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
Jefferson Elementary School District	James W. Bridges Superintendent	SUPERINTENDENT@JSDTRACY.COM 209-836-3388

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

Pupil Outcomes: Ensure all students achieve at high levels and develop citizenship, leadership, and innovative thinking skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
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 Priority 2a and 2b: Implementation of State Standards Based Upon the SBE Implementation of State Academic Standards Reflection Tool: Common Core ELA* Common Core English Learners* Common Core Math* Next Generation Science Standards History-Social Science	Priority 2a and 2b: 2019 Implementation of State Standards Based Upon the 2019 SBE Implementation of State Academic Standards Reflection Tool: Common Core ELA: 5 (Full Implementation & Sustainability) Common Core English Learners: 4 (Full Implementation) Common Core Math: 5 (Full Implementation & Sustainability) Next Generation Science Standards: 3 (Initial Implementation) History-Social Science: 4 (Full Implementation)

Expected	Actual
19-20 Expected AMO 2018-2019 Data Priority 2a and 2b: Implementation of State Standards Based Upon the 2018 SBE Implementation of State Academic Standards Reflection Tool: Common Core ELA: 4 (Full Implementation) Common Core English Learners: 3 (Initial Implementation) Common Core Math: 5 (Full Implementation & Sustainability) Next Generation Science Standards: 2 (Beg. Development) History-Social Science: 3 (Initial Implementation) **Baseline** 2015-2016 Data Priority 2a and 2b: Implementation of State Standards Based Upon the SBE Implementation of State Academic Standards Reflection Tool: Common Core ELA: 3 (Initial Implementation) Common Core English Learners: 3 (Initial Implementation) Common Core Math: 5 (Full Implementation & Sustainability) Next Generation Science Standards: 2 (Beg. Development) History-Social Science:1 (Exploration and Research Phase)	
Metric/Indicator Priority 4: Pupil Achievement 4A: CAASPP ELA “Met or Exceeded Standards” Black or African American American Indian or Alaska Native Asian Filipino Hispanic or Latino	Priority 4: 2019 Pupil Achievement 2019 CDE CAASPP Test Results 4A: CAASPP ELA “Met or Exceeded Standards” All Students: 58.40% Black or African American: 56.75% American Indian or Alaska Native: NA

Expected	Actual
Native Hawaiian or Pacific Islander White Two or more races Socio-Economically Disadvantaged English Learners Students with Disabilities Male Female CAASPP Math “Met or Exceeded Standards” Black or African American American Indian or Alaska Native Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White Two or more races Socio-Economically Disadvantaged English Learners Students with Disabilities Male Female **19-20** Priority 4: Pupil Achievement 4A: CAASPP ELA “Met or Exceeded Standards” All Students: 63% Black or African American: 59% American Indian or Alaska Native: NA Asian: 72% Filipino: 68% Hispanic or Latino: 58% Native Hawaiian or Pacific Islander: 51% White: 68%	Asian: 71.93% Filipino: 72% Hispanic or Latino: 50.16% Native Hawaiian or Pacific Islander: 50% White: 60.73% Two or more races: 64.05% Socio-Economically Disadvantaged: 49.72% English Learners: 31.19% Students with Disabilities: 20.98% Male: 51.60% Female: 66.13% CAASPP Math “Met or Exceeded Standards” All Students: 45.61% Black or African American: 28.38% American Indian or Alaska Native: NA Asian: 60.51% Filipino: 59.21% Hispanic or Latino: 36% Native Hawaiian or Pacific Islander: 31.82% White: 50.54% Two or more races: 56.18% Socio-Economically Disadvantaged: 35.58% English Learners: 18.55% Students with Disabilities: 13.29% Male: 43.80% Female: 47.65%

Expected	Actual
Two or more races: 63% Socio-Economically Disadvantaged: 52% English Learners: 42% Students with Disabilities: 19% Male: 57% Female: 68% CAASPP Math “Met or Exceeded Standards” All Students:54% Black or African American:42% American Indian or Alaska Native: NA Asian: 65% Filipino: 57% Hispanic or Latino: 46% Native Hawaiian or Pacific Islander: 45% White: 60% Two or more races: 61% Socio-Economically Disadvantaged: 31% English Learners: 36% Students with Disabilities: 19% Male: 55% Female: 53% **Baseline** Priority 4: Pupil Achievement 4A: CAASPP ELA “Met or Exceeded Standards” All Students: 54% Black or African American: 50% American Indian or Alaska Native: NA Asian: 63% Filipino: 59% Hispanic or Latino: 49% Native Hawaiian or Pacific Islander: 42% White: 59% Two or more races: 54%	

Expected	Actual
Socio-Economically Disadvantaged: 43% English Learners: 33% Students with Disabilities: 10% Male: 48% Female: 59% CAASPP Math “Met or Exceeded Standards” All Students: 45% Black or African American: 33% American Indian or Alaska Native: NA Asian: 56% Filipino: 48% Hispanic or Latino: 37% Native Hawaiian or Pacific Islander: 36% White: 51% Two or more races: 52% Socio-Economically Disadvantaged: 32% English Learners: 27% Students with Disabilities: 10% Male: 46% Female: 44%	
Metric/Indicator 4B: The State no longer uses API **19-20** 4B: The State no longer uses API **Baseline** 4B: The State no longer uses API	4B: The State no longer uses API
Metric/Indicator 4C: A-G Completion NA for K-8 **19-20** 4C: A-G Completion NA for K-8 **Baseline**	4C: A-G Completion NA for K-8

Expected	Actual
4C: A-G Completion NA for K-8	
Metric/Indicator 4D: EL Making Progress Towards English Proficiency (AMAO 1) Rate EL Cohort Attaining English Proficient Level (AMAO 2<5 years) Rate* EL Cohort Attaining English Proficient Level (AMAO 2>=5 years) Rate* **19-20** 4D: EL Making Progress Towards English Proficiency (AMAO 1) Rate: 85% EL Cohort Attaining English Proficient Level (AMAO 2<5 years) Rate*: 53% EL Cohort Attaining English Proficient Level (AMAO 2>=5 years) Rate*: 86% **Baseline** 4D: EL Making Progress Towards English Proficiency (AMAO 1) Rate: 79.2% EL Cohort Attaining English Proficient Level (AMAO 2<5 years) Rate*: 46.4% EL Cohort Attaining English Proficient Level (AMAO 2>=5 years) Rate*: 79.8%	4D: 2019 EL Making Progress Towards English Proficiency 2019 Dashboard Data 4D: EL Making Progress Towards English Proficiency (AMAO 1) Rate: 59.9% Annual Measurable Achievement Objective (AMAO), related to Title III and CELDT data, is no longer used and reported. JESD analyzes ELPAC test score data, reclassification rates, and the "At-Risk" and Long-Term English Learner (LTEL) data to monitor English Learners' progress in attaining English Proficiency. Image shows the 2019-2020 "At-Risk" and Long-Term English Learners (LTEL) by grade. The Glossary of Terms for English learner (EL) Reports can be found at: https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx

Expected	Actual

Grade	English Learners			
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Yea Not At-Ri or LTEL
KN	100.0%	0.0%	0.0%	0
01	100.0%	0.0%	0.0%	0
02	87.0%	0.0%	0.0%	0
03	54.7%	11.3%	0.0%	3
04	6.3%	25.4%	0.0%	23
05	6.3%	12.5%	0.0%	42
06	6.2%	3.1%	4.6%	43
07	6.3%	2.5%	8.9%	30
08	3.4%	1.1%	12.5%	33

