary materials and equipment

Action 7

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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 software used for 2 years or more.

7.2 The consultant will continue to implement its process for evaluating the effectiveness of software used for 2 years or more.years.

7.2 The consultant will continue to implement its process for evaluating the effectiveness of software used for 2 years or more.

BUDGETED EXPENDITURES

2017-18

Amount	\$300.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 7.0-7.1 Replace/repair of computers, tablets (Ipads), and other technology equipment as needed.
Amount	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.

2018-19

Amount	\$300.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 7.0-7.1 Replace/repair of computers, tablets (Ipads), and other technology equipment as needed..
Amount	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.

2019-20

Amount	\$300.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 7.0-7.1 Replace/ repair of computers, tablets (Ipads), and other technology equipment as needed.
Amount	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.

Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans: <u>K-8</u>

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

8.0 District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.

2018-19

New Modified Unchanged

8.0 District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.

2019-20

New Modified Unchanged

8.0 District to annually conduct an inspection of the facilities using the FIT criteria to evaluate and rate the condition of the school.

BUDGETED EXPENDITURES

2017-18

Amount 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.

2018-19

Amount 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.

2019-20

Amount 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.

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.

New
 Modified
 Unchanged

Goal 2

PUPIL OUTCOMES

Goal 2: Ensure that all students will increase their achievement in English-Language Arts; that performance gaps will begin closing; that all students identified as long-term EL students in 16-17 will attain the necessary proficiency in English language, reading comprehension and writing skills to be re-designated as English Fluent by May 2020; and beginning in 2017-2018 all incoming EL students will acquire the English language, writing and reading comprehension skills to qualify for re-designation within 48 months of entering the district.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

BASIS FOR IDENTIFIED NEEDS

The following data is derived from an analysis of the results of Smarter Balanced and CELDT testing in 2015-2016 and 2016-2017.

A. By May 2016, 17% of all students in grades 3-8 met their grade level standard in ELA as measured by "Smarter Balanced." 0% EL students met standard. 12.5 % of unduplicated low income students met standard. 0% of students with disabilities met standard. No foster students were enrolled.

By May 2017, 37.5% of all students in grades 3-8 met their grade level standard in ELA as measured by "Smarter Balanced." This represents a gain of 20.5 percentage points over 2016 results. Subgroups: 33.3% of English Learners met ELA standard; 12.5% of low income students met standard; 0% of students with disabilities (RSP) met standard. No foster students were enrolled in 2017.

B. By May 2016, 17% of all students in grades 3-8 met their grade level standard in Math as measured by "Smarter Balanced." 0% of EL students met standard. 0% of low-income students met standard; 0% of students with disabilities met standard. No foster youth were enrolled.

By May 2017, 37.5% of all students in grades 3-8 met their grade level standard in Math as measured by "Smarter Balanced." This represents a gain of 20.5 percentage points over 2016 results. Subgroups: 0% of English Learners met Math standard; 12.5% of low income students met Math standard; 0% of students with disabilities (RSP) met standard. No foster students were enrolled in 2016-2017.

C. By May 2016, 0% of all students in grades 3-8 met their grade level standard in Writing as measured by "Smarter Balanced." 0% of EL students met standard. 0% of low-income students met standard. 0% of students with disabilities met the standard. No foster youth were enrolled.

By May 2017 0% of students in grades 3-8 met standard in Writing as measured by "Smarter Balanced." This represents no loss or gain in Writing achievement from May 2016-May 2017. Subgroups: 0% of English Learners met Writing standard; 0% of low income students met Writing standard; and 0% of students with disabilities met Writing standard. No foster youth were enrolled in 2016-2017.

D. By May 2017, 0% of English Learners met the criteria to be re-designated as English Fluent. This represents no gain or loss from May 2016 May 2017.

E. By May 2017, two of Jefferson's 4 English Learners were identified as "Long-term" English Learners having been in the program for 6 and 8 years respectively. While their English language skills met the requirement for re-designation in 2017, their reading comprehension and writing were well below grade level, therefore, they did not meet the criteria for re-designation as English Fluent.

Conclusions: All students are showing a significant need for improvement in Math, English Language Arts, Reading Comprehension and Writing. Because achievement in literacy is critical to improved performance in every core content area including Math, the district has chosen to focus district support and resources for the next three years on providing literacy instruction with the goal that by May 2020, 65% or more of all students will meet or exceed grade level standards in English Language Arts and Writing; 65% of EL students will meet ELA and Writing standards; 50% of low income students will meet the standards; and 65% of foster students (if enrolled) will meet the standards). 0% of students with disabilities will meet the standards but will improve by 50 points in both ELA and Writing by May 2020 as measured by "Smarter Balanced."

IDENTIFIED NEEDS BASED ON "SMARTER BALANCED" AND "CELDT"

A. There is a need for the percent of students in grades 3-8 meeting or exceeding ELA standard to increase by 13 percentage points each year for the next three years in order that 75% or more of all students in grades 3-8 will meet ELA standard by 2020.

Subgroups: There is a need for the percent of EL, low income and foster students meeting ELA standard to increase by 13 percentage points each year in order that 70% or more of EL students will meet ELA standard and close the achievement gap by 2020. There is a need for the percent of students with disabilities to improve their ELA score on "Smarter Balanced" by 20 scale score points each year to begin to significantly close that achievement gap by 2020.

B. There is a need for the percent of students in grades 3-8 meeting or exceeding Math standard to increase by 13 percentage points each year for the next three years in order that 75% or more of all students in grades 3-8 will meet Math standard by 2020.

Subgroups: There is a need for the percent of EL, low income and foster students meeting Math standard to increase by 20 percentage points each year in order that 72% of students will meet the standard and close the Math achievement gaps by 2020. There is a need for the percent of students with disabilities to improve their Math score on "Smarter Balanced" by 20 points each year to achieve 60% meeting standard by 2020.

C. There is a need to increase performance in Writing by 20% or more for the next 3 years (2017-2020) in order to reach the goal that 60% or more of all students, including EL students, students with disabilities, low income and foster students in grades 3-8 will meet or exceed grade level standards in Writing by 2020.

D. By May 2017, 0% of English Learners met the criteria to be re-designated as English Fluent. There is a need for EL students to improve at least one level each year in one or more of the subtests of the ELPAC.

E. By May 2017, two of Jefferson's English Learners were identified as long-term English Learners. They had not been re-designated for 6 and 8 years respectively due to performing below grade level in reading and writing as measured by Smarter Balanced. There is a need to decrease, then eliminate the number of long term English Learners and ensure that all English Learners acquire English language skills and achieve grade level standard in writing and reading comprehension to qualify for re-designation within 48 months of entering the district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Percentages will be added when the 2017 scores are reported.</p> <p>A. Smarter Balanced Test (ELA)</p>	<p>Goal #2, 2016-2017 Focus for student improvement is ELA.</p> <p>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</p> <p>A.1 By May 2017, the percentage of EL students in grades 3-8 meeting or exceeding standard in ELA was 33%. As a result, the percentage of English Learners meeting grade level standards in ELA improved from 0% in 2016 to 33% in 2017.</p> <p>A.2 By May 2017, the percentage of students with disabilities in grades 3-8 who</p>	<p>Goal #2: Primary focus for student improvement is ELA.</p> <p>A. By May 2018, the percentage of students in grades 3-8 meeting or exceeding standard in ELA will increase by 13 %. As a result, the percentage of students meeting grade level standards in ELA will improve from 37.5% in 2017 to 50.5% in 2018</p> <p>A.1 By May 2018, the percentage of EL students in grades 3-8 meeting or exceeding standard in ELA will increase 13%. As a result the percentage of EL students meeting grade level standards will improve from 33% in 2017 to 46% in 2018.</p> <p>A.2 By May 2018, students with disabilities in grades 3-8 (2 students) will each increase their ELA scale score 20 points.</p>	<p>Goal #2: Primary focus for student improvement is ELA.</p> <p>A. By May 2019, the percentage of students in grades 3-8 meeting or exceeding standard in ELA will increase by 13%. As a result the percentage of students meeting grade level standards in ELA will improve from 50.5% in 2018 to 63.5 % in 2019.</p> <p>A.1 By May 2019, the percentage of EL students in grades 3-8 meeting or exceeding standard in ELA will increase 13%. As a result, the percentage of EL students meeting grade level standards in ELA will improve from 46% in 2018 to 59% in 2019.</p> <p>A.2 By May 2019, students with disabilities in grades 3-8 (1 student) will increase his ELA scale score 20 points</p>	<p>Goal #2: Primary focus for student improvement is ELA.</p> <p>A. By May 2020, the percentage of students in grades 3-8 meeting or exceeding standard in ELA will increase by 13%. As a result the percentage of students meeting grade level standards in ELA will improve from 63.5% in 2019 to 76.5% in 2020.</p> <p>A.1 By May 2020, the percentage of EL students in grades 3-8 meeting or exceeding standard in ELA will increase 13%. As a result, the percentage of EL students meeting grade level standards in ELA will improve from 59% in 2019 to 72 % in 2020</p> <p>A.2 By May 2018, students with disabilities in grades 3-8 (1 student) will increase his personal scale score in ELA 20 points.</p>

B. Smarter Balanced Test (Math)

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 (2 students) meeting grade level standard in Math remained at 0%.

C. Smarter Balanced Test (Writing)

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 or exceeding standard in Writing was 0%.

B. By May 2018, the percentage of students in grades 3-8 meeting or exceeding standard in Math will increase 13 %. As a result, the percentage of students meeting grade level standards in Math will improve from 37.5% in 2017 to 50.5% in 2018

B.1 By May 2018, the percentage of EL students in grades 3-8 meeting or exceeding standard in Math will increase 20%. As a result the percentage of EL students meeting grade level standards in Math will improve from 12.5% in 2017 to 32.5% in 2018.

B.2 By May 2018, students with disabilities in grades 3-8 meeting standard in Math will increase from 0% in 2017 to 20% in 2018.

C. By May 2018, the percentage of students in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result, the percentage of students meeting grade level standards in Writing will improve from 0% in 2017 to 20% in 2018.

C.1 By May 2018, the percentage of EL students in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result,

B. By May 2019, the percentage of students in grades 3-8 meeting or exceeding standard in Math will increase 13%. As a result the percentage of students meeting grade level standards in Math will improve from 50.5% in 2018 to 63.5 % in 2019.

B.1 By May 2019, the percentage of EL students in grades 3-8 meeting or exceeding standard in Math will increase 20% percentage of EL students meeting grade level standards in Math will improve from 32.5% in 2018 to 52.5% in 2019.

B2 By May 2019, students with disabilities in grades 3-8 (1 student) meeting standard in Math will increase from 20% to 40% in 2018.

C. By May 2019, the percentage of students in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result, the percentage of students meeting grade level standards in Writing will improve from 20% in 2018 to 40% in 2019.

C.1 By May 2019, the percentage of EL students in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result,

B. By May 2020, the percentage of students in grades 3-8 meeting or exceeding standard in Math will increase 13%. As a result the percentage of students meeting grade level standards in Math will improve from 63.5% in 2019 to 76.5% in 2020.

B.1 By May 2020, the percentage of EL students in grades 3-8 meeting or exceeding standard in Math will increase 20%. As a result, the percentage of EL students meeting grade level standards in Math will improve from 52.5% in 2019 to 72.5 % in 2020

B.2 By May 2020, students with disabilities in grades 3-8 (1 student) meeting standard in Math will increase from 40% to 60% in 2018.

