

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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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

A: The District will establish appropriate conditions of learning as identified under Williams Act legislation.

A-1: Teacher assignments and credentialing will be monitored to verify appropriate assignment to pupil groups and subject areas.

A-2: The District will provide all students with access to state adopted, standards-aligned instructional materials.

A-3: School facilities will be maintained and in good repair.

A-4: Academic content standards adopted by the California State Board of Education will be implemented in the District's established courses of study.

A-5: Students will be enrolled in the courses of study established by the district to all required subject areas.

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</p> <p>1) All 10 Teachers were highly qualified to begin the 2016-17 school year.</p> <p>2) All grades used curriculum aligned with State Standards during the 2016-17 school year. An extension to our Math adoption will be purchased in the upcoming year.</p> <p>3) The school facility was found to be in Good condition in the Spring of 2017.</p> <p>4) All teachers participated in professional development for the adopted curriculum in Math and Language Arts.</p> <p>5) Based on PowerSchool (SIS) all students were enrolled in required courses.</p> <p>19-20</p> <p>1) Increased percentage of Highly Qualified staff</p> <p>2) Math Curriculum Adoption aligned with Common Core standards</p> <p>3) School facility rated in good or exemplary condition</p> <p>4) More effective implementation of academic standards</p> <p>5) 100% of students enrolled in district required subject area courses</p>	<p>1) All 10 (100%) teachers are highly qualified.</p> <p>2) All curriculum adoption is State Approved and aligned with Common Core State Standards.</p> <p>3) School continues to be in good condition</p> <p>4) All teachers have received professional development and have improved implementation of academic standards.</p> <p>5) 100% of students are enrolled in district required subject area courses.</p>

Expected	Actual
<p>Baseline</p> <p>1) All 10 Teachers were highly qualified to begin the 2016-17 school year</p> <p>2) Teachers reviewed and piloted several curricula and determined which would be best suited for Students at Paradise.</p> <p>3) The school has been in Good condition since 2015, and modifications have been ongoing to maintain a safe environment, conducive to learning.</p> <p>4) State approved curricula was adopted in Math and ELA, and currently the District is using various resources to address Science standards.</p> <p>5) Based on PowerSchool (SIS) all students were enrolled in required courses.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will continue to review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
The District will continue to provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT	<p>General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures LCFF \$5000</p> <p>Tree maintenance (Trimming, pest injections) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$600</p>	<p>General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures LCFF 8000</p> <p>Tree maintenance (Trimming, pest injections) 4000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will continue to monitor and certify the completion of CBED's reporting including appropriate teacher assignment.	Review teacher assignments 0000: Unrestricted LCFF \$0	Review teacher assignments 0000: Unrestricted LCFF 0
The District will evaluate the services and review all suggestions for improvement by the School Safety Committee.	Alarm Monitoring 5000-5999: Services And Other Operating Expenditures LCFF \$1000 Pest Control Service 5000-5999: Services And Other Operating Expenditures LCFF \$500 Fire Inspection and Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$200	Alarm Monitoring 5000-5999: Services And Other Operating Expenditures LCFF 1000 Pest Control Service 5000-5999: Services And Other Operating Expenditures LCFF 500 Fire Inspection and Services 5000-5999: Services And Other Operating Expenditures LCFF 1500
The District will monitor and evaluate all curriculum adoptions	Social Studies Adoption 4000- 4999: Books And Supplies LCFF \$35,000	Social Studies Adoption 4000- 4999: Books And Supplies LCFF 0
The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
School administration will monitor and evaluate classroom walk-through's to determine implementation of curriculum and continual student improvement	Identified LCFF None	Identified LCFF None
The District will continue to monitor teacher professional development to ensure that teachers are trained to use state adoptions.	Professional Development: Title II 5800: Professional/Consulting Services And Operating Expenditures Title II \$1029	Professional Development: Title II 5800: Professional/Consulting Services And Operating Expenditures Title II 1600
The District will continue to review student course enrollment and completion quarterly.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
For English Learners/low-income pupils: The district will monitor and evaluate the English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.	Purchase State adopted EL curriculum 4000-4999: Books And Supplies LCFF \$1500 Professional Development 5800: Professional/Consulting Services	Purchase State adopted EL curriculum 4000-4999: Books And Supplies LCFF 1500 Professional Development 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures LCFF \$750	And Operating Expenditures LCFF 750

