LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jamestown School District

CDS Code: 55-72363-6054852

School Year: 2021-22

LEA contact information:

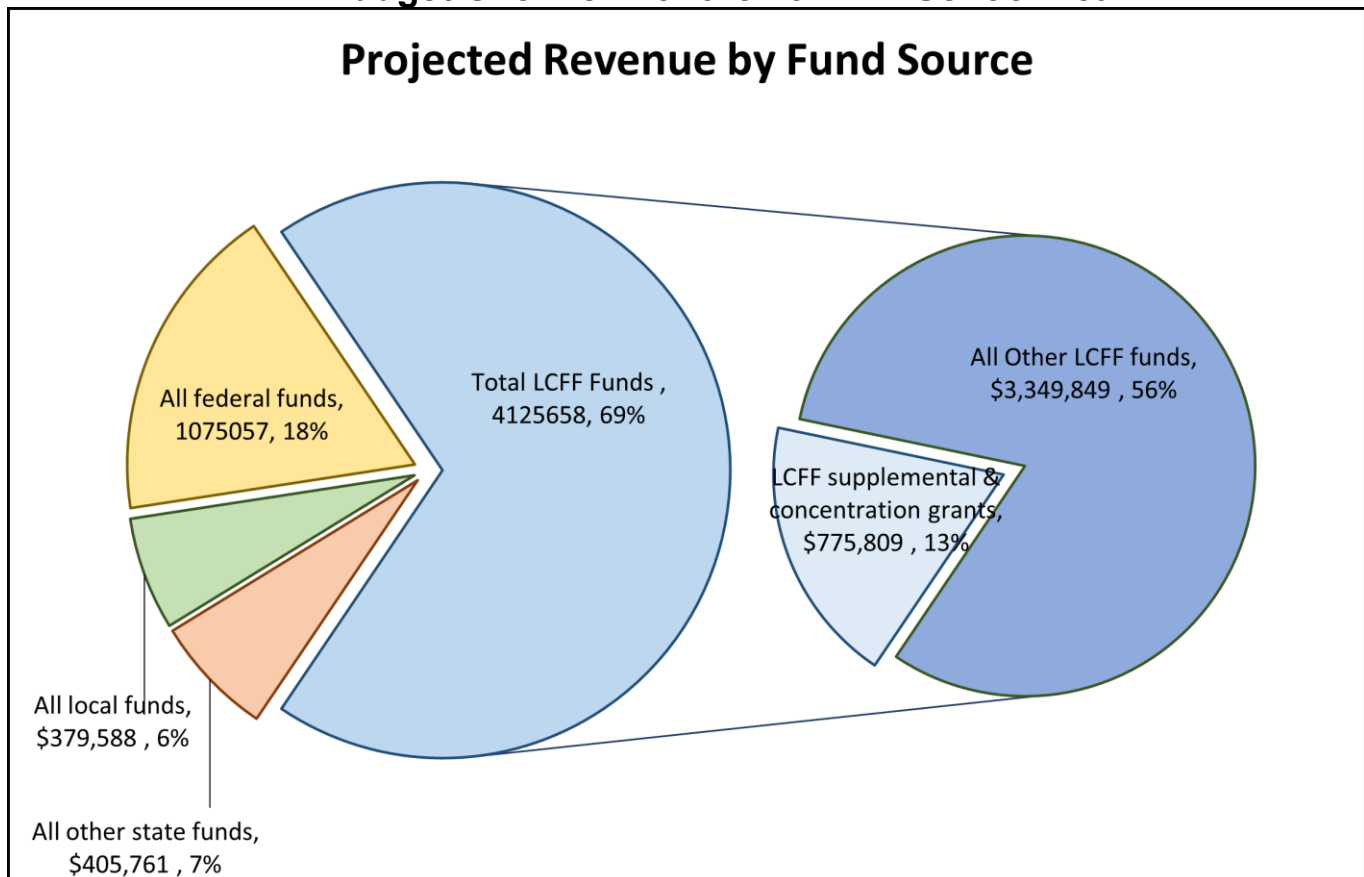Contessa Pelfrey

Superintendent

cpelfrey@jespanthers.org

209-984-4058

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, 1075057, 18%
- Total LCFF Funds, 4125658, 69%
- All local funds, $379,588, 6%
- All other state funds, $405,761, 7%
- All Other LCFF funds, $3,349,849, 56%
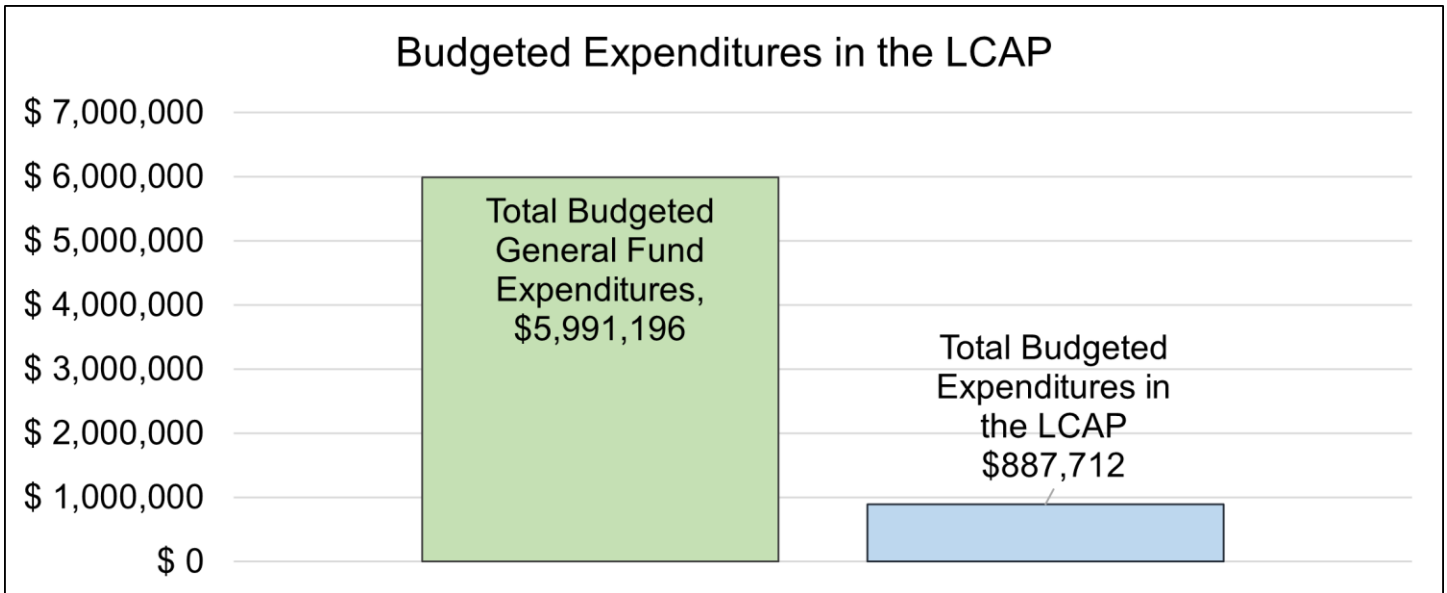- LCFF supplemental & concentration grants, $775,809, 13%

This chart shows the total general purpose revenue Jamestown School District expects to receive in the coming year from all sources.

The total revenue projected for Jamestown School District is $5,986,064, of which $4,125,658 is Local Control Funding Formula (LCFF), $405,761 is other state funds, $379,588 is local funds, and $1,075,057 is federal funds. Of the $4,125,658 in LCFF Funds, $775,809 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,991,196	Total Budgeted Expenditures in the LCAP $887,712

