2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Jefferson Elementary School District
CDS Code:	39685440000000
LEA Contact Information:	Name: James W. Bridges Position: Superintendent Email: jbridges@jsdtracy.com Phone: 209-836-3388
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$20534869
LCFF Supplemental & Concentration Grants	$1345287
All Other State Funds	$1532518
All Local Funds	$608269
All federal funds	$723200
Total Projected Revenue	$23,398,856

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$22285579
Total Budgeted Expenditures in the LCAP	$13,936,425
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,303,125
Expenditures not in the LCAP	$8,349,154

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$0
Actual Expenditures for High Needs Students in Learning Continuity Plan	$0

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-42,162
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Operational expenditures to support the educational programs have not been included in the LCAP.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	Additional needs will be identified at the beginning of the school year and expenses will be adjusted accordingly.

supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	

LCFF Budget Overview for Parents

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School Year: 2021-22

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James W. Bridges
Superintendent
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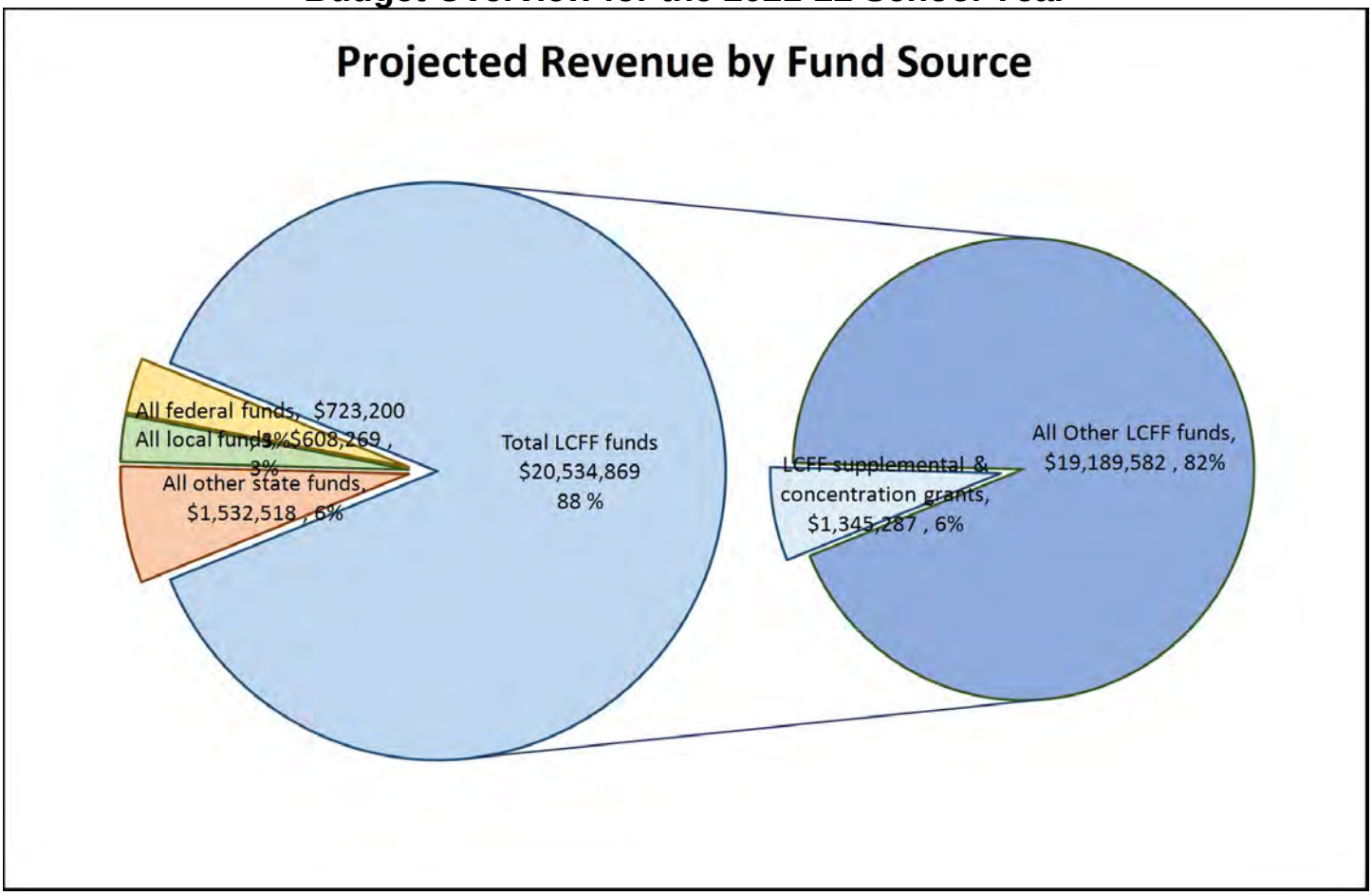
209-836-3388