Report Totals

Level	English Learners			
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Yea Not At-Ri or LTEL
Jefferson Elementary	30.1%	6.6%	4.0%	23
San Joaquin County	23.5%	5.9%	10.9%	12
State	25.3%	5.7%	8.9%	10

Note: The "EL Total" column in this report displays the summed total of the disaggregate under the "English Learners" heading. The "Total (Ever-EL)" column displays the summe data in the four columns under the "English Learners" heading OR the data in the "EL Tot report as percentages, including "At-Risk" and "LTEL" percentages, select "Percents" fro report. The percent values displayed in this report are calculated as a percent of the "Tota considers what happens to all EL students over time, including those who are Reclassifie

Metric/Indicator 4E: EL Reclassification Rate* **19-20** 4E: EL Reclassification Rate*: 20% **Baseline** 4E: EL Reclassification Rate*: 11.3%	4E: 2019 EL Reclassification Rate*: Data reported in DataQuest - Students Redesignated FEP: For the year 2018-2019: 7.9% For the year 2017-2018: 21.9% For the year 2016-2017: 10.4%

Expected	Actual
Metric/Indicator 4F: AP Exam Pass Rate NA for K-8 **19-20** 4F: AP Exam Pass Rate NA for K-8 **Baseline** 4F: AP Exam Pass Rate NA for K-8	4F: AP Exam Pass Rate NA for K-8
Metric/Indicator 4G: % of College Prep NA for K-8 **19-20** 4G: % of College Prep NA for K-8 **Baseline** 4G: % of College Prep NA for K-8	4G: % of College Prep NA for K-8
Metric/Indicator Priority 7: Course Access 7A. Broad Course of Study (# of STEAM Electives) **19-20** Priority 7: Course Access 7A. Broad Course of Study (# of STEAM Electives): 24 **Baseline** Priority 7: Course Access 7A. Broad Course of Study(# of STEAM Electives): 24	Priority 7: 2019-2020 Course Access 7A. Broad Course of Study (# of STEAM Electives): 24
Metric/Indicator 7B. Broad Course of Study available for Unduplicated students **19-20** 7B. Broad Course of Study available for Unduplicated students: Verified yes by Master Sch. **Baseline** 7B. Broad Course of Study available for Unduplicated students: Verified yes by Master Sch.	7B. 2019-2020 Broad Course of Study available for Unduplicated students: Verified yes by Master Sch.

Expected	Actual
Metric/Indicator 7C. Broad Course of Study available for students with Exceptional Needs Advanced Math Courses Offered Count Advanced Math Courses Enrollment Rate **19-20** 7C. Broad Course of Study available for students with Exceptional Needs: Verified yes by Master Sch. Advanced Math Courses Offered Count: 3 sections Adv. Math Courses Enrollment Rate: 9% **Baseline** 7C. Broad Course of Study available for students with Exceptional Needs: Verified yes by Master Sch. Advanced Math Courses Offered Count: 3 sections Adv. Math Courses Enrollment Rate: 7.6%	7C. 2019-2020 Broad Course of Study available for students with Exceptional Needs: Verified yes by Master Sch. Advanced Math Courses Offered Count: 3 sections Adv. Math Courses Enrollment Rate: 10.2%
Metric/Indicator Priority 8: Other Pupil Outcomes Physical Fitness (PFT) Area “5 of 6 Fitness Standards” Met Rate Grade 5 Grade 7 * Requirement of LCAP All others are district identified measures **19-20** Priority 8: Other Pupil Outcomes Physical Fitness (PFT) Area “5 of 6 Fitness Standards” Met Rate Grade 5: 81% Grade 7: 82% * Requirement of LCAP	Priority 8: 2019-2020 Other Pupil Outcomes JESD did not administer the PFT during the 2019-2020 school closures due to COVID-19. On September 18, 2020, Governor Gavin Newsom signed into law SB 820. SB 820 prescribes that, as a result of the COVID-19 pandemic and the need to comply with state and local health guidelines, the administration of the physical performance test shall be suspended for the 2020–21 school year. Therefore, the PFT will not be required to be administered and the CDE will not be collecting PFT data for the 2020–2021 school year. SB 820 provides relief to those LEAs who may not have the capacity to test their students during these unprecedented situations and from having to substantiate the requirements of PFT testing and data submission in possible subsequent state monitoring or audit visits. Although LEAs are not required by the

Expected	Actual
All others are district identified measures **Baseline** Priority 8: Other Pupil Outcomes Physical Fitness (PFT) Area “5 of 6 Fitness Standards” Met Rate Grade 5: 72.1% Grade 7: 72.9% * Requirement of LCAP All others are district identified measures	state to administer the PFT and submit their data for the 2020–21 school year, LEAs have the local authority in deciding how to successfully serve their students. SB 820 also requires the State Superintendent of Public Instruction (SSPI) consult with experts and other stakeholders in order to provide recommendations regarding the purpose and administration of the PFT. On or before November 1, 2022, the SSPI shall provide recommendations to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, and the California State Board of Education.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Stakeholders recommended that this action and service be eliminated and incorporated in other actions and services.	NA NA	
AS 1.2: Maintain all-day kindergarten and transitional kindergarten including one hour of instructional aide support. (Increase TK aide time to 2.25 hours)	TK/Kindergarten Transitional Aide Support 2000-2999: Classified Personnel Salaries Base $54,424 3000-3999: Employee Benefits Base $16,534	TK/Kindergarten Transitional Aide Support 2000-2999: Classified Personnel Salaries LCFF Base $54,424 3000-3999: Employee Benefits LCFF Base $16,534
AS 1.3: Pilot test and select a Next Generation Science Standards aligned curriculum TK-8.	Textbooks 4000-4999: Books And Supplies Base $300,000 Contracted Presenters 5000-5999: Services And Other Operating Expenditures Base $1,125	Textbooks 4000-4999: Books And Supplies LCFF Base $0 Contracted Presenters 5000-5999: Services And Other Operating Expenditures LCFF Base $0
AS 1.4: Utilize GLAD strategies in all classrooms.	Teacher salaries - missed training; refresh 1000-1999: Certificated Personnel Salaries Supplemental $5,000	Teacher salaries - missed training: refresh 1000-1999: Certificated Personnel Salaries $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental $1,079 4000-4999: Books And Supplies Supplemental $19,500 5000-5999: Services And Other Operating Expenditures Supplemental $10,000	3000-3999: Employee Benefits LCFF Supplemental and Concentration $0 4000-4999: Books And Supplies LCFF Supplemental and Concentration $19,500 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0
AS 1.5: Provide professional development to meet the needs of diverse learners.	Teacher salaries (Per Diem) 1000-1999: Certificated Personnel Salaries Supplemental $97,377 3000-3999: Employee Benefits Supplemental $20,988 PD Materials 4000-4999: Books And Supplies Supplemental $2,000 Contracted Presenters 5000-5999: Services And Other Operating Expenditures Supplemental $5,000	Teacher Salaries (Per Diem) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $76,865 3000-3999: Employee Benefits LCFF Supplemental and Concentration $15,526 PD Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0 Contracted Presenters 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $45,576
AS 1.6: Provide all school and district teams with time to collaborate in Professional Learning Communities. Through a clear instructional vision and deliberate set of standards, grade level benchmarks, instructional strategies, and assessments all students will master the essential standards.	Staffing 1000-3000: Salaries & Benefits Supplemental $425,534	staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $425,534
AS 1.7: Develop targeted interventions for students not mastering the essential standards.	Admin/Teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental $71,715	Admin/Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Secretary, Bus Driver, and instructional aide salaries 2000-2999: Classified Personnel Salaries Supplemental $5,287 3000-3999: Employee Benefits Supplemental $17,156 4000-4999: Books And Supplies Supplemental $12,815 City of Tracy Crossing Guard 5000-5999: Services And Other Operating Expenditures Supplemental $1,000	Secretary, Bus Driver, and Instructional Aide Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,468 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,482 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0 City of Tracy Crossing Guard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0
AS 1.8: Monitor and refine the Multi Tiered System of Supports district-wide.	IC Supplemental; GL Leads; Extra Hours Remediation site budgets 1000-1999: Certificated Personnel Salaries Supplemental $261,545 EL Aides Suppl; Intervention Aides Suppl; Extra Hours Remediation site budg 2000-2999: Classified Personnel Salaries Supplemental $215,776 Stats + H&W 3000-3999: Employee Benefits Supplemental $144,519 Remediation - site budgets 4000-4999: Books And Supplies Supplemental $6,991	IC Supplemental; GL Leads; Extra Hours Remediation site budgets 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $83,550 EL Aides Suppl; Intervention Aides Suppl; Extra Hours Remediation site budg 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $215,776 Stats + H&W 3000-3999: Employee Benefits LCFF Supplemental and Concentration $15,417 Remediation - site budgets 4000-4999: Books And Supplies LCFF Supplemental and Concentration $604