Goal Analysis

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

Funds budgeted for actions and services that were not implemented were used to support distance learning professional development for teachers and instructional staff in order to address the new learning landscape and technological features involved with providing distance learning for students due to school closures caused by the impacts of COVID-19. Budgeted funds were used to provide technology connectivity for students in the form of computers and hotspots. Expenditures outside of the original goal was to provide a smooth transition from in-person learning to distance learning, before transitioning to hybrid and full-time in person learning.

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

Some of the successes in implementing the actions and service to achieve the goal focused on student achievement was increasing learning technology access for all enrolled students and specifically low-income students ensuring that students had a laptop they could use at school and within their place of residence. Students were able to access web-based programs, and digital curriculum throughout the stay at home order.

The challenges in implementing the actions/services to achieve the goal were directly aligned with the impacts of the COVID-19 pandemic, closure of school buildings, lack of availability of in-person offerings, and the challenging purchasing logistics due to supply chain obstacles and nationwide demand of need items. All conferences, in-person activities and events, and District meetings were cancelled or offered virtually through ZOOM, with differing results.

Goal 2

B: The District will establish an educational system to support student achievement in academic, physical, and social development.

B-1: The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all state assessed subject areas.

B-2: District and schools will monitor assessment data to identify areas of academic strengths and weaknesses to establish yearly academic goals to promote academic achievement and increase proficiency for all student groups.

B-3: The District will ensure that all student will participate in a required sports program in grades 6-8 which includes football, volleyball, soccer, basketball, and Track & Field program in addition to a weekly physical fitness day dedicated to California Physical Fitness Testing skills to foster physical fitness, social skills and self-esteem.

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1a) Based on the needs of the teachers replacement texts are purchased to maintain that 100% of the students have access to all required material.</p> <p>1b) All replacement books were purchased be the start of the school year to insure all students have required material.</p> <p>1c) All students have required material.</p> <p>1d) All teacher participate in professional development on new content standards and adopted texts.</p> <p>2a) Data will be used to determine percentage students at or above level 3.</p> <p>2b) CELDT/ELPAC scores will be reviewed to determine how many students are testing at or above the intermediate level.</p> <p>2c) Review of report cards will be used to determine if RFEP students are passing more core subject areas each year.</p> <p>2d) On a class by class basis a review will determine if annual retention rates will decrease each year.</p> <p>3) Review of Physical Fitness testing will determine if students are passing more physical fitness domain areas.</p>	<p>1a) The teachers replacement texts are purchased to maintain that 100% of the students have access to all requires material. End of the checkout survey helps the District provide the needed material.</p> <p>1b) All replacement books are purchased over the summer to insure all students have required material at the start of the new school year.</p> <p>1c) All students have required material.</p> <p>1d) All teachers participate in professional development on new content standards and adopted textbooks.</p> <p>2a) Data was used to determine percentage of students at or above level 3.</p> <p>2b) CELDT/ELPAC scores were reviewed to determine how many students are testing at or above the intermediate level.</p> <p>2c) Report cards are reviewed to determine if RFEP students are passing more core subject areas each year.</p> <p>2d) On a class by class basis the District reviewed if annual retention rates have decreased each year.</p> <p>3) The District reviewed PFT to determine if students are passing more physical fitness domain areas</p>

Expected	Actual
<p>19-20</p> <p>1a) 100% of current curriculum will be current state adoptions on a yearly basis.</p> <p>1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.</p> <p>1c) All students will have access to state adopted materials and will be instructed using these materials.</p> <p>1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.</p> <p>2a) Improvement on CAASPP/SBAC percentages at or above Proficient</p> <p>2b) The outcome will be determined based on the ELPAC</p> <p>2c) Increase in RFEP students passing all core subject areas</p> <p>2d) Decrease in annual retention rates</p> <p>3) Increased percentage of students passing state physical fitness domain area</p>	

