Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 7th 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. The Jamestown Family Resource Center is a support for families and students within our school community and is run by our District homeless/ foster youth liaison. 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 two counselors who promotes positive behavior intervention and support strategies along with Trauma Informed Practices. In addition, strong social emotional support and social skills curriculum is promoted and maintained by a safe school ambassador and a behavior and attendance support assistant. Jamestown School District serves 350 students in Transitional Kindergarten through eighth grade.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As reflected in the CA Dashboard, Jamestown School District has made growth in the areas of chronic absenteeism with a 0.9% decline and suspension rate at 1.9%. Specific tiered systems of support (home visits, frequent conferences, personal phone calls, and wrap around service support including transportation) have aided in supporting a decline in the area of chronic absenteeism, and especially within our homeless subgroup which declined by 8.9%. Suspension rate is another area of success with significant decline in our homeless subgroup at -6.3% and students with disabilities declining at a -9.1%. The District's continued implementation on Trauma Informed Practices, PBIS, and integrated social emotional learning, along with counseling support, our safe school ambassador and the behavior and attendance assistant have made an impact on improving campus climate, increasing student/parent connectedness and building a safe nurturing learning environment.   The specific programming that allows all students to have access to a broad course of study is another success. Jamestown School District supports a Spanish/English Dual Language Program that is finishing up its 7th year; a Science Academy that focuses on science integrated hands on approach to learning; and a music and art program taught by credentialed teachers. All of the parent and other stakeholder input have shown these programs to be valued and a priority to continue when developing our new LCAP.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California School Dashboard the areas of significant improvement are in academic performance for English Language Arts and Math. State indicators show that we are in the orange performance category for English language Arts yet had maintained with a -2.6 decline and in math we declined by -9.6 points. The subgroups that showed significant need for improvement were socio-economically disadvantaged, English Learners, and students with disabilities. There are no local indicators that received a "Not Met" rating. Jamestown School District has taken the following steps to address these low performance and significant performance gaps: Increase designated English Language Development instructional time and provide more training on ELD curriculum as well as more training for teachers on integrated ELD; Hire a math intervention specialist; Hire a Teacher on Special Assignment in the area of curriculum and instruction; Provide target professional development in the area Universal Design for Learning and Inclusion; and continue to provide and expand mental health services and supports.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Increase student achievement through strong instructional supports, such as curriculum, technology and the provision of learning acceleration supports and interventions in math and reading.

#1 Basic

#2 State Standards
#4 Pupil Achievement

- Purchase and implement researched-based educational software, curriculum and professional development to support standards-based instruction and increase achievement including intervention curriculum and instructional supports in reading and math
- Purchase technology hardware/devices and supplies for students and staff and provide technology services support
- Purchase and implement researched based curriculum and instructional resources to accelerate learning and increase student achievement for students with disabilities
- Add an additional instructional assistant position to provide inclusion support and provide instructional professional development in Universal Design for Learning (UDL) to support all learners including students with disabilities
- To provide focused designated English Language Development (ELD) to assist English Learner in developing academic content learning in English and become English language proficient

Goal 2: Create a safe positive learning community by providing a Multi-Tiered System of Support (MTSS) through the provision of mental health supports, trauma informed strategies, and by increasing student and parent engagement and connectedness.

#3 Parent Involvement
#5 Pupil Engagement
#6 School Climate

- Counseling Services
- Implement Multi-Tiered Systems of Support (MTSS) through the provision of a MTSS coordinator, Safe School Ambassador, Behavior and Attendance Support Assistant, and a Homeless/Foster Youth Liaison
- Increase home/school communication and implement activities, event and provide parent educational opportunities to support family connectedness, engagement and school participation
- School staff will continue to implement Positive Behavior Intervention Supports (PBIS) and bullying prevention programs along with other means of correction to create and foster a positive school climate

Goal 3: To provide students access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready

#2 State Standards
#4 Pupil Achievement
#7 Course Access
#8 Other Pupil Outcomes

- Support and enhance the Spanish/English Dual Immersion Program by acquiring and retaining bilingual personnel, and providing appropriate curriculum and supplies in order for enrolled students to become proficient in both Spanish and English.Continue to support

