

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
Davis Joint Unified School District	Dr. Rody Boonchouy Associate Superintendent	rboonchouy@djud.net (530)757-5300 x144

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

All Students will experience 21st Century teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.1 Compliance with Williams Act requirements, teacher credentialing and teaching assignments (LOCAL Indicator)</p> <p>19-20 1.1 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments</p> <p>Baseline 1.1 99.5% compliance with Williams Act requirements, teacher credentialing and teaching assignments</p>	<p>1.1 100% compliance with Williams Act requirements, teaching credentialing and teaching assignments.</p>
<p>Metric/Indicator 1.2 Compliance with Williams Act requirements, facilities (LOCAL Indicator)</p> <p>19-20 1.2 100% compliance with Williams Act requirements, facilities</p> <p>Baseline 1.2 100% compliance with Williams Act requirements, facilities</p>	<p>1.2 100% compliance with Williams Act requirements, facilities.</p>
<p>Metric/Indicator 1.3 Compliance with Williams Act requirements, sufficient textbooks (LOCAL Indicator)</p>	<p>1.3 100% compliance with Williams Act requirements, sufficient textbooks.</p>

Expected	Actual
<p>19-20 1.3 100% compliance with Williams Act requirements, sufficient textbooks</p> <p>Baseline 1.3 100% compliance with Williams Act requirements, sufficient textbooks</p>	
<p>Metric/Indicator 1.4 Professional Growth participation records (LOCAL Indicator self-reflection tool)</p> <p>19-20 1.4 100% of teachers participated in professional development for implementation of the California professional and instructional State Standards</p> <p>Baseline 1.4 81.5% of teachers participated during 2015-16 in professional development for implementation of the California professional and instructional State Standards</p>	<p>1.4 100% of teachers participated in professional development for implementation of the California professional and instructional State Standards.</p>
<p>Metric/Indicator 1.5 Instructional strategies observation tool (LOCAL Indicator self-reflection tool)</p> <p>19-20 1.5 All Principals lead professional development specific to 21st Century teaching and learning with site teams to ensure all students have access to a broad course of study.</p> <p>Baseline 1.5 All principals observed increased use of designated classroom instructional strategies that support the implementation of state standards; % classrooms using these strategies not measured</p>	<p>1.5 All Principals led professional development specific to 21st Century teaching and learning with site teams.</p>
<p>Metric/Indicator 1.6 Retention of certificated and classified staff</p> <p>19-20</p>	<p>1.6 TBD</p>

Expected	Actual
<p>1.6 Retention rate increase by 1% for certificated and constant for classified staff.</p> <p>Baseline 1.6 92% certificated staff retention and 93% classified staff retention rate</p>	
<p>Metric/Indicator 1.7 Student engagement and connectedness</p> <p>19-20 Moved to Goal 3</p> <p>Baseline 1.7 Attendance to enrollment is 95.7% for 2018-2019</p>	<p>1.7 This metric was moved to Goal 3; see Item 3.12</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Implement Professional Learning Communities (PLC's) to target 21st Century Teaching and Learning</p>	<p>a. Professional growth to support Professional Learning Communities through facilitation and paid release time to include new frameworks and standards (PLC) 1000-5999 LCFF \$15,500</p>	<p>a. Professional Development was given, but PLC working groups were interrupted by school closures. This work was done within site MTSS teams. LCFF \$136.00</p>
<p>1.2 Building Capacity</p>	<p>a. Professional learning opportunities and innovation pilots to support instructional practices for 21st century skills outlined in the Graduate Profile 1000-5999 LCFF \$20,000</p> <p>b. Innovation Summer Professional Development to include Google Suite, Project Based Learning, Differentiation,</p>	<p>a. Many professional development opportunities were launched in late fall or early winter; the professional development was interrupted during school closures. LCFF \$7,200.00</p> <p>b. Innovation Summer did not occur due ot school cllosures Local Funding \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	and Social Emotional Supports in Instruction. 1000-1375 Local Funding \$18,000	
1.3 Access to and support for the use of technological tools to enable 21st Century teaching and Learning.	<p>a. Instructional Technology Specialists at elementary schools, .5 FTE per site (4.0 FTE) 2000-3999 LCFF \$380,600</p> <p>b. Increase levels of instructional capacity and usage of Google Suite tools, consistency of digital citizenship instruction, and increase resources in library collections targeting FAIR Education Act and alignment. 5000-5999 LCFF \$10,000</p> <p>c. Digital communication annual fees (School Loop, School Messenger) 5000-5999 LCFF \$70,000</p>	<p>a. IT staff were hired and supporting sites. Inability to hire or leaves reduced the amount of spending on this item. LCFF \$253,175.00</p> <p>b. Significant training in the use of digital citizenship and tools occurred. LCFF \$7,800.00</p> <p>c. Purchase was made and implemented. \$67,241.25</p>
1.4 Support Career Technical Education	<p>a. Student internship coordination and community outreach. 2910-5100 LCFF \$10,000</p> <p>b. Career Technical Education Coordination and Grant management; .5 FTE (classified) 2910-5100 LCFF \$45,000</p>	<p>a. All VSA's approved and in place; intern placement began prior to closures. \$16,463.00</p> <p>b. Qualified candidate hired who has begun work on CTEIG, CTEFG, and collaboration for K12 Strongworkforce. Continues work with Perkins and CTE work for new and revised courses and pathways. Position did not begin until December so was underspent. \$23,595.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	c. After school robotics and programming 1000-3999 Supplemental \$15,000	c. Mentors on five sites identified and began work, work interrupted by school closures. \$8,976.00
moved in prior LCAP year.		
Moved in prior LCAP year		

Goal Analysis

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

Goal 1 was designed to provide tangible actions and services to promote 21st Century teaching and learning on campuses. Those services include access to technological tools and support of Career Technical Education (CTE). As a result of COVID 19 and school closures, the following actions were not fully implemented and were reallocated: professional development targeting 21st Century Teaching and learning, innovation pilots, summer professional development, and after school robotics and programming. These funds were reallocated to address professional development demands of moving to Distance Learning (DL) and implementation of Google Classroom and other digital tools across sites and grade spans. This includes all staff participation in training modules in Spring of 2020 to prepare for Distance Learning, additional staffing to support Google Classroom, WebEx licensing and use, and additional virtual instructional learning tools at each site.

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

The successes in implementing actions and services to achieve Goal 1 include the training of 100% of DJUSD instructional staff in the use of Google applications, including Google classroom. Additionally, success in this goal included continued work toward CTE implementation and internship opportunities, to include purchase of materials and virtual tools to support CTE. Staff was also able to support music instruction with digital tools to enable music instruction and production from a distance. And, we note that with the sudden shift to Distance Learning, staff and students experienced a catalyst in critical thinking, creativity, collaboration, resilience, and persistence.

The following actions were not implemented as a result of COVID 19: Professional Learning Communities (PLC's) were unable to gather, Innovation Summer (professional development) was not held in June as planned, placement of student internships were interrupted, and staff was unable to hold after school robotics clubs.



Goal 2

Davis Joint Unified School District educators will close the opportunity and achievement gap.