Expected	Actual
<p>Baseline</p> <p>1a) All students have access to state approved adopted material.</p> <p>1b) Teacher check out procedure notified the District of how many replacement books needed to be purchased to insure all children have access to required material.</p> <p>1c) All students are provided with State adopted curriculum.</p> <p>1d) All teachers are required to participate in professional development on new standards and newly acquired adopted material.</p> <p>2a) Using previous years data, the District will determine whether goals for improvement have been met. Increase in students at or above standards met, with the current baseline being 50%.</p> <p>2b) Baseline for improvement on CELDT/ELPAC will be based on what percentage of students who make progress toward English Proficiency. The baseline will be 60%. The baseline for Reclassification is set at 10% per year for the next 3 years.</p> <p>2c) Review of report cards from previous year will determine the number of students who were passing core classes, improvement will be determined by current students pass core subjects at this time. The baseline is an increase of 10% each year for the next 3 years.</p> <p>2d) Baseline will be the number of students retained on a yearly basis. The baseline is set at less than 1% per year for the next 3 years.</p> <p>3) Number of students passing 3 or more of the physical fitness domain areas.</p> <p>* The District is not a High School District</p> <p>** Academic Performance Index does not apply.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will monitor and evaluate current curriculum adoptions.	Purchase curriculum adoption: See goal A, 1.5 4000-4999: Books And Supplies LCFF \$5000	Purchase curriculum adoption: See goal A, 1.5 4000-4999: Books And Supplies LCFF 9000
The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
The District will continue to purchase supplementary materials to support instruction for Common Core Standards and prepare students for CAASSP testing.	Purchase Current Events Periodicals and Non-fiction Literature 4000-4999: Books And Supplies Concentration \$1000 Purchase IXL, IReady, and PEG Writing 5000-5999: Services And Other Operating Expenditures Concentration \$4500 Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures LCFF \$500 Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration \$1,480 Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 4000-4999: Books And Supplies Other \$800	Purchase Current Events Periodicals and Non-fiction Literature 4000-4999: Books And Supplies Concentration 1000 Purchase IXL, IReady, and PEG Writing 5000-5999: Services And Other Operating Expenditures Concentration 6800 Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures LCFF 500 Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration 6000 Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 4000-4999: Books And Supplies Other 1000
School administration will maintain classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will monitor and evaluate teacher professional development to ensure that teachers are trained to use state adoptions.	Professional Development 5000-5999: Services And Other Operating Expenditures Other \$0	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF 3000
The District will continue to analyze and monitor state assessment data (SBAC/CELDT/ELPAC) and set future goals for Teachers and Students.	Testing fees 5800: Professional/Consulting Services And Operating Expenditures LCFF \$200	Testing fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 200
The District will continue "Choose Civility" character education program and provide incentives for positive behavior.	Quarterly Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF \$800 End of Year field trips: Activity Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$1,400	Quarterly Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF 800 End of Year field trips: Activity Fund 5800: Professional/Consulting Services And Operating Expenditures Other 1400
Provide inter-mural sports program	Equipment 4000-4999: Books And Supplies LCFF \$260 Bussing to local schools: 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1600	Equipment 4000-4999: Books And Supplies LCFF 260 Bussing to local schools: 5000-5999: Services And Other Operating Expenditures LCFF 1600
Provide weekly Physical Fitness Program to meet State physical fitness goals	Equipment 5000-5999: Services And Other Operating Expenditures LCFF \$200	Equipment 4000-4999: Books And Supplies LCFF 600
For Redesignated Fluent English Proficient pupils: The District will have a teacher and aide to provide small group instruction and monitor the transition from the EL program.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
For English Learners/low income pupils: The district will evaluate the need for a continued contract for EL supplemental materials (web-based software).	I Ready 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,400	I Ready 5800: Professional/Consulting Services And Operating Expenditures LCFF 3400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For English Learners/low-income pupils: Provide Bilingual Instructional Aide to support EL students.	Provide Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries LCFF \$9,667	Provide Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries LCFF \$9,667
English Learners/low-income students: Continue to Provide instructional aide support and training to support staff.	Provide 2 instructional aides 2000-2999: Classified Personnel Salaries LCFF \$10,710 Program training 0000: Unrestricted LCFF None - Administered	Provide 2 instructional aides 2000-2999: Classified Personnel Salaries LCFF \$10,710 Program training 0000: Unrestricted LCFF None
For English Learners/low-income students: Provide CELDT/ELPAC training to Bilingual Coordinator.	CELDT training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$100	CELDT training 5800: Professional/Consulting Services And Operating Expenditures LCFF 875
For Redesignated Fluent English Proficient pupils: Teachers and Administration will continue to meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress	quarterly meetings 5000-5999: Services And Other Operating Expenditures Other \$200	quarterly meetings 5000-5999: Services And Other Operating Expenditures Other 200