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



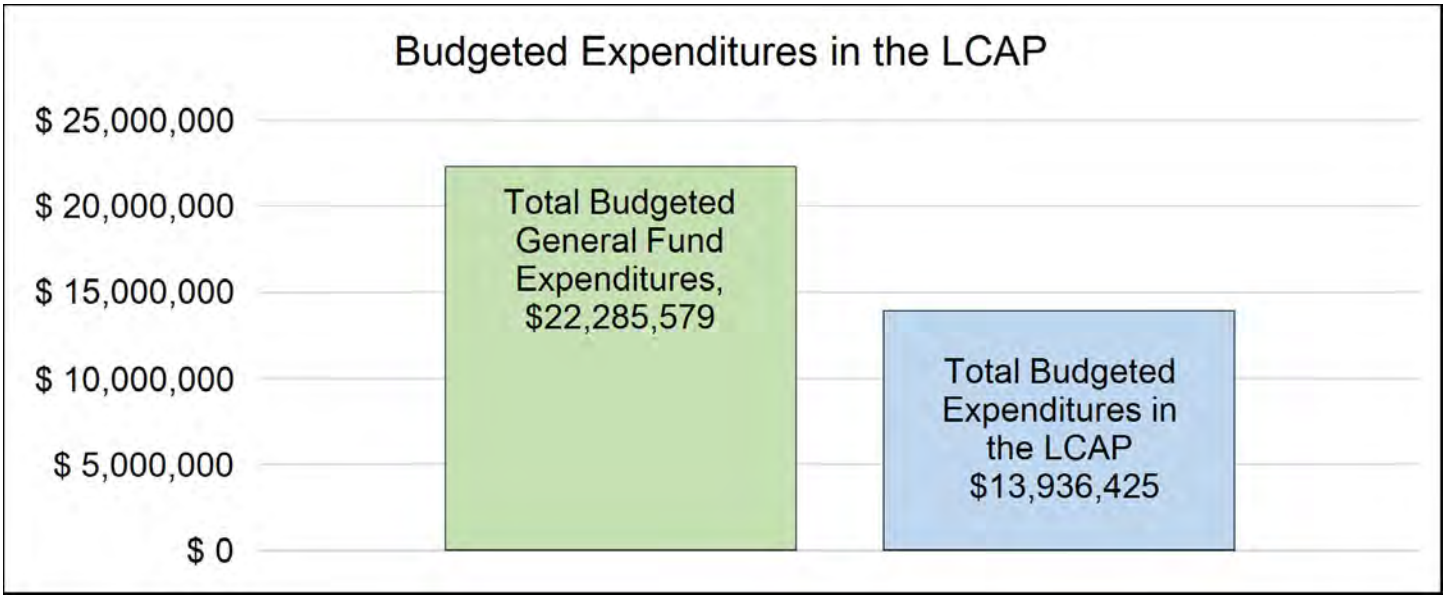
This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Jefferson Elementary School District is $23,398,856, of which $20534869 is Local Control Funding Formula (LCFF), $1532518 is other state funds, $608269 is local funds, and

$723200 is federal funds. Of the $20534869 in LCFF Funds, $1345287 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.



This chart provides a quick summary of how much Jefferson Elementary 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.

Jefferson Elementary School District plans to spend $22285579 for the 2021-22 school year. Of that amount, $13,936,425 is tied to actions/services in the LCAP and $8,349,154 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational expenditures to support the educational programs have not been included in the LCAP.