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Remediation - site budgets 5000-5999: Services And Other Operating Expenditures Supplemental $3,336	Remediation - site budgets 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0
AS 1.9: Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).	Art, dance, band stipends, GATE, Athletic coach, add'l math time @ Jefferson, Robotics instruction, Stipends for yearbook, Sci Camp & Athletic director 1000-1999: Certificated Personnel Salaries Base $54,981 3000-3999: Employee Benefits Base $10,540 Art/Dance, Field Trips, Music Equip,Athletic Equip,Robotics, GATE, Science 4000-4999: Books And Supplies Base $32,085 Art/Dance, Field Trips, GATE, Contracted Referees 5000-5999: Services And Other Operating Expenditures Base $57,755 Athletics/Coaches 2000-2999: Classified Personnel Salaries Base $5,450	Art, dance, band stipends, GATE, Athletic coach, add'l math time @ Jefferson, Robotics instruction, Stipends for yearbook, Sci Camp & Athletic director 1000-1999: Certificated Personnel Salaries LCFF Base $54,981 3000-3999: Employee Benefits LCFF Base $10,540 Art/Dance, Field Trips, Music Equip,Athletic Equip,Robotics, GATE, Science 4000-4999: Books And Supplies LCFF Base $32,085 Art/Dance, Field Trips, GATE, Contracted Referees 5000-5999: Services And Other Operating Expenditures LCFF Base $28,877 Athletics/Coaches 2000-2999: Classified Personnel Salaries LCFF Base $2,725
AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.	1000-1999: Certificated Personnel Salaries Supplemental $12,187 2000-2999: Classified Personnel Salaries Supplemental $5,563	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $12,187 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $5,563

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental $6,332	3000-3999: Employee Benefits LCFF Supplemental and Concentration $6,332

Goal Analysis

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

In Goal 1 there were a few actions/services in which the District could not implement the action due to school closures. AS 1.4/1.7 GLAD professional development and Intervention had to be postponed, but the funds will be saved to be used in the 21/22 school year. For AS 1.5 funds allocated for staff salaries were transferred to the same action service to cover the cost of presenters. Finally, while the District encumbered new science curriculum in the 20/21 school year they will not receive the curriculum in time for it to be paid in the 20/21 school year. For this reason the funds are being saved to cover the cost in the 21/22 school year.

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

All of the actions and services under Goal 1 were impacted by school closures resulting from the COVID-19 pandemic. While everything was impacted the District still had success in providing online professional development to staff on diverse learners. In addition, PLC teams continued to meet and plan for instruction and interventions. It was a challenge to provide GLAD training to staff members that needed it as the providers did not offer an online version of the training. Also, the textbook adoption process was impacted by distance learning and this caused the purchase to be delayed until the 21/22 school year.

Goal 2

Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

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 Priority 3: Parental Involvement Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. School Site Participation Data: Based upon community survey	2019 Data Priority 3: Parental Involvement Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. School Site Participation Data: 98%

Expected	Actual
19-20 EAMO 2018-2019 Data Priority 3: Parental Involvement Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. School Site Participation Data: 94% **Baseline** 2015-2016 Data Priority 3: Parental Involvement Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. School Site Participation Data: 91.3%	
Metric/Indicator Priority 3B: Parents of unduplicated students are notified in the same manner as listed in 3A. **19-20** Priority 3B: Parents of unduplicated students are notified in the same manner as listed in 3A. **Baseline**	Priority 3B: Parents of unduplicated students are notified in the same manner as listed in 3A.

Expected	Actual
Priority 3B: Parents of unduplicated students are notified in the same manner as listed in 3A.	
Metric/Indicator Priority 3C: Parents of exceptional needs students are notified in the same manner as 3A and additional programs for their own students including IEPs and more. Promotion of Parental Participation **19-20** Priority 3C: Parents of exceptional needs students are notified in the same manner as 3A and additional programs for their own students including IEPs and more. Promotion of Parental Participation: 92% **Baseline** Priority 3C: Parents of exceptional needs students are notified in the same manner as 3A and additional programs for their own students including IEPs and more. Promotion of Parental Participation: 89.5%	Priority 3C: Parents of exceptional needs students are notified in the same manner as 3A and additional programs for their own students including IEPs and more. Promotion of Parental Participation: 98%
Metric/Indicator Priority 5: Pupil Engagement Priority 5A: Attendance Rate* **19-20** Priority 5: Pupil Engagement Priority 5A: Attendance Rate*: 97.5%	Priority 5: 2019 Pupil Engagement* Priority 5A: 2018-2019 Attendance Rate: 96.29%

Expected	Actual
Baseline Priority 5: Pupil Engagement Priority 5A: Attendance Rate*: 96.7%	
Metric/Indicator Priority 5B: Chronic Absenteeism Rate* Black or African American American Indian or Alaska Native Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White Two or more races Socio-Economically Disadvantaged English Learners Students with Disabilities Male Female **19-20** Priority 5B: Chronic Absenteeism Rate*: All Students: 3.0% Black or African American: 3% American Indian or Alaska Native: - Asian: 1.5% Filipino: 1.5% Hispanic or Latino: 3% Native Hawaiian or Pacific Islander: 9%	Priority 5B: 2019 Chronic Absenteeism Rate* Chronic Absenteeism 2019 CA Dashboard Indicator Chronic Absenteeism Rate: 6.6% Black or African American: 7.0% American Indian or Alaska Native: 9.1% Asian: 3.0% Filipino: 1.8% Hispanic or Latino: 8.2% Native Hawaiian or Pacific Islander: 15.2% White: 6.2% Two or more races: 8.4% Socio-Economically Disadvantaged: 9.6% English Learners 4.4% Students with Disabilities: 11% Foster Youth: 8.3% Homeless: * (does not meet min. required # students for reporting) Not reported: Male Female

