

Introduction:

LEA: Jamestown School District **Contact (Name, Title, Email, Phone Number):** Dr. Brenda Chapman, Superintendent, bchapman@jespanthers.org, 209-984-4058 **LCAP Year:** 2016-2019

Local Control and Accountability Plan and Annual Update Template

Executive Summary

Jamestown School District was established in 1855. Jamestown School is nestled in the foothills of California's gold country and is situated at the base of a tree dotted hill. Chinese Camp School sits in the middle of the Red Hills Habitat. Jamestown School District takes pride in their highly trained and respected staff who provide quality instructional experiences for Jamestown's children through a traditional TK-8 program, a Spanish/English Dual Immersion Program and a Science Academy located at the Chinese Camp campus. The district partners with the Amador Tuolumne Community Action Agency to operate an Early Learning Center. The district has a full time and a part time counselor who promote positive behavior intervention and support strategies and Trauma Informed practices. The District operates an After School Academy on both campuses and the Jamestown Family Resource Center. Students enjoy a strong elementary sports program, music and theater arts, visual art classes, classroom music, band, and chorus. Jamestown School District served 350 students in Transitional Kindergarten through eight grade. The district mission is to provide a healthy, safe, enriching, learning environment to help each child grow and achieve.

The following provides a summary of the Jamestown School District's Local Control and Accountability Plan (LCAP). Jamestown School District is concluding the third year of funding under LCFF and the LCAP, and completing the second annual update as required as part of the State Board of Education (SBE) approved template. As the LCAP is a three-year plan that is meant to provide transparency at the local level and encourage input from key stakeholders in the community, Jamestown School District engaged stakeholders (see the Stakeholder Engagement section for more detail on stakeholder engagement) to develop a robust, three-year plan in accordance with the SBE template. Jamestown School District's LCAP should not be viewed in the short term, but in the long term with goals based on progress over three years. The following text provide an overview of Jamestown School District's most significant goals, progress based on the established metrics, and an explanation of changes based on the progress measured.

Goal 1: Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention.

As a result of the actions/services in 2015-16, Jamestown School District will do the following differently in 2016-17: Students were assessed using Dibels and Fast ForWord for ELA and Star Math for math. The SBAC Interim assessments were given, but the complexity and untimely response time made them unusable as a benchmark. Reading Intervention scores improved by 26%, equating to 1.6 years growth in one year, as measured by Fast ForWord. Reading achievement for all students grades 2-8 increased by 1.02%, measured by Star Reading. Math intervention scores increased 47% in math fluency, as measured by Reflex Math and 1.6 years growth in all math skills, as measured by STAR Math. Math achievement for all students grades 2-8 increased by .9, as measured by STAR Math. 37% English Learners advanced at least one level toward proficiency. 18% ELs were reclassified. Rtl materials were not needed but roving substitutes were needed for teachers to participate in Rtl team meetings. AR 360 will not be renewed because it didn't meet the teachers' need. All software will be moved to the same activity to make it easier to track. Teachers will select the appropriate software. The SBAC Interim Assessment was too complex and the return time too

long. Staff will choose another benchmark for reading and math. Another bilingual teacher and aide will be added to accommodate the expansion of the dual immersion program. The restructure of the math intervention program was very successful and will continue in the current format.

Goal 2: Invest in technology to support student achievement, implementation of the Common Core Standards and the Smarter Balanced Assessments. As a result of the actions/services in 2015-16, Jamestown School District will do the following differently in 2016-17: Devices were purchased for all students to have access to online resources. 100% of teachers and students have access to online resources and software that support teaching and learning of the common core standards. Providing technology support has become an essential operational function; both the specialist and TCSOS support will continue. The 1:1 initiative has been completed. Funds will be used for providing chrome books for math intervention, device replacement, and supplemental technology equipment such as projects and doc-u-cams. The destiny server will continue to be supported, but the staff did not want to continue using AR 360, so it will be eliminated. FastForward was purchased for English Learner supplemental service and was effective. Licensing will be continued.

Goal 3: Improve campus climate to impact student/parent connectedness to school. As a result of the actions/services in 2015-16, Jamestown School District will do the following differently in 2016-17: There was a 7% decrease in disciplinary referrals to the principal, a 28% decrease in loss of recess, and a 13% decrease in after school detention. There was 41% decrease in suspensions. The suspension rate was .067. There were no expulsions. The attendance rate was 96%, 1% increase from the previous year. The chronic absenteeism rate decreased by 5% from 30% in the previous year to 25%. The middle school drop out rate was 0. The high school drop out rate was not applicable. Throughout the stakeholder meetings, there was overwhelming support for retaining the school counselor. Goals were refined to be included in the counselors duties, so some activities have been eliminated and the funding redirected to support counselor salary. Throughout the LCAP, actions and services have been compressed to make tracking easier.

Goal 4: Increase communication and connection between home and school to support student success. There was a 35% increase in opportunities for parents to be involved in the schools, from 31 to 48. These opportunities were for events and meetings to which parents were invited and were in addition to opportunities to volunteer in classrooms or chaperone field trips. The district website is current, but continues to need improvement. Stakeholder groups identified a need for a better online presence, both on the website and on Facebook. There will be a shift to that focus. Getting forms in Spanish in a timely and cost effective way has been a challenge. We will look for an alternative option for getting forms translated into Spanish in an accurate and timely way.

Goal 5: Prioritize safety and maintenance of district facilities. As a result of the actions/services in 2015-16, Jamestown School District will do the following differently in 2016-17: The unexpected length of time it took to complete the Early Learning Center delayed other maintenance projects of the district. Work identified in the FIT will be addressed during the summer of 2016. The maintenance department will be reorganized again to provide more skilled maintenance time of current employees. A 4-hour bus driver position will be created. Summer maintenance projects will address the FIT and Safety inspections and the projects that were planned but not completed during the school year.

Goal 6: Ensure a broad course of study for all students. As a result of the actions/services in 2015-16, Jamestown School District will do the following differently in 2016-17: All students received instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE. Having a budget stream for art, music, and STEM has been a benefit to the district and classroom because the needs change throughout the year and a dedicated funding sources allows flexibility to meet the needs of the teacher and the students. That activity will remain the same. There were three people doing payables this year and some expenses in this category were not correctly coded,

which does not reflect the amount of money spent. The after school position will be included in goal one and the educational technology goal will be eliminated; with the completion of the 1:1 initiative, students are receiving instruction in technology daily.