C. By May 2020, the percentage of students in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result, the percentage of students meeting grade level standards in Writing will improve from 40% in 2019 to 60% in 2020.

C.1 By May 2020, the percentage of EL students in grades 3-8 meeting or exceeding standard in Writing will increase 20%. as a result,

D. CELDT/ELPAC Test results.

E. ELPAC; Smarter Balanced; LEA Indicators; District Re-designation Criteria; State identified long-term English Learners)

C.2 By May 2017, the percentage of students with disabilities meeting or exceeding standard in Writing was 0%.

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

E. Re-designation: 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.

the percentage of EL students meeting standard in Writing will improve from 0% in 2017 to 20% in 2018.

C.2 By May 2018, the percentage of students with disabilities in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result, the percentage of students with disabilities meeting standard in Writing will improve from 0% in 2017 to 20% in 2018.

D. By May 2018, 100% of EL students will improve one level in one of the ELPAC sub-tests, namely reading, writing, listening or speaking.

E. Re-designation: By May 2018, EL students identified as long-term English Learners will increase their ELA scale scores in reading and writing by 20 percentage points each.

the percentage of EL students meeting standard in Writing will improve from 20% in 2018 to 40% in 2019

C.2 By May 2019, the percentage of students with disabilities in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result, the percentage of students with disabilities meeting standard in Writing will improve from 20% in 2018 to 40% in 2019.

D. By May 2019, 100% of EL students will improve one level in one of the ELPAC sub-tests, namely reading, writing, listening or speaking.

E. Re-designation: By May 2019, EL students identified as a long term EL student will increase their scale scores in reading and writing by another 20 percentage points.

points over their score in 2018 for a total increase of 40 points.

the percentage of EL students meeting standard in Writing will improve from 40% in 2019 to 60% in 2020.

C 2 By May 2020, the percentage of students with disabilities in grades 3-8 meeting or exceeding standard in Writing will increase 20%. As a result, the percentage of students with disabilities meeting standard in Writing will improve from 40% in 2019 to 60% in 2020.

D. By May 2020, 100% of EL students will improve one level in one of the ELPAC sub-tests, namely reading, writing, listening or speaking.

E. Re-designation: By May 2020, all students identified as long-term English Learners will meet the criteria for re-designation. . Any student who entered the program in 2016 will have met the criteria for re-designation by 2020. criteria and been re-designated.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.0 Testing: Results of formative and summative testing by groups to be reported to the Board

1.1 Teacher and Consultant to prepare a comprehensive testing schedule with prescribed dates for administering (a) formative tests, (b) Smarter Balanced Practice tests, (c) and summative CAASPP tests.

1.2 Teacher and Consultant to develop standards-aligned writing prompts and scoring rubrics for each grade level and type of writing. Writing to be tested quarterly using LEA writing prompts and rubrics.

2018-19

New Modified Unchanged

1.0 Testing: Results of formative and summative testing by groups to be reported to the Board

1.1 Teacher and Consultant to prepare a comprehensive testing schedule with prescribed dates for administering (a) formative tests, (b) Smarter Balanced Practice tests, (c) and summative CAASPP tests.

1.2 Teacher and Consultant to develop standards-aligned writing prompts and scoring rubrics for each grade level and type of writing. Writing to be tested quarterly using LEA writing prompts and rubrics.

2019-20

New Modified Unchanged

1.0 Testing: Results of formative and summative testing by groups to be reported to the Board

1.1 Teacher and Consultant to prepare a comprehensive testing schedule with prescribed dates for administering (a) formative tests, (b) Smarter Balanced Practice tests, (c) and summative CAASPP tests.

1.2 Teacher and Consultant to develop standards-aligned writing prompts and scoring rubrics for each grade level and type of writing. Writing to be tested quarterly using LEA writing prompts and rubrics.

1.3 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 "Smarter Balanced; disaggregate data and; compare test results of all subgroups to identify gaps; and develop actions/services to reduce gaps.

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 2018 "Smarter Balanced; disaggregate data; compare test results of all groups to identify gaps; and develop actions/services to reduce gaps.

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 2019 "Smarter Balanced; disaggregate the data; compare test results of all groups to identify gaps; and develop actions/services to reduce gaps.

BUDGETED EXPENDITURES

2017-18

Amount	00.00
Budget Reference	1.1 Schedule testing dates, Work to occur during regular work day. No funding needed.
Amount	\$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.
Amount	\$894.21
Source	Base
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.

2018-19

Amount	00.00
Budget Reference	1.1 Schedule testing dates. Work to occur on regular work day. No funding needed.
Amount	\$00.00
Budget Reference	1.2 Revise prompts and rubrics for formative testing in writing. Work to be done on minimum days. No additional funding needed.
Amount	\$894.21
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.3 Purchase STAR 360 for formative testing in ELA and Math. Contract with COE=\$1609.58 \$894.21 funded out of Base for 5 students.

2019-20

Amount	00.00
Budget Reference	1.1 Schedule testing dates. Work to occur on regular work day. No funding needed.
Amount	\$00.00
Budget Reference	1.2. Revise prompts and rubrics for formative testing in writing. Work to be done on minimum days. No additional funding needed.
Amount	\$894.21
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.3 Purchase STAR 360 for formative testing of all students in ELA and Math. Contract with COE. \$894.21 funded out of Base for 5 students.

	\$715.37 funded out of Supplemental for 4 EL students. (See Goal #2, 11.5)		\$715.37 funded out of Supplemental for 4 EL students. (See Goal #2, 11.5)		\$715.37 funded out of Supplemental for 4 EL students. (See Goal #2, 11.5)
Amount	00.00	Amount	00.00	Amount	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.	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.	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.
Amount	\$00.00	Amount	\$00.00	Amount	\$00.00
Budget Reference	1.5 Analyze Smarter Balanced test results. 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	Budget Reference	1.5 Analyze Smarter Balanced test results. Plan actions to reduce gaps. Teacher and RSP teacher to discuss 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..	Budget Reference	1.5 Analyze Smarter Balanced test results. Plan actions to reduce gaps. Teacher and RSP teacher to discuss results and to collaborate on a plan for next best instructional steps for RSP students. Work to be performed on staff work day.

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] EL students
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.0 Instructional Schedule

2.1 Increase instructional minutes in ELA and Math to meet guidelines recommended by CDE and to provide added time for instruction and intervention in focus areas. Continue to implement an instructional schedule in which all students participate in standards-based instruction in small, flexible groups of 1-4 enabling the teacher to differentiate instruction within each group in order to best reach each child. After direct instruction students rotate to the aide to receive individualized assistance and intervention as needed, then rotate to assigned "Learning Centers."

2018-19

New Modified Unchanged

2.0 Instructional Schedule

2.1 Continue to implement an instructional schedule in which all students participate in standards-based instruction in small, flexible groups of 1-4 enabling the teacher to differentiate instruction within each group in order to best reach each child. After direct instruction students rotate to the aide to receive individualized assistance and intervention as needed, then rotate to assigned "Learning Centers."

2019-20

New Modified Unchanged

2.0 Instructional Schedule

2.1 Continue to implement an instructional schedule in which all students participate in standards-based instruction in small, flexible groups of 1-4 enabling the teacher to differentiate instruction within each group in order to best reach each child. After direct instruction students rotate to the aide to receive individualized assistance and intervention as needed, then rotate to assigned "Learning Centers."

BUDGETED EXPENDITURES

2017-18

Amount \$00.00

Budget Reference 2.0 - 2.1 Implement Instructional Schedule as designed. No funding needed.

2018-19

Amount 00.00

Budget Reference 2.0-2.1 Implement Instructional Schedule as designed. No funding needed.

2019-20

Amount 0.00

Budget Reference 2.0-2.1 Implement Instructional Schedule as designed. No funding needed.

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] English Learners
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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, develop and schedule Learning Centers in response to student needs. Collaborate with RSP Specialist on Centers for

2018-19

New Modified Unchanged

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, develop and schedule Learning Centers in response to student needs. Collaborate with RSP Specialist on Centers for

2019-20

New Modified Unchanged

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, develop and schedule Learning Centers in response to student needs. Collaborate with RSP Specialist on Centers for

RSP students. Primary focus of Centers through 19-2020 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
- * 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

RSP students. Primary focus of Centers through 19-2020 is ELA. Secondary focus is Math

To be revised for 18-19

- * STAR 360 (Math and ELA)
- * ST Math (Math)
- * Sokikum (Math)
- * Footsteps to Brilliance (Reading)
- * Math Prodigy(Math)
- * RAZ Kids (Reading)
- * Pre-reading of text with Aide (RSP required)
- * Research: National Geographic (Reading/Writing)
- * I Wonder: Internet research on self-selected topic :
- * Writing (Creative and Expository)
- * Spelling/ Vocabulary
- * Epic Book - An assigned book & related activity
- * Cursive or Printing Practice
- * Keyboarding Practice (technology)
- * Geography Center: Activities to be assigned.

RSP students. Primary focus of Centers through 19-2020 is ELA. Secondary focus is Math

To be revised fo 19-20

- * STAR 360 (Math and ELA)
- * ST Math (Math)
- * Sokikum (Math)
- * Footsteps to Brilliance (Reading)
- * Math Prodigy(Math)
- * RAZ Kids (Reading)
- * Pre-reading of text with aide (RSP required)
- * Research: National Geographic (Reading/Writing)
- * I Wonder: Internet research on self-selected topic:
- * Writing (Creative and Expository)
- * Spelling/ Vocabulary r
- * Epic Book - An assigned book & related activity
- * Cursive or Printing Practice
- * Keyboarding Practice (technology)
- * Geography Center: Activities to be assigned.

BUDGETED EXPENDITURES

2017-18

Amount	00.00
Source	Base
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.
Amount	\$ 400.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Purchase/Renew licenses for "Learning Centers."
Amount	\$200.00

2018-19

Amount	00.00
Source	Base
Budget Reference	3.0 -3.1 Renew and revise Learning Centers for rigor and emphasis on literacy and math. Work to occur on minimum days.
Amount	\$400.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Purchase/Renew licenses for "Learning Centers."
Amount	\$200.00

2019-20

Amount	00.00
Source	Base
Budget Reference	3.0 -3.1 Renew and revise Learning Centers for rigor and emphasis on literacy and math. Work to occur on minimum days.
Amount	\$400.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.0-3.2 Purchase/Renew licenses for "Learning Centers."
Amount	\$200.00

Source	Base	Source	Base	Source	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 & handwriting practice book; journals for writing, etc..	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 & handwriting practice books, realia, etc.	Budget Reference	4000-4999: Books And Supplies 3.2 Purchase instructional materials and supplies for creating new Centers, or renewing existing Centers, e.g. maps, spelling & handwriting practice books. realia, journals for writing, etc.
Budget Reference		Budget Reference		Budget Reference	

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.0 Differentiate Instruction:
4.1 Teacher to differentiate instruction in the following ways:

2018-19

New Modified Unchanged

4.0 Differentiate Instruction:
4.1 Teacher to differentiate instruction in the following ways:

2019-20

New Modified Unchanged

4.0 Differentiate Instruction:
4.1 Teacher to differentiate instruction in the following ways:

(a) Differentiate Grouping: For example, at times group students by performance level, or shared interest, or similar learning style. Keep grouping flexible.

(b) Differentiate Content: Base lessons on the state standards, but differentiate content, not by reducing the rigor of the lesson or the integrity of the content but by adjusting content delivery strategies such as providing base-line information to a student as needed to make the new content accessible; presenting content in multiple modes according to students' learning style; varying the level of support according to student need. For EL students, individualize the linguistic demands of the lesson without compromising the integrity of the subject matter.