Expected	Actual
White: 2% Two or more races: - Socio-Economically Disadvantaged: 4% English Learners: 2.25% Students with Disabilities: 5.5% Male: 1.75% Female: 3% **Baseline** Priority 5B: Chronic Absenteeism Rate*: All Students: 4.1% Black or African American: 6% American Indian or Alaska Native: - Asian: 2.2% Filipino: 1.9% Hispanic or Latino: 4.3% Native Hawaiian or Pacific Islander: 18% White: 4% Two or more races: - Socio-Economically Disadvantaged: 5.4% English Learners: 2.9% Students with Disabilities: 7.3% Male: 2.8% Female: 5.5%	
Metric/Indicator Priority 5C: Middle School Dropout Rate Middle School Graduation Rate **19-20** Priority 5C: Middle School Dropout Rate: 0% Verified from DataQuest Middle School Graduation Rate: 98%	Priority 5C: 2019 Data Middle School Dropout Rate: 0.13% Verified from Dataquest Middle School Graduation Rate: 97%

Expected	Actual
Baseline Priority 5C: Middle School Dropout Rate: 0% Verified from DataQuest Middle School Graduation Rate: 96.6%	
Metric/Indicator Priority 5D: NA **19-20** Priority 5D: NA **Baseline** Priority 5D: NA	Priority 5D: NA
Metric/Indicator Priority 5E: NA **19-20** Priority 5E: NA **Baseline** Priority 5E: NA	Priority 5E: NA
Metric/Indicator Priority 6: School Climate Priority 6A: Suspension Rate* Black or African American American Indian or Alaska Native Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White Two or more races Socio-Economically Disadvantaged	Priority 6: 2019 School Climate Priority 6A: CA Dashboard Suspension Rate (Elementary District) Indicator - 2019 (2018-2019 rates) Suspension Rate*: All Students: 2.4% Black or African American: 4.3% American Indian or Alaska Native: 9.1% Asian: 1.2% Filipino: 1.8% Hispanic or Latino: 2.3% Native Hawaiian or Pacific Islander: 2.9% White: 2.5%

Expected	Actual
English Learners Students with Disabilities Foster Male Female **19-20** Priority 6: School Climate Priority 6A: Suspension Rate*: All Students: 2.5% Black or African American: 3% American Indian or Alaska Native: - Asian: 1% Filipino: 1% Hispanic or Latino: 1% Native Hawaiian or Pacific Islander: 3% White: 1.5% Two or more races: 2% Socio-Economically Disadvantaged: 2% English Learners: 1% Students with Disabilities: 2% Foster: - Male: 2% Female: 1% **Baseline** Priority 6: School Climate Priority 6A: Suspension Rate*: All Students: 3.2% Black or African American: 6.1% American Indian or Alaska Native: -	Two or more races: 3.8% Socio-Economically Disadvantaged: 3.7% English Learners: 1.3% Students with Disabilities: 5.4% Foster: 8.3% Male: NA Female: NA

Expected	Actual
Asian: 1.4% Filipino: 1.6% Hispanic or Latino: 2.9% Native Hawaiian or Pacific Islander: 9.1% White: 3.2% Two or more races: 5% Socio-Economically Disadvantaged: 5.1% English Learners: 1.8% Students with Disabilities: 4.6% Foster: - Male: 5.2% Female: 1.2%	
Metric/Indicator Priority 6B: Expulsion Rate* **19-20** Priority 6B: Expulsion Rate*: 0% **Baseline** Priority 6B: Expulsion Rate*: 0%	Priority 6B: 2019 Expulsion Rate*: 0%
Metric/Indicator Priority 6C: CHKS Student Perception on School Connectedness Grade 5 Grade 7 Student Perception on School Safety Grade 5 Grade 7	Priority 6C: 2018-2019 CHKS Student Perception on School Connectedness Grade 5: 76% Grade 7: 72% Student Perception on School Safety Grade 5: 85% Grade 7: 70%

Expected	Actual
* Requirement of LCAP All others are district identified measures **19-20** Priority 6C: CHKS Student Perception on School Connectedness Grade 5: 72% Grade 7: 77% Student Perception on School Safety Grade 5: 95% Grade 7 84% * Requirement of LCAP All others are district identified measures **Baseline** Priority 6C: CHKS Student Perception on School Connectedness Grade 5: Baseline to be established in 17/18 Grade 7: 67% Student Perception on School Safety Grade 5: Baseline to be established in 17/18 Grade 7: 75% * Requirement of LCAP All others are district identified measures	* Requirement of LCAP All others are district identified measures

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
AS 2.1: Survey parents, students, and staff annually on school climate, engagement and safety.	CHKS: All 5/7th ($1,315), CSSS: All School Staff ($550), CSPS: All Parents ($2,290) 5000-5999: Services And Other Operating Expenditures Base $4,200	CHKS: All 5/7th ($1,315), CSSS: All School Staff ($550), CSPS: All Parents ($2,290) 5000-5999: Services And Other Operating Expenditures LCFF Base $4,200
AS 2.2: Enhance and expand school to home communication utilizing email, text, social media, and websites.	Contracted services: Schoolwires and SchoolLoop (Aeries) 5000-5999: Services And Other Operating Expenditures Base $14,000	Contracted services: Schoolwires and SchoolLoop (Aeries) 5000-5999: Services And Other Operating Expenditures LCFF Base $14,000
AS 2.3: Provide a research based Social Emotional Learning program that promotes social emotional wellness.	Materials and Supplies for Social Emotional Curriculum 4000-4999: Books And Supplies Base $10,000 Contracted Services (Social Emotional Curriculum Professional Development) 5000-5999: Services And Other Operating Expenditures Base $3,700	Materials and Supplies for Social Emotional Curriculum 4000-4999: Books And Supplies Title IV $13,222 Contracted Services (Social Emotional Curriculum Professional Development) 5000-5999: Services And Other Operating Expenditures LCFF Base $3,700
AS 2.4: Implement MTSS to reduce the number of discipline incidents in all school settings.	Supplies and Rewards to support PBIS Implementation and 4000-4999: Books And Supplies Base $2,500 Conferences to support PBIS Implementation 5000-5999: Services And Other Operating Expenditures Base $24,000	Supplies and Rewards to support PBIS Implementation and 4000-4999: Books And Supplies LCFF Base $2,500 Conferences to support PBIS Implementation 5000-5999: Services And Other Operating Expenditures LCFF Base $24,000
AS 2.5: Provide counseling and supports to students/families that are in need.	VCCS 5000-5999: Services And Other Operating Expenditures Base $124,400	VCCS 5000-5999: Services And Other Operating Expenditures LCFF Base $101,470

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
AS 2.6: Provide training and support to all staff supervising students on the playground/cafeteria. (Campus Aides, Teachers, and Administrators)	2000-2999: Classified Personnel Salaries Base $3,240 3000-3999: Employee Benefits Base $766	2000-2999: Classified Personnel Salaries LCFF Base $3,240 3000-3999: Employee Benefits $766
AS 2.7: Create a safe play environment, support healthy active kids, and provide recess and free play.	$4,000 per site (3 sites) for startup supplies 4000-4999: Books And Supplies Base $12,000 Research based recess activity program 5000-5999: Services And Other Operating Expenditures Base $18,300	$4,000 per site (3 sites) for startup supplies 4000-4999: Books And Supplies LCFF Base $12,000 Research based recess activity program 5000-5999: Services And Other Operating Expenditures LCFF Base $18,300
2.8 Provide research based professional development on improving school and classroom climate.	Cost Included in PD 3.2	Cost Included in PD 3.2

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 only action and service that was not fully implemented was AS 2.5 VCCS counseling services. Due to the pandemic, counseling occurred through Zoom and this made it more difficult to provide the same number of hours of service. The remaining funds in this budget are planned to be used to provide counseling over the summer.

