

Goal 1

All students have access

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

1.08 Health, counseling, psychological and student services to support student success.

**Planned
Actions/Services**

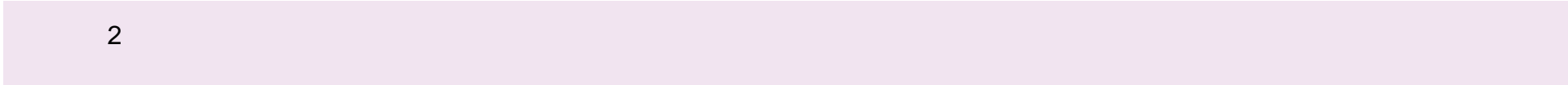
**Budgeted
Expenditures**

**Actual
Expenditures**

1.18.15.2 AASE



Goal 2



2

Goal 3

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil

Expected	Actual
<p>Baseline 4A English Language Arts Student groups scoring below Green & Blue:</p> <p>All Students: Yellow</p> <p>English Learners: Yellow</p> <p>Socioeconomically Disadvantaged Students: Yellow</p> <p>Students With Disabilities: Red</p> <p>African American Students: Yellow</p> <p>Asian Students: Yellow</p> <p>Hispanic Students: Yellow</p> <p>Pacific Islander Students: Yellow</p> <p>White Students: Yellow</p>	
<p>Math Student groups scoring below Green & Blue:</p> <p>All Students: Yellow</p> <p>English Learners: Yellow</p> <p>Socioeconomically Disadvantaged Students: Yellow</p> <p>Students With Disabilities: Red</p> <p>African American Students: Yellow</p> <p>Hispanic Students: Yellow</p> <p>Pacific Islander Students: Yellow</p>	

Expected

Actual

Metric/Indicator

LE Pupil Achievement, EL Progress

Expected

Actual

Body Composition: increase 1 percentage point

Grade 7

Aerobic Capacity: maintain baseline

Body

Planned

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

Expected

Actual

Metric/Indicator

3A Parental Involvement, Efforts to seek parent involvement and decision making

19-20

Maintain baseline

Baseline

3A Parents have

Expected	Actual
<p>100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year</p> <p>100% of schools host a "Back-to-School Curriculum Night"</p> <p>100% of elementary schools host a spring Celebration of Learning event</p> <p>93% Grade K-8 unduplicated Newcomer students/families participated in a Newcomer Welcome Meeting</p> <p>188 unduplicated and exceptional needs students students/families received a home visit to build positive relationships</p> <p>With a focus on unduplicated and exceptional needs student, the district promotes 100% parent participation in programs for all sites through the following services: ~Utilizing Peach Jar communication to send flyers directly to each parent through email ~Utilizing our automated caller system, Dashboard, which contacts each family directly and in the required primary languages ~Posting events on district and site website.</p>	<p>85% Grade K-8 unduplicated Newcomer students/families participated in a Newcomer Welcome Meeting. Due to school closures, data was impacted.</p> <p>98 unduplicated students students/families received a home visit to build positive relationships prior to school closures in March 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Communication</p> <p>Communication</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.01.17.1 Translation/interpretation services1 FTE (Arabic), Contract services to support Farsi, Kurdish, Swahili and other primary languages represented in the District (S/C)		
4.01.19.1 Family and Community Engagement Supervisor (S/C)		
4.02 Parent Support Services		
4.02.16.1 District liaison to support homeless families (S/C)		
4.02.17.1 Provide multilingual parent education workshops (S/C)		
4.02.17.2 Provide training to support development of parent leadership cohorts at school sites (S/C)	Object Codes: 2000, 3000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,916	Object Codes: 2000, 3000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,297

Development of strong and dynamic safety protocols leading to no on-campus transmission of COVID-19 between students nor staff

Students appreciated the opportunity to learn in person, and teachers appreciated the opportunity to

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds
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challenged found support from their peers and district coaches. Also, the need for teachers to focus heavily on instituting new protocols and restrictions took time and energy away from planning instruction.

Support for Pupils with Unique Needs

In spring, each site quickly utilized their MTSS teams in anticipation of upcoming needs. SPED and MTSS teams demonstrated high degrees of flexibility in their thinking and support for both DL and in person instructional and relationship building practices. Our teachers and our Special Education staff have done wonders in this area. They have shown an extraordinary amount of patience, adaptability, problem solving, collaboration, communication, and creativity in their efforts to support students with unique needs. The parents of

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Implement

Challenges include some of the obstacles commonly faced when supporting students with high academic needs, but exasperated by not having students on campus 5-days per week, including:

- Consistency

- Transiency

- Attendance

- Focus and motivation

Analysis of Mental Health and Social and Emotional Well-Being

A

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures
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An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24

Instructions:

Describe the overall successes and challenges in implementing the actions/services. As part of the

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Using

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	169,723,789.00	165,981,931.00
	0.00	0.00
LCFF Base	98,321,986.00	99,404,406.00
LCFF Supplemental and Concentration	27,044,451.00	27,754,334.00
Medi-cal	20,000.00	20,000.00
Other	6,036,788.00	4,025,146.00
Restricted Lottery	289,000.00	0.00
Special Education	36,804,238.00	34,406,359.00
Title I	830,826.00	154,160.00
Title II	156,500.00	36,856.00
Title III	220,000.00	180,670.00

* 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	169,723,789.00	165,981,931.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	132,206,153.00	133,584,030.00
2000-2999: Classified Personnel Salaries	31,846,978.00	26,947,770.00
4000-4999: Books And Supplies	4,910,946.00	4,627,886.00
5000-5999: Services And Other Operating Expenditures	759,712.00	822,245MC /P <</MC

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	162,953,694.00	158,959,025.00
Goal 2	4,534,265.00	4,922,974.00
Goal 3	1,366,989.00	1,425,419.00
Goal 4	868,841.00	674,513.00

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

