



2020 -2021 LCP

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

Paso Robles Joint Unified School District students will be College and Career and Community Ready when they graduate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: PRJUSD Guiding Principles Goal #1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator College and Career Planning Have a College/Career Readiness Plan Have met with a Guidance Counselor, Priority 4 local metric, Action 4, 5, 6, 7, 8	During the 2019-20 school year, students in grades 9-12 meet with guidance counselors, however, the 2020 student LCAP survey was not given due to the March closure of in-person instruction due to the pandemic
19-20 90% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan	
85% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress	
Baseline 71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016)	

Expected	Actual
<p>59% of the 9th -12th grade students indicated in the 2017 LCAP survey that they have met with a guidance counselor to review their academic progress (58% in 2016)</p>	
<p>Metric/Indicator Graduation Rate Priority 5 Metric 5, Goal 1 Action 1,2,5, Goal 2 Action 12</p> <p>19-20 Maintain high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 76%</p> <p>Baseline High school graduation rate (based on 15-16 data) for all students was 93.7% and was rated green on the CA Dashboard. English Learner, socioeconomically disadvantage, Hispanic and white subgroups were all 91% or higher and rated blue or green on the CA Dashboard. Special Education subgroup was 70% and declined and was rated red.</p>	<p>The state did not provide the 2020 CA Dashboard due to the closure of schools in March 2020 due to the pandemic. The 2019 Dashboard rated PRJUSD as orange with a graduation rate of 89.8% with English learners as yellow (81.6%) and low income (87.3%) and homeless youth (84%) rated green. In 2020, the state did provide a report on graduation rates without a color coded ranking. The overall graduation rate was 88%, with English learners 73.7%, low income 83.3%, homeless 75% and students with disabilities 75%. Data. Quest reported that the 2019-20 five year choroid data. Indicated a graduation rate of 91.6% which was a the state average of 90.0%</p>
<p>Metric/Indicator Dual Enrollment Priority 5 Metric 5, Goal 1 Action 1,2,3, 7</p> <p>19-20 Increase dual enrollment sections to 70 sections at Paso Robles High School, and total number of students to 800 students.</p> <p>Baseline High School Students will have access to 30 sections dual enrolled courses at Paso Robles High School.</p>	<p>In 2019-2020, there were 63 sections of dual enrollment at Paso Robles High School, and a total of 1,257 students who were enrolled.</p>

Expected	Actual
<p>Metric/Indicator Community Service Priority 5, 6,</p> <p>19-20 Increase to 50 percent of seniors completing community service directly connected to school courses or requirements.</p> <p>Baseline Less than 20 percent of Graduating Seniors having completed community service, directly connected to school courses or requirements.</p>	<p>Due to the closure of in-person school and the state's stay-at-home order, students were not about to complete community service and this indicator was not measured.</p>
<p>Metric/Indicator Career Planning, Mock Interview and Resume completion. Priority 5, 6</p> <p>19-20 Increase 60 percent of Graduating Seniors having completed Mock Interview and Resume, directly connected to school courses or requirements.</p> <p>Baseline Less than 20 percent of Graduating Seniors having completed Mock Interview and Resume , directly connected to school courses or requirements.</p>	<p>The mock interview and resume completion was scheduled for the spring of 2020, but did not take place due the closure of in-person school and Governor Newsome's stay-at-home order. During the spring of 2020, tools such as Zoom and Google Meets were not in general use.</p>
<p>Metric/Indicator High School dropout rate, Priority 5, metric 4, Action 2,5</p> <p>19-20 Reduce the 9th-12th grade cohort dropout rate to 4.5%</p> <p>Baseline Based on DataQuest report using 2015-16 data the 9th-12th grade cohort dropout rate is 6.6%</p>	<p>Data from the 2019-20 school year indicate that the 9th - 12 grade cohort dropout rate is 8%. In 2016-17, the methodology for calculating the Cohort graduation rate was changed. The California Department of Education (CDE) strong discourages against comparing any rates after 2016-17 with rates prior to that school year.</p>
<p>Metric/Indicator Middle School dropout rate, Priority 5, metric 3, Action 1,4, 8</p> <p>19-20</p>	<p>Data is no longer available due to changes in the state methodology for collecting drop dropout data.</p>