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

The District had continued success in improving parental involvement. During the pandemic one of the positives has been an increase in involvement in meetings held through Zoom. Parents of all students, including unduplicated students, had an easier time participating in these meetings at home because they don't have to look for child care. JESD continued to partner with VCCS for student counseling services and transitioned to Zoom based counseling to provide a high level of service. A crisis hotline was posted on the district website for students, families, teachers and school staff to get support if needed. The district coaches provided wellness articles and activities to all staff in weekly newsletters. The one major challenge we had in this goal was providing SEL curriculum for our TK-5 students. This curriculum is not digital and made it more complicated to provide. For this reason we are going to a completely digital version for the coming years.

Goal 3

Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

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 Priority 1: Basic Services Priority 1A: Teacher Missassignment (Credential Audit) Teacher of English Learners Missassignment Credentialed Teacher Teaching Outside of Subject Area Teachers Fully Credentialed Teachers Without a Full Credential Teachers by Race/Ethnicity Black or African American American Indian or Alaska Native Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White Two or more races Students by Race/Ethnicity Black or African American American Indian or Alaska Native Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White Two or more races Foster Youth	Priority 1: 2019-2020 Basic Services, SARC Data Priority 1A: Teacher Missassignment: 0 Teacher of English Learners Missassignment: 5 Credentialed Teacher Teaching Outside of Subject Area: 0 Teachers Fully Credentialed: 98.8 Teachers Without a Full Credential: 10 Teachers by Race/Ethnicity Black or African American: 1.7% American Indian or Alaska Native: 0.8% Asian: 0.8% Filipino: 3.5% Hispanic or Latino: 12% Native Hawaiian or Pacific Islander: 0.8% White: 80% Two or more races: 0% Students by Race/Ethnicity Black or African American: 4.8% American Indian or Alaska Native: 0.5% Asian: 15% Filipino: 4.5% Hispanic or Latino: 39.5% Native Hawaiian or Pacific Islander: 1.4% White: 28.8% Two or more races: 5.1% Foster Youth: 0.6%

Expected	Actual
19-20 EAMO 2018-2019 Data Priority 1: Basic Services Priority 1A: Teacher Missassignment: 0 Teacher of English Learners Missassignment: 0 Credentialed Teacher Teaching Outside of Subject Area: 0 Teachers Fully Credentialed: 111 Teachers Without a Full Credential: 1 Teachers by Race/Ethnicity Black or African American: 2.8% American Indian or Alaska Native: 4.6% Asian: 0% Filipino: 1% Hispanic or Latino: 0% Native Hawaiian or Pacific Islander: 1% White: 92.7% Two or more races: 0% Students by Race/Ethnicity Black or African American: 5.6% American Indian or Alaska Native: .3% Asian: 12.6% Filipino: 5.2% Hispanic or Latino: 37.2% Native Hawaiian or Pacific Islander: 1% White: 33% Two or more races: 5.1% Foster Youth: - .38%	

Expected	Actual
Baseline 2015-2016 Data Priority 1: Basic Services Priority 1A: Teacher Missassignment: 0 Teacher of English Learners Missassignment: 0 Credentialed Teacher Teaching Outside of Subject Area: 2 Teachers Fully Credentialed: 109 Teachers Without a Full Credential: 3 Teachers by Race/Ethnicity Black or African American: 2.8% American Indian or Alaska Native: 4.6% Asian: 0% Filipino: 1% Hispanic or Latino: 0% Native Hawaiian or Pacific Islander: 1% White: 92.7% Two or more races: 0% Students by Race/Ethnicity Black or African American: 5.6% American Indian or Alaska Native: .3% Asian: 12.6% Filipino: 5.2% Hispanic or Latino: 37.2% Native Hawaiian or Pacific Islander: 1% White: 33% Two or more races: 5.1% Foster Youth: -	
Metric/Indicator Priority 1B: Students Lacking Own Copy of Textbook Rate*(Williams)	Priority 1B: 2019 Students Lacking Own Copy of Textbook Rate*: 0%

Expected	Actual
Most Recently Adopted Textbook Rate (Williams) **19-20** Priority 1B: Students Lacking Own Copy of Textbook Rate*: 0% Most Recently Adopted Textbook Rate: 100% **Baseline** Priority 1B: Students Lacking Own Copy of Textbook Rate*: 0% Most Recently Adopted Textbook Rate: 100%	2019 Adopted Textbook Rate: 100%
Metric/Indicator Overall Facility Rating* (FIT Report) Maintenance FTEs General Funding for Maintenance Program (District Budget) Staff Satisfaction on Facilities and Maintenance (Staff Survey) **19-20** Overall Facility Rating*: Exemplary Maintenance FTEs: 13.25 General Funding for Maintenance Program: $500,000 Staff Satisfaction on Facilities and Maintenance: 98% **Baseline** Overall Facility Rating*: Exemplary Maintenance FTEs: 13.25 General Funding for Maintenance Program: $523,195 Staff Satisfaction on Facilities and Maintenance: 95.7%	2019 FIT Report Overall Facility Rating*: Exemplary Maintenance FTEs: 13.25 General Funding for Maintenance Program: $614,549 Staff Satisfaction on Facilities and Maintenance: 98%
Metric/Indicator Technology Inventory (Student Devices) * Requirement of LCAP	2019-2020 Technology Technology Inventory (Student Devices): 2,900

Expected	Actual
All others are district identified measures **19-20** Technology Inventory (Student Devices): 2,500 * Requirement of LCAP All others are district identified measures **Baseline** Technology Inventory (Student Devices): 1,628 * Requirement of LCAP All others are district identified measures	* Requirement of LCAP All others are district identified measures

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
AS 3.1: Ensure that all staff are appropriately assigned and fully credentialed.	Teacher/Administrator salaries 1000-1999: Certificated Personnel Salaries Base $10,001,643 Classified/Management Salaries 2000-2999: Classified Personnel Salaries Base $2,319,371 Certificated/Classified Benefits 3000-3999: Employee Benefits Base $5,412,906	Teacher/Administrator salaries 1000-1999: Certificated Personnel Salaries LCFF Base $10,001,643 Classified/Management Salaries 2000-2999: Classified Personnel Salaries LCFF Base $2,319,371 Certificated/Classified Benefits 3000-3999: Employee Benefits LCFF $5,412,906
AS 3.2: Utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.	Teacher Hourly Extra Non-Supplemental 1000-1999: Certificated Personnel Salaries Base $110,999 Hourly pay 2000-2999: Classified Personnel Salaries Base $2,500	Teacher Hourly Extra Non-Supplemental 1000-1999: Certificated Personnel Salaries LCFF Base $110,999 Hourly pay 2000-2999: Classified Personnel Salaries LCFF Base $2,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated/Classified Benefits 3000-3999: Employee Benefits Base $28,721 Workshop Supplies 4000-4999: Books And Supplies Base $5,000 Conference Registration and Professional Development Contracts 5000-5999: Services And Other Operating Expenditures Base $5,000	Certificated/Classified Benefits 3000-3999: Employee Benefits LCFF Base $28,721 Workshop Supplies 4000-4999: Books And Supplies LCFF Base $5,000 Conference Registration and Professional Development Contracts 5000-5999: Services And Other Operating Expenditures LCFF Base $5,000
AS 3.3: Continue the 6 year life cycle repair/replacement for all technology devices, network equipment, servers, teacher laptops, projectors, document cameras and support staff computers.	Technology Equipment 4000-4999: Books And Supplies Base $205,000 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $60,000	Technology Equipment 4000-4999: Books And Supplies LCFF Base $294,408 Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base $0
AS 3.4: The Director of Maintenance Operations and Transportation will walk all of the sites quarterly to develop a list of maintenance items to be completed. A focus of these walks will be on site safety.	Fund 14: Deferred Maintenance 4000-4999: Books And Supplies Other $50,000 Routine Repair Maintenance 4000-4999: Books And Supplies Base $40,275 Fund 14: Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Other $106,000 Routine Repair Maintenance 5000-5999: Services And Other Operating Expenditures Base $113,000	Fund 14: Deferred Maintenance 4000-4999: Books And Supplies Other $0 Routine Repair Maintenance 4000-4999: Books And Supplies LCFF Base $14,654 Fund 14: Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Other $88,696 Routine Repair Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Base $83,070
AS 3.5 Reduce class sizes in 4th-8th grades.	Cost Included in 3.1 Staffing	Cost Included in 3.1 Staffing