(Y-axis scale: $0 to $7,000,000 in increments of $1,000,000)

This chart provides a quick summary of how much Jamestown School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Jamestown School District plans to spend $5,991,196 for the 2021-22 school year. Of that amount, $887,712 is tied to actions/services in the LCAP and $5,103,484 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
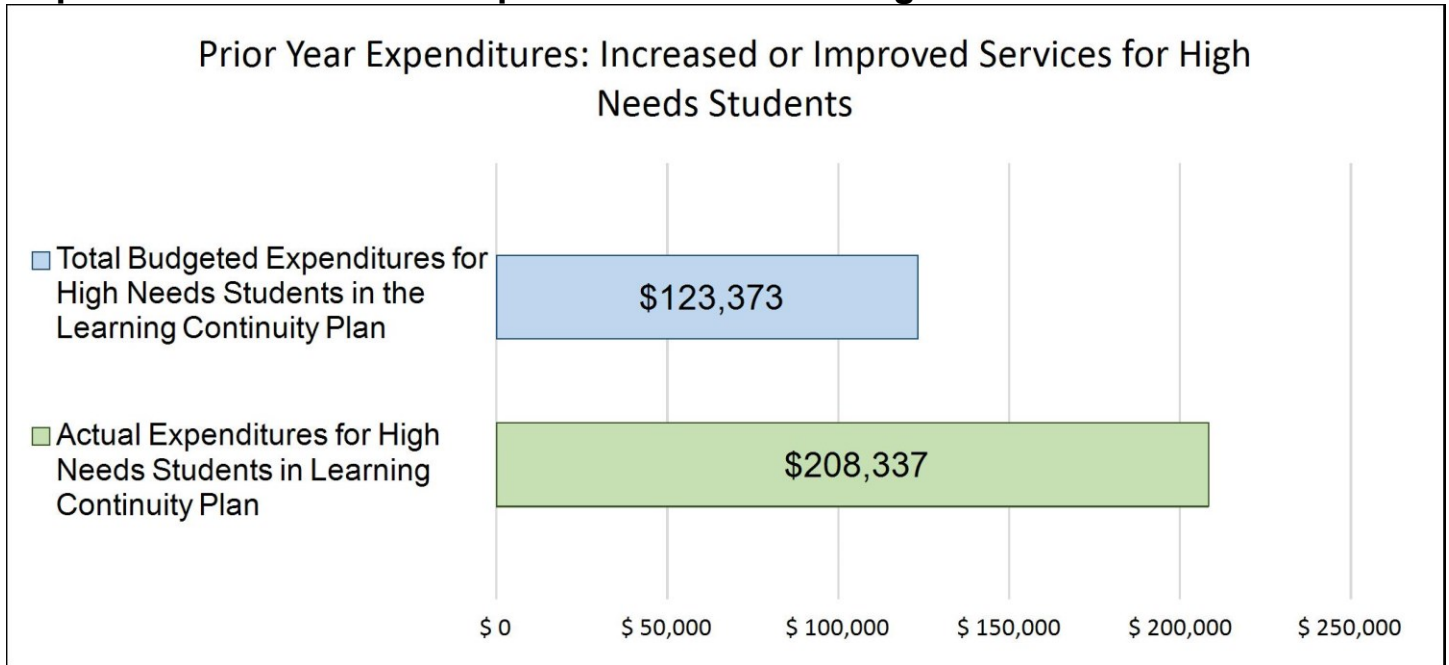
Budgeted expenditures for the school year that are not included in the Local Control and Accountability Plan (LCAP) include certificated and classifed staff salaries and benefits, Special Education expenses, transportation, operating expenses, books, supplies and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Jamestown School District is projecting it will receive $775,809 based on the enrollment of foster youth, English learner, and low-income students. Jamestown School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jamestown School District plans to spend $887,712 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $123,373