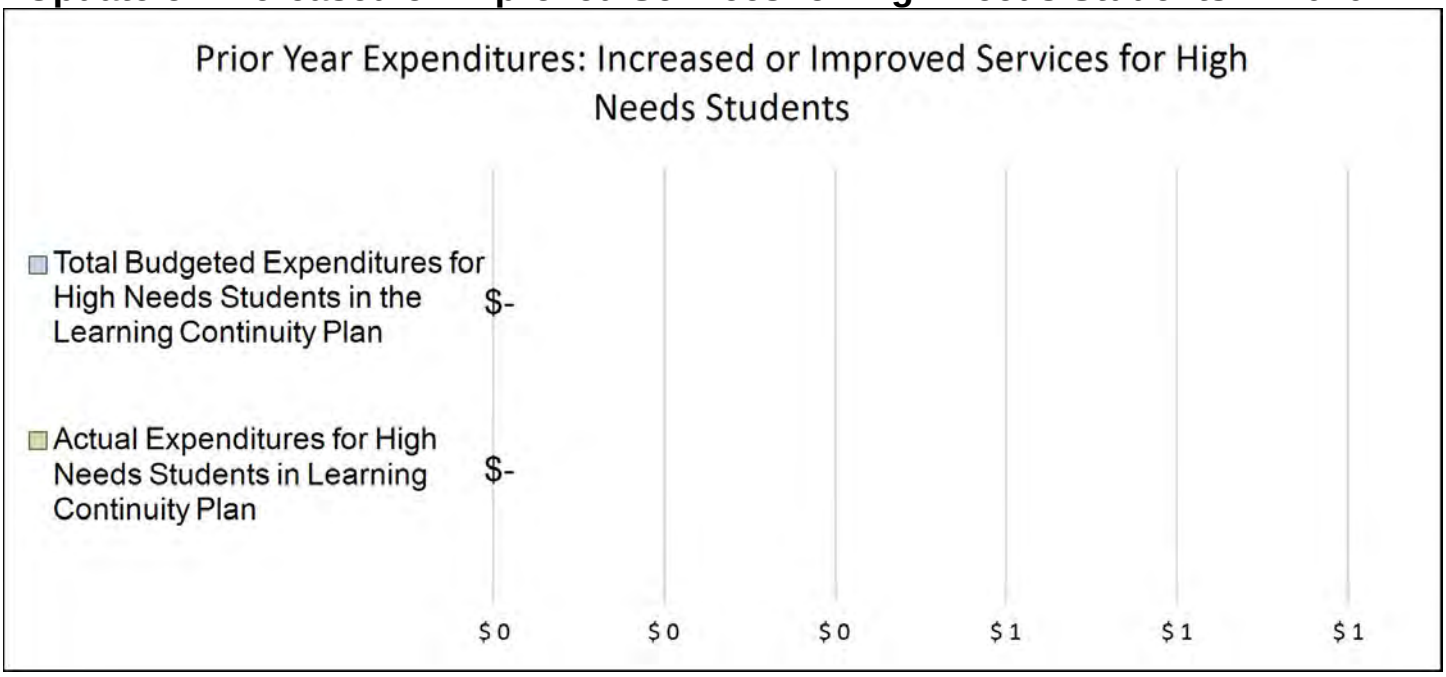
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Jefferson Elementary School District is projecting it will receive $1345287 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Elementary School District plans to spend $1,303,125 towards meeting this requirement, as described in the LCAP.

Additional needs will be identified at the beginning of the school year and expenses will be adjusted accordingly.

LCFF Budget Overview for Parents

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



This chart compares what Jefferson Elementary 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 Jefferson Elementary 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, Jefferson Elementary School District's Learning Continuity Plan budgeted $0 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $0 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
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 "Tot 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		

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

Plan Summary [2021-22]

General Information

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

The Jefferson Elementary School District community takes great pride in its schools. The district mission is to take collective responsibility for ensuring all students achieve at high levels. The district believes a high quality educational program is achieved through a shared responsibility among Trustees, staff, families, students, and community members. The 2021-2024 LCAP embodies this philosophy. The LCAP consists of three parts, the Annual Update, The Budget Overview, and the 3-year plan.

The three-year plan has three 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.

The District is located in south Tracy in San Joaquin County. The district has four schools with an enrollment of over 2,236 Kindergarten through eighth-grade students. JESD continues to be among the top academic institutions in San Joaquin County, an outstanding accomplishment and a reflection of the dedication and talent of our students, parents and staff.

The student demographics are as follows:
African American: 4.8%
Asian: 15%
White: 28.8%
Two or More Races: 5.1%
American Indian: 0.5%
Hispanic: 39.5%
Filipino: 4.5%
Pacific Islander: 1.4%

Jefferson Elementary School District receives supplemental funds for the following unduplicated student groups:
Socioeconomically Disadvantaged Students: 23.4%
English Learners: 14.5%
Students with Disabilities: 8.5%
Foster Youth: 0.3%
Homeless: 0.2%

Reflections: Successes

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

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. JESD is most proud of how the community came together during school closures caused by the global pandemic. Local survey data showed that staff and parents were very satisfied with communication throughout the school year. The district was able to provide support to all school sites based on stakeholder input.

Technology was utilized effectively in the distance learning model due to quick action to purchase necessary supplies and equipment as well as providing technical support and training for staff, students, and families. JESD will continue to maintain and purchase student devices (AS 3.3) to access online curriculum. More meetings will be made available to staff and parents. Schools will continue to utilize technology to

improve school climate and engagement. (AS 2.1) JESD will enhance and expand school to home communication utilizing email, text, social media, and websites. (AS 2.2)

A safe learning environment made it possible to ensure learning continued at high levels. Strategic intervention was available when needed for foster youth, English learners, homeless youth, students with disabilities, low income students and students struggling academically. An online program will be made available to teachers and students for Social Emotional Learning to increase access to the wellness curriculum. (AS 2.4)

The district has a thorough plan in place to address learning loss and support all students in the coming years and will continue to monitor state and local data. The plan includes 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. Educators track and address expected grade level standards and skills by identifying needs, providing instruction and intervention - Utilized data and aligned supports to student needs.
Tier 1: Instruction
Tier 2: Targeted, Group Interventions
Tier 3: Intensive, Individual Interventions
Monitor Progress - Use progress monitoring assessments (Tier 2 and Tier 3) and formative assessments (Tier 1) to track effectiveness of instruction and intervention efforts
Evaluate and Adjust - 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.