(c) Differentiate Activities: For example, plan & assign activities that appeal to various levels of Bloom's taxonomy: You may ask students unfamiliar with the content to complete tasks at the lower levels of thinking, e.g."remembering and comprehension." You may ask more 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 of student response.

(a) Differentiate Grouping: For example, at times group students by performance level, or shared interest, or similar learning style. Keep grouping flexible.

(b) Differentiate Content: Base lessons on the state standards, but differentiate content, not by reducing the rigor of the lesson or the integrity of the content but by adjusting content delivery strategies such as providing base-line information to a student as needed to make the new content accessible; presenting content in multiple modes according to students' learning style; varying the level of support according to student need. For EL students, individualize the linguistic demands of the lesson without compromising the integrity of the subject matter.

(c) Differentiate Activities: For example, plan & assign activities that appeal to various levels of Bloom's taxonomy: You may ask students unfamiliar with the content to complete tasks at the lower levels of thinking, e.g."remembering and comprehension." You may ask more 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.

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(a) Differentiate Grouping: For example, at times group students by performance level, or shared interest, or similar learning style. Keep grouping flexible.

(b) Differentiate Content: Base lessons on the state standards, but differentiate content, not by reducing the rigor of the lesson or the integrity of the content but by adjusting content delivery strategies such as providing base-line information to a student as needed to make the new content accessible; presenting content in multiple modes according to students' learning style; varying the level of support according to student need. For EL students, individualize the linguistic demands of the lesson without compromising the integrity of the subject matter.

(c) Differentiate Activities: For example, plan & assign activities that appeal to various levels of Bloom's taxonomy: You may ask students unfamiliar with the content to complete tasks at the lower levels of thinking, e.g."remembering and comprehension." You may ask more 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 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 of student response.

BUDGETED EXPENDITURES

2017-18

Amount 00.00

Budget Reference
 4.0-4.1 Fees for Professional Development on Differentiated Instruction. Funded under Goal #1, 3.2.

 Salary cost for substitute for PD funded under Goal # 1,3.3.

 Benefit cost for substitute funded under Goal #1, 3.3.

Amount 00.00

Budget Reference
 4.1 (e) Training in questioning strategies provided by consultant as part of paid duties on minimum days . No further funding needed.

2018-19

Amount 00.00

Budget Reference
 4.0-4.1 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.

Amount 00.00

Budget Reference
 4.1 (e) Continued training in questioning strategies provided by consultant as part of paid duties on minimum days . No further funding needed.

2019-20

Amount 00.00

Budget Reference
 4.0-4.1 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 funder under Goal #1, 3.3.

Amount 00.00

Budget Reference
 4.1 (e) Training in developing Essential Questions provided by consultant as part of paid duties on minimum days . No further funding needed.

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 project-based work products that integrate significant content from three or more curricular areas with at least one content area being ELA.

EXAMPLES FOR 17-18

- (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)
- (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

2018-19

New Modified Unchanged

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 project-based work products that integrate significant content from three or more curricular areas with at least one subject area being ELA. Two projects should be student selected..

EXAMPLES - REPLACE WITH NEW ACTIVITIES EACH YEAR

- (a) Study the Iditarod, its history, geography, weather, the people, the trail, the dogs, the "mushers." 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.
- (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.
- (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) Select a question such as "I wonder what happened to the dinosaurs." Do research. 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,

2019-20

New Modified Unchanged

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 project-based work products that integrate significant content from three or more curricular areas with at least one subject area being ELA or Math. Two projects should be student selected.

EXAMPLES:REPLACE WITH NEW ACTIVITIES EACH YEAR

- (a) Study the Iditarod, its history, geography, weather, the people, the trail, the dogs, the "mushers" 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 it to the class. Take a trip to Alaska to see it.
- (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.
- (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) Select a question such as "I wonder what happened to the dinosaurs." Do research. 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,

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.

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.

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.

BUDGETED EXPENDITURES

2017-18

Amount	0.00
Budget Reference	5.0-5.1 Fees for PD on Project-Based Instruction. Funded under PD training, Goal 1, 3.2 Salary for substitute funded under Goal #1, 3.3 Benefit cost for substitute funded under Goal #1, 3.3
Amount	50.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.0-5.1 Cost of supplies for student projects, e.g science backboards, garden supplies, costumes for "Living History projects, materials.

2018-19

Amount	00.00
Budget Reference	5.0-5.1 Fees for PD on Project-Based Instruction. Funded under PD training, Goal 1, 3.2 Salary cost for substitute funded under Goal #1, 3.3 Benefit cost for substitute funded under Goal 1, 3.3
Amount	50.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.0-5.1 Cost of supplies for student projects, e.g science backboards, garden supplies, costumes for "Living History" projects, etc.

2019-20

Amount	00.00
Budget Reference	5.0-5.1 Fees for PD on Project-Based Instruction. Funded under PD training, Goal 1, 3.2 Salary cost for substitute funded under Goal # 1, 3.3 Benefit cost for substitute funded under Goal 1, 3.3
Amount	50.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 5.0-5.1 Cost of supplies for student projects, e.g science backboards, garden supplies, costumes for "Living History" projects, etc.

Action **6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

6.0 CROSS CONTENT LITERACY INSTRUCTION (Reading, Writing, Discussing)

6.1 Instructional staff to build their capacity for delivering improved literacy instruction by participating in cross discipline training that supports students' application of literacy skills across content areas.

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 at least 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 from across the curriculum 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.

2018-19

- New Modified Unchanged

6.0 CROSS CONTENT LITERACY INSTRUCTION (Reading, Writing, Discussing)

6.1 Instructional staff to continue to build their capacity for delivering improved literacy instruction by participating in cross discipline training that supports students' application of literacy skills across content areas.

6.2 Teacher and students continue to learn the salient features of each type of writing (Narrative, Descriptive, Persuasive, Expository) Students to write in every content area. 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 at least 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 continue to maintain a writing portfolio for every student containing writing samples from across the curriculum 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.

2019-20

- New Modified Unchanged

6.0 CROSS CONTENT LITERACY INSTRUCTION (Reading, Writing, Discussing)

6.1 Instructional staff to continue to build their capacity for delivering improved literacy instruction by participating in cross discipline training that supports students' application of literacy skills in all content areas.

6.2 Students to continue to learn the salient features of each type of writing (Narrative, Descriptive, Persuasive, Expository) and write in every content area. 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 at least 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 continue to maintain a writing portfolio for every student containing writing samples from across the curriculum 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$00.00	Amount	00.00	Amount	00.00
Budget Reference	6.1 Fees for PD on Teaching Reading and Writing Across the Curriculum funded under Goal #1, 3.2 Salary cost for substitute funded under Goal #1, 3.3 Benefits cost for substitute funded under Goal #1, 3.3.	Budget Reference	6.1 Fees for additional PD on Teaching Reading and Writing Across the Curriculum. PD fees funded under Goal #1, 3.2. Salary cost for substitute funded under Goal #1, 3.3 Benefits cost for substitute funded under Goal #1, 3.3.	Budget Reference	6.1 Fees for continued PD on Teaching Reading and Writing Across the Curriculum. PD fees funded under Goal# 1, 3.2 Salary cost ost of substitute funded under Goal #1, 3.3 Benefits cost for substitute funded under Goal #1, 3.3.
Amount	00.00	Amount	\$00.00	Amount	\$00.00
Budget Reference	6.2 PD on the salient features of 2 of the standards-based writing types. Training to be provided by Consultant on a staff work day. No additional funding needed.	Budget Reference	6.2 PD on the salient features of 2 additional standards-based writing types. Training to be provided by Consultant on staff work day. No additional funding needed.	Budget Reference	6.2 Continued PD on the salient features o of the standards-based writing types. Training to be provided by Consultant on a staff work day.. No additional funding needed
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	6.3 Writing instruction will take place at least 3 times per week. Students will be engaged in producing writing for a purpose every day. Students will write in every content area. Work to occur as part of instruction. No additional funding needed.	Budget Reference	6.3 Writing instruction will take place at least 3 times per week. Students will be engaged in producing writing for a purpose every day. Students will write in every content area. Part of instruction. No additional funding needed.	Budget Reference	6.3 Writing instruction will take place at least 3 times per week. Students will be engaged in producing writing for a purpose every day. Students will write in every content area. Part of instruction. No additional funding needed.
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	6.4 Teacher & student to maintain a writing portfolio for each student as part of regular instruction-record keeping. No further funding needed.	Budget Reference	6.4 Teacher & student to maintain a writing portfolio for each student as part of regular instruction-record keeping. No further funding needed.	Budget Reference	6.4 Teacher and student to maintain a writing portfolio for each student as part of regular instruction-record keeping. No further funding needed.

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 metacognition practices in instruction and intervention.

2018-19

New Modified Unchanged

7.0 Employ a Thinking Curriculum Across Content Areas

7.1 Teacher to continue to elicit high level thinking by habitually employing a 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. Teach students how to ask high level questions of themselves when they read and write and of others when they discuss. Further PD is not needed.

7.2 Teach students how to use metacognition in problem solving and explaining their thinking especially in math and science. No additional funding needed.

2019-20

New Modified Unchanged

7.0 Employ a Thinking Curriculum Across Content Areas

7.1 When facilitating discussions, ask "essential questions" that lead student 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.

7.2 Begin to learn and employ the inquiry method. The inquiry method depends on good questioning and includes elements of metacognition, math talks, strategic questions, etc. but goes beyond. In inquiry-based lessons, students answer questions not to arrive at



established facts, but through questions and dialogue with others students discover knowledge and solutions that are useful and applicable to their purposes. Just as importantly, inquiry emphasizes the development of students' inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable them to continue the quest for knowledge throughout life. (part of Jefferson's mission).

BUDGETED EXPENDITURES

2017-18

Amount \$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 funded under Goal #1, 3.3.

 Substitute benefits funded under Goal #1, 3.3.

Amount \$00.00

Budget Reference
 7.2 Teacher to participate in PD on metacognition. Consultant to provide PD. No funding needed.

2018-19

Amount 00.00

Budget Reference
 7.1 Employ a questioning pedagogy in facilitating discussions in all content areas. Part of regular instruction. No further funding needed

Amount 00.00

Budget Reference
 7.2 Teach students how to use metacognition in problem solving and explaining thinking.. Part of regular instruction. No additional funding needed.

2019-20

Amount 00.00

Budget Reference
 7.1 Continue to elicit high level thinking in all content areas. . No further funding needed

Amount 00.00

Budget Reference
 7.2 Fees for Training in in inquiry method. Funded under PD Training, Goal #1, 3.2

 Substitute salary funded under Goal #1, 3.3.

 Substitute benefits funded under Goal #1, 3.3.

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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

8.1 Teacher to 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 instructional support.

2019-20

New Modified Unchanged

8.0 English Language Arts; Third year of Implementation of ELA Adopted textbook and Instructional Materials.

8.1 Teacher to refine the scope & sequence. Continue to identify the skills that are most important for future learning and include those as priorities. Put topics/skills in a sensible order and develop a good sense of how long different elements will take allowing for some unpredictability, 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.

8.2 Second year of implementing adopted textbook; Teacher to continue 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 continue to implement the Common Core English Arts Standards using the newly purchased (spring 2017) textbooks from the latest adoption cycle.

8.2 Third year of implementing adopted textbook; Teacher to continue 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 fully implement the Common Core English Arts Standards using textbooks and instructional materials from the latest adoption cycle.