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 District had a difficult time with deferred maintenance items because it was difficult to have contractors come on campus due to the COVID-19 pandemic. Action/Services 3.3 funds encumbered for services had to be transferred to equipment to cover the cost of the need for additional student devices to meet the needs of Distance Learning. JESD provided hot spots for students and additional necessary tech items for teachers and staff to help with distance learning.

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

The District has great success in implementing all of the actions and services included in Goal 3. All teaching positions were filled. PD opportunities were available to certificated and classified staff to support teaching and learning in distance learning and hybrid models. District coaches provided ongoing support in addition to the PD to ensure all instructional staff have the tools to provide high quality instruction. Students, Families and school staff all had access to the necessary technology devices, network equipment, servers, teacher laptops, projectors, document cameras and support staff computers. A challenge was how school closures due to the COVID-19 pandemic made it difficult to complete deferred maintenance items as described above.

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
PPE, additional hand washing stations, touchless water coolers	$50,000	$408,427	No

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.

The district purchased Air Scrubbers, one per classroom or shared space for $349,000

Analysis of In-Person Instructional Offerings

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

JESD consulted JTA and surveyed families to identify successes and challenges in implementing in-person instruction in the 2020-21 school year. According to family and staff survey data and the COVID-19 data collected, JESD was successful in offering an in-person instructional program that met the needs of the families in our district while keeping safety of all staff and students in mind at all times. At the start of the school year all students were on a full distance learning instructional program. In October, the District brought back students currently enrolled in a Pre-School to Grade 8 mild/moderate special day class (SDC). In November, the District brought back students who meet the requirements in one of the higher risk categories:

- Students are in the Resource Specialist Program (RSP)
- English Learners
- Students on a 504 plan
- Foster Youth
- Students experiencing homelessness
- Students at higher risk of further learning loss
- Middle school students in danger of not meeting 8th grade promotion requirements
- Other students identified by certificated staff
- Students who are not meeting the Essential Standards

- Students disengaged

In early March all students that wanted to return to in-person instruction in grades TK-6 were invited back. Approximately 50% of the students returned to in-person instruction while 50% remained on Distance Learning. In early April, 7th and 8th grades were invited back to in-person instruction. As was the case for the younger students 50% returned to in-person and 50% remained on distance learning.

JESD′s focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety – JESD committed to following the SJCPHS and CDPH safety guidelines when bringing students back to the classroom. Appropriate safety measures include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures and sanitizers. Additionally, safety-training procedures were provided for all staff and students at school sites and district offices. JESD implemented a daily screener and tracked data of all COVID-19 symptoms to follow safety guidelines and procedures.

Academic Success – The foundation of JESD′s school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and Distance Learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels.

Social-Emotional Support – JSD provided social-emotional support to students through the pandemic and during the return to in-person instruction as part of a successful academic program. We provided resources, strategies, and interventions to support engagement in learning.

Communication – Frequent, two-way communication in multiple languages with students, families, and stakeholders ensured the best quality, most effective learning experience and allowed schools to adapt to the changing needs of our students.

The biggest challenge identified in providing in-person instruction was having adequate space to provide social distancing and the stringent guidelines that existed for student quarantines due to exposure and symptoms.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hotspots for student who do not have access to internet at home	$45,000	$24,000	No
Chromebooks for students to use at home during distance learnning	$380,000	$649,807	No
Professional development for teachers to provide distance learning	$100,000	$173,267	No
Technology equipment for teachers to assist with distance learning (webcams)	$45,000	$79,364	No
Educational software programs to assist teachers with distance learning	$200,000	$97,949	No
Teacher stipends for virtual academy	$90,000	$38,212	No

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.

JSD ended up having to increase the budgets for Chromebook, professional development, and webcams for teachers. These budgets were offset by a lower than expected need for software programs. While the District had a robust inventory of technology equipment, the needs to provide a successful distance learning program necessitated the purchase of a large number of additional devices.

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.

JESD consulted JTA and surveyed families to identify successes and challenges in implementing the distance learning program elements in the 2020-21 school year. Data from parent and teacher surveys, PD participation data, course completion and grade data, the online technology help desk entries, as well as the learning logs provided evidence that JESD experienced great success in implementing each of the following elements of the distance learning program in the 2020-21 school year:

Access to Devices and Connectivity - All students were issued Chromebooks regardless of need to ensure that all students had equal access. In addition, the District furnished wifi hotspots to families with no internet access or cases in which the families current internet

access isn't sufficient to support multiple Zoom sessions at once. The district setup an online help desk for students, staff and parents to request tech support. The online help desk notified the IT and Curriculum Department. Multiple staff members handled the requests for technology support, curriculum access troubleshooting, and other miscellaneous technology related service issues.

Pupil Participation and Progress - Student attendance and participation were monitored using online course participation and verified daily/weekly engagement log. Online curriculum platforms such Aeries and Google Classroom provided data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments was the role of the credentialed teacher. Students that didn't attend school for three days in a row were engaged by site administration to develop a re-engagement plan to ensure attendance and participation in distance learning.

Distance Learning Professional Development - JESD provided ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. Due to School Closures for COVID-19 and reopening in a distance learning model for the 2020-2021 school year, Teachers were provided 2.5 days of optional PD and planning time to address learning losses and learn strategies to improve distance learning when students started the new school year. To enhance teachers' skills, in-depth training in the use of Google Classroom and other online applications were provided.

Continuity of Instruction - Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Teachers had additional opportunities to further strengthen their skills and knowledge by participating in workshops, one on one coaching, and recorded online trainings facilitated by our district instructional coach team.

Staff Roles and Responsibilities - JESD support staff were proactive in seeking to support the learning process and offer support to students and families in academic, social, and emotional domains. Support staff were regularly included in site zoom meetings and text or email groups. All classified staff support positions completed their assignments in support of teachers and students. JESD provided support staff with Chromebooks and JSD Zoom accounts to ensure access to the same technology was available to certificated staff and students. For support staff in the administrative office, day-to-day business has been conducted as usual while students worked remotely.