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 upon the Fall 2019 Dashboard Results, the District identified two areas need. One was the area of Chronic Absenteeism and the other was Suspension Rate. During the pandemic, the District continued to improve upon its Student Attendance Review Board. An administrator was put in charge or reviewing attendance for the entire district to ensure that all schools were implementing attendance procedures the same way. In addition, SARB contracts are being reviewed monthly and follow up steps are being taken in the event the contracts are being violated. The District invested in Positive Behavior Intervention Supports (PBIS) training through Stanislaus County Office of Education. Multiple times per year teams meet to review PBIS strategies, data, progress, and adjustments that need to be made. This program has reduced the number of classroom/school suspensions and the teams continue to work on reducing the number of suspensions.

LCAP Highlights

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

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.
Actions and Services 1.10: Programs targeting low income students, English learners, Foster, students with disabilities and students with exceptional needs before and/or after school.

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.

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.

No schools were identified for CSI.

Support for Identified Schools

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

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

Stakeholder Engagement

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

Beginning in December 2020, JESD began collecting data and developing a timeline for completing the LCAP. The process that was created focused on increasing stakeholder engagement and ensuring transparency. The District started by collecting data on progress towards goals and worked with the LCAP Advisory Committee to plan for community engagement. The District conducted a parent/community survey to determine areas the community saw as priorities. Using that data the district then prepared for parent/community forums in which District data was shared including parent/community survey results and then gathered feedback from stakeholders. Gathering input from key stakeholders and aligning with the 8 State priorities, a plan was developed focusing on three key areas. JESD consulted teachers, principals, administrators, SELPA, other school personnel, local bargaining unit, parents, and students. Parent advisory committee, ELAC, and DELAC were also consulted. Consultations took place at scheduled zoom meetings. Surveys were also sent out and reviewed. Stakeholder engagement is an ongoing, annual process and the district met its obligation to consult with all statutorily required stakeholder groups. General information about the timeline of the process and meetings were available online and presented to the Board in a public meetings.

A summary of the feedback provided by specific stakeholder groups.

JESD created and administered a new online Family Engagement Survey in the 2020-2021 school year. In prior years the CA Healthy Kids Survey was administered annually. The CHKS was not used in 2020-2021, due to the pandemic and school closures. The data was used to complete the Local Performance Indicators self-reflection tool to reflect on progress, successes, needs and areas of growth in family engagement policies, programs, and practices. The use of this tool provided stakeholder input that helped to prioritize areas of focus and to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP. JESD will continue to work on building relationships with diverse stakeholders. JESD will engage and encourage families to participate in the reflection process in order to ensure input from all 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 are heard and addressed.

The stakeholder input indicated positive results around how our district responded to the COVID-19 pandemic. Stakeholders indicated that they were very satisfied with School to Home communication. There was strong support for students' and teachers' social and emotional needs. Improvements to ensure access to tools and technology were available for all who needed more support. Online instruction, access to basic technology resources, and hybrid instruction enhanced the overall education for students. Support for students' academic needs and Safety and compliance procedures were made a priority to protect students and staff. Stakeholders indicated that the district did a good job at encouraging stakeholder involvement. However, parent attendance remains low. Stakeholders believe that the staff wants all children to succeed, people are treated fairly and are welcomed and that the schools are a safe place to learn.

Stakeholder groups agreed and confirmed with the Goals and Actions & Services presented. Stakeholders were in support of the minor revisions that emerged from the analysis and feedback.

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

JESD utilized stakeholder input to develop the LCAP Goals, Actions & Services, Metrics, and desired outcomes. With little change to the Goals, JESD will continue to review data and support the Actions and Services within the LCAP. Stakeholder input showed that the district has made progress and should continue to support the existing Actions & Services while monitoring outcomes. The district will continue to maintain instructional aide support in TK and Kinder classrooms. Professional development opportunities will continue to be made available to staff to support the needs of students who are not meeting grade level essential standards. Professional Learning Communities will continue the work to collaborate on the clear instructional vision and deliberate set of standards, grade level benchmarks, instructional strategies, and assessments all students will master the essential standards to ensure students achieve at high levels. Based on input a new action identifies a need to continue to utilize virtual formats for school meetings to increase parental involvement, when available.

