Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Jamestown School District	Contessa Pelfrey Superintendent	cpelfrey@jespanthers.org 209-984-4058

2017-20 Plan Summary
The Story

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

Jamestown School District was established in 1855. The district mission is to provide a healthy, safe, enriching, learning environment to help each child grow and achieve. The district has two school sites. One is Jamestown Elementary in the town of Jamestown, which is nestled in the foothills of California's gold country. The other is Chinese Camp School, which is located in the middle of the Red Hills Habitat in Chinese Camp. Jamestown School takes pride in their highly trained and respected staff who provide quality instructional experiences for Jamestown's children through a traditional TK-8 program including a Spanish/English Dual Immersion Program in grades Kindergarten through 4th grade. The district also offers a Science Academy, located at the Chinese Camp campus, that serves students in grades 3-6. The District operates an After School Academy for both campuses as well as the Jamestown Family Resource Center. The district partners with the Amador Tuolumne Community Action Agency to operate an Early Learning Center. Students enjoy a strong elementary sports program, music, visual art classes, classroom music, and band. The district has a school counselor who promotes positive behavior intervention and support strategies along with Trauma Informed Practices. Jamestown School District serves 337 students in Transitional Kindergarten through eighth grade.

LCAP Highlights

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

Jamestown School District is concluding the fifth year of funding under LCFF and the LCAP, and completing the fourth 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 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 provides 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 2017-18, Jamestown School District will set the following goals and objectives for improvement in 2018-19 based upon the following results: Reading intervention: 1.7 years growth, 1.2 GE gain as measured by Fast ForWord; overall K-6 Dibels 5% increase from Strategic, to Core; Star Reading .4 GE overall increase, 14/19 or 74% of classes at or above grade level; Star Math .8 GE overall increase, 16/19 or 84% of classes at or above grade level. The goal, expected outcomes, metrics, or actions and services will mostly remain the same with some changes. There will be a change in math intervention software within grades 5-8; the addition of science software that is NGSS aligned; the purchase of 6-8th grade math textbooks and curriculum; the addition of one bilingual teacher, a 3.25 hour bilingual paraprofessional and textbooks for an added Dual Immersion classroom; and the removal of professional development training and collaboration time to a different funding source within the budget.

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 2017-18, Jamestown School District will maintain the current identified goals and services for 2018-19: Continue the employee stipend for on site technology needs and support. All students have 1:1 computers, except in kindergarten where iPad stations are utilized. This goal will follow the technology replacement plan which will address both student computer devices and teacher/classroom technology needs. The district will continue to contract with the COE who provides tech support for the maintenance of the network and infrastructure, but it will be addressed through a different funding source.

Goal 3: Improve campus climate to impact student/parent connectedness to school.
As a result of the actions/services and the following results identified in 2017-18, Jamestown School District will do the following differently in 2018-19 : Suspensions did decrease by 12% as well as a 50% reduction in expulsions from the prior year. Total referrals decreased by 10% and high level infractions such as fighting, aggression, bullying and harassment have shown a decrease; however, there was a significant increase in student disregulation with higher incidents of escape or elopement out of class, along with high incidents of peer conflict. One change for improvement will be the adoption and implementation of a Social Emotional Learning (SEL) curriculum and Character Education Program to be explicitly taught within classrooms and used as an alternative to suspension. A research based SEL online program will be utilized within the Reflection Room and in After School Detention to address specific topics and will provide a targeted approach to improving student behavior. In addition, the counseling position will remain the same at .8 FTE however, the will be an added paraprofessional position to focus on positive behavior intervention support as a Safe School Ambassador. This will also allow the counselor more targeted time with students to address the high need for more intensive counseling services. The canine detection unit implemented this year has proven to be an effective deterrent of alcohol and drug possession on campus and will continue into next year. The overall attendance rate remains consistent with last year at 95% and there has been a 6% decrease in chronic absenteeism as a result of a targeted parent and student awareness campaign, an increase in the number and approach to Saturday School, and an increase in incentives for students and families to attend school through recognition of good attendance.

Goal 4: Increase communication and connection between home and school to support student success.

As a result of the actions/services in 2017-18, Jamestown School District will do the following differently in 2018-19: The updated website has been a positive change and we now have a stipend position to maintain it and keep the content fresh. Many documents have been translated into Spanish and will continue into next year with greater input from our hispanic community as to what forms and information are a priority. A plan was developed for next year to hold monthly parent education and activity nights. The funding for supplies will remain the same in order to support the implementation of the plan. A parent volunteer form was developed to gain a better understanding about how parents may become more involved, and the parent survey developed last year will continue to be used at the end of the year in order to receive feedback and input from parents about how they felt about school safety, academics, and the opportunity to participate at school.

Goal 5: Prioritize safety and maintenance of district facilities.

As a result of the actions/services in 2017-18, Jamestown School District will do the following differently in 2018-19: Lighting replacement in classrooms was not covered through this goal, but rather will be covered by Prop 39 funding and completed in the summer of 2018. Instead, much of the exterior lighting was replaced by LED lights to provide better lighting for security and safety. This goal will be deleted for the 2018-19 and 2019-20 years as any maintenance needs and projects will be covered with other district funding sources within the budget.

Goal 6: Ensure a broad course of study for all students.

As a result of the actions/services in 2017-18, Jamestown School District will do the following differently in 2018-19: All students received instruction in music, art, technology, STEM, English language arts, math, social studies, science, and PE. Changes to funding will include annual salary increase for the art and music teachers. The Artist in Residence match this year helped to fund the beautiful mosaic mural and provide an opportunity for many students to participate in its creation. The project will be complete and it will not be necessary to include it in next year's goal.

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 2017-18, Jamestown School District will do the following differently in 2018-19: K-5 teachers received training in the new math textbook adoption. The Multi-Tiered System of Support (MTSS) Coordinator developed leadership teams to implement goals and objectives aligned to the MTSS initiative in order to enhance effective classroom instruction and improve student learning outcomes. This will continue next year. Trauma Informed training for all staff members occurred several times throughout the year along with the services of outside consultants in the areas of Special Education for autism and inclusion, and behavior support and coaching in several primary classrooms. Much of this work will continue through MTSS grant funding for next year.