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 that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff. Many expenditures were under budget and many low cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended here was used to support distance learning when and where possible related to each action with the purchase of additional technology and materials in support of student engagement and effective delivery of content. Student achievement was a major focus during the pandemic and extra funds were expended on making contact with families to support getting work completed and keeping families engaged in their child's education. Mental health and well-being continued to be supported at the site and County level with expanded opportunities for stakeholders to access the support they needed.

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

The successes during the shift to distance learning resulted from attempts to provide all stakeholders with materials and support needed to succeed. Teachers were able to connect with all students, and present meaningful material and use digital curriculum throughout the stay at home order.

Some challenges have presented themselves as a result of the lack of in-person connections for teachers, students, and parents.

Teachers have worked hard to keep all students engaged in class and on assignments, but have reported a large decline in the rates of participation and the level of work being completed. The health and safety protocols, such as shelter in place, that were aligned with the response to the COVID-19 pandemic presented obstacles to providing planned actions and services such as field trips, school events, parent meetings, and sporting events. All of which are used in helping students stay engaged, and connected to their school.

Goal 3

C: The District will incorporate various methods to increase engagement throughout the district in a variety of manners.

C-1: The District will establish opportunities for parent feedback in setting ongoing goals and priorities for the district.

C-2: Both schools in the District will establish guidelines and opportunities to involve parents in order to seek input to support and guide school decision making for all students including economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

C-3: The District will implement a system of rewards to increase district attendance and reduce chronic absenteeism and teachers will implement research based instructional strategies focused on increasing student engagement and academic performance.

C-4: The District will implement activities on a weekly basis to promote student health and well-being while monitoring data and survey information to analyze school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1) This year we had 98% parent attendance at Back to School Night, both Back to School Night and Open House saw over 90% attendance. Other meetings saw very limited attendance, 5 people attended informational meetings, and School Site Council was attended by members only. DELAC committee did not come to fruition.</p> <p>2a) This year our attendance rate was 94.3, falling just below 95%.</p> <p>2b) The truancy rate this year only saw a small improvement from 24.9% to 24.5%.</p> <p>3a) This year we saw 0% dropout rate.</p> <p>3b) This year we had 0.25 suspension rate and 0 expulsions.</p>	<p>1) We continue to have over 90% parent attendance at Back to School Night and Open House. Other meeting continue to see low attendance. School Site Council is attended by members only, and newly developed DELAC committee was poorly attended by members and parents.</p> <p>2a) This year our attendance rate was 96% a slight increase form last year, and above our goal of 95%.</p> <p>2b) This year our truancy rate dropped from 24.5% to 15%.</p> <p>3a) This year we saw 0% dropout rate.</p> <p>3b) This year we continue to have a 0.25 suspension rate with 0 expulsions.</p>
<p>19-20</p> <p>1) Increased percentage of parent participation at events and meetings</p> <p>2a) Increased percentage in attendance rates</p> <p>2b) Decreased percentage in truancy rates, and chronic absenteeism rates</p> <p>3a) 0% dropout rate</p> <p>3b) Decreased percentage in suspension/expulsion rates</p>	