Goal 7: Build the capacity of the faculty to deliver rigorous high quality Common Core based instruction to students.

As a result of the actions/services in 2015-16, Jamestown School District will do the following differently in 2016-17: All teachers taught the core subjects of ELA, Math, Science, and Social Studies. Teachers who teach math and LA have been trained to select CCSS aligned textbooks through the CCSEA Textbook Toolkit. The principal served as an instructional coach. She developed an Rtl team who met with classroom teachers to analyze student achievement data and place students in the appropriate intervention level. She also put together an inclusion team and participated in training with them. She coached specific behavior management strategies of challenging students. Funding for the instructional coach will continue. At the mid-year update, it was discovered that classified staff did not know that they could request training and they were encouraged to attend CCSS training during the remainder of the year. The annual book study activity will be eliminated. The district is focusing on trauma informed practice and classified staff are part of the trauma-informed team, which will be the focus of staff development.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions

and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

Involvement Process	Impact on LCAP
Healthy Kids Survey was given to students in grades 5 and 7 in October 2015.	Gathered input about school culture, student engagement, and student learning which informed the student engagement goal.
Presented progress on the LCAP to the Board of Trustees on February 10, 2016 and solicited feedback on progress and asked for direction or redirection for the 2016-17 LCAP .	Board members wanted to ensure that no classrooms were short computers for the 1:1 initiative, including special education.
Met with the Jamestown parents and PTO on February 16, 2016 to present progress on goals and asked for recommendations for change or feedback	Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the school counselor and addressing social skills in

about progress.

Held a meeting with Chinese Camp School parents and ATCCA Promotores de Salud staff on February 17, 2016 to present progress on goals and asked for recommendations for change or feedback about progress.

Met with the classified staff on February 17, 2016 to present progress on goals and asked for recommendations for change or feedback about progress.

Met with students on February 18, 2016 to present progress on goals and asked what students would like to see for next year.

Met with the Management Team on February 19, 2016 to present progress on goals and ask for recommendations for change or feedback about progress.

Met with the Jamestown and Chinese Camp Joint Site Council, which serves as the Parent Advisory Committee, on March 2, 2016 to present progress on goals and ask for recommendations for change or feedback about progress.

Met with the certificated staff on March 7, 2016 to present progress on goals and ask for recommendations for change or feedback about progress.

School Counselor reported the results of the Healthy Kids Survey to the Board of Trustees on March 31, 2016.

primary and continuing the technology implementation direction we have begun.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the school counselor, supporting the Hispanic community, continuing the technology direction, and providing a funding stream for art, music, and STEM.

Collected feedback and aggregated with other stakeholder groups to guide changes to include providing training for classified staff; retaining the counselor, supplying ELD curriculum and separating ELD time from bilingual aide time, providing reading literacy, more forms in Spanish, updating older computers.

Collected feedback and aggregated with other stakeholder groups to guide changes to include bringing back Accelerated math, improving peer mediation, retaining the counselor, keeping after school intervention, supporting the dual immersion program and ELD support, and looking at maintenance needs.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the counselor, increasing reflection room time, supporting dual immersion and increasing bilingual aide time, providing more K-1 reading intervention, providing chrome books for math intervention, providing more parent nights and parent classes, developing a Facebook presence; and fencing for safety.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the counselor, and continuing the Dual Immersion program and the Science Academy. Clarification was given given about current intervention programs.

Collected feedback and combined with other stakeholder groups to guide changes including retaining the school counselor, adding another bilingual teacher and support staff, increasing time for the reflection room and changing it to a Wellness Center to support trauma-informed practice, providing chromebooks for math intervention, condensing activities under the goals, providing funding for technology repairs/needs, developing an online presence, not developing a Parent Resource Center at Chinese Camp because of lack of use at Jamestown, providing an improved way of translating forms in Spanish; and keeping the 6-8 after school option.

Provided input on school culture and student behavior as it related to drugs, alcohol, tobacco, and risky behaviors, which informed the goal for school

Consultation with Chapter 742 of California School Employees Association about the content of the Local Control Accountability Plan took place on June 8, 2016. Progress on metrics and changes to the LCAP were discussed.

Consultation with Jamestown Teachers Association Chapter of CTA about the content of the Local Control Accountability Plan took place on June 9, 2016. Progress on metrics and changes to the LCAP were discussed.

The 2016/17-2019/20 LCAP was shared with the Jamestown/Chinese Camp Site Council, which serves as the Parent Advisory Committee, and changes were discussed for the following three years on June 15, 2016. The LCAP was approved.

A hearing was conducted on June 22, 2016 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on July 20, 2016.

The Board approved the LCAP on July 20, 2016 at a public meeting.

Annual Update:

Presented the LCAP update to the Board of Trustees on February 10, 2016 and solicited feedback on progress and asked for direction or redirection.

Met with the Jamestown parents and PTO on February 16, 2016 to present progress on goals and asked for recommendations for change or feedback about progress.

Held a meeting with Chinese Camp School parents and ATCAA Promotores de Salud staff on February 17, 2016 to present progress on goals and asked for recommendations for change or feedback about progress.

culture and student connectedness.

Discussed concern about providing an online presence and how it would be implemented. No further changes were suggested.

Discussed low school wide math scores and strategies for 2016-17. No further changes were suggested.

Concerns were expressed about the online presence and how it will be implemented and the clean up of the website. Appreciation was made for the positive changes to the newsletter and that it was a good vehicle for information. Clarification was given that Accelerated Reader would continue. The Council was glad to see the counselor included in the LCAP. The LCAP was approved.

There was no suggestions for change or modification.

Annual Update:

Collected feedback and aggregated with other stakeholder groups to guide changes. Board members wanted to ensure that no classrooms were short computers for the 1:1 initiative, including special education.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the school counselor and addressing social skills in primary and continuing the technology implementation direction we have begun.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the school counselor, supporting the Hispanic community, continuing the technology direction, and providing a funding

Met with the classified staff on February 17, 2016 to present progress on goals and asked for recommendations for change or feedback about progress.

Met with students on February 18, 2016 to present progress on goals and asked what students would like to see for next year.

Met with the Management Team on February 19, 2016 to present progress on goals and ask for recommendations for change or feedback about progress.

Met with the Jamestown and Chinese Camp Joint Site Council, which serves as the Parent Advisory Committee, on March 2, 2016 to present progress on goals and ask for recommendations for change or feedback about progress.

Met with the certificated staff on March 7, 2016 to present progress on goals and ask for recommendations for change or feedback about progress.