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $208,337

$0 $50,000 $100,000 $150,000 $200,000 $250,000

This chart compares what Jamestown School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Jamestown School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Jamestown School District's Learning Continuity Plan budgeted $123,373 for planned actions to increase or improve services for high needs students. Jamestown School District actually spent $208,337 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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 **19-20** Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.	STAR Reading and Math: percentage of students at or above benchmark from prior year decreased by 6.8% in math and decreased 3.7% in reading. DIBELS (Reading): A 5% growth from intensive support to strategic and 6% increase to Core readers Overall lexile growth in Reading Eggs Program is +102 No State testing results for 2019-2020 due to COVID-19 No ELPAC testing for 2019-2020 due to COVID-19 Staff survey results show that in all areas we are in initial to full implementation - English Language Arts – 4.0 - English Language Development – 3.42 - Mathematics – 4.0 - Science – 3.0 - History/Social Science – 3.25 - Career Technical Education – 3.0 - Health – 3.33 - Physical Education – 3.0 - Visual and Performing Arts – 4.0 - World Language – 3.0 Professional Learning Opportunities for groups and/or whole group --3.5

Expected	Actual
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	Professional Learning Opportunities for individual teachers-- 3.70 Professional Support on Standards/Curriculum not yet mastered-- 3.25

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 46000	Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3106
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) Increase software	Software Licenses 5800: Professional/Consulting Services And Operating Expenditures	Software Licenses 5800: Professional/Consulting Services And Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
licensing to include Spanish language support (Calico, Estrellita) kindergarten assessment (ESGI) and Science (Mystery Science) 1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 5th grade Dual Immersion class. Increase the hours of the upper elementary bilingual paraprofessional to support Spanish language development	Supplemental and Concentration 13122 Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 214586 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 47742 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 94468	LCFF Supplemental and Concentration 28946 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 213604 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 55657 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 88426
1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 6777 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1918	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7959 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2090

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There was an interruption of the science curriculum piloting due to COVID and therefore no decision was made on a science curriculum adoption but rather to extend the pilot into the following year. The allocated funds for goal 1.1 were moved to support additional software programs, to support intervention and distance learning, as well as MTSS related objectives in Goal 7. . All other Actions/Services were implemented as stated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Dual Immersion program continues to be successful and we are increasing grade levels and staffing each year. Spanish student achievement levels are increasing. Learning loss due to COVID in March 2020 is significant, especially within our subgroups of EL, SWD, and FY/Homeless. Even with the various digital software programs purchased and available, after March 2020 and with the move to distance learning, technology access and connectivity for our student population was challenging. Regular attendance and academic participation was a significant problem during distance learning and significantly impacted student achievement.

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. **19-20** 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** Curent ratio is 334 working computers to 331 students (1:1).	We continue to monitor and support 1:1 devices with 360 devices in 1-8 grades with iPad stations in kindergarten, and we continue to maintain an effective technology replacement plan. We purchased 75 new devices for students, five Mac Books for teachers and one Chromebook cart. The stipend position for an on site technology specialist continues to be effective. We continue to utilize the services contracted through the County Schools Office for network and infrastructure needs.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Stipend an employee for on site technology support to maintain technology devices and to provide staff support for technology needs.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10200	Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 10200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2556	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2214
2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8.	Computer/Device/Equipment Replacement 4000-4999: Books And Supplies Supplemental and Concentration 15000 Technology Supplies 4000-4999: Books And Supplies Supplemental and Concentration 3000	Computer/Device/Equipment Replacement 4000-4999: Books And Supplies LCFF Supplemental and Concentration 19425 Technology Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 594
2.3 Continue to purchase technology equipment that supports instruction of the CCSS.	Instructional Technology Supplies (4300) 4000-4999: Books And Supplies Supplemental and Concentration 3000 Instructional Technology Replacement (4400) 4000-4999: Books And Supplies Supplemental and Concentration 10000	Instructional Technology Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5750 Instructional Technology Replacement 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7194
2.4 Maintain a hosted Destiny library management software for textbook and computer inventory.	Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1700	Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1662