Expected	Actual
<p>Maintain 0% middle school dropout rate</p> <p>Baseline 0% middle school dropout rate</p>	
<p>Metric/Indicator Percent of students satisfying UC/CSU entrance requirements or CTE sequences, Priority 4, Metric 3, Action 4, 5, 6, 7, 8</p> <p>19-20 Increase to 70% students having met A-G requirements or CTE sequences</p> <p>Baseline Preliminary data for 2016-17 indicates that 56% of students have met A-G requirements or CTE sequences</p>	<p>In 2019-20, 27.7% of all 12th grade students met A-G or completed a CTE sequence. At Paso Robles High School 38.4% of all 12 grade students met A-G requirements or completed a CTE sequence</p>
<p>Metric/Indicator Percent of 9th grade students on track to graduated (passed math and English) and no more than one F in any other class, Priority 4, local metric, Goal 1 Action 2, 4, 5, 7, Goal 2 Action 12</p> <p>19-20 85% of 9th grade students will have successfully passed English language arts and mathematics</p> <p>Baseline Based on semester 1 of the 2016-17 school year, 63.2% of 9th graders are on track to graduate. (35% of 9th grade students failed ELA and/or mathematics and 1.8% who passed ELA and mathematics failed two or more courses.)</p>	<p>In 2019-20, 93% of 9th grade students successfully passed English language arts and mathematics and did not have more than one failing grade in another other area</p>
<p>Baseline</p>	
<p>Metric/Indicator Percentage of students in grades 9-12 who have obtained college credit through dual enrollment, concurrent enrollment</p>	<p>The past year, 11.9% of all 9-12 students earned college credit, either through a dual enrolled classes, 3 or better on an AP class</p>

Expected	Actual
<p>and/or Advance Placement (AP) tests, local measure, priority 4, Action 5</p> <p>19-20 Increase percentage to 60% of grade 9-12 students who have earned college credit</p> <p>Baseline In 2015-16, 45% of grade 9-12 students had earned college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests. There were 1,017 students obtaining college credit out of 2,265 9th -12th grade students.</p>	<p>or concurrent enrollment. Cumulative totals are estimated at 45% of all students have at college credit.</p>
<p>Baseline I</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College Trips and Expoloration	4000-4999: Books And Supplies LCFF Supplemental and Concentration 6,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 571
Work-Based Learning/Student Newspaper	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,500</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 274</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,850</p>
Field Studies Collaborative Research and Access Trips	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 16,200</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 16,099</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 16,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,286 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,400	Supplemental and Concentration 9,479 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,368 4000-4999: Books And Supplies LCFF Supplemental and Concentration 670
Middle School Counselors	1000-1999: Certificated Personnel Salaries Supplemental 103,386 3000-3999: Employee Benefits LCFF Supplemental and Concentration 49,078	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 95,020 3000-3999: Employee Benefits LCFF Supplemental and Concentration 35,843
High School Counselors	1000-1999: Certificated Personnel Salaries Supplemental 154,135 3000-3999: Employee Benefits LCFF Supplemental and Concentration 62,438	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 15,4135 3000-3999: Employee Benefits LCFF Supplemental and Concentration 61,266
College and Career Center	4000-4999: Books And Supplies LCFF Supplemental and Concentration 6,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 326
AVID	1000-1999: Certificated Personnel Salaries Supplemental 11,474 5000-5999: Services And Other Operating Expenditures Supplemental 39,700	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,789 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 25,050