Expected	Actual
<p>Baseline</p> <p>1) It is the goal to have 100% attendance at parent Teacher Conferences, Back to School Nights, and Open House. The District would like to improve meeting attendance at information nights, School Site Council, and other meetings. Currently our meetings take place with our Council members, and very limited, if any, audience members.</p> <p>2a) The past five years the District has had a 92-95% attendance rate. The District would like to be consistently over 95% for the next 3 years.</p> <p>2b) The truancy rate has fluctuated in the District over the past 5 years. It has been between 35% and 25%. The baseline for the next 3 years will be less the 25%. The chronic absenteeism rate will be 5% for the next 3 years.</p> <p>3a) 0% dropout rate is the baseline.</p> <p>3b) The District has seen a low suspension rate for the past 5 yrs. The rates have fluctuated between 0.50 and 0. There have been 0 expulsions in the past 5 years.</p> <p>* This District is not a high school district - HS dropout rates and grad rates do not apply.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Back to School Night (all students) Participation	Refreshments 0000: Unrestricted LCFF \$50	Refreshments 0000: Unrestricted LCFF 50
Maintain Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)	Identified 0000: Unrestricted Title I None	Identified 0000: Unrestricted Title I None

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain District English Language Advisory Committee Participation (focused on supporting English Language Learners)	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
Maintain School Site Council Meeting Participation (all students)	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
Parent/Teacher Conferences - Parent Participation (all students/EL student status based on ELPAC data).	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
Review and monitor Chronic Absenteeism and Attendance data	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
Continue to Conduct California Healthy Kids Survey	Identified 0000: Unrestricted Tobacco-Use Prevention Education None	Identified 0000: Unrestricted Tobacco-Use Prevention Education None
Meet directly with parents of students who are chronically absent, discuss options and detrimental effects on student achievement. Improve student attendance and student achievement.	Identified 0000: Unrestricted LCFF None	Identified 0000: Unrestricted LCFF None
For English Learners/low-income students Maintain Title I Meeting	Information distribution - mailing 0000: Unrestricted LCFF \$50 Host meeting - refreshments 0000: Unrestricted LCFF \$50	Information distribution - mailing 0000: Unrestricted LCFF 50 Host meeting - refreshments 0000: Unrestricted LCFF 50
For English Learners: Maintain and Grow District English Language Advisory Meeting	For English Learners: Maintain District English Language Advisory Meeting 0000: Unrestricted LCFF None	For English Learners: Maintain District English Language Advisory Meeting 0000: Unrestricted LCFF None

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 that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff. Many expenditures were under budget and many low cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended here was used to support distance learning when and where possible related to each action with the purchase of additional technology and materials in support of student, and family engagement and effective delivery of content.

Mental health and well-being continued to be supported at the site and County level with expanded opportunities for stakeholders to access the support they needed.

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

The successes during the shift to distance learning resulted from attempts to provide all stakeholders with materials and support needed to succeed. Teachers were able to connect with all students, and present meaningful material and use digital curriculum throughout the stay at home order.

Some challenges have presented themselves as a result of the lack of in-person connections for teachers, students, and parents. Teachers have worked hard to keep all students engaged in class and on assignments, but have reported a large decline in the rates of participation and the level of work being completed.

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
Our Resource Teacher, and SLP are meeting with students under strict guidelines that allow for social distancing and masks in most cases. We are cleaning extensively between each students arrival and providing masks for students who may not have one. Being a small school District we are meeting with approximately 12 students throughout the week.	2000.00	2000.00	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.

None

Analysis of In-Person Instructional Offerings

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

In-person instruction caused fewer challenges, no technology issues, and fewer no shows. Scheduling problems did occur as our Resource Teacher is scheduled to work 3 days per week and our SLP works one day per week due to our very small school district.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PESD has ordered Hotspots and One-to-One devices to aide in Distance Learning. At this time 50 hotspots have been procured with 150 chromebook devices on back order, waiting for Sept. Delivery.	100,000.00	40,000	Yes

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.