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
<p>Metric/Indicator 2.1 CAASPP proficiency rate in English Language Arts and Math (STATE Indicator)</p> <p>19-20 2.1 ELA: maintain High status</p> <p>Math: maintain High status</p> <p>Baseline 2.1 2015-16 English Language Arts: All Students status = High, 37 scaled score points above Level 3, and Change = increased 3 points</p> <p>2015-16 Math: All Students status = High, 30 scaled score points above Level 3, and Change = increased 3 points</p>	<p>2.1 ELA maintained High status, at 48.7 points; Math maintained High status, at 35.4 points</p>
<p>Metric/Indicator 2.2 List of secondary students with semester 2 grade of D or F (Local metric)</p>	<p>2.2 In 2018-19, 8.1% of secondary students had a Semester 2 grade of D or F in English (353 courses out of 4,355) - an increase of 0.6%; 13% of secondary students had a Semester 2 grade of D or F in Math (557 courses out of 4,279) - an increase of 0.3%</p>

Expected	Actual
<p>19-20 2.2 ELA: percentage of secondary students with a D or F at Semester 2 will decrease by 1%</p> <p>Math: percentage of secondary students with a D or F at Semester 2 will decrease by 1%</p> <p>Baseline 2.2 In 2015-16 8% of secondary students had a Semester 2 grade of D or F in English (295/3670)</p> <p>In 2015-16 10% of secondary students had a Semester 2 grade of D or F in Math (373/3670)</p>	
<p>Metric/Indicator 2.3 Enrollment rate in Career Technical Education (CTE) courses (STATE Indicator)</p> <p>19-20 2.3 Maintain CTE enrollment rate</p> <p>Baseline 2.3 36% CTE enrollment rate in 2015-16</p>	2.3 Maintained 44% CTE enrollment rate, in 2018-19
<p>Metric/Indicator 2.4 Completion rate in Career Technical Education (CTE) pathways (STATE Indicator)</p> <p>19-20 2.4 Maintain CTE completion rate</p> <p>Baseline 2.4 4.5% CTE completion rate in 2015-16</p>	2.4 In 2018-19, the CTE completion rate was 4.8% - a decrease of 1.4%
<p>Metric/Indicator 2.5 A-G course completion rate by high school graduates (STATE Indicator)</p>	2.5 73.5% A-G course completion rate by all high school graduates in 2018-19, a decrease of 2%

Expected	Actual
<p>19-20 2.5 Increase A-G course completion rate by 2%</p> <p>Baseline 2.5 72.2% A-G course completion rate by all high school graduates in 2015-16</p>	
<p>Metric/Indicator 2.6 Passage rate on Advanced Placement exams (STATE Indicator)</p> <p>19-20 2.6 Maintain AP exam passage rate; increase AP exam participation by 5 students</p> <p>Baseline 2.6 91% Advanced Placement exam passage rate in 2015-16; of the 465 10-12 grade students that took an AP test, 423 students scored 3 or higher on the AP test.</p>	2.6 84.1% Exam passage rate in 2019-20
<p>Metric/Indicator 2.7 Early Assessment Program (EAP) preparation rate (STATE Indicator)</p> <p>19-20 2.7 ELA: maintain ELA preparation rate</p> <p>Math: maintain Math preparation rate</p> <p>Baseline 2.7 English Language Arts EAP preparation rate of 55% Ready / 28% Conditionally Ready in 2015-16</p> <p>Math EAP preparation rate of 41% Ready / 27% Conditionally Ready in 2015-16</p>	2.7 N/A
<p>Metric/Indicator</p>	2.8 In Fall 2019, 10th-12th grade students scored 3.04 (on a scale from 1-5) on the Youth Truth College and Career Readiness summary measure, "Describe the degree to which students feel

Expected	Actual
<p>2.8 Youth Truth Climate Survey College and Career Readiness indicator, "Describe the degree to which students feel equipped to pursue college and careers" [LOCAL Indicator]</p> <p>19-20 2.8 10-12 grade students increase positive response rate by .02 on the Youth Truth College and Career Readiness summary measure: "Describe the degree to which students feel equipped to pursue college and careers".</p> <p>Baseline 2.8 In Fall 2016, 10-12 grade students scored 3.48 on the Youth Truth College and Career Readiness summary measure: "Describe the degree to which students feel equipped to pursue college and careers"</p>	<p>equipped to pursue college and careers." This is an increase of 0.08 from the previous year's recalculated scores. Note that the survey instrument has changed the methodology for computing this score, to more accurately reflect student averages instead of school averages. Last year's reported score (3.35) was higher due to the previous methodology.</p>
<p>Metric/Indicator 2.9 English Learner Progress as measured by CAASPP ELA</p> <p>19-20 2.9 Increase EL CAASPP ELA proficiency rate by 2%</p> <p>Baseline 2.9 16% of English Learner test takers measured proficient on CAASPP ELA in 2015-16 (53/334 English Learner students)</p>	<p>2.9 unable to measure</p>
<p>Metric/Indicator 2.10 English Learner Progress as measured by reclassification rate</p> <p>19-20 2.10 Increase EL students exiting EL status by 1%</p> <p>Baseline 2.10 7.6% of EL students exited EL status through reclassification in 2015-16 (119 EL students were reclassified)</p>	<p>2.10 6.93% of EL students exited EL status through reclassification in 2018-19 (130/901 students were reclassified).</p>
<p>Metric/Indicator 2.11 English Learner Progress as measured by decrease in EL students classified in Long Term English Learners status</p> <p>19-20</p>	<p>2.11 In 2018-19, our LTEL count was 150 students Grades 6-12. The 2019-20 LTEL count is scheduled for release in June 2020.</p>

Expected	Actual
<p>2.11 Decrease by 10 the number of EL who are classified as LTEL</p> <p>Baseline 2.11 78 of the EL students were classified as LTEL in 2015-16</p>	
<p>Metric/Indicator 2.12 Academic Performance Indicator (API)</p> <p>19-20 2.12 API is no longer applicable</p> <p>Baseline 2.12 API is no longer applicable</p>	2.12 Not applicable.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Monitoring course choices, access, and student progress	<p>a. English Learner Monitoring and Data System to include FTE for TOSA to guide, provide professional development. 1000-3999 Supplemental \$78,705</p> <p>b. English Learner Monitoring and Data System to include FTE for TOSA to guide, provide professional development. 1000-3999 Federal Funding \$31,700</p> <p>c. Release Time for Performance Based Assessments 1000-4275 LCFF \$5,000</p> <p>d. Ongoing Academic Conferencing & Collaboration Release time</p>	<p>a. The TOSA was hired and facilitated EL Specialist systems for progress monitoring and case management. \$120,688.00</p> <p>b. EL TOSA hired and implemented professional development through EL Specialists. \$23,006.00</p> <p>c. Professional Development and collaborative groups were facilitated through Napa Center for Excellence. \$15,498.00</p> <p>d. Academic Conferencing was implemented in Trimester 1 and interrupted due to school closures. \$20,311.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-5999 LCFF \$82,000 e. Unduplicated Academic Conferencing & Collaboration Release time 1000-5999 Supplemental \$13,000	e. Academic Conferencing was implemented in Trimester 1 and interrupted due to school closures. \$504.00
2.2 Provide professional development, support, and resources to build capacity in educator practices in the academic strand of MTSS.	a. Ongoing professional growth for SEAL Instructional Model at Montgomery Elementary, including 1.0 FTE Site Instructional Coach; year 3 of 3 1000-3999 Supplemental \$95,000 b. Instructional Specialists (Differentiation and NGSS) to support general education staff, deliver professional development, and promote student access to standards: Support of NGSS implementation, Science Teacher on Special Assignment.2 FTE, and Differentiation Specialist. 1000-3999 LCFF \$127,500 c. Instructional Specialists (Reading, and Math) to support general education staff, deliver professional development, and promote student access to standards: Reading Specialists and Math Coaches. 1000-3999 Local Funding \$1,215,672 d. MTSS Capacity Building grants for staff collaboration focusing on	a. Professional development was implemented through site coach. \$110,696.00 b. Positions were filled and supported NGSS adoption, teaching and learning, MTSS. \$149,845.00 c. Reading specialists fully staffed; Math coach FTE shifted to Instructional coaches. \$1,325,171.00 d. MTSS grants were submitted, but very few staff were able to