Consultation with Chapter 742 of California School Employees Association about the content of the Local Control Accountability Plan took place on June 8, 2016. Progress on metrics and changes to the LCAP were discussed.

Consultation with Jamestown Teachers Association Chapter of CTA about the content of the Local Control Accountability Plan took place on June 9, 2016. Progress on metrics and changes to the LCAP were discussed.

stream for art, music, and STEM.

Collected feedback and aggregated with other stakeholder groups to guide changes to include providing training for classified staff; retaining the counselor, supplying ELD curriculum and separating ELD time from bilingual aide time, providing reading literacy, more forms in Spanish, updating older computers.

Collected feedback and aggregated with other stakeholder groups to guide changes to include bringing back Accelerated math, improving peer mediation, retaining the counselor, keeping after school intervention, supporting the dual immersion program and ELD support, and looking at maintenance needs.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the counselor, increasing reflection room time, supporting dual immersion and increasing bilingual aide time, providing more K-1 reading intervention, providing chromebooks for math intervention, providing more parent nights and parent classes, developing a Facebook presence; and fencing for safety.

Collected feedback and aggregated with other stakeholder groups to guide changes to include retaining the counselor, and continuing the Dual Immersion program and the Science Academy. Clarification was given given about current intervention programs.

Collected feedback and combined with other stakeholder groups to guide changes including retaining the school counselor, adding another bilingual teacher and support staff, increasing time for the reflection room and changing it to a Wellness Center to support trauma-informed practice, providing chromebooks for math intervention, condensing activities under the goals, providing funding for technology repairs/needs, developing an online presence, not developing a Parent Resource Center at Chinese Camp because of lack of use at Jamestown, providing an improved way of translating forms in Spanish; and keeping the 6-8 after school option.

There were no suggestions for changes.

There were no suggestions for changes

An update of the 2016/17-2019/20 LCAP was shared with the Jamestown/Chinese Camp Site Council, which serves as the Parent Advisory Committee, and changes were discussed for the following three years on June 15, 2016. The LCAP was approved.

A Hearing was conducted on June 22, 2016 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on July 20, 2016.

The Board approved the LCAP on July 20, 2016 at a public meeting.

Concerns were expressed about the online presence and how it will be implemented and the clean up of the website. Appreciation was made for the positive changes to the newsletter and that it was a good vehicle for information. Clarification was given that Accelerated Reader would continue. The Council was glad to see the counselor included in the LCAP.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

GOAL 1:	1. Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	---	--

Identified Need :	Need: Improve student proficiency in language arts and mathematics as measured by Dibels, STAR Reading and Math, Smarter Balance Assessment results, CELDT rate and English Learner reclassification data. Rate of misassignments--N/A: There are no misassignments
-------------------	--

Goal Applies to:	Schools: Chinese Camp School and Jamestown School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year (SBAC interim assessments were the established benchmarks but were too complex to use. STAR Math and Reading were used as benchmarks instead, but no previous scores were available to compare).
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Purchase CCSS aligned curriculum, state board adopted textbooks (ELA), and research-based universal and targeted intervention materials.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 48000
1.2 Provide professional development training and collaboration time to align CCSS to instruction and improve student achievement.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12000 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500

<p>1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, AM, STAR Math and Reading, Study Island, Reflex Math).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software Licenses 4000-4999: Books And Supplies Supplemental and Concentration 12,000</p>
<p>1.4 Provide a Dual Language Immersion program and English Language Development Support and Instruction.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries (Martin/Hutchins/Benton) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 132695 Classified Salaries (LaPertche/Torres/New) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31205 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 49719 Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 1000 Dual Language Immersion Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000</p>
<p>1.5 Provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Academically struggling students</u></p>	<p>Classified Salary (LaPertche/Pennisi) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 7443 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1607 Books and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 600</p>
<p>1.6 Provide grade level math intervention for targeted students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Classified Salary (Pennisi) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9906 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1948</p>

	English proficient X Other Subgroups: (Specify) Tageted students 4-8 grades		
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 30000
1.2 Continue to provide professional development training and collaboration time to align CCSS to instruction and improve student achievement.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9000 <hr/> Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500
1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, AM, STAR Math and Reading, Study Island, Reflex Math)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Software Licenses 4000-4999: Books And Supplies Supplemental and Concentration 13000

<p>1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Academically struggling students</u></p>	<p>Certificated Salaries (Martin/Hutchins/Benton) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 134022 Classified Salaries (LaPertche/Torres/New) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31517 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 54691</p>
<p>1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Salary (LaPertche/Pennisi) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 7898 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1928 Books and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 600</p>
<p>1.6 Continue to provide grade level math intervention for targeted students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Targeted students 4-8 grades</u></p>	<p>Classified Salary (Pennisi) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 26854 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5102</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 30000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.2 Continue to provide professional development training and collaboration time to align CCSS to instruction and improve student achievement.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9000 <hr/> Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500
1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, AM, STAR Math and Reading, Study Island, Reflex Math)	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Software Licenses 4000-4999: Books And Supplies Supplemental and Concentration 13000
1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 134022 <hr/> Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31517 <hr/> Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 54691
1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 7898 <hr/> Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1928 <hr/> Curriculum 4000-4999: Books And Supplies Supplemental

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Targeted students--all grades</u>	and Concentration 600
1.6 Continue to provide grade level math intervention for targeted students.	School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Targeted Students 4-8 grades</u>	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 26854 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5102

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	2. Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Need: Purchase and maintain the technology that supports members of the Jamestown learning community. Metric: Yearly maintenance of 1:1 computers and upkeep. Currently in grades TK-8th. Invoices for maintenance and replacement of computers.		
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups:	All Pupils including English Learners, Low income students, and Foster Youth	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Technology, including the wireless network, will be maintained in good working order. Teachers and students will have access to online resources and software that support teaching and learning of the Common Core standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Purchase technology support by contracting for a .50 FTE Technology Specialist and technology support from the Tuolumne Superintendent of Schools office to maintain the network, the website, computers and to support staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultant-Technology Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 33450 Technology Support from TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000
2.2 Acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Computers/Math Intervention and Replacement 4000-4999: Books And Supplies Supplemental and Concentration 10000 Technology Equipment/.Repair 4000-4999: Books And Supplies Supplemental and Concentration 5000