Review of Performance

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

Greatest Progress

The District's Spanish/English Dual Immersion Initiative has been highly successful and we continue to see incredible academic growth within the grade levels involved and our enrollment within the program continues to increase. Students in all grade levels offered are speaking, reading, and writing in Spanish, as well as in English. We will add another class this coming year and our incoming kindergarten class is already full. The District will build upon the success of the program by expanding by one grade level each year up to and including 6th grade. The Dual Immersion classes have presented at both our local and county schools board meetings along with presentations to community service groups such the Rotary Club. The level of instruction, the increase in instructional materials and EL support within this program have shown that our English learner progress has significantly increased by 10.8% according to the California Dashboard State Indicator.

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

Greatest Needs

Suspension rates have decreased by 1.4% and are shown as yellow instead of red as reflected on the Dashboard, but suspensions continue to be an area to improve upon. We are implementing a more structured Multi Tiered Systems of Support framework, will use screening tools to focus on more preventative interventions and supports, implement a Social Emotional Learning program along with Character Education Instruction, and will utilize a tighter system of tiered strategies along with alternatives to suspension.

Math achievement of SES and white students continue to be in the Orange range on the dashboard. This was the was the first year of the new K-5 math curriculum and 6-8 grade piloted and will adopt a new curriculum for next year. In addition, the use of math intervention software has shown a high increase in student benchmark results which hope to be reflective in next year's Dashboard Report. The new curriculum is also more parent friendly and has been reported to be easier to work with their children at home which helps improve student achievement. Continued Response to intervention (RtI) progress monitoring will be important for student growth and achievement, along with fidelity to instruction and the use of formative assessments to drive instruction.

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

Performance Gaps

Suspension--Even though suspension rates were in the yellow on the Dashboard and a 1.4% decrease, our EL and homeless subgroups are still in the red. This is in large part due to the small student population and one or two students heavily impact the data. The LEA will be implementing school wide Social Emotional Curriculum and Character Education, along with targeted social emotional curriculum as a preventive measure for students who begin to receive multiple referrals. In

addition, the LEA is maintaining a school counselor and adding a Safe School Ambassador to monitor and support Positive Behavior Interventions, and regulation support for students in need. A matrix for tiered interventions will be provided to all staff which includes alternatives to suspension.

Math--Math achievement is still of of concern overall as represented as orange on our Dashboard. The largest percentage of our subgroups are SES and white students and both remain in orange range on the dashboard compared to yellow for all students. We have adopted and implemented new math curriculum, teachers have received more professional development on math instruction, and there is greater fidelity to the use of math intervention software. The use of STEM related activities and units will also help foster a greater conceptual understanding of math skills.

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

Increased or Improved services

1. English Learners--provide ELD and bilingual instruction for all qualifying English Learners, as identified through ELPAC; use ELD materials from the recent ELA/ELD adoption; implement with fidelity the new accelerated EL curriculum; add another bilingual teacher and bilingual aide; continue to translate documents into Spanish.

2. Low-income and Foster Youth--continue to provide standards aligned textbooks; provide software that is standards-aligned and supplements instruction; provide instructional support before and after school; provide a coordinator of a Multi-tiered System of Student Support to coordinate services for students; fund a foster/homeless/family services coordinator; increase frequency of progressing monitoring both academically and behaviorally through RtI meetings. Provide mental health support through counseling services, increased implementation of social emotional curriculum, and an increase in staff to provide greater support.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$4,364611.86
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$710,468.00

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

The remainder of the General Fund is allocated to approximately 83% Certificated and Classified Salaries and Employee Benefits, 50% to Books and Supplies, 98% Services.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,518,445

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Dibels (reading) STAR Reading STAR Math Fast ForWord CAASPP ELA CAASPP MATH CELDT Rate Reclassification Rate Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers	Student overall performance on both summative assessments and benchmark assessment have shown small but consistent growth. CAASPP summative results have shown a 5.44% growth increase in ELA with 60% nearly meeting, meeting, and exceeding. CAASPP summative results in math have shown a 4.49% growth increase with 51% nearly meeting, meeting and exceeding. STAR Benchmark assessments are currently demonstrating that all classes are maintaining consistent growth in ELA with 0.4 GE increase with 74% of classes on or above grade level, a 4% increase from last year. STAR Math Benchmark results have shown a 0.8 GE average increase with 84% of classes on or above grade level, which is a 12% gain from last year. Some classes are showing 1.0-1.2 years of average growth and Special Education assessment results have shown an increase from 0.6-1.6 GE growth. DIBELS reading results have shown a 5% overall increase from Strategic to Core readers. Fast Forward show an overall GE gain of 1.2 years with a 36% gain from struggling to emerging readers and 24 % of the students moving to to proficient or advanced reader status. Title 1 students using the Fast Forward program have made a 1.9 GE average growth and our EL participating students have a 0.5 GE growth. The CELDT test for those students whose primary language is not English has been replaced by the ELPAC (English Language Proficiency Assessments for California), an online test. The results of this test will not be available until after the 2017-18

Expected	Actual
17-18 Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey. **Baseline** Dibels: 4% decrease in beginning readers and a 3% increase in Core readers. Star Reading: .7 GE Star Math: 1.7 GE Fast ForWord 45% Gain CAASPP ELA 34% Meeting/Exceeding +8% CAASPP MATH 20% Meeting/Exceeding + 2% CELDT Rate: 56% Reclassification Rate: 12% Staff Survey: Providing Professional Learning: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Providing Instructional Materials: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Identifying Areas of Improvement: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Ancillary Academic Standards: Exploration/Research or Beginning Develop Support for Teachers: Initial or Full Implementation	school year and will be reported at a later date. Our current CELDT rate based of 2016-17 is 56% with a 12% Reclassification Rate.

Actions / Services

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

Action 1

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials.	1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials.	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 70000	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 73770

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Continue to provide professional development training and collaboration time to align CCSS to instruction and improve student achievement.	Most of the professional development was paid out of restricted Title II funds.	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12000	Training 5800: Professional/Consulting Services And Operating Expenditures Title II 18,052
		Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500	Substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 215

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Math Score/Front Row)	1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, FrontRow now called Freckle, and Get More Math)	Software Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13000	Software Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11993

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 3rd grade Dual Immersion class.	1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Added a 3rd grade Dual Immersion class.	Certificated Salaries New/Hutchins/Benton) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 154854	Certificated Salaries New/Hutchins/Benton) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 159631

Classified Salaries (LaPertche/Torres) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 36779

Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 62526

Certificated Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1260

Dual Immersion/ELD Curriculum/Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1000

Classified Salaries (LaPertche/Torres) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 42043

Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 67267

Certificated Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1789

Dual Immersion/ELD Curriculum/Supplies 4000-4999: Books And Supplies Supplemental and Concentration 98

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5038	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4034
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1182	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 932
		Books and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 600	Books and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0

Analysis

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

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

State adopted math curriculum and textbooks have been purchased this year. Intervention curriculum for 7th and 8th grade students was purchased and used in electives for identified students who were significantly below grade level. ELD curriculum specific to accelerating reclassification was purchased and has been implemented. Researched based intervention software both both benchmark assessments and intervention was purchased and implemented along with before and after school instructional support for targeted students. The Dual Immersion program was expanded through third grade.