Support for Pupils with Unique Needs -
For students who are English learners (EL), foster youth, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing all students in need with the necessary technology to access academic curriculum via an electronic platform, JESD met the needs of English learners by providing virtual support with bilingual Para educators. Students were in contact with teachers via phone calls, text, and emails in order to identify EL students who need additional support. Imagine Learning program was available in multiple languages. Bilingual staff reached out to parents and students if teachers were having difficulty communicating with the family. Teachers used curriculum, strategies and resources that assist learning for English learners by using Guided Language Acquisition Development (GLAD) and Universal Design for Learning (UDL).

These resources and strategies are embedded within their instruction. In addition, as soon as it became possible English learners were invited back to in-person instruction.

For our students who are foster youth, the Foster Youth District Liaison connected with each school team to ensure the foster youth in JSD had what they need to be successful during remote learning. The Liaison continued to provide support between the school team and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth. In addition, they were invited back to in-person instruction as soon as possible.

Students of low income families were provided with instructional materials and resources, including technology and connectivity, textbooks, and basic school supplies. Phone calls, text messages, and flyers are also provided to all students with information on community resources, including food distribution events occurring at JSD school sites.

Each student with an IEP had an individual learning plan that detailed the program and services being provided to the student during distance learning.

Homeless students were provided access to our school parking lots or in some cases to an instructional space on campus to be able to have the necessary supplies and connectivity to participate in distance learning.

School site and district office staff worked together to anticipate challenges with moving to a distance learning program. Careful preparation and planning went into all of the elements described above. When challenges arose a collaborative approach was utilized to problem solve together quickly which allowed for successful implementation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District Librarian	$85,000	$63,882	No

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 difference between budgeted and actual was due to the staff member's placement on the JSD salary schedule.

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 District Librarian played an integral role in successfully addressing pupil learning loss and implementing the district Learning Loss Plan. She ensured that all students had the necessary technology resources and knew how to use them. In addition, she provided classroom instruction to students and families on how to access assessments, resources, and instructional materials. One of the concerns for our TK-3 students was having access to books to practice their early literacy skills. The district librarian collaborated with site librarians and school staff to develop a system to checkout library books to students on distance learning and to continue virtual library time as well. The librarians met monthly to review library check out rates and shared best practices leading to increase student participation. Finally, the librarian supported teachers in implementing various intervention strategies.

JESD created and followed a Learning Loss Plan to address the loss of learning due to the COVID-19 school closures. The plan included tiers of support with intervention opportunities occurring online and other offerings focused on remediation and enrichment. The assessments used provide real time data to identify areas of student learning that need to be addressed. Using the data and other tools, teachers planned instruction to meet the needs of all learners, including EL, low income, foster youth, exceptional needs students and homeless. Whether we are in a distance learning or classroom environment, educators kept learners on track with expected grade level standards and skills. JESD Teachers screened all students immediately in the fall and then utilized a variety of assessments to identify target areas for remediation.

Intervention Plan:
Identified Needs - Administered key assessments three times during the year

Provided instruction and intervened - Utilized data and aligned supports to student needs.
Tier 1: Instruction
Tier 2: Targeted, Group Interventions
Tier 3: Intensive, Individual Interventions
Monitored Progress - Used progress monitoring assessments (Tier 2 and Tier 3) and formative assessments (Tier 1) to track effectiveness of instruction and intervention efforts
Evaluated and Adjusted - Used data to measure effectiveness and make adjustments throughout the school year

Ongoing analysis of assessment data will be used to continue to address pupil learning loss of all students including EL, low income, foster youth, exceptional needs students and homeless.

One challenge in addressing Pupil Learning Loss in the 2021 school year was not having CAASPP 2020 data to analyze in the Fall. The district utilized other local assessment data as part of the Learning Loss Plan. Another challenge was ensuring test security and accurate results of test administration when students accessed assessments remotely, from home.

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.

In review of local survey data, input showed district success in supporting the mental health and emotional well being for both students and staff. JSD provided social-emotional support to students through the pandemic and during the return to in-person instruction as an component of the academic program. JSD provided resources, strategies, and interventions to support engagement in learning and provide social emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, teachers provided students with weekly Second Step lessons to address the Tier social emotional needs of students. Students referred by staff, parents or administration for more intense social emotional supports, the District contracted with Valley Community Counseling Services (VCCS) to provide student counseling sessions. VCCS provided parents a choice of brining their students into their offices in Tracy or having their student participate in Zoom counseling sessions. JSD continued to reach out to students and staff to develop trainings and services to address social emotional needs so that students are able to thrive at school and in their jobs. A crisis hotline was posted on the district website for students, families, teachers and school staff to get support if needed. The district coaches provided wellness articles and activities to all staff in weekly newsletters. One challenge JESD experienced was providing SEL curriculum to TK-5 students because the curriculum is not digital and made it more complicated to provide. For this reason we are going to a completely digital version for the coming years.

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.

Utilizing a new Family Engagement Survey in the 2020-2021 school year, JESD assessed successes and challenges with implementing pupil and family engagement and outreach throughout the 2020-2021 school year. The LEA engaged and encouraged families to participate in the self-reflection process in order to ensure input from all stakeholder groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

Success was demonstrated by analyzing survey data, positive results were identified around how our district responded to the COVID-19 pandemic. The majority of parents indicated that they were “Very satisfied” with District and School communication. Parents indicated that they “Strongly agree” that the schools and the district encourage parental involvement. One challenge however is parent attendance is not as high as we would like. While parent participation increased due to the convenient access of zoom meetings for ELAC, DELAC, parent advisory meetings, teacher conferences and other meetings, JESD will work to continue to increase participation. Prior to the COVID-19 pandemic, school events, class events and parent-teacher conferences were well attended by families. A focus area of improvement would be to increase opportunities for parents to participate in planning and decision making meetings. We would like to find ways to increase attendance, in person and/or virtual. Families would also like to see increased opportunities to celebrate different cultures and more programs for children with special talents, gifts, or special needs.

JESD successfully implemented a tiered Reengagement Plan. The written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week were followed district wide. Absences include any full day absence (I.e. E, X, U, and F). These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connectivity, referrals to health and social services and, when feasible, transitioning the pupil to full-time in-person instruction.

Reengagement Tier 1: (After first 3 days)
* Families of absent students will be contacted to document the reason for absences.
* The school will work with families to remove barriers to attendance, work completion and/or participation.
* The school will provide written communication to parents documenting the supports put into place.

Reengagement Tier 2: (After first 6 days)
* If students continue to have low attendance, participation, and/or work completion, the school will continue to communicate with the family and provide support with removing barriers.
* The school will educate families about truancy laws.
* A meeting will be scheduled to review attendance and engagement expectations and develop an individualized support plan to improve student attendance, participation, and/or work completion.

Reengagement Tier 3: (After 8 days)
* If student attendance, participation, and/or work completion still has not improved, a meeting will be scheduled and a formal contract will be put in place for student support.

Reengagement Tier 4: (After 9 days)
* If student attendance, participation, and/or work completion still has not improved, the principal will review the contract with families again and move forward with the district School Attendance Review Team.

Analysis of School Nutrition

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

The District participated in the National School Lunch Program and continues to offer breakfast and lunch during in person and distance learning to all students in the community between the ages of 2 and 18. In discussions with district and school leadership, JESD determined there was great success in providing Grab and Go Meals at all school sites and the meals were nutritionally balanced according to the USDA guidelines. JESD only offered Grab and Go Meals this school year. Additional care was taken to ensure all students eligible for free or reduced-price meals were aware of the offerings. Communications with families regarding the

link between good nutrition and success at school will continue. Students or parents were able to drive thru any of the four school sites between 11:00 am and 1:00 pm to pick up lunch for that day and breakfast for the following morning. The District saw a large increase of over 100% in the number of lunches served each day. JSD went from 400 meals per day to over 800 each day. Challenges included providing the large number of lunches in a short window of time in the drive thru model. Weather was an issue in this model at times. The nutrition staff shifted their roles to ensure that everyone was served. Another challenge was not knowing exactly how many students would be served each day. To help with planning, schools sent out weekly messages to have families review the menu and indicate how many meals they would need.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

NA

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.

