

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

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

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|-------------------------------|---|--------------------------------------|
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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

Goal 1: All students will receive the individualized supports they need to thrive academically and socially through a coordinated system of supports.

(special focus on *ESL, *Low SES, *Foster, *Special Education students)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Metric/Indicator Office Referrals 19-20 A coordinated system of academic, behavioral and emotional supports will continue as funding allows. All students who are referred (includes self-referral) to a counselor will see a counselor. The number of behavior referrals, suspensions and expulsions will continue to decrease by 5% from 2018-2019 levels. | All students referred to the counselor had an opportunity to participate in counseling services during the 2019-20 school year. Behavior Referrals: Minor offenses Major offenses PE 2018-19 174 28 PE 2019-20 143 28 MC 2018-19 123 24 MC 2019-20 80 35 |

| Expected | Actual | | | | | | | | | | | | | | | |
|--|---|----------------|----------------|------------|----|----|------------|----|----|------------|-----|-----|------------|-----|-----|--|
| <p>Baseline</p> <p>Students behavior referrals to the office have been documented in our Student Information System. The following data comparing the 2015-16 school year to seventy-five percent of the 2016-17 school year demonstrates a decrease in office referrals at Mountain Creek Middle School and an increase in office referrals at Pioneer Elementary School:</p> <table><tr><td>Type:</td><td>Minor offenses</td><td>Major offenses</td></tr><tr><td>PE 2015-16</td><td>19</td><td>49</td></tr><tr><td>PE 2016-17</td><td>23</td><td>81</td></tr><tr><td>MC 2015-16</td><td>142</td><td>140</td></tr><tr><td>MC 2016-17</td><td>109</td><td>109</td></tr></table> | Type: | Minor offenses | Major offenses | PE 2015-16 | 19 | 49 | PE 2016-17 | 23 | 81 | MC 2015-16 | 142 | 140 | MC 2016-17 | 109 | 109 | |
| Type: | Minor offenses | Major offenses | | | | | | | | | | | | | | |
| PE 2015-16 | 19 | 49 | | | | | | | | | | | | | | |
| PE 2016-17 | 23 | 81 | | | | | | | | | | | | | | |
| MC 2015-16 | 142 | 140 | | | | | | | | | | | | | | |
| MC 2016-17 | 109 | 109 | | | | | | | | | | | | | | |
| <p>Metric/Indicator</p> <p>Library Schedule</p> <p>19-20</p> <p>Middle school students will have access to the library during lunch at least twice per week.</p> <p>Baseline</p> <p>Mountain Creek Middle School students had access to the Mountain Creek library one hour per week.</p> | <p>Mountain Creek students had access to the library during two lunch periods per week.</p> | | | | | | | | | | | | | | | |
| <p>Metric/Indicator</p> <p>Student Survey Data</p> <p>19-20</p> <p>Annual student survey data will indicate students are receiving academic and behavioral supports when needed.</p> <p>Baseline</p> <p>Mountain creek Middle School will conduct California Healthy Kids Survey with 5th and 7th grade students during the 2017-18 school year.</p> | <p>2019-20 Spring California Healthy Kids Survey (CHKS) results for Pioneer Elementary School were suppressed because there were fewer than 10 respondents.</p> <p>2019-20 Spring California Healthy Kids Survey (CHKS) results for students in grades 6 & 8 at Mountain Creek Middle School were suppressed because there were fewer than 10 respondents in each grade. Eleven 7th grade students responded to the survey.</p> | | | | | | | | | | | | | | | |

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Instructional Assistant Schedule</p> <p>19-20 Primary grade classes will receive instructional aide support due to larger numbers, if the enrollment trend continues.</p> <p>Baseline Instructional assistant time was increased by 140% in first grade to support first grade enrollment that increased to 27 students.</p> | <p>2019-20 average class size at Walt Tyler Elementary was 17. 2019-20 average class size at Pioneer Elementary was 20. 2019-20 average class size at Mountain Creek Middle was 21.</p> <p>Instructional assistants supported one hour WIN (What I Need intervention) rotations and additionally a minimum of 50 minutes per elementary classroom per day.</p> |
| <p>Metric/Indicator Kindergarten remained at full-day</p> <p>19-20 Kindergarten will remain at full day.</p> <p>Baseline Transitional Kindergarten Full-day enrollment 2016-17 Walt Tyler 3 Pioneer Elementary 12 Kindergarten Full-day enrollment 2016-17 Walt Tyler 4 Pioneer Elementary 26</p> <p>These numbers represent EOY enrollment numbers.</p> | <p>Full day Transitional Kindergarten and Kindergarten continue to be a priority in Pioneer USD. 2019-20 enrollment: Walt Tyler 2-TK and 4-K Pioneer 2-TK and 22-K</p> |
| <p>Metric/Indicator Nurse and Health Attendance Clerk schedule</p> <p>19-20 School nurse and Health Attendance Clerk positions will continue at new hours/days.</p> <p>Baseline</p> | <p>PUSD contracted with EDCOE for 22 days of nursing services. A Health Clerk was hired for three hours per day to support Mountain Creek Middle School and Pioneer Elementary School. In 2019-20 there were 565 logged incidence of medical treatment for minor injuries and illness at Pioneer Elementary School and 208 at Mountain Creek Middle School.</p> |