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions for technology purchases (equipment and supplies) for student and staff were not expended as allocated due to the immediate and significant need to supply students and staff with technology devices, and supplies to accommodate distance learning. Additional funding through federal, state and local sources allowed the district to fulfill all of our technology needs for the year. The

allocation for software also increased due to the need to provide appropriate digital access to instruction due to distance learning. Any leftover budgeted amounts were moved to goal 7 and MTSS and were principally focused on EL, SWD, Homeless/FY and SED students. All other Actions/Services for this goal were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have been successful in providing all students with devices that needed them while on distance learning. Internet access and connectivity was a challenge and acquiring effective hotspots also proved difficult. Additional devices were needed for staff as well in order for teachers and para staff to deliver instruction remotely. Additional software was purchased quickly in order to support remote learning.

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 **19-20** 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 3% students as measured by state attendance data. **Baseline** Suspension Rate: 7.8% Discipline Referral Rate: 9% Attendance Rate: 97% Chronic Absenteeism Rate: 17% Expulsion Rate:1%	Suspension Rate- 5.9% declined by 1.9% Unduplicated subgroups: Homeless/FY declined by 6.3%; SWD declined by 9.1%; Hispanic declined by 1.5% with ELs maintaining at 0%; SED declined by 2% Total Discipline referrals declined by 48% Expulsion .003% decreased by 66% Chronic Absenteeism: 13.9% declined by 3.1% unduplicated subgroups: Homeless/FY declined 8.9%; SWD declined1.6%; SED declined 2.3% ;EL maintained at 0.2% with Hispanics declining by 2.8% Attendance rate: 95.44%. This is as of February as COVID and school closure occurred and attendance was held harmless as of Feb. 14th.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice and classroom behavior management, begin restorative justice practices, and support positive student behavior and increased attendance with more rewards and incentives. Increase the Positive Behavioral Support Paraprofessional (Safe School Ambassador) position to 6 hours a day.	Counselor Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 57107 PBIS and Attendance Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1500 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 22189 PBS Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11368	Counselor Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 59411 PBIS and Attendance Rewards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 769 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 26976 PBS Paraprofessional 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25211
3.2 Continue to 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 3325 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6208	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10081 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2651
3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position with the addition of attendance support services and home visits.	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12972 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5403	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6493 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1758

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1512

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to staffing shortages and fiscal recovery, we did not continue with the implementation of the Reflection Room for the remainder of the school year. The funds that were budgeted for this were shifted to more counseling support and to Goal 7 MTSS. Both PBIS and Canine Detection were implemented, however not all funds were expended due to COVID and school closure. A portion of the budgeted amounts for our homeless and foster youth services coordinator was shifted to grant funds and Title I funding. The remainder was allocated to counseling support and MTSS which were principally focused on EL, SWD, Homeless/FY and SED students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Reflection Room started off as a great support for student regulation and trauma informed practices. However, over time it became a place for students to escape from class and instructional demands. It lost its effectiveness and began to create more behavioral challenges. We shifted our focus toward more tiered counseling supports, more classroom education and curriculum in social emotional learning, increased training in trauma informed practices, and the use of our Safe School Ambassador. These shifts seemed to be more successful as reflected in reduced discipline referrals, and a decreased in suspensions. Attendance support prior to school closure was successful with tiered interventions of targeted phone calls, follow-up conferences and home visits to address chronic absenteeism. Counseling supports proved crucial for many of our students with increased needs due to school closure its consequences, and we continued counseling into the summer months. With COVID school closure, attendance and participation became an issue and the attendance support shifted to reengagement strategies and problem solving for how to assist families with distance learning. Canine detection visits that were not able to be completed due to COVID, were rescheduled for the following year.

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 **19-20** 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. **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	There was not a parent involvement survey this year due to COVID and school closure. Multiple letters and surveys were sent out to parents in May, during the summer months, and into the new 2020-2021 school year in regard to returning to school decision making and reopening plans.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Keep the website updated and fresh.	Webmaster/Certificated Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000	Webmaster/Certificated Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
4.3 Provide opportunities for parent education classes, community outreach events and Family Fun Nights.	Supplies for parent education 4000-4999: Books And Supplies Supplemental and Concentration 3500	Supplies for Parent education 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1016

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The website stipend did not get turned in before the end of the fiscal year due to the abrupt school closure. The website was maintained and the stipend was applied to the next fiscal year LCAP. The parent engagement and family fun nights were not held due to COVID restrictions and were shifted to Goal 7 for MTSS which were principally focused on EL, SWD, Homeless/FY and SED students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the abrupt school closure because of COVID-19, staff did not return to campus for the remainder of the school year. The website did become a key communication device for our families and many forms were added that allowed for convertible PDFs for forms that required digital input and signatures. Family Fun Nights and parent education are always successful and a key objective that our stakeholders look forward to. The events were planned and on the activity calendar, but only one was able to happen due to school closure and COVID.