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

Preliminary math benchmark scores show an overall improve in math student achievement from last year. Within the 7th and 8th grade classes, benchmark data shows almost 1.5 GE growth. In addition, students with disabilities last year did not show much growth, but this year have made 0.6 GE up to 1.6 GE growth. Reading Intervention students using the Fast Forward software program have shown an overall 1.2 GE growth with 36% of students moving from struggling to emerging and 24% moving into proficient to advanced. The Dual Immersion Program students are showing a higher percentage of growth in ELA and Math benchmark than other classes. This year we will have the first class of Dual Immersion third graders taking the state test.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action/Service 1.2 we budgeted $12,000 and spent $18,000 out of Title II funds.

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

Action/Service 1.2 will be eliminated for next year and replaced by Title II and the funds shifted to Action/Service 1.4 to support an additional Dual Immersion classroom and an additional bilingual paraprofessional. In addition, we are adding an extra hour of reading intervention support due to the the increase in student enrollment and additional need.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

2. Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Ratio of working computers per student. **17-18** 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. **Baseline** Current ratio is 334 working computers to 331 students (1:1).	We continue to monitor and support 1:1 devices in 1-8 grades with iPad stations in kindergarten, and we continue to maintain an effective technology replacement plan. This year we purchased 30 new Chromebooks, updated the technology in all kindergarten classrooms, and replaced several teacher laptops and printers. The stipend position for an onsite technology specialist has been effective and we have utilized the services contracted through the County Schools Office for network and infrastructure needs.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Stipend an employee and purchase technology support from the Tuolumne Superintendent of Schools Office to maintain the network and computers and to support staff.	2.1 Stipend an employee and purchase technology support from the Tuolumne Superintendent of Schools Office to maintain the network and computers and to support staff.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9500	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9500
		Technology Support from TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6000	Technology Support from TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6000
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1737	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1790

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	Computers Replacement 4000-4999: Books And Supplies Supplemental and Concentration 12000	Computers Replacement 4000-4999: Books And Supplies Supplemental and Concentration 6348
		Technology Equipment/Repair 4000-4999: Books And Supplies Supplemental and Concentration 7000	Technology Equipment/Repair 4000-4999: Books And Supplies Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 5000	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 1860
		Technology Equipment and Support 4000-4999: Books And	Technology Equipment and Support 4000-4999: Books And

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	Supplies Supplemental and Concentration 7000 Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5775	Supplies Supplemental and Concentration 8216 Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1640

Analysis

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

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

All of the actions and services related to investing in technology to support student achievement and implementation of CCSS have been implemented as articulated. Purchasing and maintenance of both student and staff devices along with technology support was implemented as planned.

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

The actions and services for technology have been effective. We are following a replacement plan for technology purchasing and maintenance. The stipend employee is keeping an activity log of work orders and support service. The infrastructure and network support from the county has been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Destiny Server software was purchased as planned, but the amount was significantly less than budgeted. The technology replacement budgeted expenses was accurate, but we received a grant and many replacement and new devices were purchased with that funding source. Several teacher computers were at end of life and needed replacement which is why the estimated actuals are higher than budgeted.

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

The technology replacement plan has been updated and will require some adjustment as to how goals 2.2 an 2.3 are identified and the funding slightly increased.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

3. Improve campus climate to impact student/parent connectedness to school by building a safe, nurturing learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate Discipline Referrals to principal Attendance Rate Chronic Absentee Rate Expulsion Rate **17-18** There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. Maintain the current attendance rate and decrease the chronic absenteeism rate by 5% for students as measured by state attendance data.	Our suspension rate increased by 1% from last year, but our expulsions were 50% lower. All serious discipline referrals decreased by 10% with more focus on social emotional learning skills and emotional regulation. Our attendance rate has remained the same with our chronic absenteeism rate decreasing by 6.05%.

Expected	Actual
Baseline Suspension Rate: 7.8% Discipline Referral Rate: 9% Attendance Rate: 97% Chronic Absenteeism Rate: 17% Expulsion Rate:1%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	Counselor Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 53802	Counselor Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 70092
		PBIS and Attendance Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1500	PBIS and Attendance Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1565
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 21118	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14056

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	3.2 Support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3443	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4280

Budgeted Expenditures	Estimated Actual Expenditures
Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 898	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1134

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Fund a .15 homeless/foster youth/family services coordinator position.	3.3 Fund a .15 homeless/foster youth/family services coordinator position.	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12141	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 6617
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 4515	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2440

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide canine detection to ensure campus safety for all students.	3.4 Provide canine detection to ensure campus safety for all students.	Canine Detection Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2100	Canine Detection Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2100

Analysis

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

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

All of the actions and services related to improving campus climate and connectedness to school have been implemented as articulated.

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

The provision of on site counseling services and the use of the Reflection Room as a safe place for student regulation has been extremely important in reducing referrals especially in respect to aggression and harassment. Drug and Alcohol infractions have decreased and expulsions reduced by 50%. The work of the homeless/foster youth/family services coordinator has facilitated various types of wraparound services and has been instrumental in keeping these students in school. The work on building relationships, making home visits, and providing counseling support has shown a decrease in our chronic absenteeism rate by 6.05%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 Estimated Actual Expenditures are higher than budgeted due to a increased counseling costs. Other expenditures remained as budgeted.