- District will continue to support a master schedule incorporating art and music instruction for K-8 grades within the school day along with the necessary equipment and supplies for both Jamestown Elementary and Chinese Camp School schools
- Support instruction and learning in the area of Science, Technology, Engineering, Art,Math (STEAM) at Chinese Camp Science Academy through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies
- To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

November 2020:
LCAP budget review with CBO and management and shared with the Governing Board

January 2021:
Fidelity Implementation Tool survey was distributed to all staff

February 2021:
Google Form LCAP input survey was sent out to all parents, certificated staff, classified staff, management and leadership teams for LCAP input and the identification of priorities.
LCAP was also discussed and input provided at School Site Council.
LCAP development was placed on the agenda at the February meeting for public comment, and Governing Board discussion and input.
California Healthy Kids Survey was given to 5th/6th/7th graders, parents and staff

April 2021:
Extended Learning Opportunities Grant (ELO) plan input requested from parents, all staff, School Site Council and bargaining units to determine priorities that are aligned with LCAP goals.
Governing Board discussion and input of the ELO plan along with public comment
Review and discuss new LCAP goals and objectives with leadership team, management, School Site Council, student council, bargaining units, Governing Board.
California Healthy Kids Survey results reviewed
Begin to draft new LCAP goals and objectives based upon all stakeholder feedback

May 2021:
Parent Involvement Google Form Survey sent to all parents
Feedback from bargaining units
Presented draft LCAP certificated staff, classified staff, management and leadership teams, School Site Council, student council, and bargaining units
Reflective staff development and local indicator surveys administered to staff
The LCAP was reviewed and approved by the Parent Advisory Committee/School Site Council, which serves as the Parent Advisory Committee on May 25, 2021

June 2021:
Consultation with Jamestown Teachers Association Chapter of CTA about the content of the Local Control Accountability Plan on June 3, 2021.

Consultation with Chapter 742 of California School Employees Association about the content of the Local Control Accountability Plan on June 3, 2021

A public hearing will be conducted on June 9, 2021 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 16, 2021

The Board will vote on the approval of the LCAP on June 16, 2021 at a public meeting.

A summary of the feedback provided by specific stakeholder groups.

Student Input: The top priorities of the students survey results were to maintain and upgrade technology for students and staff; maintain campus safety through PBIS rewards and incentives along with continued supports such as trauma informed education and practices, Safe School Ambassador and social emotional learning support especially in targeted support of homeless and foster youth; and continue supporting STEAM activities and the music and art programs. The student input for new goals were in the areas of adding more enriching after-school activities and clubs, adding math intervention/ support and expanding the Science Academy. One additional common theme was that students would like to see more education and support for absenteeism.

Parent Input: The top three priorities for parents were: providing support and training to promote quality standards based instruction and highly effective teachers in order to increase student achievement; providing a safe learning environment including mental health supports, more counseling services, and the provision of behavioral and SEL supports for all students; and the continuance of the Music/Art/STEAM programs and instruction as well as the Science Academy and Dual Immersion program. One area that was a common concern is the need for after-school enrichment and extra-curricular activities as well as more field trips.

School Site Council: The number one priority is to address learning loss and increase student achievement. Input reflected providing summer school with standards based instruction, more tutoring/intervention opportunities during and after school with targeted support in math and language arts.

Certificated staff: The number one priority is increasing student achievement in reading and math through high quality teaching and continued professional development and training, the provision of targeted intervention support in both reading and especially math, the use of researched-based curriculum and academic digital software to support student accelerated learning. The second highest priority is the facilitation and support of a safe positive school climate through continued counseling and mental health supports, facilitating increased student engagement and the provision of behavioral supports and social-emotional education. Art/Music and STEAM should continue to be supported.

Classified staff: To continue with prioritizing behavioral supports for students and social-emotional awareness and curriculum. The focus must remain on keeping our school campuses safe. Priorities include an increase in counseling and mental health services; increasing student engagement; continuing the after school care including increasing grade levels served and providing enriching opportunities, extra-curricular activities, and intervention supports for all students; more classified trainings to support the needs of students including an increase in aide support in classrooms. The Dual Immersion Program is important and should be continued along with Art/Music/STEAM.