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 800 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,493 4000-4999: Books And Supplies LCFF Supplemental and Concentration 18,248	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 174 3000-3999: Employee Benefits LCFF Supplemental and Concentration 943 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,196
College and Career Assessment	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
Parent University	0	0
Technology 1:1 Roll out	2000-2999: Classified Personnel Salaries Supplemental 33,138 1000-1999: Certificated Personnel Salaries Supplemental 11,641 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 34,766 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 647 4000-4999: Books And Supplies LCFF Supplemental and Concentration 403,860 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,613

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 services that required students to be physically present to be implemented were not continued following the state's required March stay at home order (including summer programs). In addition, professional development, conferences and workshops were canceled in the spring (prior to the implementation of Zoom and other online platforms). In order to provide students with access to technology for remote learning, additional Chromebooks were purchased to support families of students in grades K-5 who did not have devices at home. Students in grades 6-12 already had been provided with Chromebooks through the District's 1-1 technology initiative. To purchase the devices, the budget in goal 10 was increased by approximately \$375,000. Part of the final balance of the 2019-20 LCAP was rolled forward to support the upgrade of teacher technology tools to support effective distance learning.

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

During the 2020 school year, significant progress was made in the development of Career Technical Education (CTE) Pathways and the implementation of dual enrollment courses with Cuesta Community College. During the winter and spring of 2020, as the pandemic emerged, many student events and field trips were canceled. Remote teaching platforms were not consistent throughout the district and students in grade TK-5 did not yet have access to devices at home which limited both student and parent participation. There were families who were able to use personal devices including phones to help connect students to teachers. In addition, there was a varying degree of teacher and paraeducator ability to effectively use technology in remote learning setting. Paper packets of work were provided for students in grades TK-8 who did not have devices and/or wifi connection that allowed for remote learning. For goal 1, there were programs that were able to be partially completed as the AVID program was in operation, there were student trips that were conducted in the fall and issues of the student newspapers were published when school was in-person. Counselors played a critical role before and during the shutdown as they helped families to access technology, support and counseling. As the spring progressed, best practices began to emerge in distance learning including the use of Google Classroom, Google Meet and specific lesson planning software. Digital conferences, workshops and trainings were made available, and the use of Zoom for collaboration sessions and meetings was established. These successes provided the base for the plan for distance learning developed in the summer for fall 2020 implementation.

Goal 2

PRJUSD will increase all student success and achievement and provide highly qualified teachers and supports aligned to California State Standards.

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 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	PRJUSD Guiding Principals Goal 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Efforts to seek parent input in district decisions and at each individual school site, priority 3, metric 1 Action 14, 15 19-20 Increase to 50% the percentage of parents who indicate that the school "always" seeks my input regarding my child's education and decrease to 5% the percentage of parents that indicate the school "never" seeks my input. Baseline On the 2016-17 LCAP Survey, 33% of the parents indicated that the school "always" seeks my input regarding my child's education, 47% indicated that the school "sometimes" seeks my input and 20% said the school "never" seeks my input	The LCAP parent survey was not completed in 2019-20 due to the shutdown of in-person school due to the pandemic
Metric/Indicator Statewide assessments, Priority 4, Metric 1, Action 5, 6, 7, 10, 11 19-20 Increase the language arts score by 8 points to 9.4 above 3 which will maintain a green performance level and increase	Statewide California Assessment of Student Performance and Progress did not take place in the spring of 2020 due to the pandemic.