<p>2.3 Purchase technology equipment that supports instruction of the CCSS.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 6000</p>
<p>2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5500</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and software that support teaching and learning of the common core standards.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Continue to purchase technology support by contracting for a .50 FTE Technology Specialist and technology support from the Tuolumne Superintendent of Schools office to maintain the network and computers and to support staff.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consultant-Technology Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35000 Technology Support from TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000</p>
<p>2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Computers/Math Intervention and Replacement 4000-4999: Books And Supplies Supplemental and Concentration 10000 Technology Equipment/.Repair 4000-4999: Books And</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies Supplemental and Concentration 5000
2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 7000
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and software that support teaching and learning of the common core standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Continue to purchase technology support by contracting for a .50 FTE Technology Specialist and technology support from the Tuolumne Superintendent of Schools office to maintain the network and computers and to support staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Consultant--Technology Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35000 Technology Support from TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000

		(Specify)	
2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Computer Replacement 4000-4999: Books And Supplies Supplemental and Concentration 10000 Technology Equipment/.Repair 4000-4999: Books And Supplies Supplemental and Concentration 5000
2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 5000
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	3. Improve campus climate to impact student/parent connectedness to school by building a safe, nurturing learning community.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	Need: Climate To build a safe nurturing learning community at Jamestown and Chinese Camp Schools. Metric: Suspension rate, discipline, attendance data, chronic absentee rate, expulsion rate High School Drop Out Rate--N/A: This is a K-8 LEA Middle School Drop Out Rate: 0
-------------------	--

Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary	
	Applicable Pupil Subgroups:	All pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	3. There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. There will be a 1% increase in attendance rates for students as measured by state attendance data.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counselor Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 73600 PBIS Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1406
3.2 Develop a Wellness Center to complement Trauma Informed Practice and extend the hours of the paraprofessional position.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1354

		_ Other Subgroups: (Specify)	
3.3 Fund the .025 FTE homeless/foster youth liaison position.	LEA-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2007 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 677

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	3. There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SEIS data reports. There will be a 2% increase in attendance rates for students as measured by state attendance data.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselor Salary/Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 74000 PBIS Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1400
3.2 Continue to support the Wellness Center to complement Trauma Informed Practice and the extended the hours of the paraprofessional position.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1354
3.3 Continue to fund a .025 FTE homeless/foster youth liaison position.	LEA-wide	_ All	Classified Salary 2000-2999: Classified Personnel Salaries

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u>	Supplemental and Concentration 2007 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 677
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3. There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. There will be a 1% increase in attendance rates for students as measured by state attendance data.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction.	LEA-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counselor Salary/Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 76000 PBIS Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1400
3.2 Continue to support a Wellness Center to complement Trauma Informed Practice and the extended the hours of the paraprofessional position.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1354

		English proficient _ Other Subgroups: (Specify) Homeless Youth	
3.3 Continue to fund a .025 homeless/foster youth coordinator position.	LEA-wide	_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2007 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 667

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	4. Increase communication and connection between home and school to support student success.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	Need: Provide parents with multiple ways to be involved with school. Metric: Easy navigation of the school website, calendar of monthly events for parents, area in JFRC, JES Library for parents to access resources.
-------------------	---

Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All pupils
------------------	---

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	There will be a 2% increase in opportunities for parents to be involved with the schools--currently there are 48. The website will be up to date and include a Parent University link.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Update the website and maintain an online presence through the website and Facebook.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
4.2 Develop and translate forms into Spanish and include on the website.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 440 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 60

4.3 Provide opportunities for parent education classes, including computer skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 100
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	There will be a 2% increase in opportunities for parents to be involved with the schools. The website will be up to date and provide expanded parent and student resources. including a link to Eureka math homework in English and Spanish.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue to update the website and maintain an online presence through the website and Facebook.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
4.2 Continue to develop and translate forms into Spanish and include on the website.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4.3 Provide opportunities for parent education classes, including computer skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 100

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	There will be a 2% increase in opportunities for parents to be involved with the schools. The website will be up to date and provide expanded parent and student resources. including a link to Eureka math homework in English and Spanish.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue to update the website and maintain an online presence through the website and Facebook.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
4.2 Continue to develop and translate forms into Spanish and include on the website.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500

		(Specify)	
4.3 Provide opportunities for parent education classes, including computer skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 100

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	5. Prioritize safety and maintenance of district facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------	--	---

Identified Need :	Need: District facilities and grounds have suffered from limited funds. Metric: New phone system is in place, improvement in lighting, reorganization of maintenance staff completed, progress on deferred maintenance plan.
-------------------	---

Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All pupils including English Learners, Low income students, and Foster Youth
------------------	---

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	5. District campuses will be inviting and well maintained learning environments for students as measured by a "good" rating on the annual FIT inspection and JPA safety reports. FIT and Safety Inspection reports with violations will be completed within 2 months or less, depending on their severity.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to support the re-organization of the maintenance department.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 34193 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16983
5.2 Fence the kindergarten front area of Jamestown campus for campus security	School-wide Jamestown	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12000

5.3 Replace phone system.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15000
Replace the retaining wall on the Jamestown campus.	School-wide Jamestown	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	5. District campuses will be inviting and well maintained learning environments for students as measured by a "good" rating on the annual FIT inspection and JPA safety reports. FIT and Safety Inspection reports with violations will be completed within 2 months or less, depending on their severity.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to support the re-organization of the maintenance department.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 34193 Benefits 3000-3999: Employee Benefits Supplemental and

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration 16983
5.2 Replace all drinking fountains.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 5. District campuses will be inviting and well maintained learning environments for students as measured by a "good" rating on the annual FIT inspection and JPA safety reports. FIT and Safety Inspection reports with violations will be completed within 2 months or less, depending on their severity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to support the re-organization of the maintenance department.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35000 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 17000
5.2 Fence the front of the campus for security.	School-wide Jamestown	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20000

		(Specify)	
--	--	-----------	--

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	6. Ensure a broad course of study for all students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
---------	--	---

Identified Need :	Need: A comprehensive instructional plan and focus to ensure all students have access to a broad course of study. Metric: Student schedules; program offerings, including before and after school support.
-------------------	---

Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary
Applicable Pupil Subgroups:	All pupils including English Learners, Low income students, and Foster Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	6. 100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.3 Provide music, art, and STEM supplies and a CCSA fieldtrip.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 6300

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Continue to provide music, art, and STEM supplies and a CCSA fieldtrip.	LEA-wide	<input checked="" type="checkbox"/> All OR:	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 6300

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Continue to provide music, art, and STEM supplies and a CCSA fieldtrip	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 6300