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 **19-20** N/A **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	Even though this goal was removed the FIT continues annually. The results for 19-20 are as follows: Chinese Camp: 96.43% Good--1.19% increase Jamestown: 94.57% Good --2.75% increase

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This goal was removed from LCAP and funded out of other sources

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even though this is not a current LCAP goal, a facility plan was established and implemented to respond to the needs referenced within the FIT.

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 **19-20** 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.	100% of students received instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year. Additional STEAM supports were added in the areas of curriculum supplies.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 Provide a music and art teacher and supplies, STEAM supplies and assemblies.	Supplies for Jamestown Elementary 4000-4999: Books And Supplies Supplemental and Concentration 7500 Supplies for the Science Academy 4000-4999: Books And Supplies	Supplies for Jamestown Elementary 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4883 Supplies for Science Academy 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 1500	LCFF Supplemental and Concentration 257
	Art/Music/STEAM assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000	Art/Music/STEAM Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
	STEAM services for Chinese Camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000	STEAM services for Chinese Camp 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
	Art and MusicTeacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 67791	Art and MusicTeacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 69828
	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 26212	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17872

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds for STEAM assemblies, supplies and field trips were not spent due to COVID and school closure. The funds were shifted to goal 7 for MTSS support with a focus on EL, SWD, Homeless/FY and SED students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Many of the scheduled trips and assemblies were scheduled for the spring and were unable to be completed due to COVID and school closure. Art and Music instruction were able to continue in a virtual format which was successful, along with STEAM materials provided for students to utilize at home on remote learning. The ability to have credentialed teachers in art and music is a success for our district. In all stakeholder group input this is a priority and is integral in the development of the whole child.

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 **19-20** 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.	Staff survey results showed that as a whole most subjects were at full implementation or sustainability. Professional development was offered throughout the course of the school year. After COVID and school closure it was imperative that professional development was offered to assist teachers and staff in making the shift to virtual learning including technology support and instructional programs.

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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7.1 Increase funding to a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23963 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 7381	Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 51457 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8866
7.2 Delete trauma informed training which will be funded from another source and help support trauma informed practices by funding a Behavior and Attendance Support Assistant	Employee Benefits. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8028	Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11908

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28182	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 42187

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Trauma Informed training did continue, however it was funded through another grant source. Leftover funds were used to support and increase MTSS support to a .40 coordinator and increase services of the Behavior and Attendance Support Assistant(BASA) . This was necessary to help support our EL, SED, SWD, and Homeless/FY who required more assistance and resources as the district moved to distance learning. The BASA increased time making home visits and supporting home/school connection.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Professional development in math and science were successful, yet needs to be ongoing. Staff survey results showed that as a whole most subjects were at full implementation or sustainability. Challenges continue to be continued need for ELD curriculum and professional development for both designated ELD and integrated and strengthening or Dual Language Program with consistent staffing. It continues to be very difficult to locate and retain bilingual staff. Another challenge was piloting science materials and not being able to complete the pilot successfully due to school closure. The district did not make a decision on a NGSS aligned Science curriculum.

When COVID and school closure happened, the successes were that the district was able to provide appropriate technology and connectivity resources where available. Increasing home visits to provide paper/pencil packets, food delivery, IEP/Special education support. Also, MTSS systems supports attendance and reengagement support. With all of the extra support, we were still challenged in having all students/families participate consistently in distance learning, and the challenges for teachers to move instructional practices to a virtual format.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional custodial services during reopening of school preparation from March-August and the salary and benefits for an additional 7.25/hr. custodian for the 2020-2021 school year for in person instruction	36,353	36,722	Yes
Purchase of digital student pick up and home screening system for students--PikMyKid	6,000	7,509	Yes
Purchase of Personal Protective Equipment (PPE) and materials to ensure safety and to provide and prepare both students and staff for the implementation of health and safety guidelines (e.g. office, cafeteria and classroom shield barriers, hands-free sanitizer machines and sanitizer, digital thermometers, masks, gowns, signage, oximeter, disinfectants, sprayers, pop-ups for outdoor learning spaces).	15,000	17,521	Yes
Purchase of a digital visitor sign in system, Envoy, with the added component for employees to remotely health screen prior to the beginning of their workday.	2,400	2,403	No
Purchase of MERV-13 filters to upgrade ventilation and filtration of classroom HVAC units to prevent the spread of COVID-19. These should be changed every 60 days. Purchase of air purifiers for portable classrooms to increase ventilation.	7,200	17,917	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Most of the actions and budgeted expenditures were implemented as planned. The largest change was in ventilation needs where we needed more air purifiers than originally thought. This was in response to staff requests for additional safety measures against possible COVID exposure during in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The biggest challenges were in acquiring sufficient PPE and safety materials in a timely manner. Thankfully, we planned and prepared early during the summer months and we were able to have our campus ready with all health and safety protocols in place for when we returned to in person instruction in mid October. We did have, and continue to have, difficulty finding and keeping custodial employees to add cleaning and disinfecting support. This created frequent scheduling challenges for a necessary task. Many other classified staff were taken out of their regular duties to assist in implementing health and safety protocols. The new digital visitor system, ENVOY, and the dismissal system, PIK-MY-KID have been very successful in streamlining our health and safety procedures, as well as assisting in our record keeping of COVID related issues.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost of professional development for teachers to prepare for distance learning through a Virtual Summit (Over 60 sessions) and the purchase of new technology platform, Nearpod, to assist in distance learning instruction as well as paid webinars to assist with new budget and HR needs related to COVID.	3,392	30,013	Yes
Purchase of technology devices for students and staff (e.g. Chromebooks, hotspots, mobile document cameras for teacher instruction during distance learning)	35,125	69,615	Yes
Technology specialist to support a continuity of instruction and support distance learning for students and staff	1,500	1,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Professional Development needs for staff to prepare for Distance Learning was more significant than originally thought. There was a need for more instructional programs, training in effective practices, as well as the actual technology necessary to implement. Technology needs for both students and staff also were greater than expected. Many families with multiple children needed more that one device and many families had spotty internet connectivity and availability due to the ruralness of the area. The actual expenditures in both of these areas greatly exceeded budgeted funds. The technology specialist support was paid out of the original LCAP funds with only the additional hours covered though this plan.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The challenges in the implementation of distance learning was the need for a very quick shifting of instructional practices and delivering of curriculum to a digital format. Teachers needed to learn how to continue instruction through Zoom and Google Meet and