Through the COVID-19 pandemic, the District learned a number of lessons from in-person and distance learning programs. Staff made huge leaps forward in the use of technology resources included in curriculum adoptions and other district resources. In all grades, staff began to assign, monitor, and assess student work through these digital platforms. This made it possible to share work with parents and other support providers in a more timely manner. Many of the push in services were more efficient through the use of video conferencing. The District was able to increase the number of counseling hours by eliminating travel time and having to call students out of the classroom. These same benefits were seen in intervention programs as well. Finally, the pandemic taught staff a number of new ways to engage more parents in the educational process. A few examples were holding parent conferences via Zoom increased the number of parents that participated, because they didn't have to take time off. In addition, participation in school and district leadership meetings increased, because people could participate from their homes without having to find childcare. The 2021–24 LCAP, reflects these lessons learned and incorporates the use of these technology improvements and parent engagement strategies.

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 continues to assess pupil learning loss in the 2021–24 LCAP, by providing multiple growth model assessments throughout the school year to track progress. In addition, PLC teams meet weekly to review student progress towards Essential Standards and intervene immediately to ensure mastery of the Essential Standards. While this is done for all students, the District focuses on 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).

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.

Any substantive differences were addressed in the annual update section for each goal.

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.

Stakeholder input was used to review student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan and then used to analyze, update, add, and improve upon the actions and services included in the 21-22 through 23-24 LCAP. Based on stakeholder input, the three-year plan will have the three same goals. Goal 1, Pupil Outcomes: Ensure all students achieve at high levels and develop citizenship, leadership, and innovative thinking skills. Goal 2, Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Goal 3, Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair. While the Goals have not changed, analysis and reflection have impacted a revision to the 2021 LCAP Actions and Services. In addition, JESD has carefully reviewed performance on the state and local performance indicators included in the CA Dashboard, progress toward LCAP goals, local self-assessment tools and stakeholder input and will use the information collected to revise LCAP Actions and Services.

Key features/changes to the 2021 LCAP Actions and Services, based upon an analysis of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan and stakeholder input, include:

Goal 1 Pupil Outcomes:
Actions and Services 1.1: Provide instructional aide support to transitional kindergarten and kindergarten classes. TK: 2.25 hours and K:1 hour.
Actions and Services 1.4: Provide professional development to accelerate learning for students not meeting essential standards.
Actions and Services 1.6: Develop targeted interventions for students not mastering the essential standards.
Actions and Services 1.9: Monitor and support classroom teachers' designated ELD instruction focusing on academic language development.

Goal 2 Engagement:
Actions and Services 2.3: Increase parental involvement by utilizing virtual formats for school meetings when appropriate.
Actions and Services 2.4: Provide a research based Social Emotional Learning program that promotes social emotional wellness.
Actions and Services 2.9: Create a safe play environment, support healthy active kids, and provide recess and free play.

Goal 3 Conditions of Learning:
Actions and Services 3.2: The District will utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction. Provide a district mentor for any teacher who does not yet have a preliminary credential.

Actions and Services 3.4: The Director of Maintenance Operations and Transportation will walk all of the sites quarterly to develop a list of maintenance items to be completed. A focus of these walks will be on site safety.

The Actions and Services address learning loss and support all students in the coming years. Training to support essential standards instruction and assessments, analyzing student data, and intervention. Family outreach when re-engagement is needed. PD opportunities to ensure school staff are prepared to implement research based strategies and support diverse learners including BeGLAD certification to all teachers who were not able to be trained during school closures. PLC time for teacher teams to analyze classroom instruction and interventions focused on grade level essential standards. Provide a safe learning environment to ensure learning continues at high levels. Strategic intervention will be available when needed for foster youth, English learners, homeless youth, students with disabilities, low income students and students struggling academically. Continue to utilize technology to accelerate learning. JESD will increase family involvement in meetings held in person and through Zoom. Parents of all students, including unduplicated students, had an easier time participating in these meetings at home because they don't have to look for child care. The digital SEL curriculum will be implemented to promote student wellness. Safety plans and protocols will continue to be reviewed and revised as guidelines change. Training will be provided and information will be communicated to all stakeholders.

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:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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.
    - 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	20,561,115.00	19,700,162.00
	0.00	766.00
Base	19,054,415.00	0.00
LCFF	0.00	5,412,906.00
LCFF Base	0.00	13,248,942.00
LCFF Supplemental and Concentration	0.00	935,630.00
Other	156,000.00	88,696.00
Supplemental	1,350,700.00	0.00
Title IV	0.00	13,222.00

* 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	20,561,115.00	19,700,162.00
1000-1999: Certificated Personnel Salaries	10,615,447.00	10,775,009.00
1000-3000: Salaries & Benefits	425,534.00	0.00
2000-2999: Classified Personnel Salaries	2,611,611.00	2,605,067.00
3000-3999: Employee Benefits	5,659,541.00	5,509,224.00
4000-4999: Books And Supplies	698,166.00	393,973.00
5000-5999: Services And Other Operating Expenditures	550,816.00	416,889.00
	550,816.00	45,576.00

* 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	20,561,115.00	19,700,162.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	10,167,623.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	10,167,623.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	607,386.00
1000-1999: Certificated Personnel Salaries	Supplemental	447,824.00	0.00
1000-3000: Salaries & Benefits	Supplemental	425,534.00	0.00
2000-2999: Classified Personnel Salaries	Base	2,384,985.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	2,382,260.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	222,807.00
2000-2999: Classified Personnel Salaries	Supplemental	226,626.00	0.00
3000-3999: Employee Benefits		0.00	766.00
3000-3999: Employee Benefits	Base	5,469,467.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	5,412,906.00
3000-3999: Employee Benefits	LCFF Base	0.00	55,795.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	39,757.00
3000-3999: Employee Benefits	Supplemental	190,074.00	0.00
4000-4999: Books And Supplies	Base	606,860.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	360,647.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	20,104.00
4000-4999: Books And Supplies	Other	50,000.00	0.00
4000-4999: Books And Supplies	Supplemental	41,306.00	0.00
4000-4999: Books And Supplies	Title IV	0.00	13,222.00
5000-5999: Services And Other Operating Expenditures	Base	425,480.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	282,617.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	45,576.00
5000-5999: Services And Other Operating Expenditures	Other	106,000.00	88,696.00
5000-5999: Services And Other Operating Expenditures	Supplemental	19,336.00	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	1,883,594.00	1,135,796.00
Goal 2	217,106.00	197,398.00
Goal 3	18,460,415.00	18,366,968.00

* 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	$50,000.00	$408,427.00
Distance Learning Program	$860,000.00	$1,062,599.00
Pupil Learning Loss	$85,000.00	$63,882.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$995,000.00	$1,534,908.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$50,000.00	$408,427.00
Distance Learning Program	$860,000.00	$1,062,599.00
Pupil Learning Loss	$85,000.00	$63,882.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$995,000.00	$1,534,908.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		