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. JESD 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. An increase to after school programs and intervention opportunities should be more available for children with specific academic needs as well as children with special talents and gifts.

The actions and services that were directly influenced by stakeholder engagement were:

AS 1.1 Increasing the number of hours of instructional aide support for TK classrooms from 1 hour to 2.5 hours per day. This was in response to administrator input suggesting that TK classrooms needed smaller student/staff rations to run centers and due to many of the TK students not being able to participate in pre-school due to COVID.
AS 1.2 Was updated to include specifics on the implementation of NGSS science curriculum. The additions included coaching, professional development, and monitoring/evaluation.
AS 1.4 Was updated to include professional development focusing on accelerating learning for all unduplicated groups based upon parent, staff, and administrator input on the impacts of COVID-19 due to being in distance learning an extended period of time.
AS 1.10 Was added to provide before and after school programs targeting low income students, English learners, Foster, students with disabilities and students with exceptional needs.
AS 2.3 Was added based upon parent and staff input to include the use of more virtual meeting opportunities moving forward to make it easier for parents to participate in their student's education.
AS 2.5 Was added to provide behavioral support to students and staff based upon changing needs and the fact that many students have been out of the classroom setting for over a school year.
AS 2.10 Was added to provide staff with additional tools and strategies to support student's behavior needs and improve the school climate based upon student feedback on the CHKS survey.
AS 3.2 Was updated to add a district mentor for teachers who do not yet have a preliminary credential. Administrators provided feedback that new staff members that don't qualify for BTSA would benefit from a mentor teacher.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

JSD developed this goal to ensure that all students achieve at high levels and are prepared to be engaged citizens. The actions and services are organized around preparing staff to support students in mastering the essential standards, providing supports to unduplicated students to ensure they master the standards, and ensure that the best curriculum and instructional programs are adopted to achieve this goal.

Stakeholders utilized data collected and presented on the District LCAP metric template. This data included CAASPP data, attendance data, EL data, and information on interventions. This data was collected from district databases, Dataquest, and School Accountability Report Cards, and was updated to include data from the 2019 California School Dashboard.

In order to increase the percent of students who are on track to attend college and are career ready, there is a need for:

* Proficiency in ELA, Mathematics, Science, Physical Education, Technology, History and Visual/Performing Arts
* English proficiency
* Career Technical Education (CTE)
* Research Based Intervention Courses

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Implementation of State Standards	Based Upon the JSD 2021 LCAP Local Performance Indicator Self-Reflection Tool: (Option 2, #2)				ELA - Common Core State Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA - Common Core State Standards for ELA: 5 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 3 History - Social Science: 4				Standards for Mathematics: 5 Next Generation Science Standards: 5 History - Social Science: 5
Priority 4: Student Achievement 4A: Statewide Assessments (SBAC)	2019 CDE CAASPP Test Results CAASPP ELA “Met or Exceeded Standards” 58.40% CAASPP Math “Met or Exceeded Standards” 45.61%				2019 CDE CAASPP Test Results CAASPP ELA “Met or Exceeded Standards” 60.4% CAASPP Math “Met or Exceeded Standards” 57.61%
Priority 4: Student Achievement 4E: % of ELs who make progress toward English proficiency as measured by the ELPAC.	2019 CA Dashboard Indicator: English Learner Progress Indicator (ELPI) 59.9% making progress towards English language proficiency.				CA Dashboard Indicator: English Learner Progress Indicator (ELPI) 70% making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Student Achievement 4F: EL Reclassification Rate	Data reported in DataQuest - Students Redesignated FEP: 2020-2021, 11.5%				DataQuest - Students Redesignated FEP: school year and 15%
Priority 7: Course Access	Broad Course of Study (# of STEAM Electives in 2020-2021): 24				Broad Course of Study (# of STEAM Electives): 27
Priority 7: Course Access	Broad Course of Study available for unduplicated students. (# of before/after school programs in 2020-2021) Zero				Broad Course of Study available for Unduplicated students. (# of before/after school programs in 2020-2021) 4
Priority 8: Other Pupil Outcomes	2018-2019 Priority 8: Other Pupil Outcomes Physical Fitness (PFT) Area “5 of 6 Fitness Standards” Met Rate Grade 5: 78% Grade 7: 79%				2018-2019 Priority 8: Other Pupil Outcomes Physical Fitness (PFT) Area “5 of 6 Fitness Standards” Met Rate Grade 5: 85% Grade 7: 86%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Aide Support	Provide instructional aide support to transitional kindergarten and kindergarten classes. TK: 2.25 hours per day and K: 1 hour per day	$78,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	NGSS	Implement a Next Generation Science Standards (NGSS) aligned curriculum TK-8.Purchase curriculum, provide coaching, monitor/evaluate implementation, and on-going professional development.	$16,700.00	No
3	GLAD Strategies	Utilize GLAD strategies in all classrooms and provide on-going professional development. Provide professional development, on-going coaching, and monitor/evaluate implementation.	$41,625.00	Yes
4	Profesional Development	Provide professional development to accelerate learning for students not meeting essential standards.	$356,500.00	Yes
5	PLCs	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.	$583,000.00	Yes
6	Targeted Intervention	Develop targeted interventions for students not mastering the essential standards.	$237,000.00	Yes
7	MTSS	Monitor and refine the Multi Tiered System of Supports district-wide.	$24,000.00	No
8	STEAM	Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).	$254,000.00	No
9	ELD	Monitor and support classroom teachers' designated ELD instruction focusing on academic language development.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Broad Course of Study	Broad Course of Study - Programs offered to low income students, English learners, Foster, students with disabilities and students with exceptional needs before and/or after school. Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) and music.	$35,000.00	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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