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>unduplicated population and design of best first instruction. 1000-5999 Supplemental \$45,000</p> <p>e. Support new teacher participation in Yolo-Solano Induction Program 1000-3999 Federal Funding \$90,000</p> <p>f. Professional growth to support differentiation 1000-5999 LCFF \$ 5,000</p> <p>g. Site allocations for direct services for unduplicated population 1000-5999 Supplemental \$173,314</p>	<p>participate in the collaborative work due to school closures. \$13,557.00</p> <p>e. Our relationship with Yolo Solano Induction continued. \$90,000.00</p> <p>f. Centralized, outside of the contract day, professional development for differentiation did not occur due to school closures. \$0.00</p> <p>g. Site allocations for services to unduplicated populations are articulate in site plans. \$364,112.00</p>
2.3 Administer and drive instruction with common formative assessments	<p>a. Site alignment of curriculum, assessments and pedagogy to teacher-developed grade level and content area guides for ELA/ELD and Mathematics 1000-5999 LCFF \$2,000</p> <p>b. Ongoing administration of Smarter Balanced Assessment Consortium (SBAC) interim assessments and 9th Grade participation in the PSAT testing. 4000-4999 LCFF \$17,000</p>	<p>a. This work was done through MTSS teams to varying by site. \$0.00</p> <p>b. Testing did not occur due to school closures. \$12,802.00</p>
2.4 Targeted implementation of the California Common Core Standards	<p>a. Ongoing professional growth to support implementation of CCSS</p>	<p>a. Professional development for NGSS, History Social-Science</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>in all content areas. 1000-5999 1000-5999 LCFF \$10,000</p> <p>b. Professional growth to support implementation of CCSS through professional growth, piloting and purchases to support Social Studies and NGSS 1000-5999 LCFF \$45,000</p>	<p>was done through department meetings and our professional development resources. \$31,451.00</p> <p>Contract with UC Davis History Project to provide K-12 History and Social Science PD \$45,000.00</p>
2.5 High quality, researched based intervention	<p>a. Continue additional Reading Specialist support (.1), Academic Intervention Coordinator (.50), General Music Class (.20), and Family Resource Center at Montgomery Elementary to equitably addressing early literacy needs; 1000-3999 Supplemental \$66,000</p> <p>b. Continue support for increased literacy aligned with Common Core (based on 3rd grade enrollment), Paraeducator, 2.75 FTE 1000-3999 Supplemental \$91,558</p> <p>c. Junior High Intervention program (.20 FTE at each school as determined by enrollment and data through MTSS) 1000-3999 Supplemental \$64,000</p> <p>d. Davis High School Academic Center Coordinator, .40 FTE and</p>	<p>a. These positions were filled and continued to support sites. \$79,214.00</p> <p>b. Positions have been filled and some have shifted support to other grade levels where assistance is more needed. \$172,186.00</p> <p>c. This FTE was allotted and filled on each junior high site as a reading or math support class. \$53,308.20</p> <p>d. This position was filled. \$25,489.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Lead Tutor 2000-3999 LCFF \$22,000</p> <p>e. Davis High School Academic Center Coordinator, .60 FTE 2000-3999 Supplemental \$33,000</p> <p>f. Davis High School Academic Center, UCD Work Study tutor 2000-3999 Supplemental \$28,000</p> <p>g. Davis High School Academic Center, UCD Non-Work Study tutors 2000-3999 Supplemental \$20,000</p> <p>h. Elementary EL Specialists, Supplemental (4.1 FTE, assignment based on review of EL & RFEP enrollment by site) 2000-3999 Supplemental \$395,000</p> <p>i. Elementary EL Specialists, Title III funding (1.2 FTE assignment based on review of EL & RFEP enrollment by site) Title III 2000-3999 Federal Funding \$108,000</p> <p>j. Long Term English Learners course (STEEL) teachers, 7-9 grade, .40 FTE 2000-3999 Supplemental \$40,000</p>	<p>e. This position was filled. \$38,232.00</p> <p>f. These positions were filled. \$48,052.70</p> <p>g. Tutors were identified and hired. This included funds spent by DJUSD and through the DSH site plan. \$20,000.00</p> <p>h. These positions were filled. \$358,775.00</p> <p>i. These positions were filled. \$100,699.00</p> <p>j. These positions were filled at only one site, based on student needs and enrollment. \$21,123.00</p>
2.6 Create and Sustain an Integrated Multi-Tiered System of Support	a. District contract with Placer County Office of Education and	a. DJUSD continued participation in MTSS training. \$24,344.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>training in fundamentals of MTSS as well as best practices for implementation and sustainable practices. LPSBG funded 5810-5100 Other \$20,000</p> <p>b. Contract and teacher compensation for intensive summer training in the Reading Apprenticeship Program (West Ed) for Secondary content teachers and leaders. LPSBG funded 5810-5100 Other \$125,000</p> <p>c. Contract for Scholastic Reading Inventory to assess and progress monitor reading levels of students in secondary schools. LPSBG funded 4210-5100 Other \$15,000</p> <p>d. MTSS Leadership and Leadership for calibration and alignment district-wide. LPSBG funded 5810-5100 Other \$15,000</p> <p>e. Site retreats (one day) for site specific roll-out and MTSS implementation; site MTSS team planning/release time during the school year. LPSBG funded 5810-5100 Other \$150,000</p>	<p>b. DJUSD staff was able to participate in summer intensive (2019) but unable to finish training due to school closures. \$62,100.00</p> <p>c. DJUSD did administer the SRI to all students in 7th, 9th, and 10th grade. Paid through Low Performing Student Block grant funds. Other \$15,000.00</p> <p>d. MTSS leadership and calibration was facilitated by Manager of Prevention and Wellness and Differentiation Specialist. \$0.00</p> <p>e. DJUSD did launch MTSS with retreats for staff prior to school start. \$142,480.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	f. Continue support of PBIS practices and implementation at elementary sites. 5810-5100 LCFF \$15,000	f. PBIS practices and professional development continued. \$18,625.00
Moved in prior LCAP year		
Moved in prior LCAP year		
Moved in prior LCAP year		
Moved in prior LCAP year		

Goal Analysis

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

Goal 2 was designed to provide actions and services that improve teaching and learning, increase and improve access to resources, and close the opportunity gap. These actions include monitoring student progress, professional development for district wide launch of a Multi-Tiered System of Support (MTSS), implementation of the Common Core State Standards (CCSS), and interventions. As a result of COVID 19 and school closures, the following were not fully implemented: Academic Conferencing, CAASPP/SBAC testing, and Reading Apprenticeship training. These funds were reallocated to meet needs for interventions and services at school sites (e.g. cohorts, additional hours of instruction for English Learner Specialists, additional AVID instruction, additional digital access to language support curriculum, etc.).