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

There was a higher amount of disregulated behaviors of students that will require more support. The number of referrals and suspensions are still higher than they should be. There will be an addition of a 4.0 hour Paraprofessional position, Safe School Ambassador, to help foster a school climate of belonging, connectedness and safety. More social emotional curriculum, restorative practice training, and trauma informed practices will be implemented. Character Education curriculum will also be used school wide to promote positive behaviors.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

4. Increase communication and connection between home and school to support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Involvement Survey **17-18** There will be a 3% increase in parent responses of Agree/Strongly Agree that they were given opportunities to be involved with the schools in each of the categories. **Baseline** Seeking Input From Parents: 33-88% Agree/Strongly Agree Participation in Programs: 78-94% Agree/Strongly Agree Safety: 72-83% Agree/Strongly Agree Academics: 77-78% Agree/Strongly Agree	Parent involvement survey was administered at Open House with the following responses: Seeking Input From Parents: 62-93% Agree/Strongly Agree Participation in Programs:73-98% Agree/Strongly Agree Safety: 83-93% Agree/Strongly Agree Academics: 81-93% Agree/Strongly Agree The Site Council also complete a brief survey during Literacy night with the following responses: Feel welcomed on campus: 96% Comfortable and knowledgable about campus: 83% Parent meetings beneficial to school success: 83% An increase in participation would be more likely if there was childcare: 74% School provides enough opportunities for parent involvement: 87%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Keep the new website updated and fresh.	4.1 Keep the new website updated and fresh.	Webmaster 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000	Webmaster 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	Extra Hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1700	Extra Hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration 76
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide opportunities for parent education classes.	4.3 Provide opportunities for parent education classes.	Supplies for parent education 4000-4999: Books And Supplies Supplemental and Concentration 1600	Supplies for parent education 3000-3999: Employee Benefits Supplemental and Concentration 1036

Analysis

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

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

All of the actions and services related to increasing home/school communication and connection have been implemented as articulated.

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

We have improved our website and are maintaining /updating regularly and have had more parents state they are referring to it for information. The parent engagement committee has planned a calendar of parent events and education nights for next year and have purchased materials to implement. Documents continue to be translated, but there needs to be a comprehensive list so that there is a consistent flow of translations added to our documents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The amount budgeted for translation was lower than expected because documents were translated as they were required. A comprehensive list needs to be developed in order to have a consistent translation flow and have important documents prepared ahead of time.

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

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 5

5. Prioritize safety and maintenance of district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator FIT: Chinese Camp FIT: Jamestown Annual Safety Inspection: CC Annual Safety Inspection: Jamestown **17-18** 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 Level 1 or 2 violations will be completed within 2 months or less, depending on their severity. Level 3 violations will be completed within 4 months. **Baseline** Chinese Camp: 95.24% Good Jamestown: 92.22% Good Chinese Camp: Level 1=1; Level 2=1, Level 3=5 Jamestown: Level 1=1; Level 2=7; Level 3=10	The annual safety and facilities inspections were completed and continue to be listed as a "good" rating overall. The Jamestown FIT rating did decrease to 90.5% and the Chinese Camp FIT rating to 91.67%, however numerous structural repairs have been addressed and repaired and much of the more significant interior repairs such as carpet and flooring repair will be addressed over the summer. All JPA safety violations have been corrected and noted.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Lighting will be upgraded in classrooms to LED.	We are using Prop 39 as a funding source for the interior classroom lighting. Instead we upgraded the exterior lighting to LED.	LED Bulbs 4000-4999: Books And Supplies Supplemental and Concentration 5,000	LED Bulbs 4000-4999: Books And Supplies Supplemental and Concentration 1921

Analysis

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

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

The implementation of this goal was not achieved as articulated. The interior lighting goal was able to be completed by another funding source(prop 39). There was an external lighting need so most were upgraded to LED.

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

The upgraded LED lights have improved the visibility on campus at night and increased security and safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a decrease from budgeted to estimated actuals due to the change in funding source.

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

Facilities maintenance will continue through other funding sources for next year. This goal will be eliminated.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 6

6. Ensure a broad course of study for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Master Schedule **17-18** 100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year. **Baseline** 100% of students receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	This goal was met through the master schedule to provide all studnets with music, art, technology, STEM, English Language Arts, math, social studies, science, and PE.

Actions / Services

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

Action 1

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

6.1 Provide a music and art teacher and supplies, STEM supplies and assemblies, and a CCSA field trip.	6.1 Provide a music and art teacher and supplies, STEM supplies and assemblies, and a CCSA field trip.	
	Supplies for Jamestown Elementary 4000-4999: Books And Supplies Supplemental and Concentration 6300	Supplies for Jamestown Elementary 4000-4999: Books And Supplies Supplemental and Concentration 5312
	Supplies for the Science Academy 4000-4999: Books And Supplies Supplemental and Concentration 1500	Supplies for the Science Academy 4000-4999: Books And Supplies Supplemental and Concentration 1378
	STEM Conference/Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 100	STEM Conference/Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
	STEM Assembly for Jamestown El 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500	STEM Assembly for Jamestown El 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 550.55
	STEM Assembly for the Science Academy 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500	STEM Assembly for the Science Academy 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 500.
	Art and Music Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60339	Art and Music Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 62390
	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14643	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 20750
	Substitutes for Art and Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 550	Substitutes for Art and Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 332

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.2 Fund an "Artist in Residence."	6.2 Fund an "Artist in Residence."	District portion of grant requirement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000	District portion of grant requirement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000

Analysis

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

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

All of the actions and services related to ensuring a broad course of study to all students have been implemented as articulated.

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

All students receive art and music and is a continued priority for the LEA. Both programs receive significant funding to purchase supplies in order to provide our students with a quality well-rounded education. The artist in residence grant with our matching funding provided the student body with an opportunity to help create a large addition to the mosaic mural on one of our buildings that faces the street.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most expenditures were accurate. We did receive a large donation that support STEM activities so no money was expended for STEM assemblies, or conferences.

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

Art and music will continue to be supported through funding credentialed teachers and providing supplies, but substitutes and conference and mileage will be removed from this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Materials, sign in sheets for staff development. Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers **17-18** 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. Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	All teachers who teach ELA and K-5 math participated in professional development in order to teach the academic standards and recently adopted curriculum. The 6-8 grade math teachers have been piloting math materials and have selected a math curriculum for implementation next year. There is a NGSS implementation team and a History Social Science textbook adoption team. According to the staff survey 80% feel we are in the implementation to sustainability range for professional learning and progress in instructional materials aligned to the standards in ELA, ELD, and math, which is a 13% increase from the prior year. 72% of staff rated the district in its progress toward supporting staff in the delivery of instruction and identifying areas for improvement as implementation to sustainability rating, which was an 8% increase from the prior year.