JSD developed this goal because stakeholders believe that relationships between students, parents, and staff are paramount to student success. The goal is grouped in actions and services to provide parents information about participation and develops into actions and services focusing on how to make access easier for parents to participate. In addition, this goal has a series of actions and services to improve school climate and foster positive relationships between staff and students. The research is clear that student perceptions of their teacher directly influence parent's perceptions of the staff.

Stakeholders utilized data collected and presented on the District LCAP update. This data was consolidated from district databases, Dataquest, and School Accountability Report Cards, and was updated to include data from the Fall 2020 California School Dashboard. This data included Parent, Student, and Staff Surveys, attendance rates, and discipline data, and determined there is a need for:

* Parents, students, and staff to participate in the decision making process.
* School/Home Communication
* Students to attend school daily in a safe and welcoming learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parent Involvement	2020-2021 Data School Site Participation: 98%				2023-2024 Data School Site Participation Data: 100%
Priority 5: Student Engagement 5A: School Attendance Rate - % of pupils attending	2019-2020 School Attendance Rate: 96.42%				School Attendance Rate: 97.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school daily on average	The 2019-2020 school year was a partial school year due to the COVID-19 crisis/school closures. (Data was collected July through March)				
Priority 5: Student Engagement 5B: Chronic Absenteeism Rate - % of pupils who are absent from school 10% or more for the total number of days that they are enrolled in school.	2019 Chronic Absenteeism 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%				Chronic Absenteeism CA Dashboard Indicator JSD's chronic absentee rate for all students will be below 6.0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: * (does not meet min. required # students for reporting)				
Priority 5: Student Engagement 5C: Middle School Dropout Rate - % of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.	Middle School Dropout Rate: 0.13%, Verified from Dataquest Middle School Graduation Rate: 97%				Middle School Dropout Rate: 0.0%, Verified from Dataquest Middle School Graduation Rate: 100%
Priority 6: School Climate 6A: Suspension Rate - % of pupils who are suspended at least once	2019 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% Two or more races: 3.8%				CA Dashboard Suspension Rate (Elementary District) Indicator - Suspension Rate: JSD's suspension rate for all students will be below 1.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged: 3.7% English Learners: 1.3% Students with Disabilities: 5.4% Foster: 8.3% Male: NA Female: NA				
Priority 6: School Climate 6B: Expulsion Rate - % of pupils who are expelled from the district	2019 Expulsion Rate: 0%				2019 Expulsion Rate: 0%
Priority 6: School Climate 6C: Survey results on safety and connectedness - % of pupils in grades 5 & 7 who feel safe at school; % of pupils who feel connected to school in grades 5 & 7	2019 -2020 CHKS Student Perception on School Safety Grade 5: 82% Grade 7: 73% Student Perception on School Connectedness Grade 5: 76% Grade 7: 67%				CHKS Student Perception on School Safety Grade 5: 90% Grade 7: 85% Student Perception on School Connectedness Grade 5: 85% Grade 7: 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Engagement	Survey parents, students, and staff annually on school climate, engagement and safety.	$4,200.00	No
2	School to Home Communication	Enhance and expand school to home communication utilizing email, text, social media, and websites.	$42,600.00	No
3	Parent Involvement	Increase parental involvement by utilizing virtual formats for school meetings when appropriate.	$4,000.00	No
4	Social Emotional Learning	Provide a research based Social Emotional Learning program that promotes social emotional wellness.	$10,000.00	No
5	Behavior Support	Provide classroom level behavior support and professional development.	$81,000.00	No
6	MTSS to Reduce Discipline	Implement MTSS to reduce the number of discipline incidents in all school settings. (Funding in 1.7)	$0.00	No
7	Counseling Services	Provide counseling and supports to students/families that are in need.	$335,000.00	No
8	Campus Supervision	Provide training and support to all staff supervising students on the playground/cafeteria.	$2,800.00	No
9	Safe Playgrounds	Create a safe play environment, support healthy active kids, and provide recess and free play.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	School Climate	Provide research based professional development on improving school and classroom climate. (Funding in 1.7)	$0.00	No

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

An explanation of why the LEA has developed this goal.