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

Successes in achieving the Goal 2 include continued progress monitoring and case management of our English Learners, continued work of the Multi-Tiered System of Support (MTSS) site teams, purchase of high quality Next Generation Science Standards (NGSS) materials and accompanying professional development, and collaboration with the UC Davis History Project in preparation for a History Social Science adoption. DJUSD administration of the Scholastic Reading Inventory (SRI) improved instruction, intervention, and student access to reading in content classes. Additionally, all positions were filled as needed and both MTSS leadership and Positive Behavior Intervention System (PBIS) progress continued across DJUSD. Grading practices, too, were revised: in elementary

schools staff moved to a more concise standards based report card that included Graduate Profile competencies and in secondary schools staff moved to a Pass/No Pass grading system for Semester II to promote equitable outcomes during the crisis.

The following actions were not implemented as a result of COVID 19 and school closures: CAASPP/SBAC testing, administration of the PSAT to 9th graders, and culmination of Reading Apprenticeship training. Connectivity challenged access for students and we were especially mindful of the impact on families with language barriers, lack of technology access at home, and food and housing insecurity. While facilitation of services changed due to school closures, staff worked diligently and creatively to meet the needs of our students who are most vulnerable.

Goal 3

Classrooms and school communities will be safe and inclusive environments.

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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.1 Chronic absenteeism rate (STATE Indicator)</p> <p>19-20 3.1 Decrease chronic absenteeism by 1%,</p> <p>Baseline 3.1 8.4% chronic absenteeism rate in 2015-16</p>	<p>3.1 5.9% chronic absenteeism rate in 2018-19, the same percentage as 2017-18.</p>
<p>Metric/Indicator 3.2 Middle school dropout rate (Local metric)</p> <p>19-20 3.2 Maintain or decrease the middle school dropout rate</p> <p>Baseline 3.2 .2% middle school dropout rate in 2015-16</p>	<p>3.2 Maintained 0% middle school dropout rate in 2018-19.</p>
<p>Metric/Indicator 3.3 High school dropout rate (Local metric) Needed?</p> <p>19-20 3.2 Maintain or decrease the high school dropout rate</p> <p>Baseline 3.3 .4% high school dropout rate in 2015-16</p>	<p>3.3 0.8% high school dropout rate in 2018-19, an increase of 0.1%.</p>

Expected	Actual
<p>Metric/Indicator 3.4 High school graduation rate (STATE Indicator)</p> <p>19-20 3.4 Increase the high school graduation rate by 1%</p> <p>Baseline 3.4 95.4% high school graduation rate in 2014-15</p>	<p>3.4 95.4% high school graduation rate in 2018-19; increased by 2.2%.</p>
<p>Metric/Indicator 3.5 Student suspension rates (STATE Indicator)</p> <p>19-20 3.5 Maintain the suspension rate</p> <p>Baseline 3.5 3.0% suspension rate in 2015-16</p>	<p>3.5 2.2% suspension rate in 2018-19; increased by 0.1%</p>
<p>Metric/Indicator 3.6 Student expulsion rates (Local metric)</p> <p>19-20 3.6 Maintain expulsion rate</p> <p>Baseline 3.6 0% expulsion rate in 2015-16</p>	<p>3.6 No expulsions in 2018-19; decreased from 0.2% to 0%</p>
<p>Metric/Indicator 3.7 Local Control Accountability Plan (LCAP) Survey results (Local metric)</p> <p>19-20 3.7 Increase the number of parent-submitted surveys by 20%</p> <p>Baseline 3.7 242 parents submitted LCAP surveys in 2016-17</p>	<p>3.7 1,019 parents submitted responses to the Youth Truth survey in October 2019: 602 with elementary school students, 163 with junior high school students, and 254 with senior high school students. Overall, this is a decrease of 37%. Survey numbers provided last year as 2017-18 were from October 2018.</p>
<p>Metric/Indicator 3.8 Parent attendance from DELAC and ELAC meetings (LOCAL Indicator)</p> <p>19-20 3.8 Increase the number of EL parents involved in DELAC and ELAC meetings by 60</p>	<p>3.8 330 EL parents were involved in DELAC and ELAC meetings in 2018-19. This is a decrease of 66.</p>

Expected	Actual
<p>Baseline 3.8 355 EL parents were involved in DELAC and ELAC meetings in 2015-16</p>	
<p>Metric/Indicator 3.9 Events supporting students' academic learning at home (LOCAL metric)</p> <p>19-20 3.9 Maintain the number of district /site events that support students' academic learning at home.</p> <p>Baseline 3.9 One district Parent Engagement Night event and four elementary schools held Math Night and /or Literacy Night events that supported students' academic learning at home.</p>	<p>3.9 Parent engagement was done virtually in 2020</p>
<p>Metric/Indicator 3.10 Parent-teacher conference attendance (Local metric)</p> <p>19-20 3.10 Maintain parent attendance rate at fall trimester elementary school parent-teacher conferences</p> <p>Baseline 3.10 97.2% of parents attended Fall 2016 elementary school parent-teacher conferences</p>	<p>3.10 Parent conferences were done virtually in 2020</p>
<p>Metric/Indicator 3.11 Youth Truth Climate Survey engagement indicator results (LOCAL Indicator)</p> <p>19-20 3.11 Positive student responses to the Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," will increase by .05 for both high school and junior high school students</p> <p>Baseline 3.11 Responding to the Fall 2016 Youth Truth survey question "When I am feeling upset, stressed or having problems there is</p>	<p>3.11 Responding to the Fall 2019 Youth Truth survey question, "When I am feeling upset, stressed or having problems there is an adult who I can talk to", the overall high school score is 3.09 and overall junior high school score is 3.40. These are increases of 0.04 and 0.01, respectively, from the previous year's recalculated scores. Note that the survey instrument has changed the methodology for computing these scores, to more accurately reflect student averages instead of school averages. Last year's reported high school score (3.46) was higher due to the previous methodology.</p>