BUDGETED EXPENDITURES

2017-18

Amount	\$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.
Amount	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)
Amount	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.

2018-19

Amount	\$00.00
Budget Reference	8.0-8.1 Recognizing the the book is not the curriculum, continue to revise and refine scope and sequence to support teaching the standards. Prioritixe skills that are most essential for future, critical leaning. Work to be performed on staff "work days." No additional funding needed.
Amount	00.00
Budget Reference	8.2 Release day to observe and collaborate on implementation of HMH "Journeys" and "Collections" Series. (Sub salary and benefits funded under Goal 1, 3.3)
Amount	00.00
Budget Reference	8.3 Continue to implement the Common Core English Arts Standards using textbooks from the latest adoption cycle. Part of Instruction. No funding needed.

2019-20

Amount	00.00
Budget Reference	8.0-8.1 Continue to revise scope and sequence for adopted ELA text.. Prioritize skills most essential for future learning. Work to be performed on staff "work days." No additional funding needed.
Amount	\$00.00
Budget Reference	8.2 Release day to observe and collaborate on implementation of HMH "Journeys" and "Collections" Series. (Sub salary and benefits funded under Goal 1, 3.3)
Amount	00.00
Budget Reference	8.3 Fully implement the Common Core English Arts Standards using textbooks and instructional materials from the latest adoption cycle. Part of Instruction. No funding needed.

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

9.1 Teacher to revise the Math scope and sequence as a curriculum guidance tool instead of prescriptive pacing. Identify the skills that are most important for future learning especially basic math functions and processes (grades K-5) and pre-algebra skills (grades 6-8), and include those as top priority. Chunk out the curriculum, put topics in a sensible order, and develop a good sense of how long different elements will take allowing for some unpredictability. Adjust the plan as needed, but it is critical to keep students learning the depth and breadth of the standards at an engaging pace and support those who are not keeping pace by providing additional instructional time and instructional support.

2018-19

New Modified Unchanged

9.0 Mathematics - Third year of implementing the adopted math text and instructional materials.

9.1 Teacher to continue 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 interventions.

2019-20

New Modified Unchanged

9.0 Mathematics

9.1 Teacher to refine the Math scope and sequence 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, prioritize skills, 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 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 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. They serve to further students' understanding of math content while addressing the CC Math standard of constructing viable math arguments This year begin to engage students in mathematical dialogue daily and writing about math weekly.

9.2 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 adopted 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. Give 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

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 adopted 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 give 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

2017-18

Amount	00.00
Budget Reference	9.1 Develop Math scope and sequence. Work to be performed on minimum day. No additional funding needed.
Amount	00.00
Budget Reference	9.2 Purchase additional math texts and supplementary instructional materials as needed. Funded under Goal 1,6.0

2018-19

Amount	00.00
Budget Reference	9.1 Revise scope and sequence as needed. Work to be performed on minimum day. No additional funding needed.
Amount	00.00
Budget Reference	9.2 Purchase additional math texts and supplementary instructional materials as needed. Funded under Goal 1, 6.0

2019-20

Amount	00.00
Budget Reference	9.1 Refine the math scope and sequence. Work to be performed on staff work day. No additional funding needed.
Amount	00.00
Budget Reference	9.2 Purchase additional math adopted texts and supplementary instructional materials as needed. Funded under Goal 1, 6.0

Amount	\$25.00	Amount	00.00	Amount	00.00
Source	Base	Source		Source	
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.	Budget Reference	9.3 Teach students a selection of math problem solving strategies. Work performed as part of regular teaching. No further funding needed.	Budget Reference	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 further funding needed.
Amount	25.00	Amount	15.00	Amount	25.00
Budget Reference	9.4 Reading and writing about math are part of regular instruction. No funding required.	Budget Reference	9.4 Continue too teach students to read and write about math as part of regular instruction. No funding required.	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

10.0 Science and VAPA

10.1 Teacher to begin implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 40% hands-on science investigations.

10.2 Purchase science materials supplies and equipment to support hands-on/minds-on science investigations, STEM and STEAM activities, including such items as science display boards, microscopes, slides, goggles, beakers, "chemicals," bones, batteries, magnets. rock samples, measuring devices, etc. need for science experiments and for teacher demonstrations. Funded under Goal 1, 6.0

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

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. Students produce a school play incorporating the elements of theater.

2018-19

New Modified Unchanged

10.0 Science and VAPA:

10.1 Teacher to continue implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 50% hands-on science investigations.

10.2 Purchase additional science materials supplies and equipment to support 18-19 hands-on/inds-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

10.3 Students to study principles and elements of visual arts (balance, symmetry, movement, proportion, emphasis, space, texture, line, etc.). Using art prints, identify the principles and elements of art in famous works of art. Students begin to incorporate appropriate principles and elements into their own art work and reference the principles and elements in writing about their art and presenting their art work to an audience.

10.4 Students attend a play then discuss or write a response explaining how the costumes, props, makeup, voice, diction, movement, gestures of one of the characters communicated what the character was like. Students produce a school play in which each student utilizes the above elements to create his/her character. Students produce a school play incorporating the elements of theater.

2019-20

New Modified Unchanged

10.0 Science and VAPA:

10.1 Teacher to continue implementing NGSS, STEM and STEAM activities. Conduct a science program of at least 60% hands-on science investigations.

10.2 Purchase science materials, supplies and equipment to support 19-20 hands-on/minds-on science investigations including such items as 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

10.3 Students to continue to learn the principles and elements of visual arts. Students to attend an art exhibit. Write a report on a selected piece of art referencing the principles and elements observed. Students discuss and write about their own art work in terms of the principles and elements used.

10.4 Students attend an instrumental or choral music concert Study the look and sound of each of the instruments used or if concert is choral learn the names and sounds of voice ranges, e.g. soprano, baritone, alto, etc. Students produce a school musical incorporating the elements of theater.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	10.1 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	Budget Reference	10.1 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	Budget Reference	10.1 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
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0	Budget Reference	10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0	Budget Reference	10.2 Purchase science materials supplies and equipment funded under Goal #1, 6.0
Amount	\$100.00	Amount	00.00	Amount	00.00
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies 10.3 Purchase art prints	Budget Reference	10.3 Art supplies are funded under Materials-Goal #1, 6.0.	Budget Reference	10.3 Field trip to an art museum. Funded under Field Trips- Goal #4, 6.1.
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	10.4 Cost to attend a play. Funded under Field Trips-Goal #4, 6.1 4.	Budget Reference	10.4 Cost to attend a play. Funded under Field Trips-Goal #4, 6.1.	Budget Reference	10.4 Cost to attend musical production. Funded under Field Trips-Goal 4.1
Amount	\$75.00	Amount	\$75.00	Amount	\$75.00
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 10.4 Cost to produce school play.	Budget Reference	4000-4999: Books And Supplies 10.4 Cost to produce school play.	Budget Reference	4000-4999: Books And Supplies 10.4 Cost to produce school musical

Action **11**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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.

2019-20

New Modified Unchanged

11.0 Designated EL Program:

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

In addition to participating in an Integrated Program, EL students will participate in a Designated EL Program for 60 minutes per day as described in 11.2 below.

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

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

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

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

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BUDGETED EXPENDITURES

2017-18

Amount	00.00
Budget Reference	11.1 Organizational structure is in place. No additional funds needed.
Amount	\$2500.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.2 "Fountas and Pinnell's" Leveled Literacy Intervention Program."
Amount	\$2000.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.3 Purchase Lucy Calkin's Writers Workshop Units of Instruction.

2018-19

Amount	00.00
Budget Reference	11.1 Organizational structure is in place. No additional funds needed.
Amount	\$2500.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.2 Purchase additional units of "Fountas and Pinnell's" Leveled Literacy Intervention Program."
Amount	\$2000.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.3 Purchase additional units of Lucy Calkin's Writer's Workshop Program

2019-20

Amount	00.00
Budget Reference	11.1 Organizational structure is in place. No additional funds needed.
Amount	\$2500.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.2 Purchase additional units of "Fountas and Pinnel's Leveled Literacy Intervention Program."
Amount	\$2000.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.3 Purchase additional units of Lucy Calkin's Writer's Workshop Program

Amount	\$400.00	Amount	\$400.00	Amount	\$400.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.4 Purchase materials supplies, magazine subscriptions for Literacy Centers.	Budget Reference	4000-4999: Books And Supplies .11.4 Purchase materials supplies, magazine subscriptions for Literacy Centers.	Budget Reference	4000-4999: Books And Supplies 11.4 Purchase materials supplies, magazine subscriptions for Literacy Centers. .
Amount	\$300.00	Amount	\$300.00	Amount	\$300.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.4 Purchase audio books for Listening Center.	Budget Reference	4000-4999: Books And Supplies 11.4 Purchase audio books for Listening Center.	Budget Reference	4000-4999: Books And Supplies 11.4 Purchase audio books for Listening Center.
Amount	\$715.37	Amount	\$715.37	Amount	\$715.37
Source	Supplemental	Source	Supplemental	Source	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.	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.	Budget Reference	4000-4999: Books And Supplies 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.
Amount	\$300.00	Amount	\$300.00	Amount	\$300.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 11.6 Cost of e-books for Kindles.	Budget Reference	4000-4999: Books And Supplies 11.6 Cost of e-books for Kindles.	Budget Reference	4000-4999: Books And Supplies 11.6 Cost of e-books for Kindles.

Amount	\$1000.00	Amount	\$800.00	Amount	\$800.00
Source	Supplemental	Source	Supplemental	Source	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 (Structured 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)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 11.7 Fees for Professional Development (a) Continue PD in Guided Reading (\$200.00) (b) Continue PD on implementation of "Fountas and Pinnel Leveled Literacy Intervention Program." (\$200.00) (c) Continue PD on implementing Lucy Calkin's Writer's Workshop. (\$200.00) (d) Continue PD on implementing "Up the Ladder" a reading workshop for struggling readers. (\$200.00)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 11.7 Fees for Professional Development (a) Continue PD in Guided Reading (\$200.00) (b) Continue PD on implementation of "Fountas and Pinnel Leveled Literacy Intervention Program." (\$200.00) (c) Continue PD on implementing Lucy Calkin's Writer's Workshop. (\$200.00) (d) Continue PD on implementing "Up the Ladder," a reading workshop for struggling readers.(\$200.00)
Amount	\$900.00	Amount	\$600.00	Amount	\$600.00
Source	Supplemental	Source	Supplemental	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.)	Budget Reference	1000-1999: Certificated Personnel Salaries 11.8 Salary for substitutes @\$150.00 per day for 4 PD release days including observing and collaborating with a master teacher.	Budget Reference	1000-1999: Certificated Personnel Salaries 11.8 Salary for substitutes @\$150.00 per day for 4 PD release days including observing and collaborating with a master teacher..
Amount	\$160.65	Amount	\$118.20	Amount	\$127.50
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	3000-3999: Employee Benefits 11.7 Substitute Benefits for 6 release days @17.85%.	Budget Reference	3000-3999: Employee Benefits 11.8 Substitute Benefits for 4 release days @ 19.70%.	Budget Reference	3000-3999: Employee Benefits 11.8 Substitute Benefits for 5 release days 21.25%.
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	11.8 Classified Aide's Salary and Benefits. \$14,225.00 of Supplemental funds are used to pay a portion of the instructional aide's salary for assisting the teacher in providing designated EL instruction, targeted interventions and one-on-one tutoring in the EL Program. See Goal #1, 2.0.	Budget Reference	11.8 Classified Aide's Salary and Benefits \$14,510.00 of Supplemental funds are used to pay a portion of the instructional aide's salary for assisting the teacher in providing instruction , targeted interventions and one-on-one tutoring in the EL Program. See Goal #1, 2.0.	Budget Reference	11.8 Classified Aide's Salary and Benefits. \$14,800.00 of Supplemental funds are used to pay a portion of the instructional aide's salary for assisting the teacher in providing instruction , targeted interventions and one-on-one tutoring in the EL Program. See 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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

12.1 District to provide a Summer Reading program.

2018-19

New Modified Unchanged

12.1 District to provide a Summer Reading program.

2019-20

New Modified Unchanged

12.1 District to provide a Summer Reading program.

BUDGETED EXPENDITURES

2017-18

Amount	\$375.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 12.1 Purchase e-books for Kindles for Summer Reading Program. Purchase Kindles as needed.
Budget Reference	FIGURES ARE WRONG 11.2 \$5223.00 of the aide's salary is funded from Supplemental funds for helping to facilitate instruction in the EL program for 1 hr, per day under supervision of the teacher. Aide's remaining salary is funded under Goal #1, 2.0. (See 11.8 below for aide's benefits

2018-19

Amount	\$375.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 12.1 Purchase e-books for Kindles for Summer Reading Program. Purchase Kindles as needed.
Budget Reference	11.2 Aide's regular compensation is funded out of LCAP and REAP funds and is budgeted under Goal 1. assuming a 2% raise, \$5433..00 of the aide's salary plus ____benefits to be charged against Jefferson's Supplemental funds for helping to facilitate instruction in the EL program under supervision of the teacher.