Expected	Actual
Baseline 100% of teachers received training in how to select ELA/ELD standards-aligned textbooks. Staff Survey: Providing Professional Learning: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Providing Instructional Materials: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Identifying Areas of Improvement: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Ancillary Academic Standards: Exploration/Research or Beginning Develop Support for Teachers: Initial or Full Implementation	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1 Fund a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction.	7.1 Fund a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24454	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24454
		Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9332	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9332

Action 2

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

7.2 Provide training for staff in Trauma Informed Practice.	7.2 Provide training for staff in Trauma Informed Practice.	
	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 882	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0
	Salary/Subs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500	Salary/Subs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0

Analysis

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

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

The MTSS coordinator position to enhance classroom instruction and student support along with Trauma Informed Training was implemented as articulated.

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

The MTSS coordinator position was filled by someone new to the District and without sufficient background and training to implement the supports as intended. An outside agency in conjunction with the SWIFT MTSS Grant conducted Fidelity of Implementation Tool analysis to see how far along the District is in the Integrated Framework for Transformation. We received an 11% for Multi-Tier Support and a 21% for Integrated education The site administration under the MTSS coordinator was 27% . These are all areas for improvement. The highest percentages were Educator support at 44%, Family Partnership at 47% and LEA/School Relation at 53%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The training staff on Trauma Informed Practices was funded through the MTSS Grant this year.

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

There is a new hire in site administration and will continue to be partially funded as a MTSS coordinator. The Fidelity of Implementation Tool will be the metrics used to analyze success of implementation and expected to reflect an increase in all areas of the Framework for Transformation. Trauma Informed Training for new hires will be funded through this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

On January 3., 2018 at a meeting of the Jamestown/Chinese Camp Joint Site Council--which serves as the Parent Advisory Council- an update of the current LCAP was provided and questions addressed.

On January 5., 2018 at a Management Team meeting, the Management team was updated on the current LCAP and asked for feedback

on January 10, 2018 a meeting was held with the President of the Jamestown Teachers Association Chapter of CTA to update him on the progress of the current LCAP.

On January 18, 2018 a meeting was held with the classified staff to update them on the progress of the current LCAP.

On January 22, 2018 a meeting was held with the certificated staff and leadership team to update them on the progress of the current LCAP.

On January 25, 2018 a meeting was held with the President of Chapter 742 of California School Employees Association to update her on the progress of the current LCAP.

On February 2, 2018 a meeting was held with the Parent Teacher Organization to update them on the progress of the current LCAP.

On February 7, 2018 at a Board meeting, the Board was updated on the current LCAP and asked for feedback.

On March 23, 2018 at a Management Team meeting, the Management team was asked for input on changes or recommendations.

On April 2, 2018 a meeting was held with the certificated staff to ask for changes or recommendations.

On April 4, 2018 at a meeting of the Jamestown/Chinese Camp Joint Site Council--which serves as the Parent Advisory Council- an update of the current LCAP was provided and changes or recommendations were solicited.

On April 5, 2018 a meeting was held with the Parent Teacher Organization to ask for changes or recommendations.

On April 10, 2018 a meeting was held with the classified staff to ask for changes or recommendations.

On May 3, 2018 a meeting was held with students to provide an update of the current LCAP and ask for changes or recommendations on what students would like to see happen for the school next year.

Consultation with Chapter 742 of California School Employees Association about the content of the Local Control Accountability Plan took place on May . , 2018

Consultation with Jamestown Teachers Association Chapter of CTA about the content of the Local Control Accountability Plan took place on May , 2018.

The 2017/18-2020/21 LCAP was shared with the Jamestown/Chinese Camp Site Council, which serves as the Parent Advisory Committee, and changes were reviewed for the following two years on June , 2018. The new LCAP was approved by the Parent Advisory Committee/Site Council.

A hearing was conducted on June 13, 2018 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 27, 2018.

The Board approved the LCAP on June 27, 2018 at a public meeting.

Impact on LCAP and Annual Update

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

Based on the aggregated input from all the stakeholder groups, the following changes were made to the LCAP:

Goal 1: FrontRow program software will be reduced to grades 1-4, but will include both ELA and Math. Get More Math (GMM) will be a new math software for grades 5-8.   New history/social science state adopted curriculum for K-8 will be purchased next year. NGSS aligned software (e.g. Mystery Science and STEMscopes) will be purchased for next year to prepare for an adoption the following year. There is unanimous support for the continued expansion of Dual Immersion with the addition of another classroom, the hiring of a second bilingual paraprofessional and a conversational Spanish software program . Professional development for teachers will continue and is important but will be funded through Title II.

Goal 2:   The technology consultant position will continue but the contracted services with TCSOS will continue with a different funding source.   There is unanimous support for continued support of 1:1 devices, maintaining and upgrading classroom technology, and the maintenance and funding of the technology replacement plan.

Goal 3: There is an overwhelming response to maintaining the counselor, but to restructure the expectations so that the counselor can be more available and can devote more uninterrupted time to individualized and group counseling along with classroom presentations using social emotional curriculum. In order to build and maintain a positive school climate and to promote a sense of safety and positive relationships, an additional 4 hour a day paraprofessional position of Safe School Ambassador will be added. Positive Behavior Support strategies and incentives will continue along with incentives to decrease chronic absenteeism. Continue to educate parents on the importance of school attendance. Protocols for discipline and the use of the Reflection Room will be clarified, tiered interventions and a digital social emotional learning program will be implemented school-wide, increased training on trauma informed practices, and discipline data will be reviewed regularly to become more proactive. Canine detection has made a difference in lessening the amount of drug and alcohol referrals and will be continued to support campus safety.

Goal 4: Website maintenance through a stipend position will continue to keep it current and informative. Large support for the continuance of document translation to Spanish and opportunities for parent and family engagement activities. A monthly calendar of parent engagement nights was developed and will be implemented next year with a specific topic, a fun activity and free food available for each event.

Goal 5: The reorganization of the maintenance department will be supported from other funds of the district, and this goal will be eliminated.

Goal 6: There continues to be strong support for the art, music and STEM programs. Funding will continue for art and music supplies, and STEM activities.

Goal 7: A focus for Multi-tiered Systems of Support (MTSS) of students will continue with funding to support coordination efforts. The SWIFT Fidelity of Implementation Tool data will be reviewed to develop an action plan for increasing percentage of implementation of the School wide integrated Framework for Transformation. Trauma Informed trainings will continue but will also be supported through the MTSS grant.