Expected	Actual
<p>an adult who I can talk to,” the overall high school score for this indicator is 3.56 and the overall middle school score for this indicator is 3.3.</p>	
<p>Metric/Indicator 3.12 California Healthy Kids Survey results (CHKS) (LOCAL Indicator)</p> <p>19-20 3.12 Students reporting a high level of overall school connectedness on the CHKS will increase by 3% at each grade level.</p> <p>Baseline 3.12 In the 2014-15 CHKS 69% 7th grade students, 53% 9th grade students and 62% 11th grade students reported a high level of overall school connectedness</p>	<p>3.12 Responding to the 2018-19 California Healthy Kids Survey questions about overall school connectedness, 72% of 7th grade students, 61% of 9th grade students, and 63% of 11th grade students reported a high level of connectedness ("Agree" or "Strongly Agree"). The survey was not administered in 2017-18.</p>
<p>Metric/Indicator 3.13 Attendance Rate</p> <p>19-20 3.13 Attendance rate to maintain 96%</p> <p>Baseline 3.13 Attendance to enrollment is 95.7 for 2017-18</p>	<p>3.13 Attendance rate was 95.5% on the 2018-19 annual attendance report. This Item 3.13 is being added this year and replaces Item 1.7 on the 2018-19 LCAP Annual Update.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Hiring and Retention to support diverse, highly qualified, staff to impact student achievement:</p>	<p>a. District Director of English Learners, Immersion, TWBI, and World Language, 1.0 FTE 1000-3999 Supplemental \$167,000</p> <p>b. English Learner (EL) Coach for Secondary 1000-1999: Certificated Personnel Salaries Supplemental \$75,000</p>	<p>a. Position is filled. \$169,610.37</p> <p>b. Position is filled. \$77,299.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2 Equity of Access to Concrete Resources	<p>a. Ongoing staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 5000-5999 LCFF \$21,000</p> <p>b. Transportation for migrant students 4000-5999 LCFF \$63,500</p> <p>c. Supervision of migrant student transportation 2000-3999 Supplemental \$6,500</p> <p>d. Site support of students, parent engagement, translation, interpretation. and climate programs. 1000-5999 Supplemental \$28,000</p>	<p>a. This service was offered to MME and DSH communities. \$26,356.00</p> <p>b. Transportation needs were interrupted due to school closures. \$26,445.00</p> <p>c. Supervision for migrant students during transportation was not needed during school closure. \$975.63</p> <p>d. Included in Goal 2, Action 2 \$28, 000</p>
3.3 Increase Adult Learning and Capacity for equity and cultural awareness.	<p>a. Yolo County Resolution Center (YCRC) contract for conflict resolution, teaching of Restorative Practices, and mediation support services. 5000-5999 5000-5999: Services And Other Operating Expenditures LCFF \$15,000</p> <p>b. Contract with National Equity Project (NEP), NEP Fellows, and other learning to support practices that a more positive climate and equitable learning environments, including topics such as</p>	<p>a. Continued contract and services with YCRC. \$11,500.00</p> <p>b. Continued contract with NEP and all leadership participated in equity training to launch school year. \$14,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>examining bias, developing cultural humility, making change in complex systems. 1000-5999 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p> <p>c. Professional development funding, release time for observation of other districts, and exploration of Ethnic Studies curriculum implementation practices. 1000-1999: Certificated Personnel Salaries LCFF \$5,000</p>	<p>c. DJUSD staff was able to learn from other districts, work was funded through professional development opportunities. \$8,500.00</p>
3.4 Increase systems toward social emotional learning	Moved to Goal 2	
3.5 Engagement/Partnership and communications with parents and community	<p>a. Continue site implementation of school volunteers check-in system (Raptor Systems, Digital Check in and Virtual Volunteer software) 4000-5999 LCFF \$10,000</p> <p>b. District recognition events for staff, district educators, students, volunteers and community partners in district communication, and English Learners 4000-5999 LCFF \$7,000</p> <p>c. Leadership training for DELAC and ELAC councils 2000-4999 Supplemental \$1,000</p> <p>d. District events that foster involvement of families at school,</p>	<p>a. Raptor virtual volunteer system and software was continued and implemented. \$8,800.00</p> <p>b. Ceremonies and events to include State Seal of Biliteracy occurred until March, and some were done virtually. \$1,4030.00</p> <p>c. This training was held. \$1,988.00</p> <p>d. District events continued, though many spring events were</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>support academic learning at home and include families as knowledgeable participants in school decisions. This includes School Governance Night, Parent Engagement Night, and our Distinguished Student Speakers. Parent focus groups. 1000-5999 LCFF \$10,000</p> <p>e. Translation and interpretation services for families of English Learners 5000-5999 Supplemental \$20,000</p> <p>f. Davis High School Parent Liaison to assist families of socioeconomic disadvantaged students better navigate Davis High School 2000-3999 Supplemental \$9,000</p> <p>moved, see annual update moved, see annual update moved, see annual update moved, see annual update</p>	<p>moved to virtual format due to school closures. \$1,262.00</p> <p>a. DJUSD was able to provide interpretation and translation for events, meetings, and documents. \$12,545.29</p> <p>f. DSH was unable to hire for this position and duties were assumed by existing staff. \$0.00</p>
3.6 Curriculum and Program	<p>a. Summer School 1000-5999 Supplemental \$200,000</p> <p>b. Outdoor Education 1000-5999 Supplemental \$34,000</p>	<p>a. Summer school programs ran and included additional program to assist students who received NP on Semester II grade. \$342,390.00</p> <p>b. Outdoor education occurred for many sites before school closures. \$28,732.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	c. Annual licenses for supplemental language acquisition program 5000-5999 Federal Funding \$31,500	c. Imagine Learning was used throughout the year, including during school closures. Publishers provided this free of cost. \$0.00
3.7 Provide counseling and nursing services leadership to support sites in meeting the behavioral and social emotional needs of students through MTSS.	a. Continue elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) 1000-3999 1000-1999: Certificated Personnel Salaries LCFF \$160,000 b. Continue elementary counselors, .75 FTE per site based on school demographics, (2.0 FTE) 1000-3999 1000-1999: Certificated Personnel Salaries Supplemental \$475,460 c. Continue increased VP FTE at DSHS by .40 to supervise counseling and course access for unduplicated students, 1000-3999 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 d. Crisis Counseling 1000-1999: Certificated Personnel Salaries LCFF \$120,000 e. Prevention and Crisis Manager on Special Assignment 1.0 FTE for MTSS leadership, Crisis, and	a. Positions were filled. \$116,297.00 b. Positions were filled. \$443,300.00 c. Position was filled. \$53,086.00 d. Positions were filled. Position name change to Manager of Prevention and Wellness \$157,242.00 e. Prevention and Wellness Manager facilitated MTSS

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Student Assistance Program (SAP). 1000-3999 Supplemental \$120,000</p> <p>f. Continue increased counseling at the three junior highs by .1 at each site 1000-3999 Supplemental \$3,000</p> <p>g. School Nurses (4.5 FTE) and Licensed Vocational Nurses (2.125 FTE) for support of student health needs 1000-3999 LCFF \$500,940</p> <p>h. Continue increased nursing FTE by .5 to include 10-12 instruction for sexual/reproductive health, consent, human trafficking, and healthy relationships. 1000-3999 Supplemental \$35,000</p> <p>i. King High School Trauma Sensitive School health services and professional development 1000-5999 Supplemental \$35,000</p> <p>j. Secondary school campus safety supervisors 2000-3999 LCFF \$350,000</p>	<p>leadership, SAP, and Crisis response. \$127,236.00</p> <p>f. Positions were filled. \$11,350</p> <p>g. Positions were filled. \$376,674.00</p> <p>h. Positions were filled. \$54,802.00</p> <p>i. Contract and professional development were fulfilled. \$19,210.00</p> <p>j. Positions were filled. \$321,048.00</p>
3.8 Accountability to creating safe and inclusive communities	<p>a. California Healthy Kids Survey and annually administer "Youth Truth" climate survey 5000-5999 Supplemental \$22,500</p>	<p>a. Survey was given and data provided. \$16,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>b. Ongoing Climate Coordinator, 1.0 FTE 2000-3999 Supplemental \$125,000</p> <p>c. Resources for projects to diversify, expand and enrich the role of stakeholder voice regarding policies, systems, programs, including traditionally marginalized groups such as Latinos, Native Americans, African Americans and others. 4000-5000</p> <p>LCFF \$20,000</p>	<p>b. Position was filled. \$127,010.00</p> <p>c. Resources were provided as needed. Much was funded through professional development and within DJUSD program. \$774.00</p>

Goal Analysis

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

Goal 3 was designed to provide safe and inclusive environments in both our schools and classroom communities. Strategies include hiring of diverse and highly qualified staff, equity of access to concrete resources, increase of adult capacity in equity and cultural awareness, increase of Social Emotional Learning (SEL), curriculum, staffing of both nurses and counselors, and tools that assess our progress toward this goal. As a result of COVID 19 and school closures the following were not fully implemented: transportation to and from school (including supervision) for our migrant students, some DJUSD parent and community events that occur each spring, and outdoor education at some elementary sites. These funds were reallocated to nursing and counseling staff to build resources and systems to support families and students during school closures. These systems include a rapid response to ensuring safety and access to meals, access to technology, and home visits to re-engage students in learning after school closures.