| Expected | Actual |
|---|--|
| <p>PUSD contracted with EDCOE for 22 days of nursing services. A Health Clerk was hired for three hours per day to support Mountain Creek Middle School and Pioneer Elementary School. PUSD had two medically fragile students in 2016-17. This was a 100% increase over the previous year.</p> <p>In 2016-17 34 students accessed Dental Van resources.</p> <p>In 2016-17 there were 892 logged incidences of medical treatment for minor injuries and illness at Pioneer Elementary School and 151 at Mountain Creek Middle School.</p> | <p>In 2019-20 Hearing Screenings were conducted for 63 Pioneer students and 30 Mountain Creek students.</p> <p>In 2019-20 Vision Screenings were conducted for 65 Pioneer students and 36 Mountain Creek students.</p> <p>In 2019-20 Dental Screenings were conducted for 13 Pioneer students.</p> |
| <p>Metric/Indicator</p> <p>Baseline data for Check In/Check Out will be established during the 2017-18 school year.</p> <p>19-20</p> <p>Staff will continue the "Check In/Check Out" program at no cost.</p> <p>Baseline</p> <p>Check In/Check Out data was not collected this year or any prior year.</p> | <p>Mountain Creek Middle School identified 8 students to monitor and support with Check-in/Check-out during the 2019-20 school year.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| Action 1: Instructional assistants are employed to support small group instruction and targeted student needs in ELA and mathematics. | <p>Classified Salaries & Benefits (2000s & 3000s) 0000: Unrestricted LCFF Supplemental and Concentration \$76,941</p> <p>Classified Salaries & Benefits (2000s & 3000s) Title I \$35,880</p> | <p>Classified Salaries & Benefits (2000s & 3000s) 0000: Unrestricted LCFF Supplemental and Concentration \$71,343</p> <p>Classified Salaries & Benefits (2000s & 3000s) Title I 31,612</p> |
| Action 2: Pioneer Elementary School and Mountain Creek Middle School serve a high number of students with special needs. One Resource Specialist is on staff to meet the needs of our students on IEPs at Mountain Creek Middle School and Pioneer Elementary Schools and provide site-based intervention. An Education Specialist | <p>Special Education Teacher Salaries & Benefits (1000s & 3000s) Special Education \$72,268</p> | <p>Special Education Teacher Salaries & Benefits (1000s & 3000s) Special Education \$59,935</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| Intern was transferred to Walt Tyler Elementary School to support site-based intervention. | Special Education Teacher Salaries & Benefits (1000s & 3000s) Special Education \$41,089 | Special Education Teacher Salaries & Benefits (1000s & 3000s) Special Education \$33,354 |
| Action 3: Full Day Kindergarten has been well received by the community and will continue as a important service for providing additional time for TK/K students to access the curriculum and learning. | Adj 0.42 FTE from MCS Elective program to full day Kindergarten - Teacher Salaries & Benefits (1000s & 3000s) LCFF Supplemental and Concentration \$44,232 | Adj 0.42 FTE from MCS Elective program to full day Kindergarten - Teacher Salaries & Benefits (1000s & 3000s) LCFF Supplemental and Concentration \$44,347 |
| Action 4: Will we continue to use the service of a counselor to address the needs of students and families experiencing trauma or in crisis. Counselors will serve students who need support to fully access learning. In addition, a counselor will be added to the Student Attendance Review Team (SART) to connect families with regional resources for well-being. | Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000 Counselor Salaries & Benefits (1000s & 3000s) 1000-1999: Certificated Personnel Salaries Title IV \$10,000 Counselor Salaries & Benefits (1000s & 3000s) 1000-1999: Certificated Personnel Salaries Special Education \$15,000 | Counselor Salaries & Benefits (1000s & 3000s) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,159 Counselor Salaries & Benefits (1000s & 3000s) 5000-5999: Services And Other Operating Expenditures Title IV \$10,000 Counselor Salaries & Benefits (1000s & 3000s) 5000-5999: Services And Other Operating Expenditures Special Education \$10,922 |
| Action 5: Library services are scheduled to provide middle school students access to technology and library services during their lunch twice a week. All elementary school students receive library services with their class for 30 minutes per week. | Classified Salaries & Benefits (1000s & 3000s) Concentration \$8,800 | Classified Salaries & Benefits (1000s & 3000s) Concentration \$8,671 |
| Action 6: A Health Clerk serves Mountain Creek Middle School and Pioneer Elementary School for a total of 3 hours each day. | Classified Salaries & Benefits (2000's & 3000's) 0000: Unrestricted LCFF Supplemental and Concentration \$16,094 | Classified Salaries & Benefits (2000's & 3000's) 0000: Unrestricted LCFF Supplemental and Concentration \$12,153 |
| Action 7: Due to reorganization of the District Office and Mountain Creek Middle School Office the Superintendent will act as | Certificated Salaries & Benefits (1000s & 3000s) 0000: | Certificated Salaries & Benefits (1000s & 3000s) 0000: |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Superintendent/Principal for the 2019/20 School year. In addition, the Resource Teachers at Pioneer Elementary and Mountain Creek Middle School in conjunction with the District Instruction and Intervention Coordinator will support Site Based Intervention through a Learning Center Model. A teacher was hired to reduce class sizes in fourth and fifth grade due to the number of students that need intervention support. | Unrestricted LCFF Supplemental and Concentration \$68,748 | Unrestricted LCFF Supplemental and Concentration \$70,183 |

Goal Analysis

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

All funds budgeted for Actions/Services were implemented and used to support students, families, & teachers.