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Improve student proficiency in language arts and mathematics as measured by DIBELS, STAR Reading and Math, CAASPP results, CELDT(ELPAC) rate and English Learner reclassification data. Professional Development training and collaboration will continue, but will be addressed through other funding sources. Staff development survey ratings will be addressed on our Dashboard through Local Indicator reporting. The Dual Language Immersion Program will expand with an additional teacher and bilingual paraprofessional. Dual Immersion substitutes will be addressed through other funding and bilingual/ ELD curriculum has already been purchased. Rate of misassignments--N/A: There are no misassigments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
DIBELS (reading) STAR Reading STAR Math Fast ForWord CAASPP ELA CAASPP MATH	DIBELS: 4% decrease in beginning readers and a 3% increase in Core readers. Star Reading: .7 GE Star Math: 1.7 GE Fast ForWord 45% Gain	Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.	Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.	Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Rate Reclassification Rate Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement Ancillary Academic Standards Support for Teachers	CAASPP ELA 34% Meeting/Exceeding +8% CAASPP MATH 20% Meeting/Exceeding + 2% CELDT Rate: 56% Reclassification Rate: 12% Staff Survey: Providing Professional Learning: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Providing Instructional Materials: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Identifying Areas of Improvement: ELA/Math=Full Implementation/Sustainability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Ancillary Academic Standards: Exploration/Research or Beginning Develop	Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Support for Teachers: Initial or Full Implementation			

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and

2018-19 Actions/Services

1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and

2019-20 Actions/Services

1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and

research-based universal and targeted intervention materials.

research-based universal and targeted intervention materials for science.

research-based universal and targeted intervention materials for social studies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70000	46000	50000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Curriculum	4000-4999: Books And Supplies Curriculum	4000-4999: Books And Supplies Curriculum

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Continue to provide professional development training and collaboration	N/A	N/A

time to align CCSS to instruction and improve student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training		
Amount	500		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Substitutes		

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Math Score/Front Row)	1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Front Row/Freckle)	1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Math Score/Front Row)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13000	13122	13122
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software Licenses	5800: Professional/Consulting Services And Operating Expenditures Software Licenses	5800: Professional/Consulting Services And Operating Expenditures Software Licenses

Action 4

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

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

Specific Student Groups: Academically struggling students
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 3rd grade Dual Immersion class.	1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 4th grade Dual Immersion class and a second bilingual paraprofessional.	1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 5th grade Dual Immersion class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	154854	214586	295847
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries New/Hutchins/Benton)	1000-1999: Certificated Personnel Salaries Certificated Salaries	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	36779	47742	58301
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries (LaPertche/Torres)	2000-2999: Classified Personnel Salaries Classified Salaries	2000-2999: Classified Personnel Salaries Classified Salaries

	Amount	62526	Amount	94468	Amount	115581
	Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
	Budget Reference	3000-3999: Employee Benefits Employee Benefits	Budget Reference	3000-3999: Employee Benefits Employee Benefits	Budget Reference	3000-3999: Employee Benefits Employee Benefits
	Amount	1260				
	Source	Supplemental and Concentration				
	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitutes				
	Amount	1000				
	Source	Supplemental and Concentration				
	Budget Reference	4000-4999: Books And Supplies Dual Immersion/ELD Curriculum/Supplies				

Action 5

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

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

Specific Student Groups: Targeted students--all grades
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5038	6777	6950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salaries	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	1182	1918	1956
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount	600		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Books and Supplies		

Action 6

Specific Student Groups: Targeted Students 4-8 grades

OR

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

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

Modified Goal

Goal 2

2. Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Purchase and maintain the technology that supports members of the Jamestown learning community. Yearly maintenance of 1:1 computers and upkeep. We need to maintain an onsite technology support through a stipend position, but will use another funding source to purchase technology support from Tuolumne Superintendent of Schools Office for the maintenance of network and to support staff

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ratio of working computers per student.	Curent ratio is 334 working computers to 331 students (1:1).	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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		software that support teaching and learning of the common core standards.	software that support teaching and learning of the common core standards.	software that support teaching and learning of the common core standards.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Stipend an employee and purchase technology support from the Tuolumne Superintendent of Schools Office to	2.1 Stipend an employee for on site technology support to maintain technology	2.1 Stipend an employee for on site technology support to maintain technology

maintain the network and computers and to support staff.

devices and to provide staff support for technology needs.

devices and to provide staff support for technology needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9500	9500	9500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	6000		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology Support from TCSOS		
Amount	1737	1965	1965
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000	15000	15000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Computers Replacement	4000-4999: Books And Supplies Computer/Device/Equipment Replacement	4000-4999: Books And Supplies Computer/Device/Equipment Replacement
Amount	7000	3000	3000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Equipment/Repair	4000-4999: Books And Supplies Technology Supplies	4000-4999: Books And Supplies Technology Supplies

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	2.3 Continue to purchase technology equipment that supports instruction of the CCSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	3000	3000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Equipment	4000-4999: Books And Supplies Instructional Technology Supplies(4300)	4000-4999: Books And Supplies Instructional Technology Supplies (4300)
Amount	7000	10000	10000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Equipment and Support	4000-4999: Books And Supplies Instructional Technology Equipment(4400)	4000-4999: Books And Supplies Instructional Technology Replacement (4400)

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5775	1700	1700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement	5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement	5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

3. Improve campus climate to impact student/parent connectedness to school by building a safe, nurturing learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To build a safe nurturing learning community at Jamestown and Chinese Camp Schools.
High School Drop Out Rate--N/A: This is a K-8 LEA
Middle School Drop Out Rate: 0

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate Discipline Referrals to principal Attendance Rate Chronic Absentee Rate Expulsion Rate	Suspension Rate: 7.8% Discipline Referral Rate: 9% Attendance Rate: 97% Chronic Absenteeism Rate: 17% Expulsion Rate:1%	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. Maintain the current attendance rate and decrease the	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. Maintain the current attendance rate and decrease the	There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. Maintain the current attendance rate and decrease the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		chronic absenteeism rate by 5% for students as measured by state attendance data.	chronic absenteeism rate by 5% for students as measured by state attendance data.	chronic absenteeism rate by 3% students as measured by state attendance data.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed	3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed	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.

Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction. Add a 4.0 hour Positive Behavioral Support Paraprofessional.