Expected	Actual
<p>mathematics score by 5 points to 15 points below 3 which results in maintaining green level status.</p> <p>In Students with Disabilities subgroup, increase language arts score by 15 points to 63.2 points below 3 which will result in maintaining a yellow performance rating and increase mathematics score by 15 points to 73.8 below points below 3 and results in maintaining a yellow level performance.</p> <p>In the Socioeconomically Disadvantaged subgroup increase the language arts score by 15.1 points to 15 below 3 which will be a green performance rating and increase mathematics scores by 15 points to 14.8 below 3 which will be a green performance level.</p> <p>Baseline Paso Robles received a yellow performance rate in English language arts (grades 3-8) (14.6 point below 3) and mathematics (grades 3-8) (34.2 points below 3)</p> <p>Students with Disabilities was a red in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3).</p> <p>Socioeconomically Disadvantaged students received a yellow performance rating in English Language Arts, grades 3-8 (45.1 points below 3) and in mathematics (59.8 points below 3)</p>	
<p>Metric/Indicator Academic Performance Index, Priority 4, Metric 2, Action 4, 5, 6, 7, 8, 9, 10, 11,12</p> <p>19-20</p>	<p>There is currently no state measure for the Academic Performance Index</p>

Expected	Actual
<p>Meet state expectation for the API</p> <p>Baseline There is currently no state measure for the Academic Performance Index</p>	
<p>Metric/Indicator Percent of English learner pupils making progress toward proficiency as measured by CELDT/ELPAC, Priority 4, Metric 4, Actions 4, 6, 7, 10, 11, 12, 13, 14, 15</p> <p>19-20 Maintain green status on the English Learner Progress state indicator with 75% status.</p> <p>Baseline English Learner Progress state indicator. District was rated green with 70.8% status. English Learner Progress used CELDT as indicator</p>	<p>The English Language Proficiency Assessment for California (ELPAC) was not completed in the spring of 2020 due to the pandemic and so there not an English Learner Progress state indicator available for 2019-20</p>
<p>Metric/Indicator English learner reclassification rate, Priority 4, Metric 5, Action 6, 7, 10, 11, 12, 13, 14, 15</p> <p>19-20 Maintain the reclassification level of 21.3%.</p> <p>Baseline Baseline data for 2015-16 is 21.3% which is significantly higher than the state level.</p>	<p>The administration of the English Learner Proficiency Assessment for California (ELPAC) was to be administered in the spring of 2020 and was disrupted by the pandemic. In addition, the local assessments that can be used to determine reclassification were not able to be administered in the spring of 2020. Dashboard data regarding reclassification was not released for the 2019-2020 school year.</p>
<p>Metric/Indicator Program and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Action 4, 6, 9, 11, 13, 14, 15</p> <p>19-20 Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum.</p>	<p>A review of schedules indicated that unduplicated students are received core programs and services. All English learners are receiving both dedicated and integrated ELD and have access to core curriculum. Both socioeconomic disadvantaged students and foster youth have access to core curriculum. In the Special Education Plan (SEP), began in 2019-20 and completed in the fall of 2020, a greater access to courses required for high school graduation was needed for students with disabilities (some of which are also unduplicated students). An analysis of root causes</p>

Expected	Actual
<p>Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum.</p> <p>Baseline Student schedules in grades 6-12 indicate that unduplicated students participate in all core areas while still receiving support in either ELD or remedial assistance in mathematics or English language arts</p>	<p>and action steps were developed through the SEP and are included within the 2021-2024 LCAP.</p>
<p>Metric/Indicator Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3,</p> <p>19-20 Continue co-teaching in grades 6-12.</p> <p>Review science adopted materials to identify supports for students with disabilities. Provide specialized training for teachers of students with disabilities to use supports.</p> <p>Baseline Wonderworks provided to all Learning Centers for English Language Arts support for K-5 special education students.</p> <p>Co-teaching classes implemented in ELA, math, science and social studies in grades 9-12 and as a pilot in grades 6-8</p>	<p>The co-teaching program in 6-12 has been continued and training took place in 2019-20. A review of 6th - 8th grade science materials was scheduled to be completed in the spring of 2020, but was delayed due to the pandemic. The Special Education Plan completed by the district with assistance from the San Luis Obispo County Office of Education (SLOCOE) began in 2019-20 and completed in the fall of 2020 indicated the need to review expanding coteaching options for middle school students with disabilities to assure access to graduation track courses in high school. This was included in the 2021-2024 LCAP plan.</p>
<p>Metric/Indicator Prepared for College and Career - State Indicator, Priority 4 Metric 7, Action 7, 8, 10, 12</p> <p>19-20 Prepared for College and Career - (with new CAASP Assessment) - 60%</p> <p>Baseline</p>	<p>Overall, 48.5% of exiting students from Paso Robles Joint Unified School District were identified as "prepared" on the College and Career Readiness Indicator (CCI). Paso Robles High School had 61.8% of students identified as "prepared" on the CCI.</p>