Management: The first priority is to continue to provide mental health services for students and families and to increase counseling support. The Dual Immersion Program, Art/Music/STEAM objectives are another priority and should be continued. The third priority is to support students in after-school care, academic support and extra-curricular programs and opportunities.

Bargaining Units: The goals and objectives we have been implementing and supporting continue to be in line with the mission and vision of the bargaining units. Specific feedback is that both Science Academy and Dual Immersion are important programs and it is important that each program is supported individually not as a whole as both programs have unique needs. Teacher professional development is also necessary and needs to be included as an identified area to fund whether through LCAP, Title II, or other funding sources. Enrichment activities need to be offered to all grade levels, and technology upgrades are necessary for enrichment activities. There needs to be a commitment to purchasing a school-wide SEL curriculum along with training and coaching support, and firming up a clear vision of what it is to be a trauma informed school. Counseling and mental health services are extremely important and if there is a way to provide support after school hours and include transportation. In regard to increasing student achievement it would be important to purchase CAASPP testing preparedness materials and implement a school wide reading achievement program using Accelerated Reader with incentives and rewards.

Board: The top priorities are to address learning loss and increase student achievement, mental health supports and to stay the course with continuing our Dual Immersion and Science Academy programs, art and music and STEAM activities. The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas. One area to add would be the addition of after school clubs, enrichment activities and targeted intervention support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder feedback and input reflects an overwhelming support for supporting high quality teachers and increasing overall student achievement in reading and math; maintaining a safe campus through the continued provision of school based mental health supports, addressing social emotional student needs; and maintaining the programs and practices we have already implemented such as Dual Immersion, Science Academy, Music, Art, STEAM and trauma informed practices.
Some areas that have influenced new goals and objectives are in the areas of increased student engagement and enrichment such as more field trips, after-school activities and clubs;   increasing the level of instructional support through more professional development and training and additional personnel especially in the area of math.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement through strong standards-aligned curriculum, technology, instructional supports and the provision of learning acceleration supports and interventions in math and reading.

An explanation of why the LEA has developed this goal.

Overall student achievement is significantly below standard in reading, and more so in math and is either maintaining or declining. Specifically with our unduplicated student subgroups: socio-economically disadvantaged, English Learners and students with disabilities. This goal was developed to ensure that all students in the Jamestown School District have access to standards-aligned curriculum, resources, and supports in order to gain academic content knowledge and meet and/or exceed state standards.

The actions in this goal address the following standards:

Priority #1 Basic
Priority #2 State Standards
Priority #4 Pupil Achievement
Priority #8 Other Pupil Outcomes

The combined actions included in this goal are focused on increasing student academic achievement.
The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 35.1 points below standard SED:45.7 points below EL: 91.5 points below				2022-2023 SBAC All: 5 points above standard SED and Foster Youth: Meet or exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 104.8 points below				EL: Increase by 60 or more points from baseline SWD: Increase by 60 or more pints from baseline
SBAC Math: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 55.8 points below standard SED:64.5 points below EL: 69.6 points below SWD: 115.8 points below				2022-2023 SBAC All: 5 points above standard SED and Foster Youth: Meet or exceed standard EL: Increase by 60 or more points from baseline SWD: Increase by 60 or more pints from baseline
CA Dashboard-English Learner Progress	36% making progress towards English proficiency 2019 EL reclassification rate 21.2%				55% or higher making progress toward English proficiency EL Reclassification rate 30%or above
Device to Student Ratio	425 new devices 140 older working devices Current enrollment is 350 students				Implement replacement plan-Purchase 60 new devices each year (180 total)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology Plan	Personnel: One Technology Specialist TCSOS tech support Instructional technology: 15 new MacBook laptops 6 SMART Boards				Maintain Technolgoy specialist and TCSOS tech support Purchase 5 new laptops each year (15 total) Purchase 10 new SMART Boards
CA Dashboard Local Indicator- Implementation of Academic Standards	Ratings: Professional Development- 3.6 Instructional Materials- 4.0 Policy and Program- 3.4 Implementation of Standards -3.6 Engagement of School Leadership - 3.5				Ratings: Professional Development- 4.5 Instructional Materials- 5.0 Policy and Program- 4.5 Implementation of Standards- 4.5 Engagement of School Leadership- 4.5
Local Benchmark Assessment - STAR Reading Growth Proficiency Report at 50% or higher	2020-2021 Reading Growth Data +0.5 GE District Average 26% Proficiency Report				Reading Growth: Consistent +1.5 GE or higher District Average 75% Proficiency Report
Local Benchmark Assessment- STAR Math Growth Proficiency report	2020-2021 Math Growth Data +1.1 GE District Average				Math Growth +1.5 GE or higher District Average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
at 50% or higher	34% Proficiency Report				75% Proficiency Report