		_ Other Subgroups: (Specify)	
--	--	---------------------------------	--

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	7. Build the capacity of the faculty to deliver rigorous high quality Common Core Standards based instruction to students	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	---	--

Identified Need :	Need: Materials need to be purchased and staff needs to be trained to implement them. Metric: Materials, sign in sheets for staff development.
-------------------	---

Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary
Applicable Pupil Subgroups:	All pupils including English Learners, Low income students, and Foster Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Students will receive high quality common core instruction. 100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to select CCCS aligned textbooks that are part of the adoption cycle.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Continue to fund a .5 FTE instructional coach to support rigorous instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 49126 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11526
7.2 Provide training for classified staff in CCSS and Trauma Informed Practice.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000 Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 234

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Students will receive high quality common core instruction. 100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to select CCCS aligned textbooks that are part of the adoption cycle.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Continue to fund a .5 instructional coach to support rigorous instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11700
7.2 Continue to provide training for classified staff in CCSS and Trauma Informed Practice.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000 Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 234

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will receive high quality common core instruction. 100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to select CCCS aligned textbooks that are part of the adoption cycle.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Continue to fund a .5 instructional coach to support rigorous instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50000 Employee Benefits 3000-3999: Employee Benefits

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 11700
7.2 Continue to provide training for classified staff in CCSS and Trauma Informed Practice.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 <hr/> Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 234 <hr/> Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	1. Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention services.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Chinese Camp School and Jamestown School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year. This year will serve as the baseline using the SBAC Interim assessments as the District Benchmarks. Metric: Benchmark assessments (interim assessments); Dibles for grades K-2.	Actual Annual Measurable Outcomes:	Students were assessed using Dibels and Fast Forward for ELA and Star Math for math. The SBAC Interim assessments were given, but the complexity and untimely response time made them unusable as a benchmark. Reading Intervention scores improved by 26%, equating to 1.6 years growth in one year, as measured by Fast ForWord. Reading achievement for all students grades 2-8 increased by 1.02%, as measured by Star Reading. Math intervention scores increased 47% in math fluency, as measured by Reflex Math and 1.6 years growth in all math skills, as measured by STAR Math. Math achievement for all students grades 2-8 increased by .9, as measured by STAR Math. 37% of English Learners advanced at least one level toward proficiency. 18% of ELs were reclassified.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
1.1 Purchase CCSS aligned and state board adopted textbooks, materials and intervention materials.	Budgeted Expenditures Language Arts Textbooks and Supporting Materials 4000-4999: Books And Supplies Supplemental and Concentration 25000	Consumable student materials for all grades for Eureka Math were purchased. A team of teachers participated in the ELA adoption process. Staff selected new ELA textbooks for the 2016-17 school year.	Estimated Actual Annual Expenditures Eureka Math Materials 4000-4999: Books And Supplies Supplemental and Concentration 13208
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 Fully implement RTI model in the general education classroom and continue to purchase needed materials and supplies.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 20000</p>	<p>An Rtl team was formed that met quarterly to analyze student data and determine appropriate intervention for targeted students. It was determined that supplies were not needed but a roving substitute for classroom teachers was necessary for 4 days.</p>	<p>Roving Substitute 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 360</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.3 Provide professional development, training, and collaboration to align common core standards to instruction.</p>	<p>Workshops/Presenters 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2700</p> <p>Substitute Benefits 3000-3999: Employee Benefits Supplemental and Concentration 378</p> <p>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11250</p> <p>Teacher Benefits 3000-3999:</p>	<p>Staff participated in trainings in AR 360, textbook adoption, benchmark hand-scoring, and piloted ELA textbooks.</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1350</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 194</p> <p>Trainers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 460.50</p>

	Employee Benefits Supplemental and Concentration 1574		
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Maintain licensing and research-based software for intervention with struggling students and English Learners (reading lab).</p>	<p>Software and licensing agreements 4000-4999: Books And Supplies Supplemental and Concentration 12000</p>	<p>Licensing was maintained and expanded for Fast ForWord and it was determined that Fast ForWord would be effective for EL students and was utilized. Reflex Math was used for math intervention resulting in an increase of 47% in math fluency and 1.6 years of growth in all math skills. There was .9 years of growth across grade levels. Star Math and Reading was used as benchmark and as a diagnostic to guide instruction.</p>	<p>Licensing Agreements 4000-4999: Books And Supplies Supplemental and Concentration 9661</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5 Provide before school tutoring for struggling students at Chinese Camp School and after school tutoring for students at Jamestown.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3360</p>	<p>Reading intervention was provided at both campuses and math intervention was provided at Jamestown Elementary. Students targeted in</p>	<p>Salary and Benefits/Books 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10944</p>

	<p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 634</p> <p>Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>	<p>reading and math intervention showed significant gains in achievement. 1.6 years of growth in both reading and math.</p>	
<p>Scope of Service</p> <p>LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Target students who struggle academically</u></p>	
<p>1.6 Fund increase of Bilingual Aide support and allocate time based on enrollment of English Learners and provide a 1.5 hour aide for the dual immersion classroom</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 26854</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5102</p>	<p>The bilingual aide's increased time continued. She served students on both campuses. A second bilingual aide was hired mid-year to support the needs of the dual immersion classroom when services to ELD students increased based on the results of CELDT.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 21,866</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 4001</p>
<p>Scope of Service</p> <p>LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>Students in grades 1-5</p>		<p>Scope of Service</p> <p>LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.7 Provide English Language Development instruction with a .5 FTE ELD teacher and a 1.0 FTE Bilingual</p>	<p>Salary 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>All students identified as English Learners on the CELDT received at least 30 minutes per day of ELD</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Supplemental and</p>