JSD developed this goal to ensure that students are instructed and supported by the highest qualified staff. The actions and services focus on hiring, developing, and supporting all staff in their various positions. In addition, the actions and service make sure that staff are provided with a safe clean learning environment and all of the tools necessary to be successful in their positions. The district continues to purchase up to date technology for students and staff.

In order to maintain and improve the high quality instruction, stakeholders reviewed the Fall 2020 California School Dashboard and School Accountability Report Card data and identified the following needs for all students: Teachers appropriately assigned and fully credentialed, Facilities ae in good condition, Access to standards aligned materials and Improved campus supervision.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services 1A: Teachers Appropriately Assigned & Fully Credentialed	2020-2021 Credential Audit Teachers With Full Credential - 98.3 Teachers Without Full Credential - 6 Credentialed Teachers Teaching Outside of Subject Area of Competence - 0				2020-2021 Credential Audit Teachers With Full Credential - All Teachers Without Full Credential - 0 Credentialed Teachers Teaching Outside of Subject Area of Competence - 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Missassignments of Teachers of ELs- 0 Total Teacher Misassignments - 0 Vacant Teacher Positions - 0				Missassignments of Teachers of ELs- 0 Total Teacher Misassignments - 0 Vacant Teacher Positions - 0
Priority 1: Basic Services 1B: Students have access to Standards-Aligned Instructional Materials	2020-2021 Quarterly Williams Act Report Students Lacking Own Copy of Textbook Rate: 0% Most Recently Adopted Textbook Rate: 100%				Quarterly Williams Act Report Students Lacking Own Copy of Textbook Rate: 0% Most Recently Adopted Textbook Rate: 100%
Priority 1: Basic Services 1C: School Facilities Maintained in "Good Repair"	2020 FIT Report Data - % of school facilities maintained in good repair or exemplary Overall Rating "Good" - 25% Overall Rating "Exemplary" - 75%				FIT Report Data - % of school facilities maintained in good repair or exemplary Overall Rating "Good" - 0% Overall Rating "Exemplary" - 100%
Technology Inventory-Number of Student Devices	Technology Inventory (Student Devices) 2,900				Technology Inventory (Student Devices) 3,500

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Credentials	Ensure that all staff are appropriately assigned and fully credentialed.	$10,488,000.00	No
2	Coaching and Mentors	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.	$260,000.00	No
3	Technology	Continue the 6 year life cycle repair/replacement for all technology devices, network equipment, servers, teacher laptops, projectors, document cameras and support staff computers.	$180,000.00	No
4	Maintenance Operations and Transportation (MOT)	The Director of MOT 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 and developing a calendar for maintenance items.	$850,000.00	No
5	Class Size Reduction	Reduce class sizes in 4th-8th grades. (Cost included in 3.1 Staffing)	$0.00	No

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
7.02%	1,345,287

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.

In 2021-22, Jefferson Elementary School District is projecting it will receive $1,345,287 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Jefferson Elementary School District plans to spend $1,345,287 on actions to meet this requirement.

Jefferson Elementary School District has an enrollment of 2,236. This includes 0.3% of the student population being Foster Youth, 14.5% of the student population being English learners, and 23.4% low-income students . The 2020-2021 unduplicated population is 30.8%.The actions/services described in this section increase or improve services to Unduplicated Pupils by at least 7.02.

For the scope of services the District is justified in selecting LEA-wide as the action benefits can't be limited to unduplicated student groups. While the following Actions and Services meet the needs of foster youth, English learners, and low-income students and the needs of these students were considered first, data shows that the research based services benefit all students when provided LEA-wide.

Actions and Services 1.4: Provide professional development to accelerate learning for students not meeting essential standards. A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Supplemental, and for that reason this is considered district-wide use. District-wide use is justified because the PD days are designed to increase learning for unduplicated student groups. District-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district’s goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, “Ongoing, intensive professional development that focuses on supporting teachers’ planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement.” (Priority 2 and 4)

Actions and Services 1.5: 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.
The District provides all school and district teams with time to collaborate in Professional Learning Communities. Some of the PLC time is paid with Supplemental, and for that reason this is considered district-wide use. District-wide use is justified because the PLC time is used to collaborate around the needs of English learners, Socio-economically disadvantaged, Foster Youth and Students with Disabilities. (Priority 2, 4, 7, and 8)