Expected	Actual
<p>Prepared for College and Career - 38.6% (Using CST Data)</p>	
<p>Metric/Indicator Every exiting 1st graders will be a reader and mathematician as evidenced by assessment data, Priority 4, local measure, Action 1, 2, 3, 5, 9, 11</p> <p>19-20 Increase the percentage of first grade students meeting MAP growth targets to 80% in reading and 80% in mathematics.</p> <p>First grade iRead Data - 90% at or above grade level</p> <p>First Grade MAP assessment increase to 85% of first graders on grade level in reading and mathematics</p> <p>Baseline Map Data indicates that 52% of first grade students met MAP growth targets in reading and 62% met Map growth targets in mathematics Kindergarten iRead 64% at or above grade level 27% just below grade level 9% far below grade level</p> <p>According to the MAP Assessment 36% of first graders are on grade level in reading and 37% in mathematics</p>	<p>Scheduled spring local assessments including IReady (which replaced MAP) and iRead assessments were not given in the spring of 2020 due to the pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All-Day Kindergarten Paraeducators	2000-2999: Classified Personnel Salaries Supplemental 387,481 3000-3999: Employee Benefits Supplemental 149,085	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 361,640 3000-3999: Employee Benefits LCFF Supplemental and Concentration 130,257
Combination Class Support	0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration 138,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 56,581 3000-3999: Employee Benefits LCFF Supplemental and Concentration 38,119 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 455
Primary Paraeducators	2000-2999: Classified Personnel Salaries Supplemental 115,989 3000-3999: Employee Benefits Supplemental 68,816	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 107,121 3000-3999: Employee Benefits LCFF Supplemental and Concentration 40,227
Support for New Teachers and Credentialing Process	1000-1999: Certificated Personnel Salaries Supplemental 3,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,500 5800: Professional/Consulting Services And Operating	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3166 4000-4999: Books And Supplies LCFF Supplemental and Concentration 644 5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures LCFF Supplemental and Concentration 85,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration 805	Expenditures LCFF Supplemental and Concentration 65,288 3000-3999: Employee Benefits LCFF Supplemental and Concentration 668
Strategic Support Curriculum and Assessment	4000-4999: Books And Supplies Supplemental 233,630 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 101,886	4000-4999: Books And Supplies LCFF Supplemental and Concentration 219,768 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 113,311
Elementary Intervention/ELD Teachers	1000-1999: Certificated Personnel Salaries Supplemental 331,440 3000-3999: Employee Benefits Supplemental 136,473	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 312,432 3000-3999: Employee Benefits LCFF Supplemental and Concentration 119,755
Middle School Intervention Teachers	1000-1999: Certificated Personnel Salaries Supplemental 126,219 3000-3999: Employee Benefits Supplemental 47,812	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 124,207 3000-3999: Employee Benefits LCFF Supplemental and Concentration 50,697
High School Algebra 1 Support	1000-1999: Certificated Personnel Salaries Supplemental 71,448 3000-3999: Employee Benefits Supplemental 13,412	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 71,488 3000-3999: Employee Benefits LCFF Supplemental and Concentration 25,670