<p>Teacher</p>	<p>and Concentration 87325 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 25706</p>	<p>instruction. A K-1 dual immersion classroom was implemented.</p>	<p>Concentration 69822 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 22064</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.8 Provide math intervention for students struggling in math.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9800 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 920</p>	<p>The math intervention program was restructured and the curriculum refined. There was a 47% increase in math fluency and a 1.6 overall increase in student achievement for students in math intervention.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 8335 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1802</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>4-8 grade students struggling in math</u></p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students struggling in math</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Rtl materials were not needed but roving substitutes were needed for teachers to participate in Rtl team meetings. AR 360 will not be renewed because it didn't meet the teachers' need. All software will be moved to the same activity to make it easier to track. Teachers will select the appropriate software. The SBAC Interim Assessment was too complex and the return time too long. Staff will choose another benchmark for reading and math. Another bilingual teacher and aide will be added to accommodate the expansion of the dual immersion program. The restructure of the math intervention program was very successful and will continue in the current format.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	2. Invest in technology to support student achievement, and implementation of the Common Core Standards and the Smarter Balanced Assessment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All Pupils including English Learners, Low income students, and Foster Youth		
Expected Annual Measurable Outcomes:	Technology, including the wireless network, will be maintained in good working order and access will be reliable. 100% of students and teachers will have access to online resources and software that support teaching and learning of the common core standards.	Actual Annual Measurable Outcomes: Devices were purchased for all students to have access to online resources. 100% of teachers and students have access to online resources and software that support teaching and learning of the common core standards.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Maintain the network, computers and assist staff by employing a .50 Technical Support Specialist	Consultant-Technology Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 32500	The network and technology equipment were maintained by the technology specialist. Preparation was made for upgrading the network to one GB. Staff was provided with desktop assistance.	Consultant Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32369
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Acquire sufficient devices to provide a 1:1 access to technology for students in grades 1-8.	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration 70000	Devices were acquired for all students in grades 2-8 to have their own device. Students in Kindergarten and first	Chromebooks and Mini I pads 4000-4999: Books And Supplies Supplemental and Concentration

		grades have access to computers through "center" time, as requested by teachers.	34597				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
2.3 Provide professional development for teachers and instruction for students in software programs.	<p>Presenters/Workshops 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1500</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500</p>	Students were instructed in software applications on a daily bases. Teachers were provided staff development in AR 360 and Google platforms. No substitutes were needed because training took place during schedule staff development time.	<p>Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1899</p> <p>AR 360 Add On 4000-4999: Books And Supplies Supplemental and Concentration 88</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
2.4 Purchase applications for chromebooks.	Software and licensing agreements 4000-4999: Books And Supplies Supplemental and Concentration 2000	No applications were requested for the chromebooks specifically. Applications were purchased under research-based software (1.4) that were used on the chromebooks. Applications were purchased for the mini Ipad.	Software 4000-4999: Books And Supplies Supplemental and Concentration 1940				

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.5 Support a hosted Destiny library management software and expansion Accelerated Reader including AR 360.</p>	<p>Software and licensing 4000-4999: Books And Supplies Supplemental and Concentration 5970 Expansion of AR 360 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>	<p>The Destiny library management software continued to be supported. AR 360 was purchased and staff development provided. AR 360 was not as useful as teachers expected and it will not be continued for next year.</p>	<p>Software Agreements 4000-4999: Books And Supplies Supplemental and Concentration 5299</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.6 Purchase technology services from Tuolumne County Superintendent of Schools.</p>	<p>Technology Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000</p>	<p>Technology support was purchased and used to provide high level tech support for the technology specialist, staff training, classroom demonstration, and assistance with the creation of the new phone system.</p>	<p>Technology Support from TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p>X All ----- OR:</p>		<p>X All ----- OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>2.7 Maintain licensing and research-based software for intervention with struggling students and English Learners.</p>	<p>Software and licencing 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>	<p>Based on researching the most effective program for English Language development, Fast ForWord was purchased for English Language Learners.</p>	<p>Software Licenses 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p>-----</p> <ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p>-----</p> <ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Proving technology support has become an essential operational function; both the specialist and TCSOS support will continue. The 1:1 initiative has been completed. Funds will be used for providing chrome books for math intervention, device replacement, and supplemental technology equipment such as projectors and doc-u-cams. The destiny server will continue to be supported, but the staff did not want to continue using AR 360, so it will be eliminated. FastForward was purchased for English Learner supplemental service and was effective. Licensing will be continued.</p>						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3. Improve campus climate to impact student/parent connectedness to school.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All pupils		
Expected Annual Measurable Outcomes:	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. There will be a 2% increase in attendance rates for students as measured by state attendance data.	Actual Annual Measurable Outcomes: There was a 7% decrease in disciplinary referrals to the principal, a 28% decrease in loss of recess, and a 13% decrease in after school detention. There was 41% decrease in suspensions. The suspension rate was .067. There were no expulsions. The attendance rate was 96%, a 1% increase from the previous year. The chronic absenteeism rate decreased by 5% from 30% in the previous year to 25%. The middle school drop out rate was 0. The high school drop out rate was not applicable.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Implement Positive Behavior and Intervention Support Strategies and expand the program at Chinese Camp Elementary.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1500	There was a focus on attendance this year. Monthly attendance rewards were established for both schools. PBIS rewards were given for a variety of culture building activities. Some rewards were provided through an outside of district grant that was not tracked by the district.	Supplies/Rewards 4000-4999: Books And Supplies Supplemental and Concentration 276
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 Provide Boys' Council and Girls' Circle to students.</p>	<p>Coordinator Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3894 Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1265 Books and materials 4000-4999: Books And Supplies Supplemental and Concentration 400</p>	<p>Boy's Council was provided for each trimester. There were no supply costs because materials were left over from the proceeding year.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3619 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1170</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.3 Expand peer mediation to include peer mediators mediating at recess.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2071 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 674</p>	<p>Peer mediators were trained and mediation took place at recesses. There was no need for peer mediation at Chinese Camp because of the small nature of the student population.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1923 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 622</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service School-wide Jamestown School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
3.4 Maintain the Grad Guard Program.	Coordinator Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2071 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 674	The Grad Guard program was very limited and not successful. Although students were assigned a mentor, the mentors were not successful in motivating students to the level expected.	Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1923 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 622				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Academically, behaviorally, and/or socially failing 8th grade students</u>	Scope of Service	School-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide Jamestown School</td> </tr> </table> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>8th grade students at risk of graduating</u>	Scope of Service	School-wide Jamestown School	
Scope of Service	School-wide						
Scope of Service	School-wide Jamestown School						
3.5 Support student lead anti-bullying clubs.	Rewards and incentives 4000-4999: Books And Supplies Supplemental and Concentration 100	2 students groups continue to be active, lead by the school counselor. They have provided a variety of spirit activities for the entire school. Support for these activities comes from an out of district grant that is not tracked by the district.	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<p>3.6 Participate in the Anti-Bullying Summit.</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 400</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 57</p>	<p>The Anti-Bullying Summit was changed to the Friendship Conference and focused on friendship building skills for 2nd graders. All district 2nd graders attended.</p>	<p>Transportation and Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 900</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>2nd graders</u></p>	
<p>3.7 Fund a .02 FTE homeless liaison position.</p>	<p>Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2071</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 674</p>	<p>The homeless liaison supported the needs of 39 homeless and 7 foster youth and their families.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1923</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 622</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Homeless Youth</u></p>	

Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Throughout the stakeholder meetings, there was overwhelming support for retaining the school counselor. Goals were refined to be included in the counselors duties, so some activities have been eliminated and the funding redirected to support the counselor salary's. Throughout the LCAP, actions and services have been compressed to make tracking easier.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	4. Increase communication and connection between home and school to support student success	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All pupils		
Expected Annual Measurable Outcomes:	There will be a 5% increase in opportunities for parents to be involved with the schools (Currently there are 31). The website will be up to date and provide expanded information, links, and resources to parents.	Actual Annual Measurable Outcomes: There was a 35% increase in opportunities for parents to be involved in the schools, from 31 to 48. These opportunities were for events and meetings to which parents were invited and were in addition to opportunities to volunteer in classrooms or chaperone field trips. The district website is current, but continues to need improvement.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Maintain up to date district website with information and parent resources, including links for parents to tutoring sites.	Webmaster 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$ to reflect 1000	Although there is some improvement in the website, there is much room for improvement. There are tutoring links for parents.	Consultant Salary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4.2 Maintain Computer Access for	Supplies 4000-4999: Books And	No supplies were needed for the Parent	Supplies 4000-4999: Books And

<p>Parents at JFRC, JES Library, and Chinese Camp (add CC Parent Resourc Center).</p>	<p>Supplies Supplemental and Concentration 100</p>	<p>Resource Centers. Because of limited use of the JES Library Parent Resource Center, it was determined during the update process that there was not a need to develop a Parent Resource Center at Chinese Camp.</p>	<p>Supplies Supplemental and Concentration 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide JFRC/Jamestown School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.3 Continue home visits, update the JFRC brochure for new families, and liaison with the newspaper.</p>	<p>Coordinator Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2071</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 674</p>	<p>Brochures were updated and home visits took place. Campus tours were conducted by the principal as an introduction to kindergarten for targeted parents. There was a turnover of education reporters this year and initial relationships were established. Having a "liaison" has not been successful and will be eliminated from the plan for next year.</p>	<p>Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental 1923</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 622</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.4 Develop a calendar of monthly activities to bring parents to the</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental and</p>	<p>The calendar of events has been included in the annual activities</p>	<p>Stipend 2000-2999: Classified Personnel Salaries Supplemental and</p>

<p>schools.</p>	<p>Concentration 100</p>	<p>calendar that is sent out to parents as part of area registration. The principal collaborates with the PTO president and develops the calendar.</p>	<p>Concentration 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.5 Include resources in Spanish in each of the parent resource centers.</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration 100</p>	<p>Resources in Spanish have been included in the parents resource centers. The JFRC center underwent a reorganization. No LCAP funds were used, but JFRC funds were used to support the improvements and brochure.</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration 250</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide Jamestown School and JFRC</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.6 Develop forms in Spanish and include on the website.</p>	<p>Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100</p>	<p>This is an on-going project that has been slow and labor intensive and has pushed the district to look at an alternative that is more realistic and timely. A more efficient process will be sought to translate documents and</p>	<p>Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 200</p>

		build forms.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Stakeholder groups identified a need for a better online presence, both on the website and on Facebook. There will be a shift to that focus. Getting forms in Spanish in a timely and cost effective way has been a challenge. We look for an alternative option for getting forms translated into Spanish in an accurate and timely way.	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	5. Prioritize safety and maintenance of district facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All pupils including English Learners, Low income students, and Foster Youth		
Expected Annual Measurable Outcomes:	District campuses will be inviting and well maintained learning environments for students as measured by the annual FIT inspection and JPA safety reports. FIT and Safety Inspection reports with violations will be completed within 2 months or less, depending on their severity.	Actual Annual Measurable Outcomes: The unexpected length of time it took to complete the Early Learning Center delayed other maintenance projects of the district. Work identified in the FIT will be addressed during the summer of 2016.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Support the re-organization of the maintenance staff.	Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 33277 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16090	The maintenance department reorganization continues to be refined based on the district's needs and the ability to find the appropriately qualified employee. A temporary employee was utilized and employees' schedules changed in order to meet the needs of the district.	Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30920 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11948
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>5.2 Replace retaining wall on the Jamestown School playground.</p>	<p>Contract Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000</p>	<p>The retaining wall was not replaced because other district needs were a priority. A bid has been received and approved for the retaining wall to be replaced in the summer of 2016 and expenditures included in the 2016-17 LCAP.</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>
<p>Scope of Service Jamestown</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide Jamestown School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.3 Purchase a new phone system.</p>	<p>Equipment 4000-4999: Books And Supplies Supplemental and Concentration 15000</p>	<p>The new phone system has been not been installed. It has been bid and approved and will be installed in the summer of 2016 and expenditures included in the 2016-17 LCAP.</p>	<p>Purchase and installation of the phone system 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.4 Put a new higher fence around the kindergarten yard for safety.</p>	<p>Fencing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12000</p>	<p>The kindergarten fence was not installed because of the disruption to the kindergarten yard during the school year. Gates were installed on either end of the sidewalk in front of the</p>	<p>Contracted Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>

		kindergarten yard and closed during the school day for safety. The new fence will be installed during the summer of 2016 and expenditures included in the 2016-17 LCAP..					
<table border="1"> <tr> <td>Scope of Service</td> <td>Jamestown</td> </tr> </table>	Scope of Service	Jamestown		<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide Jamestown School</td> </tr> </table>	Scope of Service	School-wide Jamestown School	
Scope of Service	Jamestown						
Scope of Service	School-wide Jamestown School						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The maintenance department will be reorganized again to provide more skilled maintenance time of current employees. A 4 hour bus driver position will be created. Summer maintenance projects will address the FIT and Safety inspections and the projects that were planned but not completed during the school year.</p>						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	6. Ensure a broad course of study for all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All pupils including English Learners, Low income students, and Foster Youth		
Expected Annual Measurable Outcomes:	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, and science, and PE each year.	Actual Annual Measurable Outcomes:	All students received instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
6. 1 Provide professional development for Next Generation Science Standards and support of the Science Academy.	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3000 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000	No professional development occurred in the Next Generation Science Standards. Training in Mindfulness became a priority for the schools and the district and training occurred in that area instead. Funding for this professional development was provided from an out-of-district grant that the district does not track. Fieldtrips for the Science Academy were partially paid through this activity.	SA Fieldtrip 2000-2999: Classified Personnel Salaries Supplemental and Concentration 300
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)				
6.2 Provide instruction of students in the use of educational technology.		Software and licensing agreements 4000-4999: Books And Supplies Supplemental and Concentration 2000	Students were provided daily instruction in the use of educational technology. The 1:1 initiative was completed by mid year. All students used technology daily.	Licensing Agreements 4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6.3 Provide a budget stream for music, art, and STEM classroom supplies.		Supplies 4000-4999: Books And Supplies Supplemental and Concentration 13791	Music, art, and STEM supplies were ordered as requested. Rhythm instruments were purchased for the Science Academy. Band method books were purchased for Jamestown School. A campaign was launched to access donated instruments for the expanding band.	Supplies Supplemental and Concentration 2190
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6.4 Develop after school activities for 6-8 grade students.		Stipends 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3000	This goal was modified to provide targeted after school academic instruction to 6-8 grade students who	Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2613