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

Successes:

1. Instructional Assistants (IA) have received professional development to support SIPPS (Systematic Instruction in Phonics & Phonemic Awareness) instruction which allows students to receive targeted small group support at their instructional level. IAs provide SIPPS intervention to students on an as needed basis, which may include extra lessons or sight word intervention. IAs participated in professional development through Google classroom to increase their ability to support conceptual understanding and skill maintenance in mathematics.
2. The Learning Center model at Pioneer Elementary and Mountain Creek Middle School provides site based support to students needing Tier II interventions. One Education Specialist serves all district schools.
3. We continue to provide full-day transitional kindergarten and kindergarten at our two district elementary schools.
4. We increased our counseling services to three days per week in 2019-20.
5. Library services were continued at Pioneer Elementary and Mountain Creek Middle schools to ensure students had weekly access to the library.
6. The health clerk was mainly utilized to support the high number of referrals to the nurse's office at Pioneer Elementary School.
7. The superintendent served as principal at all three district school sites. The average class size at Pioneer Elementary was 20 students.
8. The Health and Attendance Clerk worked with staff and families to identify students that were not engaged during the Spring campus closures. Multiple staff including teachers, site secretaries, administration, attendance clerk, instructional assistants and counselor contacted students to determine barriers to engagement. Information was documented in a Google Spread Sheet and staff worked closely with families to remove barriers.

Challenges:

When all campuses closed to in-person instruction March 13, 2020 we had to quickly pivot to distance learning. Teachers worked quickly to identify resources and create weekly Learning Packets for students beginning March 16, 2021. Although many teachers provided virtual instruction for students for the remainder of the year, many students lacked the technology and access to participate in digital instruction. We distributed Chromebooks for students to use at home, but we were unable to secure Hotspots for students to use during Spring 2020. Instructional assistants supporting our students on IEPs continued to provide targeted small group virtual instruction.

Library services were cancelled.

We were not able to conduct SART (Student Attendance Review Team) meetings during the Spring.

The counselor set up a Social-Emotional Well-being Website and conducted group and individual counseling virtually.

Goal 2

Goal 2: We will prepare all students for success in high school and beyond by retaining high quality staff with competitive salaries and professional development and by communicating high expectations for all.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| Metric/Indicator Salary comparison chart for similar districts in El Dorado County | PUSD ranks 5th out of 8 when compared to comparable districts in El Dorado County in regards to Certificated salary schedule at step 1 and ranks 3rd in regards to the top salary. |
| SST referrals will be used to monitor the implementation of intervention support and it's impact on student achievement. | The middle school science teacher participated in Content Specialist training to support teachers in providing high quality, UDL-aligned, standards-based NGSS instruction and resources that enable each student to have an equal opportunity to learn. |
| Local benchmarks are being developed to assess student achievement and will be reported on in the future. | Three Pioneer Elementary School teachers participated in the Science/Math Integration Community of Practice provided by EDCOE during 2018-19 and 2019-20 with the goal to scale their work across the district. A middle school and an elementary teacher participated in Universal Design for Learning (UDL) professional development offered by EDCOE. Several staff self-selected professional development on strategies for delivering effective distance learning, Trauma Informed practices and technology in the classroom. |