understanding new digital tools such as Nearpod. Understanding the new attendance requirements and how to respond to teaching synchronously and asynchronously, were challenges as well as staff spent more than contracted hours preparing and implementing instruction. The district needed to quickly assess who needed devices, internet access and connectivity, and then get them delivered to families. We also installed a drop box in front of school for families to drop off paper-packet work, any signed forms or documents. We were successful in providing devices and support to all families and in the provision of professional development to teachers and staff. The stress and challenges distance learning created upon families was tremendous. Parents needed to juggle remote learning and child care, balanced with their own work schedules. For some families it was difficult to have their children participate regularly in remote learning due to technology problems, scheduling, or the added challenges of students with special needs or language barriers. Much of our staff had to adapt to the needs of the students and the district by shifting their roles and responsibilities by working at different hours, providing virtual tutoring and counseling, providing daily meal delivery and/or curriculum delivery for those without technology access or due to homelessness, or by making home visits for student re-engagement. Intervention programs, designated ELD support, and Spanish language development for our Dual Immersion Program had to continue outside of the synchronous instructional day and often participation in these programs was irregular. As we transferred to more in-person instruction the challenges became how to effectively teach in a hybrid model when there were students in person and distance learning at the same time. We know that school closure, and the inconsistency of in person instruction, has created significant student learning loss and learning acceleration for the next year is a priority.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital software programs to address student learning loss, provide assessment and progress monitoring and assist in the implementation of instruction for distance learning (e.g. Study Island, Language Power, New Classroom, Transparent Language, Lalilo, Splash Learn, Mystery Science, Happy Numbers).	15,000	9,636	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The budgeted amount for software necessary to assist in pupil learning loss was more than actual expenses. Some of the necessary software was funded through original LCAP funding as it was annual renewal of instructional and intervention software. However, due to the number of students on distance learning there was a need to purchase additional software that was more effective in providing progress monitoring data and able to be used with minimal support within the home.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The ability for most parents and families to adjust to the concept of remote learning, to find the time to assist their child, and to navigate Zoom and Google virtual meetings was extremely challenging. Those students that needed the most support and guidance within our EL, Homeless/Foster Youth, SWD, and SED populations struggled greatly within the distance learning environment. It was a slower process to to make sure that all health and safety protocols were in place before we could offer any type of in-person instruction. Once we were able to open for in-person in a hybrid format, the priority was to return those students with the greatest need first. After that the challenge was for teachers and staff to respond to the needs of both in-person and distance learners at the same time within a shortened synchronous instructional day. Intervention support for reading and math, SWD service provider services, ELD support and SLD support for our Dual Language Learners all occurred outside of the in-person day and was challenging to have students show up consistently and remain engaged. One success is that preliminary academic data using new software programs with progressing monitoring reports shows that our SWD did make growth during school closure and now with hybrid learning. Another success has been those students working within the Read 180 reading program which has a heavy digital component with specific targeted goals. We repurposed the after school program to provide more in person class support and also tutoring for referred students. We will need to continue to analyze data and provide specific targeted intervention support both within school and outside of school.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As our district has a mission and vision of providing a trauma informed approach to our students and families, social emotional learning was a purposeful component to the instructional day whether remotely or in-person. Office hours were mandatory for staff to provide an opportunity to connect individually with students as well as follow up with those that had not shown up to class for the day. We had designated staff that would make home visits to deliver food, instructional materials, IEPs and other important documents, as well as following up on absences as part of the tiered reengagement process. We have a school counselor who continued to see his caseload virtually, and was integral in helping students and families navigate the stress and problems COVID had created on many levels by connecting them with resources and to the appropriate agencies. Our safe School Ambassador developed a Google Classroom devoted to social emotional videos and activities to keep students connected. All of these supports have been incredibly helpful to many, but there still were many that were difficult to reach and see consistently. We know that as we move into the next year it will be even more important to address and support the mental health needs of our students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Over the course of the year, the district sent out surveys and letters to both seek parent input and to inform them in the quickly changing environment during COVID. We found it successful to use the district autodialer system regularly with messages going out in both phone and email and translated in Spanish. In addition, all teachers used communication platforms such as Google Classroom, Remind, Class Dojo to make themselves available and regularly communicate to their students and families. Office hours, available to both students and parents, were a regular component to the school day. If teachers had not heard from a student or a parent on a particular day for instruction, they would make attempts that afternoon to reach out and make contact with each student and family individually. Tiered reengagement strategies such as school office and administration follow-up phone calls, virtual conferences, home visits, counseling support and collaboration with the county schools reengagement team through SARB were all used to address absenteeism in distance learning. In addition, the district set up a parent hotline that was answered daily to address any needs in relation to technology, instructional support, and health and safety concerns. Collaboration with our Jamestown Family Resource Center provided basic needs support through the provision of additional food needs, housing, and health care which was integral in the support of our homeless/ FY and SED students and families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our cafeteria staff had to pivot quickly to provide a breakfast and lunch program to our student population during COVID and school closure. The cafeteria created a drive through a safe food disbursement system with nutritionally balanced bagged meals containing breakfast and lunch. When school reopened for in-person learning, the cafeteria was still not open to the student population and all meals were eaten in the classrooms. Our district is currently on the Community Eligibility Program where all students eat for free, and we had already made the decision to have Breakfast After the Bell. The cafeteria staff prepared breakfasts daily that were taken to the classes in wagons and then wagons returned for lunch distribution. The need to eat in classrooms created some custodial challenges in that more cleaning was required to clear food from classrooms and the to pick up food waste and garbage from every classroom instead of a centralized cafeteria space. Meals also had to be prepared for the Chinese Camp campus where schedules needed to be adjusted in order for staff to pick up breakfast before arrival on campus for health screening. There were still distance learners that required drive through pick up, however we discovered that not all distance learning families were consistently coming to school to receive their meals. We determined that there were several areas that many of the distance learners lived, so we began to have a regular meal delivery service to them to make sure families received daily school meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	The shift in the Behavior and Attendance Support Assistant responsibilities to include following up with students that are not participating in distance learning. Including phone calls and home visits to promote student engagement and to identify barriers. Providing additional supports in a tiered intervention system including referrals to community agencies to provide ay necessary wrap around services.	2,803	14,015	Yes
Pupil Engagement and Outreach	Provision of Positive Behavior Intervention Support incentives and rewards	1,000	3,889	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All actions were implemented as planned with the exception of the increases in funding to the pupil engagement and outreach support and PBIS incentives. We have had a significant drop in student attendance and our chronic absenteeism rate skyrocketed during COVID which has required more time and support in reengagement actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One of the consequences of school closure and distance learning is that for some students education seemed to be optional. We had students that would show up for attendance only, but often had challenges participating in all instructional requirements throughout the day and often were not competing assignments. For our new LCAP we know that we need to make instructionally sound decisions of identifying essential standards, curriculum and instruction to accelerate learning. The creation of a curriculum and instructional coach is a need so that there is focused attention on progress monitoring, data analysis and targeted approach to accelerate learning. We