We planned for every student in need of a hot spot would have them prior to the start of the 20-21 school year. These hotspots did not arrive until September and October due to the overwhelming need across the country.

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.

Teachers worked very hard to make Distance Learning and the continuity of instruction a success. Once students gained access to Connectivity the instruction was received at a much higher rate and the District was no longer in need of finding ways to make connection with families. Participation seemed to be hit and miss, even with the reality of failing 50% of students were not completing assignments. Professional development was ongoing and a lot of trial and error was used due to the extremely new nature of what was happening in education. The entire District worked together to maintain contact with students and to meet the needs of all or our students including those with special needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing After School Tutoring and Monitoring Student Goals	12,500.00	10,000	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.

This program was not utilized by families to the full extent of the offering. Throughout distance learning we have about .05% of our student population using this program. Once school resumed in-person both hybrid and full-time the AfterSchool Program jumped first to 20% of our student population to 40% of the student population.

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.

Students were identified by there teachers and recommended for extra help, with pull out during the school day and recommended for extra help in the AfterSchool Program.

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.

It is hard to analyze the successes of what was sent home to help offset the mental health and social emotional issues that were triggered by the pandemic. The District provided information to families on where to find support for these issues, coupled with regular check-ins with students at school we were able to monitor students to the best of our ability. Being a small school district, we do not have immediate support on our campus, but can find support, if needed, at our County Office of Education.

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.

During this year our District and Teachers were in constant contact with students and families. Keeping both engaged in education has been a difficult and trying task, and it seemed we were working overtime to try and keep some level of focus on the child's education. I don't believe there has ever been a more difficult task, and re-engaging students and families once they returned to school has been troublesome.

Analysis of School Nutrition

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

Our School District has continued to offer lunch to students from the time that they were quarantined from school, during Distance Learning, for those who remained at home when the Hybrid Schedule began, and throughout full in-person learning. We will continue to offer lunch throughout the Summer, as we prepare for next school year.

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.

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

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.

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	85,546.00	76,012.00
	0.00	4,000.00
Concentration	6,980.00	13,800.00
LCFF	75,137.00	54,012.00
Other	2,400.00	2,600.00
Title II	1,029.00	1,600.00

* 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	85,546.00	76,012.00
	0.00	4,000.00
0000: Unrestricted	150.00	150.00
2000-2999: Classified Personnel Salaries	20,377.00	20,377.00
4000-4999: Books And Supplies	43,560.00	13,360.00
5000-5999: Services And Other Operating Expenditures	13,380.00	26,100.00
5800: Professional/Consulting Services And Operating Expenditures	8,079.00	12,025.00

* 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	85,546.00	76,012.00
		0.00	4,000.00
0000: Unrestricted	LCFF	150.00	150.00
2000-2999: Classified Personnel Salaries	LCFF	20,377.00	20,377.00
4000-4999: Books And Supplies	Concentration	1,000.00	1,000.00
4000-4999: Books And Supplies	LCFF	41,760.00	11,360.00
4000-4999: Books And Supplies	Other	800.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Concentration	5,980.00	12,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,200.00	13,100.00
5000-5999: Services And Other Operating Expenditures	Other	200.00	200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,650.00	9,025.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,400.00	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,029.00	1,600.00

* 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	45,579.00	18,850.00
Goal 2	39,817.00	57,012.00
Goal 3	150.00	150.00

* 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	\$2,000.00	\$2,000.00
Distance Learning Program	\$100,000.00	\$40,000.00
Pupil Learning Loss	\$12,500.00	\$10,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$114,500.00	\$52,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,000.00	\$2,000.00
Distance Learning Program	\$100,000.00	\$40,000.00
Pupil Learning Loss	\$12,500.00	\$10,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$114,500.00	\$52,000.00