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Expanded Library Services	2000-2999: Classified Personnel Salaries Supplemental 70,790 3000-3999: Employee Benefits LCFF Supplemental and Concentration 53,169 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,325	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 68,446 3000-3999: Employee Benefits LCFF Supplemental and Concentration 46,056 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 15,190
High School After School Tutoring	1000-1999: Certificated Personnel Salaries Supplemental 17,613 3000-3999: Employee Benefits LCFF Supplemental and Concentration 6,458	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4,094 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,285
PreK-8 Summer School	1000-1999: Certificated Personnel Salaries Supplemental 34,393 3000-3999: Employee Benefits Supplemental 12,136 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 9,359 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,364 3000-3999: Employee Benefits LCFF Supplemental and Concentration 6,550 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7,953 4000-4999: Books And Supplies LCFF Supplemental and Concentration 218

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
High School Summer School	1000-1999: Certificated Personnel Salaries Supplemental 42,000 3000-3999: Employee Benefits Supplemental 22,866 4000-4999: Books And Supplies Supplemental 3,566 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 39,385 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9,510 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,040
NGSS Support	4000-4999: Books And Supplies Supplemental 10,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
TK Paraeducators	1000-1999: Certificated Personnel Salaries Supplemental 59,000 3000-3999: Employee Benefits Supplemental 27,990	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 54,261 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16,848

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 services that required students to be physically present to be implemented were not continued following the March shutdown and there was not a summer school program in 2020. The summer school expenditures listed above were from the July 2019 expenses for summer school following the 2018-19 school year. There were no start up expenses for 2020 as summer school did not take place due to the pandemic mandates. In addition, there were fewer expenses for combination classroom support as there were many retired teachers who worked hourly and this was not continued following the close of in-person school in March. Funds were shifted to Goal 1 Action 10 to purchase Chromebook devices for K-5 families who did not have access to personal devices during the spring of 2020. The final balance of the LCAP of \$682,000 was allocated to support the upgrade of teacher technology tools to support effective distance learning (\$400,000), purchase a new 6-8 NGSS aligned science adoption (\$200,000) and support learning loss programs for students (\$82,000) and are reported within the 2020-21 Learning Continuity Plan (LCP).

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

During the winter and spring of 2020, as the pandemic emerged, remote teaching platforms were not consistent throughout the district and students in grade K-5 did not yet have access to devices at home which limited both student and parent participation. There were families who were able to use personal devices including phones to help connect students to teachers. In addition, there was a varying degree of teacher and paraeducator ability to effectively use technology in remote learning setting. Paper packets of work were provided for students in grades TK-8 who did not have devices and/or wifi connection that allowed for remote learning. For goal 2, intervention teachers and paraeducators reached out the families and support edthe distribution of meals and materials. These staff members played a important role during the shutdown as they helped families to access technology and provided instructional support. These staff also supported home visits and reached out to our Spanish speaking families to conduct wellness checks. As the spring progressed, best practices began to emerge in distance learning including the use of Google Classroom, Google Meet, Seesaw and digital lesson planning software. The use of Zoom for collaboration and meetings began. These successes provided the base for the distance learning plan that was developed during the summer and implemented in the fall of 2020.

Goal 3

PRJUSD will provide additional services and supports to ensure social emotional and academic growth for English Learners, Homeless, Low Income, Foster and Students with Disabilities.

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 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities: PRJUSD Guiding Principles Goals 1 and 2

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Implementation of the academic content and performance standards adopted by SBE, Priority 2, Metric 1, Action 1, 2, 3, 4, 6, 7, 8</p> <p>Broad course of study which includes subject areas described in Sections 51210 and 51220. Priority 7, Metric 1, Action 1, 2, 3, 4, 6, 7, 8</p> <p>19-20</p> <p>Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year</p> <p>Baseline</p>	<p>The status of the local indicators including the implementation of the academic content and performance standards adopted by the State Board of Education (SBE) was presented to the the Board of Trustees on October 8, 2019. The presentation indicated that the district was in alignment with the implementation of the academic content and performance standards.</p>