| Expected | Actual |
|--|---|
| <p>19-20 Salaries will continue to be competitive as funding allows.</p> <p>Teachers will research Next Generation Science Standards aligned Science materials.</p> <p>Students will receive remediation when needed.</p> <p>Staff will continue to receive professional learning experiences for math, ELA, science as needed.</p> <p>The 1 to 1 computing initiative will continue to be implemented based on funding and priorities</p> <p>Baseline PUSD ranks 3rd out of 8 when compared to comparable districts in El Dorado County in regards to Certificated salary schedule at step 1 and ranks 4th in regards to the top salary.</p> <p>During the 2016-17 school-year, 23 students were referred to the Student Study Team district-wide.</p> <p>In grades 4-8 we have 140 chromebooks to serve 168 students (2016-17 average 4-8 enrollment). We also have a computer lab with 32 desktop computers at both Mountain Creek Middle School and Pioneer Elementary School.</p> | <p>During the 2019-20 school year, 9 students were referred to the Student Study Team district-wide.</p> <p>PUSD had 1:1 computing in grades 4-8 during the 2019-20 school year. In addition, several classrooms had access to computer pods (4-6 computers) and Pioneer Elementary and Mountain Creek Middle Schools have computer labs. Walt Tyler has 1:1 computing through a combination of desk top computers and Chromebooks. PUSD purchased 100 Chromebooks in March, 2020 to facilitate Distance Learning.</p> <p>Pioneer Elementary and Walt Tyler Elementary teachers utilize common grade level trimester assessments. Data on student achievement on the common grade level assessments is analyzed and reported out at PUSD Board meetings and School Site Council meetings.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| Action 1: PUSD will purchase Next Generation Science Standards aligned materials for grades K-8. | Local Resource 0818 - through Board Reserve Assignment of \$10,000 0001-0999: Unrestricted: Locally Defined LCFF Base \$0.00 | Local Resource 0818 - through Board Reserve Assignment of \$10,000 0001-0999: Unrestricted: Locally Defined LCFF Base 0 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| Action 2: Continue 1 to 1 Computing Initiative, if funding is available | Annual Board Assignment Set-Aside to implement technology plan to purchase supplies as identified - Local Resource 0702 budgeted in the 4000's for books and supplies 0001-0999: Unrestricted: Locally Defined LCFF Base \$10,000 | Annual Board Assignment Set-Aside to implement technology plan to purchase supplies as identified - Local Resource 0702 budgeted in the 4000's for books and supplies 0001-0999: Unrestricted: Locally Defined LCFF Base \$7,631 |
| Action 3: Single subject classes will continue at middle school as ADA determines staffing needs. | Certificated Salaries & Benefits (1000s & 3000s) LCFF Base \$262,501 Certificated Salaries & Benefits (1000s & 3000s) 0000: Unrestricted LCFF Supplemental and Concentration \$73,572 | Certificated Salaries & Benefits (1000s & 3000s) LCFF Base \$262,501 Certificated Salaries & Benefits (1000s & 3000s) 0000: Unrestricted LCFF Supplemental and Concentration \$75,993 |
| Action 4: Access to on-line learning software is tied to technology goals. | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,200 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,159 |
| Action 5: Music and band programs offered to all students | Certificated Salaries & Benefits (1000s & 3000s) 0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration \$67,701 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 600.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,100 | Certificated Salaries & Benefits (1000s & 3000s) 0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration \$68,180 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 200 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,678 |
| Action 6: Library open to all Mountain Creek students during their lunch period twice per week. | Classified Salaries & Benefits (2000s & 3000s) Concentration 0 | Classified Salaries & Benefits (2000s & 3000s) Concentration 0 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| Action 7: Professional Development to support effective instruction | Teacher Salaries & Benefits (1000s & 3000s) School Business Subs Loc3=82 0000: Unrestricted LCFF Supplemental and Concentration \$16,623 | Teacher Salaries & Benefits (1000s & 3000s) School Business Subs Loc3=82 0000: Unrestricted LCFF Supplemental and Concentration \$4,307 |

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.

Successes:

Enrollment at Mountain Creek Middle School allowed us to retain single subject teachers for ELA, Science, Mathematics and Social Studies.

PUSD was able to purchase enough Chromebooks to implement 1:1 computing in grades 4-8. In addition, pods of computers (4-6 per pod) were set up in TK-3 classrooms.

The Mountain Creek library was open to middle school students twice per week during their lunch period.

Music instruction was delivered to all students TK-5th grade at least once per week. All middle school students had the option to participate in band or VAPA during the school year, including when campuses were closed during the pandemic.

Lexia, IXL, Gizmo, Khan Academy and other research-based digital programs were accessible to students for acceleration and intervention.

Challenges:

TK-5 teachers have limited access to NGSS professional development. Priorities for developing skills in technology and addressing distance learning needs during the pandemic superseded professional development in NGSS.

The libraries at each school were closed during the pandemic.

PUSD continues to use open sources for NGSS instructional planning until a quality self-contained program is available for purchase.

When we pivoted to distance learning we had to restrict access to in-person services.

When we pivoted to distance learning, Hotspots were not available for purchase to provide to families until June 2020. Limited access to the internet in our rural area created limited opportunities for instruction for our unduplicated students.

Teachers had to shift their professional development focus to learning how to better utilize technology for instructional purposes.

Goal 3

Goal 3: We will inform and engage our parents and community as we partner to prepare students for college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| Metric/Indicator Parent ratings on surveys Parents registered for ClassDojo Parents registered for Aeries.net Parents registered for Remind.com | PUSD developed a parent survey in March 2020 to determine technology needs for distance learning. Site secretaries followed-up the survey with phone calls and e-mails to ensure PUSD had information to support all students with access to standards, curriculum and instruction during distance learning while campuses were closed. |
| 19-20 Continue to improve positive ratings on District climate surveys Increased usage of social media for District messaging Increased number of parent sign ups for email, text and phone messaging | California Healthy Kids Survey was modified in Spring 2020 to address information regarding distance learning. Fourth through eighth grade students were invited to participate in the survey. The only data large enough to report was from seventh grade participation. There wasn't a parent component to the CHKS for 2019-20. 2019-20 Parent Communication Participation Walt Tyler TK-3 Class Dojo 88% parent participation Pioneer Elementary |