2019-20

Amount	\$375.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 12.1 Purchase e-books for Kindles. Purchase Kindles as needed.
Budget Reference	11.2 Aide's regular compensation is funded out of LCAP and REAP funds and is budgeted under Goal 1. assuming a 2% raise, \$5433..00 of the aide's salary plus ____benefits to be charged against Jefferson's Supplemental funds for helping to facilitate instruction in the EL program under supervision of the teacher.

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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

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: Three of the 5 families serve on the SSC with one member a parent of 2 EL students. Continued vigilance is needed to recruit parents of EI students to run for the SSC in order to give Hispanic families a direct voice and input into decisions for improved services and programs for English Learners and to support and promote continued involvement of all Hispanic families in school decision making. During the past 2 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: 80% of parents participate in the LCAP Process by providing input into needs, focus areas, and goals. They provide input into identifying actions/services to meet the goals and participate in evaluating the school's progress on implementation of the LCAP. 100% of participants rate their level of decision making in the LCAP as high to very high. 100% of parents rate their level of decision making in general as high to very high. There is a need to continue to enlist, train, and empower parents to participate in decision making at the school to bring about school improvement for all students and to fulfill the school's vision.

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
<p>A. Surveys and Interviews</p> <p>B. SSC Election Documents; SSC Training Documents; SSC Agendas, Minutes & Work Products; LCAP Meeting Notes; SSC Attendance Rosters; Surveys and Interviews</p>	<p>A. Home/School Communication: 100% of parents rated home/school communication as good . 100% or parents stated that their preferred mode of communication was through face-to face communication and the "Weekly Friday Folder" which contains school announcements; notice of upcoming events; students' weekly corrected work, a monthly newsletter, and a student progress report.</p> <p>B. SSC As Leaders of Change: Participation in Decision Making:</p>	<p>A. Communication: 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 containing at least the following: school announcements; notice of upcoming events; students' weekly corrected work, a newsletter, a student progress report, and parent education articles on a variety of topics.</p> <p>B. SSC as Leaders of Change: Participation in Decision Making:</p>	<p>A. Communication: 100% of parents will continue to rate home/school communication as very good to excellent. Weekly Friday Folders will continue as the primary mode of two-way communication between home and school containing at least the following: school announcements; notice of upcoming events; students' weekly corrected work, a monthly newsletter, a student progress report, and parent education articles on a variety of topics.</p> <p>B. SSC as Leaders of Change: Participation in Decision Making:</p>	<p>A. Communication: 100% of parents will continue to rate home/school communication as very good to excellent. Weekly Friday Folders will continue as the primary mode of two-way communication between home and school containing at least the following: school announcements; notice of upcoming events; students' weekly corrected work, a monthly newsletter, a student progress report, and parent education articles on a variety of topics.</p> <p>B. SSC as Leaders of Change: Participation in Decision Making:</p>

	<p>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. SSC members reported that they have gained greater confidence, expertise and understanding of the school improvement process and their role as "leaders of change." 100% of parents on the School Site Council rated their level of participation in decision making as high to very high.</p>	<p>SSC elections will be held. Membership will continue to represent the demographics of the school community. As needed, parents of EL's will be encouraged to run for the SSC to be a voice and pathway for providing input into decisions regarding improving programs and services for EL students. 100% of SSC will actively participate in the LCAP process. 100% of parents on the School Site Council will rate their level of participation in decision making as high to very high.</p>	<p>SSC elections will be held. Membership will continue to represent the demographics of the school community. As needed, parents of EL's will be encouraged to run for the SSC to be a voice and pathway for providing input into decisions regarding improving programs and services for EL students. 100% of SSC will actively participate in the LCAP process. 100% of parents on the School Site Council will rate their level of participation in decision making as high to very high..</p>	<p>SSC elections will be held. Membership will continue to represent the demographics of the school community. As needed, parents of EL's will be encouraged to run for the SSC to be a voice and pathway for providing input into decisions regarding improving programs and services for EL students. 100% of SSC will actively participate in the LCAP process. 100% of parents on the School Site Council will rate their level of participation in decision making as high to very high.</p>
<p>C. LCAP Meeting Notes; Surveys and Interviews</p>	<p>C. Parent participation in Decision Making:</p> <p>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. 100% of participants rated their level of decision making in the LCAP as high to very high. 100% of parents rated their level of decision making in general as high to very high.</p>	<p>C. Parent Decision Making:</p> <p>80-100% of parents will continue to participate in the LCAP process and will rate their level of decision making as regards the LCAP as high to very high. 100% of parents rated their level of decision making in general as high to very high.</p>	<p>C. Parent Decision Making</p> <p>80-100% of parents will continue to participate in the LCAP process and will rate their level of decision making as regards the LCAP as high to very high. 100% of parents rated their level of decision making in general as high to very high.</p>	<p>C. Parent Decision Making</p> <p>80-100% of parents will continue to participate in the LCAP process and will rate their level of decision making as regards the LCAP as high to very high. 100% of parents rated their level of decision making in general as high to very high.</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>D. Parent Education.</p> <p>D.1 100% of parents attended "School Orientation" Night" during which parents were provided information about the standards, the Master Schedule, Student Behavior Program,</p>	<p>D. Parent Education</p> <p>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</p>	<p>D. Parent Education</p> <p>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</p>	<p>D. Parent Education</p> <p>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</p>

<p>E. attendance Sign-In; Photographs</p>	<p>Character Education Program, Textbooks, Attendance, and School Events.</p> <p>D.2 100% of parents attended Parent Conferences.</p> <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>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>Behavior Program, Character Education Program, Textbooks, Attendance, and School Events.</p> <p>D.2 100% of parents will continue to attend Parent Conferences.</p> <p>D.3 100% of parents will continue to attend at least 3 parent education events that showcase student work and provide information about the standards underlying the students' work.</p> <p>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. 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>Behavior Program, Character Education Program, Textbooks, Attendance, and School events.</p> <p>D.2 100% of parents will continue to attend Parent Conferences.</p> <p>D.3 100% of parents will continue to attend at least 3 parent education events that showcase student work and provide information about the standards underlying the students' work.</p> <p>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. 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>Behavior Program, Character Education Program, Textbooks, Attendance, and School events..</p> <p>D.2 100% of parents will continue to attend Parent Conferences.</p> <p>D.3 100% of parents will continue to attend at least 3 parent education events that showcase student work and provide information about the standards underlying the students' work.</p> <p>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. 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>
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<p>F. Surveys/Interviews; Attendance Rosters; Copies of Communication; sign-up Records</p> <p>G. Surveys/Interviews; Attendance Rosters; Copies of Communication</p>	<p>F. Parent Volunteerism. No data. New in 17-18</p> <p>G. Community Outreach: No data. New in 17-18</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 17-18 the district will start a campaign with a goal to enlist 25% of parents to become actively engaged through volunteer activities</p> <p>G. Members of the larger community seldom attend events at the school and do not give input into school decisions. In 17-18 the district will begin a Community Outreach Program with the goal to enlist 6 members of the larger community to actively participate in the school by attending at least one event, volunteering, or giving input into decisions from a community point of view in a survey or interview. There is a lot of untapped talent out there.</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 start a campaign with a goal to enlist 50% of parents to become actively engaged through volunteer activities.</p> <p>G. Members of the larger community seldom attend events at the school and do not give input into school decisions. In 18-19 the district will begin a Community Outreach Program with the goal to enlist 8 members of the larger community to actively participate in the school by attending at least one event, volunteering, or giving input into decisions from a community point of view in a survey or interview. There are several retired persons who would make great volunteers and organizers.</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 50% of parents to become actively engaged through volunteer activities.</p> <p>G. Members of the larger community seldom attend events at the school and do not give input into school decisions. In 19-20 the district will begin 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, volunteering, or giving input into decisions from a community point of view in a survey or interview. There is a lot of untapped talent out there.</p>
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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	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: Jefferson Elementary School	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	\$15.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 1.0 Annual cost of publishing Friday Folder and newsletter.

2018-19

Amount	\$15.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 1.0 Annual cost of publishing a Friday Folder and Newsletter.

2019-20

Amount	\$15.00
Source	Base
Budget Reference	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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.0 Parent Input into Decisions and Participation in Programs
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

2018-19

New Modified Unchanged

2.0 Parent Input into Decisions and Participation in Programs
2.1 Consultant to continue encourage parents of English Learners to serve on the SSC in order to ensure that they have an official forum for participating in decisions

2019-20

New Modified Unchanged

2.0 Parent Input into Decisions and Participation in Programs
2.1 Consultant to continue encourage parents of English Learners to serve on the SSC in order to ensure that they have an official forum for participating in decisions

decisions that affect all students but particularly decision that affect English Learners. Hold SSC elections and schedule meetings.

2.2 Consultant to enlist parents to be actively involved in the LCAP process and to seek their input into decisions regarding actions/services that lead to school improvement.

2.3 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.

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

that affect all students but particularly decision that affect English Learners. Hold SSC elections and schedule meetings.

2.2 Consultant to enlist parents to be actively involved in the LCAP process and to seek their input into decisions regarding actions/services that lead to school improvement.

2.3 Provide training to SSC parents 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.

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

that affect all students but particularly decision that affect English Learners. Hold SSC elections and schedule meetings.

2.2 Consultant to enlist parents to be actively involved in the LCAP process and to seek their input into decisions regarding actions/services that lead to school improvement.