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Instructional Support	1.1 Purchase of researched-based educational software, curriculum and the necessary professional development to support standards-based instruction, and increase student achievement. This will include benchmarking, progress monitoring along with intervention curriculum and instructional supports in reading and math.	$36,069.00	Yes
2	Technology Equipment/Supplies/Support	1.2 Purchase necessary technology devices and instructional supplies for students and staff along with supporting technology services	$46,257.00	Yes
3	Special Education Curriculum/Resources	1.3 Purchase specific research-based curriculum and provide instructional resources to accelerate learning and increase student achievement for students with disabilities	$4,000.00	Yes
4	Student Access to Standards-Based Instruction	1.4 Add one additional instructional assistant to provide inclusion support, and provide instructional professional development in Universal Design for learning (UDL) for teachers to support all learners, including students with disabilities.	$21,954.00	Yes
5	English Language Development	1.5 0.5 classified FTE to provide focused designated instruction on state ELD standards to assist English learners in developing academic content learning in English and become English language proficient.	$63,282.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Create a safe, positive learning community by providing a Multi-Tiered System of Support (MTSS) through the provision of mental health supports, trauma informed strategies, and by increasing student and parent engagement and connectedness.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students and their families in Jamestown School District are feeling safe, engaged in learning, and connected to school. The combined actions included within this goal focus on the Multi-Tiered Systems of Support (MTSS) necessary to foster a safe school environment and to allow for students to have access to the mental health resources to be successful.

The actions in this goal address the following state priorities:

Priority #3 Parent Involvement
Priority #5 Pupil Engagement
Priority #6 School Climate

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report All: 13.6% Homeless: 20% SWD: 16% SED:14.5% EL: 2.9%				10% or less for All Homeless: 10% SWD: 10% SED:10% EL: Maintain 2.9% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Suspension/Expulsion Rate	2019 Dashboard Report Suspension Rate All: 5.9% Homeless: 7% SWD: 11.7% SED: 6.9% EL: 0% Expulsion Rate: 0.25%				Suspension Rate All: 3% or less Color Gauge Green All subgroups Blue or Green Expulsion Rate: 0%
Universal Screening Tool for Student Behavior and Risk	2019-20 Data 20% Identified in High Risk Category				5% Identified High Risk Category
SIS Discipline Data Reports	2019-2020 Data Discipline referral rate 9%				Decrease number of discipline referrals by 3%
Local Climate Survey	2019 Student survey results: 63% Feel very safe or safe 56% Caring adult relationships 53% High expectations set 54% Experience sadness/ hopelessness				85%-100% Feel safe or very safe 80%-100% Caring adult relationships 80%-100% High Expectations 0-25% Experience Sadness/Hopelessnes s
Parent Involvement	2019 Results from survey as % strongly Agree/Agree: Seeking Input: 75%				Seeking Input 85%-100% Participation Opportunities 85%-100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Opportunities to participate in Programs/Activities: 79% School Safety: 82% Academics: 85%				School Safety 85%-100% Academics: 85%-100%
Middle School Dropout Rate	2019 Dropout Rate: 0.03%				0% Dropout Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	2.1 Provide a 0.8 FTE counseling services	$82,986.00	Yes
2	MTSS Implementation	2.2 Implement Multi Tiered Systems of Support (MTSS) through the provision of a . 0.05 F.T.E. MTSS coordinator, a 0.4 F.T.E. behavior and attendance support assistant, safe school ambassador and a 0.1 F.T.E. homeless and foster youth liaison.	$107,278.00	Yes
3	Parent and family engagement and education	2.3 Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement and participation.	$3,500.00	Yes
4	Positive Behavior Intervention Supports	2.4 School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to to create and foster a positive school climate.	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	To provide student access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready

An explanation of why the LEA has developed this goal.