| Expected | Actual |
|--|---|
| <p>Baseline</p> <p>Only eleven parents completed the Spring 2017 parent survey survey, which is not a valid number to provide accurate information about school climate.</p> <p>The third grade teacher had 96% of her parents registered for ClassDojo during 2016-17.</p> <p>The fourth grade teacher had 82% of her parents registered for ClassDojo during 2016-17.</p> <p>The fifth grade teacher had 75% of her parents registered for ClassDojo during 2016-17.</p> <p>The third-fifth grade teacher had 70% of her parents registered for ClassDojo during 2016-17.</p> <p>During the 2015-16 school-year, 30 parents of 5-8 grade students registered for Aeries.net. During the 2016-17 school-year 58 parents of 5-8 grade students registered for Aeries.net, representing 66 students.</p> <p>Ninety parents registered to receive text communication via Remind.com during the 2016-17 school-year.</p> | <p>TK/K Class Dojo 88% parent participation</p> <p>K/1 Class Dojo 100% parent participation</p> <p>1/2 Class Dojo 95% parent participation</p> <p>2 Class Dojo 100% parent participation</p> <p>3 Classtag 98% parent participation</p> <p>3/4 Class Dojo 90% parent participation</p> <p>4 Class Dojo 91% parent participation</p> <p>5 Class Dojo 92% parent participation</p> <p>Mountain Creek Middle</p> <p>6-8 Remind.com less than 50% parent participation</p> <p>In addition to Class Dojo, Classtag and Remind.com staff communicated with parents using Aeries mass email system, phone calls, individual emails, notes and flyers sent home. Blackboard Connect and Facebook was used on a regular basis by administration to communicate with parents. The district website regularly updated information for parents.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| Action 1: Set annual events calendar at beginning of the year. | No Additional Cost Not Applicable NA | |
| Action 2: Teachers communicate positive information on student achievement and progress via various communication platforms. | No Additional Cost Not Applicable NA | |
| Action 3: Translator at events and translate survey. | Teachers Salaries & Benefits (1000s & 3000s) Concentration \$772 | Teachers Salaries & Benefits (1000s & 3000s) Concentration \$198 |
| Action 4: Continue to implement and refine the comprehensive communications plan. | No Additional Cost Not Applicable NA | |

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.

Successes:

Major school and district events are calendared at the beginning of the year.

We continue to experience an increase in parent registration in multiple communications platforms.

In addition to having two staff members available to translate verbal information for Spanish speaking parents during meetings, conferences, IEPs and SSTs, Google translate was used to translate written documents.

The El Dorado County Office of Emergency Services provided guidance in updating our emergency protocols and our comprehensive communications plan.

Challenges:

We continue to work with stakeholders to develop methods for input that meets their preferred method of participating.

Goal 4

Goal 4: All schools will be clean, safe and well-organized and will have a positive climate that supports the academic, emotional and physical needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| Metric/Indicator | |
| Williams Reports | Williams Reports conducted quarterly in 2019-20 had no findings. |
| SIA Inspections | SIA inspections in 2019-20 had minor findings. |
| Fire Marshall Inspections | Meal participation during lunch in 2019-20 decreased by 3% from the previous year. Breakfast participation remained the same. |
| M&O conducts FIT (Facilities Inspection Tool) Inspections quarterly | Students surveys that require active parent permission have less student participation than surveys that require passive permission. |
| Student, Staff and Parent Surveys | FIT inspections for 2019-20 reflect "Good" ratings on facilities at Pioneer Elementary and Mountain Creek Middle Schools and "Fair" at Walt Tyler Elementary School. |
| Meal participation rates | Walt Tyler Elementary: Minor repairs include fixing leaky faucet and re-stripping parking lot lines. |
| | Major repairs include resurfacing exterior landing and improving access from sidewalk to playground. |
| | Pioneer Elementary: Minor repairs to the interior surfaces include replacing or repairing carpeting, laminate tiles, ceiling tiles and drywall. |
| | Major repairs include repairing the soffit on the administration office building and C building, rerouting drainage from gutters, resurfacing sidewalks and blacktop and |