2.3 Provide training to SSC members that will give them 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.

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

BUDGETED EXPENDITURES

2017-18

Amount	00.00
Budget Reference	2.1-2.3 SSC and LCAP training materials are available. No additional funding needed.
Amount	00.00

2018-19

Amount	00.00
Budget Reference	2.1-2.3 SSC and LCAP training materials are available. No additional funding needed.
Amount	00.00

2019-20

Amount	00.00
Budget Reference	2.1-2.3 SSC and LCAP training materials are available. No additional funding needed.
Amount	00.00

Budget Reference	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1	Budget Reference	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1	Budget Reference	2.3 Refreshments for meetings, training and work sessions funded under Goal 3, 5.1
Amount	\$10.00	Amount	\$10.00	Amount	\$10.00
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2.4 Cost of printing staff, student, parent, community surveys.	Budget Reference	4000-4999: Books And Supplies 2.4 Cost of printing staff, student, parent, community surveys.	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.0 Parent Attendance at School Programs and Parent Education Events:

2018-19

New Modified Unchanged

3 0 Parent at School Programs and Parent Education Events:

2019-20

New Modified Unchanged

3.0 Parent Participation at School Programs and Parent Education Events:

3.1 District to provide an opportunity for parents to attend a "School Orientation" where they learn about the Master Schedule, the Student Behavior Management Plan, Attendance, Common Core Curriculum, Next Generation Science Standards, Textbook Adoption, CAASPP Testing, etc.

3.2 District will continue to hold "Curriculum Nights" each featuring a particular content area such as Science, Art, Dance, Math, Reading. At "Curriculum Nights," the standards for that subject will be discussed with parents and student work related to the standard will be showcased Each student will present his/her work and speak about the standards underlying it. Parents will be encouraged to participate by asking students questions about the standard and their work.

3.3 District to continue to hold a "Family Learning Night" where students, staff and parents join together to participate in fun and educational learning activities. Parents are given ideas for extending the activities at home and are provided with the materials to do so.

3.4 District to hold Parent /Teacher Conferences of about 30 minutes per child to occur in August, November and February. At each conference, parents will be asked to share information about their child such as work habits at home, their child's attitudes about learning and school, and special interests students may have. Teacher will review test scores, review a portfolio of the students' work, review attendance, homework, and behavior records, and together, parents and teacher will develop their child's improvement goals for the quarter. At subsequent conferences the teacher will review the most current data and together parents and teacher will revise the the child's improvement goals.

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 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 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.

3.1 District to continue to provide an opportunity for parents to attend a "School Orientation" where they learn about the Master Schedule, the Student Behavior Management Plan, Attendance, Common Core Curriculum, Next Generation Science Standards, Textbook Adoption, CAASPP Testing, etc.

3.2 District will continue to hold standard-based "Curriculum Nights", each featuring a particular content area such as Science, Art, Dance, Math, Reading. At "Curriculum Nights," the standards for that subject will be discussed with parents and student work related to the standard will be showcased Each student will present his/her work and speak about the standards underlying it.

3.3 District to continue to hold a "Family Learning Night" where students, staff and parents join together to participate in fun and educational learning activities. Parents are given ideas for extending the activities at home and are provided with the materials to do so.

3.4 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, a portfolio of the students' work, attendance, homework, and behavior records, and together, parents and teacher will develop their child's improvement goals for the quarter. At subsequent conferences the teacher will review the most current data and together parents and teacher will revise the the child's improvement goals.

BUDGETED EXPENDITURES

2017-18

Amount	\$25.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 3.1-3.2 Duplicating costs and binders for handouts

2018-19

Amount	25.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 3.0-3.1 Duplicating costs and binders for handouts

2019-20

Amount	25.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 3.0-3.1 Duplicating costs and binders for handouts

Amount	\$150.00	Amount	\$150.00	Amount	\$150.00
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 3.3 Supplies for Family Learning Night activities	Budget Reference	4000-4999: Books And Supplies 3.2 Supplies for Family Learning Night activities	Budget Reference	4000-4999: Books And Supplies 3.2 Supplies for Family Learning Night activities
Amount	00.00	Amount	00.00	Amount	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	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	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
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	3.4 Parent/Teacher Conferences. Work to be performed on minimum and conference days. No funding needed.	Budget Reference	3.4 Parent/Teacher Conferences. Work to be performed on minimum days and conference days. No funding needed.	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.0 Parent Engagement Through Family Fun Events

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.

4.2 District to send invitations to the larger community via email and USPS.

2018-19

New Modified Unchanged

4.0 Parent Engagement Through Family Fun Events

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.

4.2 District to send invitations to the larger community through email and USPS.

2019-20

New Modified Unchanged

4.0 Parent Engagement Through Family Fun Events

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.

4.2 District to send invitations to this event to the larger community via email and USPS>

BUDGETED EXPENDITURES

2017-18

Amount	\$200.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 4.1 "Family Fun" Materials and Supplies
Amount	00.00
Budget Reference	4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1

2018-19

Amount	\$200.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 4.0 "Family Fun" Materials and Supplies
Amount	00.00
Budget Reference	4.1 Dinner Cost for "Family Fun Night" funded under Goal #3, 5.1

2019-20

Amount	\$200.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 4.0 "Family Fun" Materials and Supplies
Amount	00.00
Budget Reference	4.1 Dinner Cost of Dinner fo "Family Fun Night" funded under Goal #3, 5.1

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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' working schedules. Jefferson enjoys 100% participation in almost every event and meeting.

2019-20

New Modified Unchanged

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' working schedules. Jefferson enjoys 100% participation in almost every event and meeting.

BUDGETED EXPENDITURES

2017-18

Amount \$650.00

Source Base

Budget Reference 4000-4999: Books And Supplies
5.1 Cost of Meals/Snacks/Beverages for all Parent/Community Meetings and Events

2018-19

Amount \$650.00

Source Base

Budget Reference 4000-4999: Books And Supplies
5.1 Cost of Meals/Snacks/Beverages for Parent/Community Meetings and Events

2019-20

Amount 650.00

Source Base

Budget Reference 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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 30% 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.

1. Offer a variety of volunteer opportunities. Not every volunteer is comfortable working in the classroom with children. Not every volunteer is available during school

2018-19

New Modified Unchanged

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 40% 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.

1. Offer a variety of volunteer opportunities. Not every volunteer is comfortable working in the classroom with children. Not every volunteer is available during school

2019-20

New Modified Unchanged

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 50% 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.

1. 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.
 2. Provide training. Hold an orientation meeting and provide ongoing training.
 3. Request a specific commitment of time from volunteers.
 4. 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. 5.
 5. Express appreciation. Volunteers need recognition, e.g. a gift, a certificate, a public and individual thank you.

hours.
 2. Provide training. Hold an orientation meeting and provide ongoing training.
 3. Request a specific commitment of time from volunteers.
 4. 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. 5.
 5. Express appreciation. Volunteers need recognition, e.g. a gift, a certificate, a public and individual thank you.

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 3. Request a specific commitment of time from volunteers.
 4. 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. 5.
 5. Express appreciation. Volunteers need recognition, e.g. a gift, a certificate, a public and individual thank you.

BUDGETED EXPENDITURES

2017-18

Amount	00.00
Budget Reference	6.0-6.1 Work to be performed by Consultant as part of paid duties. No further funding needed.
Amount	\$100.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 6.1 (5) Purchase thank you gifts &/or hold an appreciation event to honor volunteers from the school and the community.

2018-19

Amount	00.00
Budget Reference	6.0-6.1 Work to be performed by Consultant as part of paid duties. No further funding needed.
Amount	\$100.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 6.1 (5) Purchase thank you gifts &/or hold an appreciation event to honor volunteers from the school and the community.

2019-20

Amount	00.00
Budget Reference	6.0-6.1 Work to be performed by Consultant as part of paid duties. No further funding needed.
Amount	\$100.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 6.1 (5) Purchase thank you gifts &/or hold an appreciation event to honor volunteers from the school and the community.

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

7.0 Community Outreach: Members of the larger community seldom attend events at the school and do not give input into school decisions. The district will begin a Community Outreach Program with the goal to enlist 6 members of the larger community to actively participate in the school and give input into school decisions from a community point of view. There is a lot of untapped talent out there.

7.1 Consultant to obtain addresses of members of the larger school community. Send letters to community members requesting school volunteers. Mail community members invitations to all events; send notices of LCAP meetings; and send surveys requesting opinions and attitudes about the school from their community perspective.

2018-19

- New Modified Unchanged

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 continue its Community Outreach Program with the goal to enlist 8 members of the larger community to actively participate in the school and give input into school decisions from a community point of view. There is a lot of untapped talent out there.

7.1 District to 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. If mailing has not been successful, make personal phone calls.

2019-20

- New Modified Unchanged

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 10 members of the larger community to actively participate in the school and give input into school decisions from a community point of view. There is a lot of untapped talent out there.

7.1 District to 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. If mailing has not been successful, make personal phone calls.

BUDGETED EXPENDITURES

2017-18

Amount	\$100
Source	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.

2018-19

Amount	\$100.00
Source	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.

2019-20

Amount	\$100.00
Source	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.

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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

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 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
<p>A. Personal Learning Plans</p> <p>Classroom Observations; Student Work Products.</p> <p>B. Surveys and Interviews</p> <p>C. Surveys and Interviews</p> <p>D. State Attendance Rosters; County Attendance Certification</p>	<p>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.</p> <p>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).</p> <p>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.</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>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>D. Student Engagement: Students will achieve an attendance rate of 97.0% with 0% chronic truancy.</p>	<p>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.</p> <p>A.2 Student Engagement: 100% of students will increase their engagement in learning by completing 4 standards-based work products related to their personal interests (or a shared interest with another student).</p> <p>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.</p> <p>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.</p> <p>D. Student Engagement; Students will achieve an attendance rate of 97.2% with 0% chronic truancy.</p>	<p>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.</p> <p>A.2 Student Engagement: 100% of students increase their engagement in learning by completing 4 standards-based work products related to their personal interests (or a shared interest with another student).</p> <p>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.</p> <p>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.</p> <p>D. Student Engagement: Students will achieve an attendance rate of 97.4% with 0% chronic absenteeism.</p>

<p>E. Surveys and Interviews</p>	<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>E.1 School Climate: 100% of students will report 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: 100% of staff, parents & students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur</p>	<p>E.1 School Climate: 100% of students will report 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: 100% of staff, parents & students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur</p>	<p>E.1 School Climate: 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: 100% of staff, parents & students will strongly agree that the school climate is positive and peaceful where violence and bullying do not occur</p>
<p>F. SARC Report; CALPADS</p>	<p>F. School Climate: Suspension rate was maintained at 0%; Expulsion rate was maintained at 0%.</p>	<p>F. School Climate: Suspension rate will remain at 0%; Expulsion rate will remain at 0%.</p>	<p>F. School Climate: Suspension rate will remain at 0%; Expulsion rate will remain at 0%.</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:

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities</p>	<p><input type="checkbox"/> <u>[Specific Student Group(s)]</u></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary</u></p>	<p><input type="checkbox"/> Specific Grade spans:</p>

OR

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income</p>
<p><u>Scope of Services</u></p>	<p><input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)</p>

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.0 Engage Students Through Personally Meaningful Activities:

1.1 Teachers will talk with each student to discuss the student's interests, talents, personal ambitions, needs and strengths. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan that includes learning goals that are meaningful to the student.

1.2 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.

2018-19

New Modified Unchanged

1.0 Engage Students Through Personally Meaningful Activities:.

1.1 Teachers will talk with each student to discuss the student's interests, talents, personal ambitions, needs and strengths. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan that includes learning goals that are meaningful to the student.

1.2 Students will each complete at least 4 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 (either written or oral) of the concept using academic vocabulary. Teacher to monitor students' choices to ensue they are suitable for the topic or concept.