Actions and Services 1.6: Develop targeted interventions for students not mastering the essential standards. The District continues to utilize supplemental funds for targeted interventions for unduplicated student groups not mastering the essential standards. Making Summer Count a research study by the Rand Corporation recommended the following, Research shows that a number of practices are associated with improved student outcomes, such as smaller class sizes, involving parents, providing individualized instruction, and maximizing students' attendance. Other best practices include providing structures that support high-quality instruction, aligning the school year and summer curricula, including content beyond remediation, and tracking effectiveness. (Priority 2, and 4)

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

Based on staff and stakeholder feedback and research on effective practices, JESD is implementing five LCAP Actions/Services to improve services for foster youth, English learners, and low-income including using a portion of the LCFF Supplemental dollars for site allocations to allow sites to implement site specific solutions based on unique site needs and stakeholder input.

The District will continue to improve services for English learners through the following Actions and Services:

Actions and Services 1.3: Utilize GLAD strategies in all classrooms and provide professional development, on-going coaching, and monitor/evaluate implementation. The District is providing all teachers with GLAD training to support the language development of EL students. GLAD® (Guided Language Acquisition Design) is one of a handful of existing instructional models that aim to help teachers by providing differentiated strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. Supplemental funds are justified to be used on this action/service as they are primarily intended to benefit English Learner students. For the scope of services the District is justified in selecting LEA-wide as this training for staff can't be limited to benefiting unduplicated student groups. Project GLAD is a multi-component K-12 instructional model designed to build academic English and grade-level content knowledge for students at varying levels of English language proficiency. (Goldenberg, 2013; Echevarria, Short & Powers, 2006) found that GLAD strategies provided marginal gains to English Learners vocabulary and writing skills, but no longitudinal studies have been done to date to assess the long-term effects of the strategies. The GLAD program is recommended by the California Department of Education and the Orange County Office of Education

Actions and Services 1.9: Monitor and support classroom teachers’ designated ELD instruction focusing on academic language development. The District continues to utilize supplemental funds to monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

The District will continue to improve services for foster youth, English learners, and low-income students through the following Actions and Services:

Actions and Services 1.10: Programs offered to low income students, English learners, Foster, students with disabilities and students with exceptional needs before and/or after school. Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) and music.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$13,186,425.00	$750,000.00			$13,936,425.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$12,492,625.00	$1,443,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instructional Aide Support	$78,000.00				$78,000.00
1	2	All	NGSS	$16,700.00				$16,700.00
1	3	English Learners	GLAD Strategies	$41,625.00				$41,625.00
1	4	English Learners Foster Youth Low Income	Profesional Development	$356,500.00				$356,500.00
1	5	English Learners Foster Youth Low Income	PLCs	$583,000.00				$583,000.00
1	6	English Learners Foster Youth Low Income	Targeted Intervention	$237,000.00				$237,000.00
1	7	All	MTSS	$24,000.00				$24,000.00
1	8	All	STEAM	$254,000.00				$254,000.00
1	9	English Learners	ELD	$50,000.00				$50,000.00
1	10	English Learners Foster Youth Low Income	Broad Course of Study	$35,000.00				$35,000.00
2	1	All	Stakeholder Engagement	$4,200.00				$4,200.00
2	2	All	School to Home Communication	$42,600.00				$42,600.00
2	3	All	Parent Involvement	$4,000.00				$4,000.00
2	4	All	Social Emotional Learning	$10,000.00				$10,000.00
2	5	All	Behavior Support	$81,000.00				$81,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**6**	All	MTSS to Reduce Discipline					$0.00
2	**7**	All	Counseling Services	$335,000.00				$335,000.00
2	**8**	All	Campus Supervision	$2,800.00				$2,800.00
2	**9**	All	Safe Playgrounds	$3,000.00				$3,000.00
2	**10**	All	School Climate					$0.00
3	**1**	All	Staff Credentials	$10,488,000.00				$10,488,000.00
3	**2**	All	Coaching and Mentors	$260,000.00				$260,000.00
3	**3**	All	Technology	$180,000.00				$180,000.00
3	**4**	All	Maintenance Operations and Transportation (MOT)	$100,000.00	$750,000.00			$850,000.00
3	**5**	All	Class Size Reduction					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,303,125.00	$1,303,125.00
LEA-wide Total:	$1,176,500.00	$1,176,500.00
Limited Total:	$126,625.00	$126,625.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	GLAD Strategies	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$41,625.00	$41,625.00
1	**4**	Profesional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,500.00	$356,500.00
1	**5**	PLCs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$583,000.00	$583,000.00
1	**6**	Targeted Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,000.00	$237,000.00
1	**9**	ELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	$50,000.00
1	**10**	Broad Course of Study	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00

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

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- 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:

- **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.

- **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.

- **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:

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

  - **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.