This goal has been developed to maintain that all students have access to a broad course of study through the offerings of art, music, technology, student leadership, health, and world language and are engaged in learning.

The actions in this goal address the following state priorities:
#2 State Standards
#4 Pupil Achievement
#5 Pupil Engagement
#7 Course Access
#8 Other Pupil Outcomes

The combined actions included in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth.

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA CASSPP California Spanish Assessment (CSA)	No results- first year administering the test				70%-100% grade level proficient in Spanish
CA Dashboard Local Indicator - Access to a Broad Course of Study	Master Schedule- 100% of students receive instruction in music/art				100% of students receive music/art instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Local Indicator-Implementation of Standards	Ratings: CTE-3.0 Initial Implementation PE-3.0 Initial Implementation World Language-3.0 Initial Implementation Health Education-3.3 Initial implementation Visual and Performing Arts-4.0				Ratings: CTE-4.0 Full Implementation PE 4.0 Full implementation World Language- 5.0 Full Implementation and Sustainability Health Education- 4.0 Full Implementation Visual and Performing Arts- 5.0 Full Implementation and Sustainability
Parent LCAP Survey	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy-71.6% Art and Music- 91.7% STEAM Activities and Supplies-100% Engaging Educational Opportunities for Students- 78.3				Agree/Strongly Agree in Support of Programs: Dual immersion and Science Academy-90% Art and Music- 100% STEAM Activities and Supplies-100% Engaging Opportunities for Students- 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Spanish/English Dual Immersion Program	3.1 Support and enhance the Spanish/English Dual Immersion Program by acquiring and retaining bilingual personnel, and providing appropriate curriculum and supplies in order for enrolled students to become proficient in both Spanish and English.	$404,263.00	Yes
2	Art and Music Programs	3.2 District will continue to support a master schedule incorporating art and music instruction for K-8 grades within the school day along with the necessary equipment and supplies for both Jamestown Elementary and Chinese Camp School schools.	$104,623.00	Yes
3	STEAM Science Academy Materials/Activities	3.3 Support instruction and learning in the area of Science, Technology, Engineering, Art ,Math (STEAM) at Chinese Camp Science Academy through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies.	$2,000.00	Yes
4	STEAM JES Materials and Activities	3.4 Support instruction and learning in the area of Science, Technology, Engineering, Art ,Math (STEAM) within all classrooms through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies.	$3,000.00	Yes
5	After School Enrichment Programs	3.5 To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day	$5,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.88%	$775,809

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 1: - To provide researched-based educational and instructional software, curriculum and core subject area professional development for teachers to incorporate effective, high quality instruction and responsive teaching strategies that relate to standards-based instruction. These services are principally directed and are an effective use of funds, targeting all students including low-income students, English Learners and homeless/ foster youth in meeting the goals in the state priority areas, 2, 4, and 8 and will increase engagement and improve learning outcomes for these students.

Goal 1 Action 2: To enhance student access to technology that will promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth and students with disabilities in meeting goals in the state priority areas, 2, 4, and 8, through maintaining 1:1 devices, maintaining and replacing instructional equipment and supplies for teachers and students. The appropriate technology offers teachers the ability to individualize curriculum and customize it to the needs of individual students so that all may achieve their potential, and for these students to have equal access to the same learning resources that all other students have.

Goal 1 Action 3: To purchase research-based curriculum and implement appropriate instructional resources principally directed toward students with disabilities to increase academic achievement and improve the ability for these students to meet Individualized Educational Plan (IEP) goals.

Goal 1 Action 4: The additional staffing of instructional assistant within general education classrooms to provide inclusion support along with professional development in Universal Design for Learning (UDL) which is principally directed at students with disabilities, but also all

other unduplicated subgroups by aligning student abilities and preferences with learning goals, which increases accessibility for all and provides for an equal opportunity to succeed.