Practice, begin restorative justice practices, provide parent education nights, and support positive student behavior and interaction. Add a 4.0 hour Positive Behavioral Support Paraprofessional.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53802	57107	58534
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Counselor Salary	2000-2999: Classified Personnel Salaries Counselor Salary	2000-2999: Classified Personnel Salaries Counselor Salary
Amount	1500	1500	1500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PBIS and Attendance Rewards	4000-4999: Books And Supplies PBIS and Attendance Rewards	4000-4999: Books And Supplies PBIS and Attendance Rewards
Amount	21118	22189	22253
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount		11368	11651
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries PBS Paraprofessional	2000-2999: Classified Personnel Salaries PBS Paraprofessional

Action 2

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

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

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

Specific Student Groups: Homeless Youth
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Specific Schools: Jamestown Elementary
[Add Location(s) selection here]

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

Schoolwide
[Add Scope of Services selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.	3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3443	3325	3408
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary

Amount	898	855	872
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 3

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

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

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

Specific Student Groups: Homeless Youth	[Add Location(s) selection here]
[Add Students to be Served selection here]	

OR

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

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

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

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

Foster Youth	LEA-wide	All Schools
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Fund a .15 homeless/foster youth/family services coordinator position.	3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position.	3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12141	12355	12663
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary	2000-2999: Classified Personnel Salaries Classified Salary
Amount	4515	4847	4943
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Jamestown Elementary

Actions/Services

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

3.4 Provide canine detection to ensure campus safety for all students.	3.4 Provide canine detection to ensure campus safety for all students.	3.4 Provide canine detection to ensure campus safety for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2100	2100	2100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Canine Detection Contract	5800: Professional/Consulting Services And Operating Expenditures Canine Detection Contract	5800: Professional/Consulting Services And Operating Expenditures Canine Detection Contract

Action 5

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

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

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

OR

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

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

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

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

Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

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

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

Modified Goal

Goal 4

4. Increase communication and connection between home and school to support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: Provide parents with multiple ways to be involved with school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Involvement Survey	Seeking Input From Parents: 33-88% Agree/Strongly Agree Participation in Programs: 78-94% Agree/Strongly Agree Safety: 72-83% Agree/Strongly Agree	There will be a 3% increase in parent responses of Agree/Strongly Agree that they were given opportunities to be involved with the schools in each of the categories.	There will be a 3% increase in parent responses that they were given opportunities to be involved with the schools in each of the categories.	There will be a 3% increase in parent responses that they were given opportunities to be involved with the schools in each of the categories.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Academics: 77-78% Agree/Strongly Agree			

Planned Actions / Services

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

Action 1

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

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

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

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

OR

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

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

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Keep the new website updated and fresh.	4.1 Keep the website updated and fresh.	4.1 Keep the website updated and fresh.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Webmaster	1000-1999: Certificated Personnel Salaries Webmaster /Certificated Stipend	1000-1999: Certificated Personnel Salaries Webmaster/Certificated Stipend

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.	4.2 Continue to translate documents into Spanish. Include appropriate documents on the website.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1700	642	642
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Extra Hours	5800: Professional/Consulting Services And Operating Expenditures Spanish Translation Services	2000-2999: Classified Personnel Salaries Spanish Translation Services
Amount	300		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Employee Benefits		

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

4.3 Provide opportunities for parent education classes.

4.3 Provide opportunities for parent education classes.

4.3 Provide opportunities for parent education classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1600	1000	1000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies for parent education	4000-4999: Books And Supplies Supplies for parent education	4000-4999: Books And Supplies Supplies for parent education

Goals, Actions, & Services

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

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

Modified Goal

Goal 5

5. Prioritize safety and maintenance of district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

District facilities and grounds have suffered from limited funds. The action and service for lighting was completed by Prop 39 funding. There no longer a lighting need and other facility needs will be addressed through other plans. Priority 1 is addressed in Goals 2 and 4.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FIT: Chinese Camp FIT: Jamestown Annual Safety Inspection: CC Annual Safety Inspection: Jamestown	Chinese Camp: 95.24% Good Jamestown: 92.22% Good Chinese Camp: Level 1=1; Level 2=1, Level 3=5 Jamestown: Level 1=1; Level 2=7; Level 3=10	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	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Level 1 or 2 violations will be completed within 2 months or less, depending on their severity. Level 3 violations will be completed within 4 months.			

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

| 5.1 Lighting will be upgraded in classrooms to LED. | N/A | N/A |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies LED Bulbs		

Goals, Actions, & Services

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

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

Modified Goal

Goal 6

6. Ensure a broad course of study for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

A comprehensive instructional plan and focus to ensure all students have access to a broad course of study. Art, Music and STEM will continue to supported, although substitutes will be paid through another funding source and the Artist in Residence Grant will not be renewed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	100% of students receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.	100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Provide a music and art teacher and supplies, STEM supplies and assemblies, and a CCSA field trip.	6.1 Provide a music and art teacher and supplies, STEM supplies	6.1 Provide a music and art teacher and supplies, STEM supplies

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year			
Amount	6300	6000	6000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies for Jamestown Elementary	4000-4999: Books And Supplies Supplies for Jamestown Elementary	4000-4999: Books And Supplies Supplies for Jamestown Elementary
Amount	1500	1500	1500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies for the Science Academy	4000-4999: Books And Supplies Supplies for the Science Academy	4000-4999: Books And Supplies Supplies for the Science Academy
Amount	100		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures STEM Conference/Mileage		
Amount	500	500	500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STEM Assembly for Jamestown El	5800: Professional/Consulting Services And Operating Expenditures Art/Music/STEM services	5800: Professional/Consulting Services And Operating Expenditures Art/Music/STEM services
Amount	500	500	500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STEM Assembly for the Science Academy	5800: Professional/Consulting Services And Operating Expenditures STEM services	5800: Professional/Consulting Services And Operating Expenditures STEM services

Amount	60339	72772	7680
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Art and Music Teacher Salary	1000-1999: Certificated Personnel Salaries Art and Music Teacher Salary	1000-1999: Certificated Personnel Salaries Art and MusicTeacher Salary
Amount	14643	21982	22876
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount	550		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes for Art and Music		

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.2 Fund an "Artist in Residence."	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures District portion of grant requirement		

Goals, Actions, & Services

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

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

Modified Goal

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Local Priorities:

Identified Need:

Need: Supplies and materials need to be purchased for classrooms to help support Trauma Informed Practices. Further trauma informed training and release time will be funded through a MTSS grant.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Materials, sign in sheets for staff development. Staff Survey Providing Professional Learning Providing Instructional Materials Identifying Areas of Improvement	100% of teachers received training in how to select ELA/ELD standards-aligned textbooks. Staff Survey: Providing Professional Learning: ELA/Math=Full	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.	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.	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ancillary Academic Standards Support for Teachers	Implementation/Sustain ability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Providing Instructional Materials: ELA/Math=Full Implementation/Sustain ability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Identifying Areas of Improvement: ELA/Math=Full Implementation/Sustain ability ELD/NCSS/HSS= Exploration/Research or Beginning Develop Ancillary Academic Standards: Exploration/Research or Beginning Develop Support for Teachers: Initial or Full Implementation	Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.	Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