| Expected | Actual |
|--|--|
| <p>19-20 Maintain positive safety rating with all agencies (SIA, Fire Marshall, Williams)</p> <p>Positive comments about school climate on surveys continues to improve</p> <p>Schools will be safe and in good repair</p> <p>Student surveys will be conducted at MCM in 2019-20 to inform decision-making.</p> <p>Parent surveys will be conducted district-wide in 2019-20 to inform decision-making.</p> <p>Baseline Williams reports conducted quarterly in 2016-17 had no findings.</p> <p>SIA inspections in 2017 had minor findings.</p> <p>FIT inspections indicate a need to increase the deferred maintenance budget.</p> <p>Meal participation rates need to increase.</p> <p>Student surveys will be conducted at MCM in 2017-18.</p> <p>The 2016-17 parent survey was completed by 11 parents.</p> | <p>leveling the play field. Mountain Creek Middle: Minor repairs include replacing interior and exterior door hinges, repairing drywall and fixing water fountains. Major repairs include repairing or replacing the water tank fire panel, replacing roof over stage, and resurfacing basketball courts.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Action 1: Continue evidence-based school-wide behavior program | No Additional Cost Not Applicable NA | |
| Action 2: Continue additional one hour per day food service personnel | Classified Salaries & Benefits (2000s & 3000s) Federal Funds \$3,963 | Classified Salaries & Benefits (2000s & 3000s) Federal Funds \$3,128 |
| Action 3: Commit funds for deferred maintenance needs on all sites | General Fund Contribution from LCFF transfer (8000's) to Fund 14 0000: Unrestricted LCFF \$32,000 | General Fund Contribution from LCFF transfer (8000's) to Fund 14 0000: Unrestricted LCFF \$128,172 |
| Action 4: Continue Extended Day - A.M. Program | .2188 FTE Classified Salaries & Benefits (2000s & 3000s) LCFF Supplemental and Concentration \$8,042 | .2188 FTE Classified Salaries & Benefits (2000s & 3000s) LCFF Supplemental and Concentration \$7,731 |
| Action 5: Purchase more, and better quality play and athletic equipment for all sites. | 4000-4999: Books And Supplies LCFF Base \$2,500 | 4000-4999: Books And Supplies LCFF Base \$0 |
| Action 6: Add/Maintain to play structures at Pioneer & Walt Tyler Elementary Schools | 4000-4999: Books And Supplies LCFF Base \$1,000 | 4000-4999: Books And Supplies LCFF Base \$0 |

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.

Successes:

Pioneer USD developed and implemented COVID Safety protocols that were executed with fidelity. There was no transmission of COVID-19 at any of our campuses.

We provided free lunches to children in our community from March through June 2020.

Challenges:

Food Service: Financial challenges included reduced student participation, reduced federal and state meal reimbursement with higher product and food costs, and stagnant unpaid meal charges from prior year. Operational challenges were reduced staffing availability, minimal classified substitute pool, increased wear and tear on equipment, vehicles, and small wares due to increased use, movement outside of, then back into, the kitchen, and weather damage. Our supply chain experienced decreased availability of food products with increased backorders and a limited amount of prepackaged and ready to eat foods.

Successes are found in the feeding of hungry students that might have otherwise gone without meals, multidepartment cooperation leading to increased comradery among staff, adequate levels of PPE, and a multitude of federal and state waivers that eased the restrictive burdens of program compliance. Allowing every student to eat free removed the stigma associated with the free and reduced priced meal receipt and allowed some students to sample our menu for the first time.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Additional certificated staff at Walt Tyler to provide 5 day a week instruction in small class setting to accommodate social distancing. | 27,987.00 | 28,200 | No |
| Distance Learning Support staff for Distance learning Labs (Childcare centers). | 28,596.00 | 61,009 | Yes |
| Increased counselor from 3 days per week to 4 days per week. | 26,684.00 | 14,893 | Yes |
| Intervention Specialist to provide designated ELD, instructional support and coaching and intervention in-person and virtually. | 48,057.00 | 47,187 | Yes |

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

It was not projected that distance learning labs would be full time, all year long, nor that we would ultimately need three rooms. We surveyed families and based our calculations on those surveys. Calculating the counselor salary was done by estimating from the other districts posted salary schedule.

Analysis of In-Person Instructional Offerings

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

Successes:

We opened school in a hybrid schedule August 10, 2020 with all staff reporting to work in person. A majority of our students participated in the hybrid AABB schedule, 78.5%, 17.2% participated in full virtual instruction and 4.3% participated in our Home

School/Independent Study Program. Teachers provided synchronous virtual instruction to our full virtual students as well as our hybrid students. Walt Tyler Elementary and Pioneer Preschool opened with full in-person instruction August 10, 2021. All staff worked together to identify students that were not engaged and eliminate barriers to attendance whether it was virtual or in-person. We provided students on hybrid schedules access to Distance Learning Labs (DLL) on campus on the days they were not attending school in-person. Staff supported student learning in the DLLs. Students on IEPs were able to get daily SAI instruction. Students identified for targeted support from our intervention specialist were able to receive daily intervention. 93.2% of students at Pioneer Elementary and Mountain Creek Middle School returned to in-person instruction 4 days per week in March 2021.

We were able to provide all students' requests for Chromebooks for their virtual instruction during the 2020-21 school year. Families that requested Hotspots were provided a Verizon, T-Mobile or universal device for virtual instruction during the 2020-21 school year.

When we pivoted to 4 day a week in-person instruction TK-8 in March 2021, we hired an additional kindergarten teacher to provide targeted small group intervention.

Challenges:

The South County Region of El Dorado County is isolated. Internet services are not reliable for many of our families. Support services are limited and PUSD makes every effort to work with El Dorado County Health & Human Services as well as the El Dorado County Office of Education to provide families with access to dental care, food distribution, mental health services and before and after school care.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Purchase of Chromebooks and Hotspots and streaming microphones for the classrooms | 37,914.45 | 25,702 | 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.

It took a long time to get the hotspots which means less time paying the contract. We also purchased 100 chromebooks at the end of 19/20 to support distance learning which is not included in the dollars spent in 20/21

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.

Successes:

Classroom teachers provided synchronous instruction for students who were on our hybrid schedule and for students who participated in a fully virtual setting. All students had an opportunity to interact with their peers and teacher on a daily basis. Teachers delivered direct instruction to all students on a daily basis. Our counselor provided in-person counseling and virtual counseling.