Goal 1 Action 5: English language development- To provide designated, protected time during the regular school day to for focused instruction on state adopted ELD standards and is tailored to the English Learner's particular English language development needs. This is principally directed toward English Learners in order for these students to develop critical English language skills, to access grade-level academic content, and to achieve English language proficiency and mastery.

Goal 2 Action 1: School counseling -To provide students with social and emotional systems of supports that lead to improved academic success. These services and practices are principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth and all students in meeting goals in the state priority areas, 1,5, and 6. Additional Counseling and continued staff training in trauma informed practices will impact students who need additional social-emotional, behavioral, and academic learning support. Counselors can assist students in developing life skills, coping skills, and cognitive skills that they can use both inside and outside of school.

Goal 2 Action 2: Multi-Tiered Systems of Support (MTSS) Implementation- To provide students with a coordinated, strategic support system that addresses student academic, social emotional, behavior and attendance needs while also implementing programs and supports (Safe School Ambassador, Behavior and Attendance Assistant and the Homeless/ Foster Youth Liaison) that maintain systems of safety, and foster healthy, connected relationships in a safe, respectful learning community. These services and supports are principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth, students with disabilities and all students in meeting goals in the state priority areas 1,5, and 6. The MTSS System allows school staff to collaboratively problem solve, identify intervention needs, monitor progress and adjust as needed within each tier. Often the unduplicated count subgroups require more equitable practices to allow for a reduction in classroom and school exclusions and increasing quantity and quality of instruction.

Goal 2 Action 3: Parent and family engagement and education-To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth and all students in meeting the goals in the state priority areas, 3, 5 and 6 through the facilitation of parent involvement and education activities. Additionally, to provide and maintain systems of communication including translating documents into Spanish in order to meet the needs of the school community.

Goal 2 Action 4: Positive Behavior Intervention Supports- To create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. By using the PBIS three-tiered approach to behavior and discipline and implementing a reward and incentive system, it creates an overall focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth, students with disabilities and all students in meeting the goals in the state priority areas of 4,5, and 6. This action will be effective in meeting the goals of these students by providing a feeling of safety, fostering a climate of respect, and supporting engagement in learning which will lead to improved academic achievement and success.

Goal 3 Action 1: Spanish/English Dual Immersion- To provide an opportunity for students to become bilingual and bi-literate through a Dual Immersion Program with the focus on acquiring and retaining qualified bilingual staff, and providing curriculum and materials to promote Spanish and English language proficiency. This program is principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth. This action will be effective in enhancing the opportunities of these students academically, socially and culturally.

Goal 3 Action 2: Art and Music Programs- To support both art and music to all grade levels during the school day with credentialed teachers. These services are principally directed and are an effective use of funds, targeting our low-income, English Learners, homeless/foster youth, students with disabilities and all students in order to provide equity and access to a broad course of study. Research shows that exposure to art improves a child's lifelong outcome, increases the likelihood of being college and career ready, and increases motivation, school attendance, and academic performance.

Goal 3 Action 3 and Action 4: STEAM Materials/Activities Science Academy and at JES- To support instruction and earning in the area of Science, Technology, Engineering, Art ,Math (STEAM) at Chinese Camp. This action is principally directed and is an effective use of funds, targeting our low-income, English Learners, homeless/foster youth, students with disabilities and all students by providing equity and access to typically underrepresented subgroups in these subject areas. This action will facilitate improved critical thinking, science and math literacy, through hands-on learning to help students develop real world skills that will better prepare them to be career and college ready.