2019-20

New Modified Unchanged

1.0 Engage Students Through Personally Meaningful Activities:

1.1 Teachers will talk with each student to discuss the student's interests, talents, personal ambitions, needs and strengths. Based on these conversations the teacher and student will collaboratively develop a Personal Learning Plan that includes learning goals that are meaningful to the student.

1.2 Students will each complete at least 4 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 (either written or oral) of the concept using academic vocabulary. Teacher to monitor students' choices to ensue they are suitable for the topic or concept.

BUDGETED EXPENDITURES

2017-18

Amount 00.00

Budget Reference

2018-19

Amount 00.00

Budget Reference

2019-20

Amount 00.00

Budget Reference

	1.0 -1.1 Student/Teacher collaboration on goal-setting. Work performed during instructional day. No funding required		1.0 -1.1 Student/Teacher collaboration on goal-setting. Work performed during instructional day. No funding required .		1.0 -1.1 Student/Teacher collaboration on goal-setting. Work performed during instructional day. No funding required .
Amount	25.00	Amount	25.00	Amount	25.00
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 1.2 Students produce 3 academic projects related to personal interests.	Budget Reference	4000-4999: Books And Supplies 1.2 Students produce 4 work products related to personal interests.	Budget Reference	4000-4999: Books And Supplies 1.2 Students produce 4 work products related to personal interests.
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	1.3 & 1.4 Students will periodically have the opportunity to choose how they will demonstrate understanding of a lesson's content meeting performance criteria established by the teacher. Part of regular teaching. No additional funds needed.	Budget Reference	1.3 & 1.4 Students will periodically have the opportunity to choose how they will demonstrate understanding of a lesson's content and meeting performance criteria established by the teacher. Part of regular teaching. No additional funds needed.	Budget Reference	1.3 & 1.4 Students will periodically have the opportunity to choose how they will demonstrate understanding of a lesson's content meeting performance criteria established by the teacher. Part of regular teaching. No additional funds needed.

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.0 Increase Engagement Through Active Learning

2.1 Continue to increase engagement by designing activities that require active as opposed to passive learning: Example: (a)Teacher to inform less and elicit more by frequently utilizing inquiry and discovery learning strategies (b) Keep workbook exercises and other brain-off, passive activities to a minimum. Instead, create activities that call for students to produce the same information but in an active way. For example, have a first grader act out addition and subtraction problems. Have one student begin to orally summarize a chapter, stop and have the next student continue the summary. Most passive work can be turned into action work.

2018-19

New Modified Unchanged

2.0 Provide Active Learning Activities.

2.1 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.

2019-20

New Modified Unchanged

2.0 Provide Active Learning Activities.

2.1 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 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.

BUDGETED EXPENDITURES

2017-18

Amount 00.00

Budget Reference 2.0-2.1 Part of regular teaching. No additional funds needed.

2018-19

Amount 00.00

Budget Reference 2.0-2.1 Part of regular teaching. No additional funds needed.

2019-20

Amount 00.00

Budget Reference 2.0-2.1 Part of regular 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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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.

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 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.

2018-19

New Modified Unchanged

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.

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. 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 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.

2019-20

New Modified Unchanged

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.

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. 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 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	3.0 -3.3 Training on "Success Strategies" to be provided by consultant. No additional funding needed.	Budget Reference	3.0-3.3 Training on "Success Strategies" to be provided by consultant. No additional funding needed.	Budget Reference	3.0-3. Training on "Success Strategies" to be provided by consultant. No additional funding needed.
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	3.4 Teacher to train aide in one-on-one intervention strategies. Training to take place on minimum days.	Budget Reference	3.5 Teacher to continue to train aide in one-on-one intervention strategies. Training to take place on minimum days.	Budget Reference	3.5 Teacher to continue to train aide in one-on-one intervention strategies. Training to take place on minimum days.

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.0 Increase Engagement Through Guest Speakers .

4.1 Guest Speakers: More than Entertainment. District to expose students to real-life experiences through 6 guest speakers. Guest teachers make the link between what students learn in school to real life. They can expand enrich and deepen students' understanding of a topic of study in class. They can offer a different perspective and a different teaching style. Guest speakers also widen the students' world by exposing students to topics not studied in school such as how to make stained glass windows or a hobby such as snorkeling. Guest speakers build a link between academics and real-life, sometimes a life the students have not imagined..
To maximize learning teacher prep-teaches the subject. For example, teacher provides a lesson on nutrition. The teacher brings in a chef guest teacher. Teacher always provides post activities to maximize the benefit of having a guest speaker.

4.2 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.

2018-19

New Modified Unchanged

4.0 Increase Engagement Through Guest and Career Speakers .

4.1 Guest Speakers: More than Entertainment. District to expose students to real-life experiences through 6 guest speakers. Guest teachers make the link between what students learn in school to real life. They can expand enrich and deepen students' understanding of a topic of study in class. They can offer a different perspective and a different teaching style. Guest speakers also widen the students' world by exposing students to topics not studied in school such as how to make stained glass windows or a hobby such as snorkeling. Guest speakers build a link between academics and real-life, sometimes a life the students have not imagined..
To maximize learning teacher prep-teaches the subject. For example, teacher provides a lesson on nutrition. The teacher brings in a chef guest teacher. Teacher always provides post activities to maximize the benefit of having a guest speaker.

4.2 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.

2019-20

New Modified Unchanged

4.0 Increase Engagement Through Guest Speakers.

4.1 Guest Speakers: More than Entertainment. District to expose students to real-life experiences through 6 guest speakers. Guest teachers make the link between what students learn in school to real life. They can expand enrich and deepen students' understanding of a topic of study in class. They can offer a different perspective and a different teaching style. Guest speakers also widen the students' world by exposing students to topics not studied in school such as how to make stained glass windows or a hobby such as snorkeling. Guest speakers build a link between academics and real-life, sometimes a life the students have not imagined..
To maximize learning teacher prep-teaches the subject. For example, teacher provides a lesson on nutrition. The teacher brings in a chef guest teacher. Teacher always provides post activities to maximize the benefit of having a guest speaker.

4.2 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.

BUDGETED EXPENDITURES

2017-18

Amount	\$200.00
Source	Base

2018-19

Amount	\$200.00
Source	Base

2019-20

Amount	\$200.00
Source	Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
4.0-4.2 Estimated of Cost of Guest & Career Speakers. Often they volunteer.

Budget Reference 5000-5999: Services And Other Operating Expenditures
4.0-4.2 Estimated of Cost of Guest & Career Speakers. Often they volunteer.

Budget Reference 5000-5999: Services And Other Operating Expenditures
4.0-4.1 Estimated of Cost of Guest & Career Speakers. Often they volunteer.

Action 5

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	100.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.0-5.1 Mileage Reimbursement for trips to college campuses.

2018-19

Amount	\$100.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.0-5.1 Mileage Reimbursement for trips to college campuses.

2019-20

Amount	\$100.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.0-5.1 Mileage Reimbursement for trips to college campuses.

Action **6**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

6.0 Engage Students in Learning Through Field Trips and Assemblies.
6.1 Increase student engagement in their lessons by providing s academic, standards-based assemblies and

2018-19

New Modified Unchanged

6.0 Engage Students in Learning Through Field Trips and Assemblies.
6.1 Increase student engagement in their lessons by providing academic, standards-based assemblies and

2019-20

New Modified Unchanged

6.0 Engage Students in Learning Through Field Trips and Assemblies.
6.1 Increase student engagement in their lessons by providing 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.

field trips. Instructional staff will maximize the educational value of field trips and assemblies through pre- teaching content and by providing post instruction & activities.

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

2017-18

Amount	\$3000.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.0-6.1 Cost of Field Trips and Assemblies

2018-19

Amount	\$3000.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.0-6.1 Field Trips and Assemblies

2019-20

Amount	\$3000.00
Source	Base
Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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

2017-18

Amount	\$50.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 7.0-7.1 Entry fees for contests and exhibits. Usually free.

2018-19

Amount	\$50.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 7.0-7.1 Entry fees for contests and exhibits. Usually free.

2019-20

Amount	\$50.00
Source	Base
Budget Reference	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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Jefferson Elementary</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New
 Modified
 Unchanged

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 achievement among truants. Inform parents of the laws regarding attendance. Periodically include articles about attendance in the Friday Folder. Discuss child's attendance at every conference.

b. Teacher makes a friendly call home as soon as it is clear that the students is absent to ask the parent about the reason for absence and the expected date of return. This has been very effective in curtailing absences.

c. Conference frequently with parents of students with "creeping" absences and offer assistance. The idea is not to blame but to help families solve a problem.

d. Notify parents of near truant, truant, habitually truant and chronically truant students to inform and assist parents to meet the attendance obligation. Refer to SARB as needed.

e.. Give quarterly incentives to students for perfect and near perfect attendance.

8.2 Teacher and Consultant to develop an Attendance Handbook containing the following:

2018-19

New
 Modified
 Unchanged

8.0 Connection to School: "Attendance Every Day Program"

8.1 Students to attain an attendance rate of 97.2 %.

To reach this goal, the district will continue to Implement the district's 5-tiered "Attendance Every Day Program:"

a. Provide Information: Talk about the importance of attendance to students and School Orientation. Share the statistics related to drop-out and low achievement among truants. Inform parents of the laws regarding attendance. Periodically include articles about attendance in the Friday Folder. Discuss child's attendance at every conference.

b. Teacher makes a friendly call home as soon as it is clear that the students is absent to ask the parent about the reason for absence and the expected date of 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.

2019-20

New
 Modified
 Unchanged

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 Folder. Discuss child's attendance at every conference.

b. Teacher makes a friendly call home as soon as it is clear that the students is absent to ask the parent about the reason for absence and the expected date of return. This has been very effective in curtailing absences.

c. Conference frequently with parents of students with "creeping" absences and offer assistance. The idea is not to blame but to help families solve a problem.

d. Notify parents of near truant, truant, habitually truant and chronically truant students to inform and assist parents to meet the attendance obligation. Refer to SARB as needed.

e.. Give quarterly incentives to students for perfect and near perfect attendance.

(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 (h) 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 (h) 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 (h) Independent Study Agreements

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$100.00	Amount	\$100.00	Amount	\$100.00
Source	Base	Source	Base	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	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	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
Amount	\$150.00	Amount	\$150.00	Amount	00.00
Source	Base	Source	Base	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries 8.2 Substitute for teacher release day to revise Attendance Handbook	Budget Reference	1000-1999: Certificated Personnel Salaries 8.2 Substitute for teacher release day to revise Attendance Handbook if needed	Budget Reference	8.2 Revision, if any, to attendance handbook to be performed on minimum day.
Amount	\$27.00	Amount	\$27.00	Amount	
Source	Base	Source	Base	Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

9.0 Safe, Peaceful and Positive School Climate: Student Behavior Handbook

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 write the School Safety Handbook and the District Hazardous Materials Binder.

2018-19

New Modified Unchanged

9.0 Safe, Peaceful and Positive School Climate: Student Behavior Handbook

9.1 District,with input from the SSC, will review, revise and distribute Jefferson's "Student Behavior Handbook" developed in 2016-2017. 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 write the School Safety Handbook and the District Hazardous Materials Binder.

2019-20

New Modified Unchanged

9.0 Safe, Peaceful and Positive School Climate: Student Behavior Handbook

9.1 District,with input from the SSC, will review, revise and distribute Jefferson's "Student Behavior Handbook" developed in 2016-2017. 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 write the School Safety Handbook and the District Hazardous Materials Binder.

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	15.00
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.
Amount	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.
Amount	\$150.00
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.