must provide more intervention support both during the school day and after school. Our technology needs for devices and connectivity were identified and covered through other funding sources this past year and so our goals and objectives will be mostly on supporting the classroom instruction and technology maintenance. Student mental health is a priority. More support services in this area and with student and family engagement will need to be addressed within the new LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The district has plans to increase supports in the following areas: Increase designated ELD time and provide more professional development of integrated ELD; more support for the Dual Language Immersion program to accelerate Spanish development; continue with providing a broad course of study in the areas of music, art, STEAM; Hire a math intervention specialist; Provide before and after school academic intervention support; Provide benchmark assessments and progress monitoring programs; addressing student mental health needs with increased counseling and behavior support which in turn improves student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences between the description of actions and services identified as contributing towards meeting increased or improved services and those implemented were previously described in each of the In-person instruction, Distance Learning, Learning Loss and Additional Actions sections, therefore further information is not required per the instructions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our overall analysis of student achievement, students engagement and student mental health needs, is that these must be the priority goals moving forward in the development of the 2021-2024 LCAP. We have seen a drastic decrease in academic achievement and a substantial increase in mental health needs. There must be a targeted focus on academic supports in both reading and math. This will require more teacher professional development, and the addition of curriculum and instructional coaching. Mental health services need to be principally directed toward our English learners, homeless/foster youth, socio-economically disadvantaged by creating equitable access for these students who may not have access outside of the school environment due to lack of insurance, lack of funding, lack of transportation or accessibility. The results of COVID-19 have generated numerous challenges and it is clear that our students will need social emotional learning and a strong Multi-Tiered System of Support (MTSS). Some areas of focus are providing additional counselors and other mental health supports along with an increase in behavior support services. Our parents and other stakeholder groups have shared their input and overwhelmingly agree that it is important to continue support for the continuance of our art, music, Dual Immersion and Science Academy programs as these programs are essential for engaging students. In addition, stakeholders have requested that students have access to more enrichment activities particularly after-school.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