We opened school in a hybrid schedule August 10, 2020 with all staff reporting to work in person. A majority of our students participated in the hybrid AABB schedule, 78.5%, 17.2% participated in full virtual instruction and 4.3% participated in our Home School/Independent Study Program. Teachers provided synchronous virtual instruction to our full virtual students as well as our hybrid students. Walt Tyler Elementary and Pioneer Preschool opened with full in-person instruction August 10, 2021. All staff worked together to identify students that were not engaged and eliminate barriers to attendance whether it was virtual or in-person. We provided students on hybrid schedules access to Distance Learning Labs (DLL) on campus on the days they were not attending school in-person. Staff supported student learning in the DLLs. Students on IEPs were able to get daily SAI instruction. Students identified for targeted support from our intervention specialist were able to receive daily intervention.

93.2% of students returned to in-person instruction in-person instruction 4 days per week in March 2021.

We were able to provide all students' requests for Chromebooks for their virtual instruction during the 2020-21 school year.

Families that requested Hotspots were provided a Verizon, T-Mobile or universal device for virtual instruction during the 2020-21 school year.

We contracted for professional development in June 2020 for all staff to enhance their skills in delivering instruction through technology. In addition, teachers self-selected technology classes based on their needs.

Challenges:

Monitoring student engagement was difficult based on the criteria provided by the state.

The south County Region of El Dorado County is isolated. Internet services are not reliable for many of our families. Support services are limited and PUSD makes every effort to work with El Dorado County Health & Human Services as well as the El Dorado County Office of Education to provide families with access to dental care, food distribution, mental health services and before and after school care.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Dedicated homeschool teacher | 35,134.00 | 46,651 | Yes |
| Other costs previously mentioned - Intervention coordinator, extra time for aides in daytime learning support, devices to support distance learning | | | |

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.

It was not expected to be providing homeschool for the full year.

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.

Successes:

The continuity of instruction during the 2020-21 school year for students provided opportunities for students to be successful on trimester common grade level assessments in both ELA and mathematics.
 Student End-of-Year (EOY) assessments in ELA and mathematics demonstrated minimal learning loss based on the high percentage of students scoring approaching or at or above grade level:

| | |
|---------|------|
| ELA | math |
| K 100% | 100% |
| 1st 88% | 100% |
| 2nd 75% | 95% |
| 3rd 68% | 75% |
| 4th 60% | 57% |
| 5th 67% | 70% |

Challenges:

Staff and students on quarantines and isolation created gaps in teachers' abilities to deliver high-quality direct instruction to all students, all the time.

Early literacy instruction was difficult to deliver virtually. Some students in grades K-2 did not progress at the rate we would expect in foundational literacy skills. Reading comprehension assessments in grade K and 1st are listening comprehension tests.

Students on IEPs had difficulty navigating the virtual platform and were limited in access to direct instruction and support from the Education Specialist during the period of Hybrid Instruction.

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.

The mental health of students during the 2020-21 school year seemed to be stretched thin as the effects of the pandemic greatly impacted students. Minimal days of in-person school and cohorts that occasionally isolated students from their friends were often the culprit, not to mention increased stress at home that trickled into student's lives. Monitoring this social and emotional well-being was also a challenge, due to the minimal time that students were on campus, juxtaposed with a .8 counseling schedule leading to diminished access to in-person counseling.

For students, the inconsistency of attendance made counseling services intermittent at best. During hybrid scheduling, if a student missed the one day per week that we were both on campus, there was no option but to wait on counseling for another week.

On the other hand, there were several successes as well:

- The neediness of students, and society in general, decreased the stigma of reaching out for help.
- The pandemic helped teachers to be more acutely aware of the necessity of Social Emotional Learning in the classrooms, thus the doors were opened for mini-lessons in each classroom, which could then be built upon in individual counseling sessions. This provided the opportunity for an MTSS structure in the counseling realm.
- The necessitated process of taking each student's temperature upon school arrival became a perfect opportunity to visually check-in with each student, greet them by name, and let them know they were noticed. It was a great way to begin the day!
- The fact that we were on a hybrid schedule (as opposed to being entirely virtual) allowed for a lot of in-person counseling to happen throughout the district.

Thus, in spite of the pandemic and the challenges of the year, students' social-emotional needs were indeed met. As the needs continue to increase, an increase in counseling hours would be beneficial.

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.

Successes:

Teacher parent communication continued to increase throughout the year as parents became more familiar with the different platforms for exchanging information about student progress and needs.

The district utilized our Blackboard calling system more frequently to communicate with parents. In addition, Aeries emails were employed to deliver important information to parents. We posted important information on our website and updated parents on Facebook.

The the increase in the Health/Attendance Clerk hours provided another opportunity for staff to reach out to parents to identify any barriers to attending school virtually or in-person.

We created a Google spread sheet to identify students who were not engaged. We contacted parents to find out what barriers to engagement/attendance they were experiencing and worked with families to remove barriers. The first contact to parents was made by the classroom teacher, if engagement didn't increase a second contact was made by the counselor, the third by the Health /Attendance Clerk and the 4th contact was made by administration.