OR

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

[Add Location(s) selection here]

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

7.1 Fund a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction.

2018-19 Actions/Services

7.1 Continue to fund a .15 Multi-Tiered Student Support Coordinator to enhance classroom instruction.

2019-20 Actions/Services

7.1 Continue to fund a .15 Multi-Tiered Student Support Coordinator to enhance classroom instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24,454	14027	14377
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary

Amount	9332	5121	5223
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.2 Provide training for staff in Trauma Informed Practice.	7.2 Continue to provide training for in Trauma Informed Practice.	7.2 Continue to provide training for in Trauma Informed Practice.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	2000	1000	1000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	500		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes		
Amount	882		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Employee Benefits		
Amount	500		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Salary/Subs		

Goals, Actions, & Services

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

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

New Goal

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$700,468	25.78%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District's high unduplicated count of 77.51 indicates that all of the students in the district will benefit from the services provided to the targeted groups, therefore the funds continue to be used to serve students on a district-wide basis. By implementing goals and programs for all students, the remaining 22.49 of students will automatically receive similar key programs.   Specifically, there are increased and improved services for unduplicated pupils in the areas of counseling services and liaison support for homeless and foster youth. There is an increase to positive behavior intervention and support through the addition of a Safe School Ambassador position and the maintenance of funding for Positive Behavior Support incentives and our regulation support through the use of a Reflection Room. The district will continue to provide standards-aligned curriculum, support music, art, and STEM to ensure a broad course of study, provide research based intervention programs and materials and increase the time for intervention instruction both during school and after school hours for struggling students. Technology is a priority and funds are dedicated to increase the accessibility to instructional software programs, computing devices, and technology support which is necessary in today's instructional environment to foster 21st Century Learning skills.   Funds are also being used to further train all staff in trauma informed practice, to support a Reflection Room, to practice trauma informed strategies, and to increase services to English Learners and their families through a Dual Immersion Program and daily ELD instruction.

Jamestown School District has an unduplicated count of 77.51.   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 22.49 of the students.   The district has made a commitment to implementing structures, systems, and programs reflective of Multi Tiered Systems of Support (MTSS) which applies to all students. Our population of Spanish students is the highest in the county and the district has chosen to embrace and support a Dual Immersion Program which is the only one in Tuolumne County. The district is increasing services not only to the children, but to their families.   The district continues to address the communication needs of our non-English speaking parents and we are working to support a increase in parental involvement by

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

providing resources for them to become more involved in our schools. The high rate of poverty in our district challenges us to provide more identification of need within our school community and support those students and their families who are in need with wrap around services, through a family resource center and partnerships with County Mental Health Services, Tuolumne County Foster Youth Coalition and the Tuolumne Indian Health Center who provides counseling and therapy services. Academic support is a priority and provided through after school intervention and tutoring programs, and EL support to students and their families. It is always a district priority to provide access to high quality instruction, standards-aligned materials, up-to-date technology, and safe and well-maintained facilities.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$635,460

25.23%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District's high unduplicated count of 77.74% 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 22.26% 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 standards-aligned 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 Reflection Room, to practice trauma informed strategies, 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.

Jamestown School District has an unduplicated count of 77.74%. 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 22.26% of the students. Our population of Spanish students is the highest in the county. The district is increasing services not only to the children, but to their families. The district is better addressing the communication needs of our non English speaking parents working to 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, standards-aligned materials, up-to-date technology, and safe and well maintained facilities.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

Stakeholder Engagement

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

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	646,968.00	649,493.55	646,968.00	710,468.00	765,144.00	2,122,580.00
Locally Defined	0.00	1,050.55	0.00	0.00	0.00	0.00
Supplemental and Concentration	646,968.00	630,391.00	646,968.00	710,468.00	765,144.00	2,122,580.00
Title II	0.00	18,052.00	0.00	0.00	0.00	0.00

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

	Total Expenditures by Object Type					
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	646,968.00	649,493.55	646,968.00	710,468.00	765,144.00	2,122,580.00
1000-1999: Certificated Personnel Salaries	253,457.00	258,096.00	253,457.00	311,885.00	327,404.00	892,746.00
2000-2999: Classified Personnel Salaries	113,903.00	127,357.00	113,903.00	138,674.00	152,149.00	404,726.00
3000-3999: Employee Benefits	117,133.00	118,737.00	117,133.00	153,345.00	175,669.00	446,147.00
4000-4999: Books And Supplies	118,500.00	100,468.00	118,500.00	88,000.00	92,000.00	298,500.00
5000-5999: Services And Other Operating Expenditures	3,100.00	3,000.00	3,100.00	0.00	0.00	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	40,875.00	41,835.55	40,875.00	18,564.00	17,922.00	77,361.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	646,968.00	649,493.55	646,968.00	710,468.00	765,144.00	2,122,580.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	253,457.00	258,096.00	253,457.00	311,885.00	327,404.00	892,746.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	113,903.00	127,357.00	113,903.00	138,674.00	152,149.00	404,726.00
3000-3999: Employee Benefits	Supplemental and Concentration	117,133.00	118,737.00	117,133.00	153,345.00	175,669.00	446,147.00
4000-4999: Books And Supplies	Supplemental and Concentration	118,500.00	100,468.00	118,500.00	88,000.00	92,000.00	298,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	3,100.00	3,000.00	3,100.00	0.00	0.00	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	1,050.55	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	40,875.00	22,733.00	40,875.00	18,564.00	17,922.00	77,361.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	18,052.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	358,739.00	379,824.00	358,739.00	424,613.00	541,757.00	1,325,109.00
Goal 2	54,012.00	35,354.00	54,012.00	44,165.00	44,165.00	142,342.00
Goal 3	99,517.00	102,284.00	99,517.00	115,646.00	117,924.00	333,087.00
Goal 4	4,600.00	2,112.00	4,600.00	2,642.00	1,642.00	8,884.00
Goal 5	5,000.00	1,921.00	5,000.00	0.00	0.00	5,000.00
Goal 6	87,432.00	94,212.55	87,432.00	103,254.00	39,056.00	229,742.00
Goal 7	37,668.00	33,786.00	37,668.00	20,148.00	20,600.00	78,416.00

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