   o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	770,298.00	789,963.00
LCFF Supplemental and Concentration	36,210.00	789,963.00
Supplemental and Concentration	734,088.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	770,298.00	789,963.00
1000-1999: Certificated Personnel Salaries	317,540.00	345,089.00
2000-2999: Classified Personnel Salaries	167,473.00	206,999.00
3000-3999: Employee Benefits	174,363.00	162,761.00
4000-4999: Books And Supplies	91,000.00	42,994.00
5000-5999: Services And Other Operating Expenditures	0.00	1,512.00
5800: Professional/Consulting Services And Operating Expenditures	19,922.00	30,608.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	770,298.00	789,963.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	345,089.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	317,540.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	28,182.00	206,999.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	139,291.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	8,028.00	162,761.00
3000-3999: Employee Benefits	Supplemental and Concentration	166,335.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	42,994.00
4000-4999: Books And Supplies	Supplemental and Concentration	91,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,512.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	30,608.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	19,922.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	424,613.00	399,788.00
Goal 2	45,456.00	47,039.00
Goal 3	122,172.00	134,862.00
Goal 4	4,500.00	1,016.00
Goal 6	106,003.00	92,840.00
Goal 7	67,554.00	114,418.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$66,953.00	$82,072.00
Distance Learning Program	$40,017.00	$101,128.00
Pupil Learning Loss	$15,000.00	$9,636.00
Additional Actions and Plan Requirements	$3,803.00	$17,904.00
All Expenditures in Learning Continuity and Attendance Plan	$125,773.00	$210,740.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,400.00	$2,403.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,400.00	$2,403.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$64,553.00	$79,669.00
Distance Learning Program	$40,017.00	$101,128.00
Pupil Learning Loss	$15,000.00	$9,636.00
Additional Actions and Plan Requirements	$3,803.00	$17,904.00
All Expenditures in Learning Continuity and Attendance Plan	$123,373.00	$208,337.00

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. The student group 2 or more races was in red for suspension at 14.7% which is an increase of 8% and overall yellow on the Dashboard. The District will respond to this need by providing additional counseling support, increasing in Tier II and Tier III interventions and supports along with utilizing a Universal Screening Tool three times a year with fidelity to progress monitor and intervene earlier with significant student behavioral needs.

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, which includes a English Learner representative that was elected by the parents/guardians of English Learners and is representative of the percentage of their children that make up the student body.

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 SWD: 104.8 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
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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)
Technology Plan	Personnel: One Technology Specialist TCSOS tech support Instructional technology: 15 new MacBook laptops 6 SMART Boards				Maintain Technology 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				Ratings: Professional Development- 4.5 Instructional Materials- 5.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Policy and Program- 3.4

Implementation of Standards -3.6

Engagement of School Leadership - 3.5 | | | | 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 at 50% or higher | 2020-2021 Math Growth Data

+1.1 GE District Average

34% Proficiency Report | | | | Math Growth

+1.5 GE or higher District Average

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 including parents of foster youth, homeless/'foster youth, English learners, low-income and students with disabilities.

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 #1 Basic 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
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% Opportunities to participate in Programs/Activities: 79% School Safety: 82% Academics: 85%				Seeking Input 85%-100% Participation Opportunities 85%-100% School Safety 85%-100% Academics: 85%-100%
Middle School Dropout Rate	2019 Dropout Rate: 0.03%				0% Dropout Rate
All teachers are appropriately assigned and fully credentialed in the	100% Highly Qualified Teachers				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subject areas and students they teach	CALSAAS and CA School Dashboard				
School Facilities are maintained in good repair	90% or above overall school rating on the FIT (Facility Inspection Tool)				90% or above FIT rating

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

Action #	Title	Description	Total Funds	Contributing
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

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
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%				Agree/Strongly Agree in Support of Programs: Dual immersion and Science Academy-90% Art and Music- 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STEAM Activities and Supplies-100% Engaging Educational Opportunities for Students- 78.3				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

Action #	Title	Description	Total Funds	Contributing
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. In addition to recruiting and maintaining highly qualified, fully credentialed teachers to directly impact student academic outcomes. Along with ensuring that our facilities are in good repair in order to provide a safe learning environment. 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, 1, 2, 4, and 8 and will increase engagement and improve learning outcomes for these students. Additionally, increasing professional development and collaboration support for more effective transitioning of special education preschool to transitional kindergarten and kindergarten to assist in supporting a least restrictive environment.

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 increase opportunities for inclusion by providing additional 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. Additionally, increasing collaboration and training for the more effective transitioning of preschool to transitional kindergarten and kindergarten will assist in supporting a least restrictive environment for students with disabilities.

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, and to assist in the transition to kindergarten from a preschool setting particularly students with disabilities.

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. Goal 2, Action 1, maintaining a .8 FTE counselor, has carried over from the previous LCAP. Counseling support has continued to be the number one priority for stakeholder feedback and our district discipline data for referrals and suspensions has decreased with this support. In addition, the number of students receiving individualized counseling support during the school day has doubled. 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. This Goal and Action has been carried over from the previous LCAP based upon stakeholder feedback. The Dual Language Program continues to have a high enrollment with over 50% of new kindergarten enrollees requesting participation in the program. Our Interdistrict transfers are also predominately requests for participation in the Dual Immersion Program. 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:

  o 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)).

  o 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.