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

Successes within the goal include continued service to our Migrant Center families through delivery of hot spots and Chromebooks in the spring. Additionally, a cadre of interpreters has been trained to facilitate more inclusion in District events. Summer school was delivered virtually and many students were able to improve credit earnings or work in small groups with staff. Additionally, our

counseling and nursing staff were invaluable in supporting staff and families during school closures with contact tracing and developing resources, leading safety plans, professional guidance, and formal training modules. We also note that inquiry into Ethnic Studies implementation in other districts and professional development through UCSF and the California History Project was well attended by staff.

The following actions were not fully implemented as a result of COVID 19: National Equity Project (NEP) follow up services and professional development, some District events, like in-person Parent Engagement Night, Math Nights, Reading Nights, and in-person Open Houses.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of personal protective equipment.	\$150,000	\$105,748	No
Acquisition of additional sanitation supplies.	\$150,000	\$49,119	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.

DJUSD purchased all needed Personal Protective Equipment (PPE) for students and staff on sites in preparation for Phase 2 (the DJUSD small cohort program) instruction and hybrid in-person instruction. Additionally, custodial staff were provided all additional sanitation supplies needed for the 2020-21 year to carry out the additional cleaning measures necessary to comply with established health and safety measures. We budgeted significantly more than what was spent for this purpose as original budgeting was in preparation for earlier in-person instruction than occurred.

Analysis of In-Person Instructional Offerings

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

DJUSD experienced success in preparation for Distance Learning and creating hybrid instruction schedules at the elementary and secondary levels. Beginning spring 2019, we created Action Teams, composed of a large network of DJUSD staff, that built structures, professional development, and planned for fall implementation throughout the summer. Action teams included:

- Structures and schedules to support Distance Learning
- Health and Safety guidelines
- Social Emotional signature practices
- Learning and implementing Canvas, our new Learning Management System (LMS)

- Equity and Access including Universal Design for Learning (UDL) to support English Learners and students receiving Special Education services

In the fall and winter of 2020-21, a similar model of Action Teams consisting of diverse staff, advisories spanning students, staff, and community members, and comprehensive survey data allowed staff to make decisions based on input and safety to create and implement a phased Return to Campus plan. This plan included hybrid instructional schedules for preschool, elementary and secondary levels. Systematic communication with staff and the community, positive relations with bargaining units, and strong site leadership were key factors in this design process success.

Successes

Students on campus: A success was in our ability to identify students, through MTSS protocols and staff review, and beginning small group cohorts on every campus. These cohorts allowed students not accessing Distance Learning at home to come to campus and participate in virtual instruction in a stable, supported environment. Services for Special Education students, including assessments and in-person instruction also resumed this year. In early 2021, DJUSD began inviting students to return to campus, as safety allowed, through targeted extracurricular activities. These activities bridged the gap as we actively worked toward our Phase 3 Hybrid Model in-person reopening program and will continue through the spring.

Structures: At the secondary level, a structural shift that proved successful includes a shift to a quarter -block schedule. Many students and staff found that managing three to four courses was more manageable than the full seven period schedule that was previously in place. Students reported lower stress and better ability to track their learning and assignments. This structural shift also allowed for intervention and support periods in the afternoon.

Special Education: In-person Special Education assessments resumed the week of October 12, 2020, and in-person services began the following week. Special Education cohorts designed to meet the most acute student needs started the week of December 7, 2020. The cohorts designed to meet the unique needs of students who receive Special Education services served students Preschool through 12th grade. Students who were successfully accessing their services through Distance Learning continued in that format.

English Learners: We felt success in our case management of English Learners and direct work at the Migrant Center to ensure food security, PPE, internet access, and a consistent conduit to DJUSD and County offices. We have English Learners represented in cohorts across elementary and secondary schools. Case management through our English Learner specialists benefited our students in connecting families to resources (wrap around services), school communication, and academic skill support. We were heartened to be able to provide Chromebooks to our migrant students, keeping them enrolled and connected to our community. A challenge staff noted was a disproportionate amount of English Learners who are in danger of not graduating.

A new interdepartmental group, the Spanish-Speaking Student and Family Partnership Team, was formed of staff and administrators at all levels who work with these families that met weekly to identify needs and strengths, to collect data that informed Distance Learning decisions, and to plan for upcoming shifts in instruction. The Student Success and Program Coordinators at Harper Jr High

and Montgomery Elementary were able to maintain the Bridge After School tutoring program with tutors working online with students. A challenge was the additional time it took to confirm the possibility of the UCD tutors working and thus the later start of the program. Another challenge was to maintain sufficient support for Spanish-speaking bilingual staff who were given additional responsibilities not merely for conveying information to families but significantly larger responsibility, as employees deeply trusted by the families, in the weight of any information that seemed a distinct recommendation.

Professional Development and Instructional Support: An additional success was the consistent and timely professional development implemented this year. This created more universal expectations and predictable and intentional facilitation of adult learning than we have experienced before in DJUSD. We also saw success in the degree to which our Instructional Technology staff supported changes in structures, at both the site level and centrally. Their support included professional development and technical support of Canvas, and Zoom. And, despite closures and demands on staff, our work in Ethnic Studies Professional Development has been consistent, well attended, and moving our educators toward Ethnic Studies pedagogy and programming.

Intervention: Staff was able to continue Bridge, AVID, and Academic Center support. University of California, Davis (UCD) tutors were able to resume their work with students this year. While these looked different, relationships, skills, and mentorship continued. The structural component of a “small group instruction block” four times a week is also seen as a success. Students and families report use of the time to request support, clarity, and re-teaching.

Assessments: i-Ready, a diagnostic screening assessment, was purchased and implemented at the elementary level. Results from this assessment served as baseline data in our elementary schools to inform instruction, grouping, and intervention resources. The program also includes differentiated curriculum for Reading and Math instruction based on student assessment results and teacher interest/engagement is positive. Additionally, Scholastic Reading Inventory (SRI) was purchased, at the secondary level, and is being used for reading intervention and skill development in Secondary schools.

Social Emotional Support: Staff consistently implemented the CASEL 3 SEL Signature Practices to benefit the social emotional learning of students and staff alike. The SEL Guiding Coalition participates in a Community of Practice with Yolo and neighboring counties where they explore Tier 1 SEL practices and work towards alignment of SEL delivery throughout TK-12. The DJUSD Mental Health Collaborative identified mental health interventions for Tier 2 and Tier 3 and will enhance school-based mental health services along with the implementation of the Mental Health Student Services Act School-County Partnership Grant.

Foster Youth and McKinney-Vento/Homeless Students: The full-time Liaison works closely with administrators, counselors, and other site staff to case manage all Foster/McKinney-Vento youth and, if barriers to accessing their learning are identified, she offers assistance. This can include help with transportation, tutoring, technology, or other supplies needed for school. The Liaison has provided items such as clothing and school supplies as well as designed some professional growth opportunities using the Education for Homeless Children Youth (EHCY) funds. The Liaison collaborates with county partners to learn about best practices and provides training to staff on relevant legislation and policies designed to protect these youth.