	Benefits 3000-3999: Employee Benefits Supplemental and Concentration 637 Materials 4000-4999: Books And Supplies Supplemental and Concentration 500	were struggling in math and reading. Without an after school program to serve 6-8 graders, there was a need identified to provide extra academic support for 6-8 graders. There was no need to purchase any materials.	Benefits 3000-3999: Employee Benefits Supplemental and Concentration 565
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6-8 grade students</u>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6-8 grade students struggling in math and reading</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Having a budget stream for art, music, and STEM has been a benefit to the district and classroom because the needs change throughout the year and a dedicated funding sources allows flexibility to meet the needs of the teacher and the students. That activity will remain the same. There were three people doing payables this year and some expenses in this category were not correctly coded, which does not reflect the amount of money spent. The after school position will be included in goal one and the educational technology goal will be eliminated; with the completion of the 1:1 initiative, students are receiving instruction in technology daily.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	7. Build the capacity of the faculty to deliver rigorous high quality Common Core Standards based instruction to students.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Chinese Camp Elementary and Jamestown Elementary Applicable Pupil Subgroups: All pupils including English Learners, Low income students, and Foster Youth		
Expected Annual Measurable Outcomes:	Students will receive high quality common core instruction. 100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to select CCCS aligned textbooks that are part of the adoption cycle..	Actual Annual Measurable Outcomes: All teachers taught the core subjects of ELA, Math, Science, and Social Studies. Teachers who teach math and ELA have been trained to select CCSS aligned textbooks through the CCSEA Textbook Toolkit.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Continue to fund a .5 FTE instructional coach.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 46321 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9731	The principal served as an instructional coach. She developed an Rtl team who met with classroom teachers to analyze student achievement data and place students in the appropriate intervention level. She also put together an inclusion team and participated in training with them. She coached specific behavior management strategies for challenging students.	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56051
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>_ Other Subgroups: (Specify)</p>			
<p>7.2 Provide training for classified staff in using materials and strategies aligned to the Common Core.</p>	<p>Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000</p> <p>Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 250</p>	<p>Training was provided for specific classified staff, as requested, including training in common core math strategies.</p>	<p>Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 113</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 24</p> <p>Registration 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 125</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7.3 Conduct an annual book study focused on working with students in poverty--"Mind Set."</p>	<p>Books 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>	<p>This activity did not occur. The direction of professional development for all staff changed to Mindfulness and training for classified staff occurred in this area.</p>	<p>Books 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Funding for the instructional coach will continue. At the mid-year update, it was discovered that classified staff did not know that they could request training and they were encouraged to attend CCSS training during the remainder of the year. The annual book study activity will be eliminated. The district is focusing on trauma informed practice and classified staff are part of the trauma-informed team, which will be the focus of staff development.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$613,079</u>
<p>The District's high unduplicated count of more than 76% indicates that all of the students in the district will benefit from the services provided to the targeted groups, therefore the funds are being used to serve students on a district-wide basis. By implementing goals and programs for all students, the remaining 24% of students will automatically receive similar key programs. The funds are being used to train teachers to deliver rigorous high quality instruction, to retain a counselor, to provide the base curriculum, intervention materials and instruction to students, software, computing devices, and technology support necessary in today's instructional environment. Funds are also being used to train all staff in trauma informed practice, to support a wellness center, and to increase services to English Learners and their families through a dual immersion program and daily ELD instruction. Funds are also being used to ensure the safety of the campuses by focusing on the high priority areas.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

22.7 4	%
<p>Jamestown School District has an unduplicated count of 76.69%. The majority of the funds are being used district-wide because the vast majority of our students fall into the subgroups identified for supplemental and concentrated funding and it would be difficult to separate out the remaining 23.31 % of the students. Our population of Spanish students is the highest in the county and it is becoming more apparent that we need to increase our services not only to the children, but to their families, and become more aware of the communication needs of our non English speaking parents and understand the reasons for their lack of parental involvement, while providing resources for them to become more involved in our schools. The high rate of poverty in our district challenges us to provide wrap around services to meet the increasing needs of our children and their families, including after school programs, a family resource center, before and after school tutoring, a dual immersion program and EL support to students and their families, access to high quality instruction and up-to-date technology, and safe and well maintained facilities.</p>	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	546,166.00	369,703.50	613,079.00	599,560.00	610,374.00	1,823,013.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	5,924.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	546,166.00	363,779.50	613,079.00	599,560.00	610,374.00	1,823,013.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	546,166.00	369,703.50	613,079.00	599,560.00	610,374.00	1,823,013.00
	0.00	2,190.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	151,567.00	127,583.00	182,321.00	184,022.00	185,522.00	551,865.00
2000-2999: Classified Personnel Salaries	87,498.00	86,602.00	91,694.00	183,969.00	185,276.00	460,939.00
3000-3999: Employee Benefits	65,040.00	44,256.00	84,108.00	92,669.00	92,676.00	269,453.00
4000-4999: Books And Supplies	174,561.00	67,319.00	90,406.00	73,400.00	71,400.00	235,206.00
5000-5999: Services And Other Operating Expenditures	58,500.00	1,025.00	33,450.00	45,000.00	35,000.00	113,450.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00	40,728.50	131,100.00	20,500.00	40,500.00	192,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	546,166.00	369,703.50	613,079.00	599,560.00	610,374.00	1,823,013.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	2,190.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	151,567.00	127,583.00	182,321.00	184,022.00	185,522.00	551,865.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	9,000.00	40,728.50	131,100.00	20,500.00	40,500.00	192,100.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).