2018-19

Amount	15.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 9.1 Consultant to revise Student Behavior Handbook if needed. 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.
Amount	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.
Amount	\$150.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 9.3 Teacher to update the School Safety Handbook and the District Hazardous Materials Binder.

2019-20

Amount	15.00
Source	Base
Budget Reference	4000-4999: Books And Supplies 9.1 Consultant to revise Student Behavior Handbook if needed.. 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.
Amount	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.
Amount	00.00
Source	
Budget Reference	9.3 Teacher to update the School Safety Handbook and the District Hazardous Materials Binder. work to be performed on minimum or admin. day. No funding needed.

Amount	\$27.00	Amount	\$29.00	Amount	
Source	Base	Source	Base	Source	
Budget Reference	3000-3999: Employee Benefits 9.3 Benefits for substitute teacher	Budget Reference	3000-3999: Employee Benefits 9.3 Benefits for substitute teacher	Budget Reference	

Action **10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

10.0 Character Education Program

10.1 Teacher to emphasize the school's Character Education Program titled "Character Counts" and is based on the premise that "Choices Count." Students learn, discuss and choose behaviors that align with the "pillars of character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship.

2018-19

New Modified Unchanged

10.0 Character Education Program

10.1 Teacher to emphasize the school's Character Education Program titled "Character Counts" and is based on the premise that "Choices Count." Students learn, discuss and choose behaviors that align with the "pillars of character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship.

2019-20

New Modified Unchanged

10.0 Character Education Program

10.1 Teacher to emphasize the school's Character Education Program titled "Character Counts" and is based on the premise that "Choices Count." Students learn, discuss and choose behaviors that align with the "pillars of character" of respect, responsibility, caring, trustworthiness, honesty and good citizenship.

10.2 Teacher to discuss one pillar each week. (Some pillars may take 2 or more weeks). First day: Teacher defines one of the pillars explaining what it means and what it does not mean. Subsequent Days : Students discuss the numerous ways they can demonstrate the pillar at home, at school and in the community. They share with the class examples of what they have done during the week to implement the pillar. . Last day: Students write a reflection on the pillar telling why it is important; how they implemented it; the reaction of others; and how they feel about implementing it. Or, teacher reads a story in which a character demonstrated the pillar, class discusses the story, and students write a reflection on what the character did to demonstrate the pillar and how they feel about the character.

10.3 Students to receive incentives for demonstrating the pillars of character. (Funded under #12.1 below)

10.4 Teacher to arrange for a "Character Counts" Assembly.

10.5 NEW: Children in Need Service Club: Students to participate in a Student Service Club which reaches out to children in need, e.g. giving clothes and toys to children in homeless shelters; donating teddy bears to police to carry in their squad cars for children in auto accident, etc. Funds to support the club will come primarily from student & parent & community donations.

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 an assembly with a positive behavior theme.

10.5 Children in Need Service Club: Students to participate in a Student Service Club which reaches out to children in need, e.g. giving clothes and toys to children in homeless shelters; donating teddy bears to police to carry in their squad cars for children in auto accident, etc. Funds to support the club will come primarily from student & parent & community donations.

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 an assembly with a positive behavior theme.

10.5 Children in Need Service Club: Students to participate in a Student Service Club which reaches out to children in need, e.g. giving clothes and toys to children in homeless shelters; donating teddy bears to police to carry in their squad cars for children in auto accident, etc. Funds to support the club will come primarily from student & parent & community donations.

BUDGETED EXPENDITURES

2017-18

Amount	00.00
Budget Reference	10.0 -10.2 Character Ed. lessons are part of the district curriculum and daily teaching. No funding needed.
Amount	00.00
Budget Reference	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1
Amount	00.00

2018-19

Amount	00.00
Budget Reference	10.0 -10.2 Character Ed. lessons are part of the district curriculum and daily teaching. No funding needed.
Amount	00.00
Budget Reference	10.3 Awards and Incentives for positive behavior funded under Goal 4, 12.1.
Amount	00.00

2019-20

Amount	00.00
Budget Reference	10.0-10.2 Character Ed. lessons are part of the district curriculum and daily teaching. No funding needed.
Amount	00.00
Budget Reference	10.3 Awards and Incentivesfor positive behavior funded under Goal 4, 12.1.
Amount	00.00

Budget Reference	10.4 "Character Counts" Assembly funded under Assemblies and Field Trips, Goal 4, 6.1 above.	Budget Reference	10.4 Character building assembly funded under Goal 4, 6.1 above.	Budget Reference	10.4 Character building assembly funded under Goal 4, 6.1 above.
Amount	00.00	Amount	00.00	Amount	00.00
Budget Reference	10.5 Children in Need Service Club: Funds to support the club will come primarily from student, parent & community donations.	Budget Reference	10.5 Children in Need Service Club: Funds to support the club will come primarily from student, parent & community donations.	Budget Reference	10.5 Children in Need Service Club: Funds to support the club will come primarily 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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

11.0 Positive School Climate Through Spirit Activities

2018-19

New Modified Unchanged

11.0 Positive School Climate Through Spirit Activities

2019-20

New Modified Unchanged

11.0 Positive School Climate Through Spirit Activities

11.1 Increase school pride and a strong connection to the school by holding school spirit activities and by school-identity logo items, such as school logo bracelets, lanyards, etc.

11.1 Increase school pride and a strong connection to the school by holding school spirit activities and by providing students with school logo items, such as school-identity logo bracelets, lanyards, etc..

11.1 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

2017-18

Amount \$50.00
 Source Base
 Budget Reference 4000-4999: Books And Supplies
 11.1 Purchase school spirit / school pride items with school logo.

2018-19

Amount \$50.00
 Source Base
 Budget Reference 4000-4999: Books And Supplies
 11.1 Purchase school spirit / school pride items with school logo.

2019-20

Amount \$50.00
 Source Base
 Budget Reference 4000-4999: Books And Supplies
 11.1 Purchase school spirit / school pride items with school logo.

Action **12**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Jefferson Elementary School Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Positive School Climate Through Student Recognition and Incentives

12.1 Teacher to provide incentives, rewards and awards to students for following school rules and class routines; for positive work habits such as persistence, effort, hard work, following directions, using time wisely; for academic achievement; for demonstrating positive social skills; for demonstrating "pillars of character," etc

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

2018-19

New Modified Unchanged

Positive School Climate Through Student Recognition and Incentives

12.1 Teacher to o provide incentives, rewards and awards to students for following school rules and class routines; for positive work habits such as persistence, effort, hard work, using time wisely, following directions; for academic achievement; for demonstrating positive social skills; for demonstrating "pillars of character," etc

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

2019-20

New Modified Unchanged

Positive School Climate Through Student Recognition and Incentives

12.1 Teacher to o provide incentives, rewards and awards to students for following school rules and class routines; for positive work habits such as persistence, effort, hard work, using time wisely, following directions for academic achievement; for demonstrating positive social skills; for demonstrating "pillars of character," etc

12.2 Teacher to 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

2017-18

Amount \$200.00

Source Base

Budget Reference 4000-4999: Books And Supplies
12.1 Incentives, Rewards, Awards for Student Recognition.

Amount \$200.00

Source Base

Budget Reference 4000-4999: Books And Supplies
12.2 Cost for End-of-Year Promotion Event

2018-19

Amount \$200.00

Source Base

Budget Reference 4000-4999: Books And Supplies
12.1 Incentives, Rewards, Awards for Student Recognition.

Amount \$200.00

Source Base

Budget Reference 4000-4999: Books And Supplies
12.2 Cost for End-of-Year Promotion Event

2019-20

Amount \$200.00

Source Base

Budget Reference 4000-4999: Books And Supplies
12.1 Incentives, Rewards, Awards for Student Recognition.

Amount \$200.00

Source Base

Budget Reference 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 2017-18 2018-19 2019-20

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 close to all of its Supplemental funds amounting to \$10,473.00 in increasing and improving actions and services exclusively for our unduplicated pupils which, except for one student, are English Learners. No supplemental grant funds will be used schoolwide. 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 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 20 ELA actions and services for all students described above, the district will provide 7 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) The teacher and aide will participate in training to build their knowledge and skills in teaching reading, writing, academic vocabulary and discussion skills to low performing EL students such as Guided Reading; Questioning Strategies; SDAIE strategies (Aide); SIOP Method (teacher); "Writers' Workshop." (Goal 2, 11.1-11.8).

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	195,620.65	173,208.50	143,669.23	145,928.65	151,556.24	441,154.12
	200.00	0.00	25.00	15.00	25.00	65.00
Base	16,786.00	125,117.50	112,200.21	114,485.08	119,555.37	346,240.66
Other	0.00	16,830.00	0.00	0.00	0.00	0.00
Supplemental	5,467.65	31,261.00	31,444.02	31,428.57	31,975.87	94,848.46
Unrestricted Funds	173,167.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	195,620.65	173,208.50	143,669.23	145,928.65	151,556.24	441,154.12
	0.00	0.00	25.00	15.00	25.00	65.00
1000-1999: Certificated Personnel Salaries	57,100.00	55,650.00	51,100.00	51,610.00	52,501.70	155,211.70
2000-2999: Classified Personnel Salaries	41,478.00	41,603.00	32,330.00	32,978.00	33,410.00	98,718.00
3000-3999: Employee Benefits	44,795.00	49,809.50	41,289.65	42,876.07	44,169.96	128,335.68
4000-4999: Books And Supplies	27,530.65	12,896.00	11,665.00	11,540.00	15,255.37	38,460.37
5000-5999: Services And Other Operating Expenditures	19,717.00	13,250.00	5,359.58	5,359.58	4,644.21	15,363.37
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00	1,900.00	1,550.00	1,550.00	5,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	195,620.65	173,208.50	143,669.23	145,928.65	151,556.24	441,154.12
		0.00	0.00	25.00	15.00	25.00	65.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	55,500.00	50,200.00	51,010.00	51,901.70	153,111.70
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	150.00	900.00	600.00	600.00	2,100.00
1000-1999: Certificated Personnel Salaries	Unrestricted Funds	57,100.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	9,273.00	11,928.00	18,105.00	18,468.00	18,610.00	55,183.00
2000-2999: Classified Personnel Salaries	Other	0.00	11,129.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	18,546.00	14,225.00	14,510.00	14,800.00	43,535.00
2000-2999: Classified Personnel Salaries	Unrestricted Funds	32,205.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	7,513.00	32,003.50	32,186.00	33,572.87	34,609.46	100,368.33
3000-3999: Employee Benefits	Other	0.00	5,701.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	12,105.00	9,103.65	9,303.20	9,560.50	27,967.35
3000-3999: Employee Benefits	Unrestricted Funds	37,282.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		200.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	12,436.00	6,165.00	6,040.00	9,040.00	21,245.00
4000-4999: Books And Supplies	Supplemental	4,900.65	460.00	5,500.00	5,500.00	6,215.37	17,215.37
4000-4999: Books And Supplies	Unrestricted Funds	22,430.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	13,250.00	4,644.21	4,644.21	4,644.21	13,932.63

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	567.00	0.00	715.37	715.37	0.00	1,430.74
5000-5999: Services And Other Operating Expenditures	Unrestricted Funds	19,150.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	900.00	750.00	750.00	2,400.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	1,000.00	800.00	800.00	2,600.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Funds	5,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	127,705.00	130,639.87	136,604.16	394,949.03
Goal 2	10,420.23	9,742.78	9,762.08	29,925.09
Goal 3	1,250.00	1,250.00	1,250.00	3,750.00
Goal 4	4,294.00	4,296.00	3,940.00	12,530.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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