Goal 3 Action 5: After School Enrichment Programs- To provide educational, recreational, and social activities for students that extend beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our low-income English Learners, homeless/foster youth, students with disabilities and all students in meeting the district's goals in the state priority areas, 2, 4, 5, 7, and 8. Enrichment opportunities improve educational outcomes, school attendance and social-emotional learning. After school programs have also shown lower dropout rates and helps close achievement gaps, particularly for low-income and homeless/foster youth students who may not have access to extra-curricular opportunities with their community.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions/services are proposed to ensure positive outcomes for all students in the areas of academic achievement, student engagement, and positive school connectedness, the goals and services are principally directed toward our socio-economically disadvantaged, English Learners, homeless and foster youth, as well as students with disabilities. 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. Academic support is a priority and will be increased through the addition of a math intervention specialist, and through after school intervention and tutoring programs, as well as increased EL support to students and their families. The levels of supports as identified through the MTSS Universal Screener for targeted interventions in both academics and mental health will be principally directed to our unduplicated subgroups to increase academic achievement as well as to respond to the social-emotional health specifically through counseling services and liaison support for homeless

and foster youth. All of our goals and actions provide significant support for our unduplicated students and far exceed the 23.88% MPP over the base program for 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 continues to address the communication needs of our non-English speaking parents and we are working to support an increase in parental involvement by providing resources for them to become more involved in our schools. The high rate of socio-economically disadvantaged students in our district challenges us to provide better identification of basic needs within our school community and for us to better support those students and their families with wraparound services, through our Jamestown Family Resource Center and partnerships with County Mental Health Services, Tuolumne County Foster, Youth Coalition and Center for Nonviolent Community, and the UC Cooperative Extension and the SNAP-Ed program.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$775,809.00	$41,187.00		$70,716.00	$887,712.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$786,656.00	$101,056.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Academic Instructional Support	$20,000.00			$16,069.00	$36,069.00
1	2	English Learners Foster Youth Low Income	Technology Equipment/Supplies/Support	$46,257.00				$46,257.00
1	3	Foster Youth Low Income	Special Education Curriculum/Resources	$4,000.00				$4,000.00
1	4	Foster Youth Low Income	Student Access to Standards-Based Instruction	$13,954.00	$8,000.00			$21,954.00
1	5	English Learners	English Language Development	$38,170.00			$25,112.00	$63,282.00
2	1	English Learners Foster Youth Low Income	Counseling Services	$49,799.00	$33,187.00			$82,986.00
2	2	English Learners Foster Youth Low Income	MTSS Implementation	$77,743.00			$29,535.00	$107,278.00
2	3	English Learners Foster Youth Low Income	Parent and family engagement and education	$3,500.00				$3,500.00
2	4	English Learners Foster Youth Low Income	Positive Behavior Intervention Supports	$3,500.00				$3,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Spanish/English Dual Immersion Program	$404,263.00				$404,263.00
3	2	English Learners Foster Youth Low Income	Art and Music Programs	$104,623.00				$104,623.00
3	3	English Learners Foster Youth Low Income	STEAM Science Academy Materials/Activities	$2,000.00				$2,000.00
3	4	English Learners Foster Youth Low Income	STEAM JES Materials and Activities	$3,000.00				$3,000.00
3	5	English Learners Foster Youth Low Income	After School Enrichment Programs	$5,000.00				$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$775,809.00	$887,712.00
LEA-wide Total:	$366,546.00	$478,449.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$409,263.00	$409,263.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Academic Instructional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$36,069.00
1	**2**	Technology Equipment/Supplies/ Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,257.00	$46,257.00
1	**3**	Special Education Curriculum/Resources	LEA-wide	Foster Youth Low Income	All Schools	$4,000.00	$4,000.00
1	**4**	Student Access to Standards-Based Instruction	LEA-wide	Foster Youth Low Income	All Schools	$13,954.00	$21,954.00
1	**5**	English Language Development	LEA-wide	English Learners	All Schools	$38,170.00	$63,282.00
2	**1**	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,799.00	$82,986.00
2	**2**	MTSS Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,743.00	$107,278.00
2	**3**	Parent and family engagement and education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	$3,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Positive Behavior Intervention Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	$3,500.00
3	1	Spanish/English Dual Immersion Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamestown Elementary K-8	$404,263.00	$404,263.00
3	2	Art and Music Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,623.00	$104,623.00
3	3	STEAM Science Academy Materials/Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chinese Camp 3-6	$2,000.00	$2,000.00
3	4	STEAM JES Materials and Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamestown Elementary Tk-8	$3,000.00	$3,000.00
3	5	After School Enrichment Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose
A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.