Challenges:

We were not able to host parents on campus for events. Parent/teacher conferences, IEPs 7 SSTs were mostly held through ZOOM or Google Meets.

Analysis of School Nutrition

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

Successes:

In order to keep the cohorts separate, it required spacing out lunch time in 10 min increments rather than releasing all grades at one time. This extended service time by a half hour. It also required the purchase of additional tables to keep social distancing. We added more custodial time and more food service time to be able to cover the longer service period.

Challenges:

Quarantine and isolation of food service staff impacted district office staff.

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.

Student connectedness to school is key to their success. Reaching out to families to find barriers to engagement in school by teachers, counselor, health/attendance clerk is a vital life line for students. Building a school culture that prioritizes students' interests and provides enrichment activities is important for building connectedness. Addressing students' needs through an explicit systematic tiered support system is critical to their success.

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

We continue to identify students' needs through on-going assessments and end of trimester common grade level assessments. Students identified as not meeting grade level standards are identified during academic conferences, progress monitoring tools are developed and implemented for students below grade level and interventions are planned in consultation with the classroom teacher, intervention specialist and administration.

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.

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.

We maintained our increased staffing of instructional assistants, food services, and custodial services to ensure a safe, healthy learning environment where all students can thrive for the 2021-22 school year.

We hired a part-time principal at Pioneer Elementary School to provide more targeted support and supervision for our elementary staff and students.

We updated our technology goals and are purchasing better equipment to support high quality instruction.

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 | 881,626.00 | 925,557.00 |
| Concentration | 9,572.00 | 8,869.00 |
| Federal Funds | 3,963.00 | 3,128.00 |
| LCFF | 32,000.00 | 128,172.00 |
| LCFF Base | 276,001.00 | 270,132.00 |
| LCFF Supplemental and Concentration | 385,853.00 | 369,433.00 |
| Special Education | 128,357.00 | 104,211.00 |
| Title I | 35,880.00 | 31,612.00 |
| Title IV | 10,000.00 | 10,000.00 |
| | 35,880.00 | 31,612.00 |
| | 10,000.00 | 10,000.00 |
| | 10,000.00 | 10,000.00 |

* 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 | 881,626.00 | 925,557.00 |
| | 477,547.00 | 451,477.00 |
| 0000: Unrestricted | 283,978.00 | 362,151.00 |
| 0001-0999: Unrestricted: Locally Defined | 77,701.00 | 75,811.00 |
| 1000-1999: Certificated Personnel Salaries | 30,600.00 | 200.00 |
| 4000-4999: Books And Supplies | 3,500.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | 8,300.00 | 35,918.00 |

* 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 | 881,626.00 | 925,557.00 |
| | Concentration | 9,572.00 | 8,869.00 |
| | Federal Funds | 3,963.00 | 3,128.00 |
| | LCFF Base | 262,501.00 | 262,501.00 |
| | LCFF Supplemental and Concentration | 52,274.00 | 52,078.00 |
| | Special Education | 113,357.00 | 93,289.00 |
| | Title I | 35,880.00 | 31,612.00 |
| 0000: Unrestricted | LCFF | 32,000.00 | 128,172.00 |
| 0000: Unrestricted | LCFF Supplemental and Concentration | 251,978.00 | 233,979.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF Base | 10,000.00 | 7,631.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF Supplemental and Concentration | 67,701.00 | 68,180.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 5,600.00 | 200.00 |
| 1000-1999: Certificated Personnel Salaries | Special Education | 15,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title IV | 10,000.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF Base | 3,500.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 8,300.00 | 14,996.00 |
| 5000-5999: Services And Other Operating Expenditures | Special Education | 0.00 | 10,922.00 |
| 5000-5999: Services And Other Operating Expenditures | Title IV | 0.00 | 10,000.00 |
| | | 0.00 | 10,922.00 |
| | | 0.00 | 10,000.00 |
| | | 3,500.00 | 0.00 |
| | | 0.00 | 0.00 |
| | | 0.00 | 14,996.00 |
| | | 0.00 | 10,922.00 |
| | | 3,100.00 | 0.00 |
| | | 5,200.00 | 0.00 |
| | | 0.00 | 10,000.00 |
| | | 0.00 | 10,000.00 |

* 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 | 394,052.00 | 357,679.00 |
| Goal 2 | 439,297.00 | 428,649.00 |
| Goal 3 | 772.00 | 198.00 |
| Goal 4 | 47,505.00 | 139,031.00 |

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

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

| Total Expenditures by Offering/Program | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$131,324.00 | \$151,289.00 |
| Distance Learning Program | \$37,914.45 | \$25,702.00 |
| Pupil Learning Loss | \$35,134.00 | \$46,651.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$204,372.45 | \$223,642.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$27,987.00 | \$28,200.00 |
| Distance Learning Program | \$37,914.45 | \$25,702.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$65,901.45 | \$53,902.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$103,337.00 | \$123,089.00 |
| Distance Learning Program | | |
| Pupil Learning Loss | \$35,134.00 | \$46,651.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$138,471.00 | \$169,740.00 |