A challenge for DJUSD was the delay in bringing all students back to campus for Hybrid in-person instruction. Yolo County remained in the Purple Tier until mid-February and this prevented us from providing in-person instruction beyond small cohorts. Also challenging was implementing math, World Language, or Music support during “off” quarters. Students and staff reported an inability to find time between classes and preparation. Students noted “Zoom fatigue” and a lack of interest if instruction was not held in person. There was a drop in enrollment in some music programming as well as art last fall. Additionally, we are challenged by identifying students in crisis without personal interactions and staff spent much of this year worried about the impact of isolation on student and staff mental health.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development - District wide	\$1,639,139	\$1,122,957	No
Chromebooks, internet hot spots, additional contracted services to support DJUSD technology infrastructure.	\$594,534	\$836,332	No
Student curriculum - online licenses and subscriptions (i.e., Amplify) Student supplies and kits for sending home	\$575,084	\$321,086	Yes
Special Education supplies - document cameras & additional online curriculum resources to support staff/ students	\$80,000	\$32,000	Yes
Physical Health and Safety Measures- PPE, hand washing stations, cleaning and sanitizing supplies, new air filters for district	\$285,085	\$63,976	No
Migrant Summer Scholar Program (MOU Partnership between DJUSD and Butte County Region 2)	\$43,962	\$0	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.

The items budgeted related to Distance Learning were estimates over the summer of 2020. The estimated actual expenditures indicate that estimates changed between summer and actual implementation and purchases. Our Professional Development, for example, came in lower as some professional development was embedded in the contract days, but our purchases of Chromebooks, internet hot spots, and additional contracted services to support DJUSD technology infrastructure was significantly more than anticipated as we learned increasingly about the needs of our community, infrastructure, and connectivity. We note that we spent less than anticipated on General Education curriculum and materials as well as curriculum resources for Special Education. This was for several reasons: some of our most expensive purchases for Career Technical Education (CTE) were covered through grant funds, some digital licenses were provided free for at least part of the year, and not all teachers requested document cameras and other instructional tools. And, we over-estimated physical health and safety measures though we were able to meet all physical health and safety needs. The Migrant Summer Scholar Program did not happen as a result of COVID-19 and so incurred no costs.

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.

Continuity of Instruction

Success: A notable success was the Elementary focus on continuity through a highly standardized daily schedule to include core instruction, small group instruction, Science, special subjects (including music, intervention, EL support, and Special Education services), as well as grade level alignment and collaboration. At Secondary, the quarter block system created a manageable teaching and learning load for both staff and students. This block schedule also facilitated vital intervention, Special Education, and independent work time. Our ability to purchase virtual programs for music and CTE was also a success. Additionally, we saw sites working hard to build or maintain community through virtual Friendship Days, Spirit Days, classroom meetings, club fairs, and Advisory period. All core academic curriculum was maintained and substantial digital resources were added. Staff have engaged in creative and personalized responses to students in danger of not graduating, impacting student credit recovery in early spring.

Challenge: At the start of 2020-21 school year, Yolo County was in the Purple/Widespread Tier, which prevented TK-12 reopening until we had moved into the Red Tier, and remained there for 14 consecutive days. Although unable to reopen at that time, we collaborated closely with Yolo County Public Health officials to prepare for reopening once we moved into the Red Tier. This included implementing health and safety measures such as providing staff with personal protective equipment (PPE), implementing physical distancing guidelines, increasing sanitation measures in occupied spaces, and developing contact tracing and quarantine protocols for all school sites. Despite all of our efforts to prepare, we were unable to open until April 12, 2021. Staff and students report a significant challenge in early plans to have World Language classes and music classes engage during “off” quarters. And, we saw in local data that we have more Seniors in danger not graduating.

Access to Devices and Connectivity

Success: A success of ensuring access to devices and connectivity has been getting Chromebooks and hotspots in the hands of every student needing them for Distance Learning. The shift to participation in Distance Learning provided visibility into which families needed a dedicated device for their child(ren) and which families needed hotspots for internet connectivity. DJUSD Technology opened a Chromebook Office with support and devices available for check-out.

Challenge: A challenge of access to devices and connectivity has been keeping up with the projected and added needs for Chromebook and hotspot devices for distance learning, while also rolling out 1-to-1 technology for all DJUSD students. Actual participation in Distance Learning via Zoom and Canvas revealed increased needs for these devices as time went on.

Pupil Participation and Progress

Success: A success of Distance Learning is high attendance rates. As of the end of January 2021, DJUSD had 5% of students chronically absent (missing 10% or more of school days for any reason), versus 8% of students at the same time in January 2020. During Distance Learning, any participation counts as positive attendance. The low chronic absence rate shows that most students are regularly accessing distance learning, but it does not tell us how much or how well they are engaging with distance learning. Another success has been the active outreach to families of students who are not participating in Distance Learning. Through repeated contact attempts, home visits, and individual attention, we have been able to “find” students who were not showing up, and often to get them on campus for small cohorts to support participation.

Challenge: A challenge of Distance Learning has been student engagement. Although participation rates are high, they only show if a student accessed Distance Learning in any way, not how well or how much a student participated. For example, many teachers have high class attendance during Zoom meetings, but some students keep their videos off and do not respond or participate regularly. This is more difficult to quantify, but staff have concerns about how much students are truly engaging with that learning.

Distance Learning Professional Development

Success: DJUSD staff invested heavily in the professional development designed to prepare communities for a Distance Learning start to the 2020-21 school year. In June, we held an orientation to fall planning; over 200 staff showed up to offer expertise and work. We designed Action Teams who had contributing members and those that offered critical feedback. Each Action Team took on the work of research, collaboration, planning, and design of professional development for peers. Training modules included:

1. Canvas (use of LMS)
2. Structures and Instruction
3. Social Emotional Learning
4. Equity and Access
5. Engagement, Feedback, and Assessment
6. Health and Safety

Specific sites also received training in PBIS, AVID, and all sites had key staff participate in Mindful Schools. Additionally, Special Education staff have been invited to participate in professional development offered through the Yolo County Office of Education. Our community response to Distance Learning frequently noted a marked improvement from spring to fall. This is largely due to staff work in the professional development modules, reflection, and growing comfort with Distance Learning pedagogy.

Challenge: DJUSD staff continued to feel challenged by the phenomenon wherein our students were present for classes, but kept screens off. This made it difficult for staff to discern student engagement, need for clarification, and build relationships. We were challenged to identify students in crisis as well. We also note that for many of our families, especially those with youngest children, the demand for independence, lack of social interaction, and format were very difficult and became increasingly difficult to sustain as the year went on.

Staff Roles and Responsibilities

Success: We benefited from the identification of our Associate Superintendent of Student Support Services acting as our COVID Coordinator, served as a liaison with the Yolo County Health Department, as well as the leadership of nurses in providing COVID-19 symptoms training and support to staff and aids Yolo County Health Department in contact tracing and creating training modules for each introduction of a new Return to Campus phase. Additionally, staff participation in the Mental Health Collaborative was a supportive mechanism to MTSS teams, professional development, and sharing best practices. We also saw Information Technology Specialists take on a vital role in student access and teacher delivery of instruction.

Challenge: A challenge that DJUSD worked to mitigate in staffing was finding qualified and willing staff to take on the role of Cohort Lead.

Support for Pupils with Unique Needs

Special Education

Success: According to the elementary standards based report cards, students in Special Education in grades TK - 6 made gains in reading proficiency in the 2019-20 and 2020-21 school years. Secondary students who receive Special Education services continue to graduate with diplomas at a rate higher than the state average.

Challenge: Collaboration time between General Education and Special Education teachers and incorporation of the Universal Design for Learning (UDL) principals in lessons to allow all students to access curriculum is a continued area of focus.

English Learners

Success: Based on our local measure of math progress our English learners Kinder-6th grade show steady growth as this has been an area of focus since in previous years CAASPP data showed that this is an area of needed growth for all our students and particularly our English learners. At the secondary level, Semester 1 reading proficiency scores as measured by the Scholastic Reading Inventory demonstrate that English learners made a significant increase between the 2019-20 and 2020-21 fall assessment.

Challenge: In Spring of 2020, we completed our DJUSD English Learner Master Plan modeled after the California English Learner Roadmap Policy principles and were gearing up to provide professional development to elementary and secondary staff in the fall of 2020. Planning for Distance learning and responding to the acute needs of our English learner families and students has taken priority.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Power-up Summer School 2020	\$261,500	\$182,073	No
Student curriculum - Imagine Learning, Edgenuity	\$187,694	\$187,694	Yes

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

Because Elementary summer school enrollment was in a Distance Learning format, fewer families accepted invitations to attend the program. Due to this decreased enrollment and staffing decline, the total cost of the program was significantly lower than budgeted.

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.

Success: Successes in addressing pupil learning loss (as a result of closures in Spring 2020) include our summer intervention programs and the addition i-Ready, a diagnostic screening assessment (accompanied by differentiated curriculum), at the elementary level. While fewer students attended elementary summer school, outcomes from student reading data over the summer showed students who participated maintained or gained foundational reading skills. These students benefited from regular whole class check-in meetings and focused small group instruction. Feedback from this model implementation informed our Distance Learning strategies in the fall of 2020. Though we have only seen results from the first administration of the i-Ready diagnostic assessment, initial results indicate that 60-70% of students are achieving at grade level in Math and Reading, respectively. This assessment will be administered again in the Spring of 2021 to measure student growth and progress. Additionally, at Secondary Summer School, 441 students were able to engage in credit recovery and had a passage rate of 86% increasing graduation and a-g eligibility. We were also able to run Extended School Year (ESY) virtually for qualifying Special Education students.

Other successes include use of collaborative time between General Education and Special Education teachers, additional FTE for Special Education teachers, the small group instruction blocks for intervention, and additional time for AVID students and English Learners.

Challenge: One challenge to addressing any loss in spring was in our inability to provide instruction in summer or early fall in-person. Many students, staff, and families relayed that engagement and intervention were difficult without in person opportunities.

Analysis to Date: DJUSD Instructional Services, Student Support Services, and Special Education departments worked to analyze data that inform the effectiveness of practices over summer and fall to impact learning loss and maintain effective instruction during the 2020-21 school year. These data reviews include the disaggregation of Special Education Students, English Learners, and by race and ethnicity. Data was collected and analyzed for:

- Elementary reading levels using report card data and i-Ready scores
- Elementary math levels using report card data and i-Ready scores
- Elementary Graduate Profile data using report cards
- Mental Health data specific to risk assessments and historical Youth Truth information
- Secondary proficiency data using grades and Grade Point Average (GP
- Secondary literacy data using the Scholastic Reading Inventory (SRI)
- Dashboard data on graduation rates and College/Career Readiness

Our findings were that in our elementary schools we found that foundational reading skills, including phonics, phonetic awareness, vocabulary and comprehension dropped as measured by first trimester assessment on our standards-based report card. The most significant drops were at the second grade level. These were the students who shifted to Distance Learning at the end of their first grade year, a critical year for literacy development. A similar decline was observed in measurement of the math standard “numbers and operations base 10” and the opportunity gap based on student race, income, and ability is persistent.

At secondary school we found that student GPAs and grades stayed remarkably consistent. Though F’s assigned saw a marginal increase of two percent, this did create an urgent need to address credit recovery for high school students, and especially for Seniors in danger of not graduating. We saw an increase in literacy skills and dashboard data, too, stayed consistent in comparison to years’ past.

For a more detailed explanation of data and analysis you can view all presentation materials at <https://davis.agendaonline.net/public/Meeting/Attachments/DisplayAttachment.aspx?AttachmentID=1275151&IsArchive=0>.

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.

Success: Staff embraced professional development on use of CASEL's Three Signature Practices during Distance Learning and many implemented these with fidelity each day. Students also report having greater access to their teachers this year through email and the Canvas Learning Management System. Since school counselors were not involved with classroom management and discipline issues this year, they have been able to focus their practice on supporting students' mental health and social-emotional well-being through regular phone and Zoom check-ins. DJUSD implemented a Social Emotional Support Form that can be accessed from the District website. Staff, parents and students can report a concern at any time and follow-up from a counselor within 24 hours.

Challenges: Not seeing students face-to-face has staff worried that some mental health struggles for students are hidden. Some students manifest their mental health challenges by lack of engagement in Distance Learning and by bringing some students back to campus beginning in November as part of small cohorts, we have been able to address these issues. However, the small size of cohorts means that some students have not been able to come back to campus for in-person support. When Yolo County moved into the Red Tier in February, 2021 counselors were able to begin seeing students on-campus, in-person to provide support.

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.

Success: The dedication of a DJUSD administrator, coordination with site leaders and counselors was a success. Teaching staff were trained on engagement tracking procedures prior to the school year start and office staff consistently monitored those who were not engaged at the 66% positive threshold. Another success was an early initiative in home visits and locating students to identify barriers to engagement and partnership with families.

Challenges: As noted earlier, some families struggled to communicate moves or needs. Additionally, we know some families struggled to engage with district outreach as they were experiencing housing and food insecurity, concerned about their own safety, and moving to get basic needs met.

Analysis of School Nutrition

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

The challenges facing School Nutrition during the 2020-21 school year largely revolved around a significant drop in daily program participation, loss of à la carte sales and local revenues derived from student sales. Total revenues drop from previous school years by over 35% to 40%, resulting in budgetary shortfalls.

Staffing also presented many challenges during the closure. While labor costs remained unchanged, the availability of team members needed to produce Grab-n-Go meal service declined due to COVID-19 related health concerns of higher risk team members.

With the closure of cafeterias district-wide, the traditional menu and production models used during NSLP service were transitioned from bulk prepared hot meals to individually wrapped frozen meals, designed, and packaged for Grab-n-Go service. This format has proven successful in providing over 200,000 nutritious meals to students facing food insecurities during the school closure.

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.

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.

To Be Determined

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

To Be Determined

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.

To Be Determined

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.

To be determined

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	6,562,949.00	6,455,317.44
	0.00	6,172,006.44
Federal Funding	261,200.00	0.00
LCFF	2,164,040.00	268,311.00
Local Funding	1,233,672.00	0.00
Other	325,000.00	15,000.00
Supplemental	2,579,037.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,562,949.00	6,455,317.44
	5,647,489.00	6,455,317.44
1000-1999: Certificated Personnel Salaries	875,460.00	0.00
5000-5999: Services And Other Operating Expenditures	15,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00	0.00

* 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	6,562,949.00	6,455,317.44
		0.00	6,172,006.44
	Federal Funding	261,200.00	0.00
	LCFF	1,864,040.00	268,311.00
	Local Funding	1,233,672.00	0.00
	Other	325,000.00	15,000.00
	Supplemental	1,963,577.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	285,000.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	590,460.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	25,000.00	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	584,100.00	384,586.25
Goal 2	3,243,449.00	3,502,268.90
Goal 3	2,735,400.00	2,568,462.29

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

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

The Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary section is in development and will be updated as soon as it becomes available.