Expected	Actual
<p>Based on the State Standard Implementation Reflection tool recommended for local indicator 2, these are the projected implementation phases for each content area:</p> <p>ELA K-8 Phase 4, 9-12 Phase 3 Mathematics K-12 Phase 4 Social Studies K-12 Phase 1 Science K-2 Phase 1 3-8 - Phase 2, 9-12 Phase 3 VAPA K-12 Phase 4 Physical Education K-12 Phase 3 CTE - Phase 4 World Languages - Phase 4 Health - Phase 4</p>	
<p>Metric/Indicator Programs and services which enable English learners to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency, Priority 2, Metric 2, Action 2, 3, 4</p> <p>19-20 Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan</p> <p>English Learner Progress state indicator, 75% status</p> <p>Baseline Implemented Imagine Learning for Newcomer Students and English 3D for designated ELD in grade 4-12</p>	<p>During 2019-2020 Guided Language Acquisition and Design (GLAD) training and follow up coaching was provided to the Dual Immersion (DI) Magnet School at Georgia Brown. The English Learner Progress state indicator was not available for the 2019-20 school year due to the pandemic</p>
<p>Metric/Indicator Programs and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Goal 3 Action 2, 3, 4</p> <p>19-20 Close the Achievement GAP, See Goal 2</p>	<p>Programs and services including elementary intervention teachers, strategic English language arts and mathematics courses in grades 6-8, and algebra I supports classes in grade 9 were provided. State metrics including the Smarter Balanced Assessment Consortium (SBAC) tests in math and English</p>

Expected	Actual
<p>Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students</p> <p>English Learner Progress state indicator, 75% status</p> <p>Baseline Implemented Read 180U, iRead, STMath and MAP Assessments to provide additional support for differentiation and to monitor progress of unduplicated students</p>	<p>language arts as well as the English Language Proficiency Assessment for California (ELPAC) were not given in the spring of 2020 due to the pandemic.</p>
<p>Metric/Indicator Programs and services developed and provided to pupils with exceptional needs, Priority 7, Metric 3, Action 1</p> <p>19-20 See Goal 2 for metric</p> <p>Baseline See Goal 2 for metric</p>	<p>State metrics including the Smarter Balanced Assessment Consortium (SBAC) tests in math and English language arts as well as the English Language Proficiency Assessment for California (ELPAC) were not given in the spring of 2020 due to the pandemic.</p>
<p>Metric/Indicator Student Achievement, Priority 4, Metric 1, Action 1, 2, 3, 4, 6,</p> <p>19-20 See Goal 2 for metric</p> <p>Baseline See Goal 2 for metric</p>	<p>Local assessment metrics and state metrics including the Smarter Balanced Assessment Consortium (SBAC) tests in math and English language arts were not given in the spring of 2020 due to the pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Language Intervention	1000-1999: Certificated Personnel Salaries Supplemental 119,300	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 120,041

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental 51,123	3000-3999: Employee Benefits LCFF Supplemental and Concentration 49,833
English Learner Materials and Supplies	4000-4999: Books And Supplies Supplemental 17,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 40,095 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,006 3000-3999: Employee Benefits LCFF Supplemental and Concentration 181 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 553
Parent Institute for Quality Education (PIQE)	4000-4999: Books And Supplies Supplemental 20,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,000
Wi-fi Access at Home	5000-5999: Services And Other Operating Expenditures Supplemental 13,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 12,809
Middle School Tutoring	1000-1999: Certificated Personnel Salaries Supplemental 19,000 3000-3999: Employee Benefits Supplemental 5,002	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 19,921 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,042

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental	
K-12 TOSA for Special Education Instructional Supports	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 92,028 3000-3999: Employee Benefits LCFF Base 35,158	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 32,034 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7,976
ELPAC Testing Team	0001-0999: Unrestricted: Locally Defined Supplemental 19,804 3000-3999: Employee Benefits Supplemental 5,195.61	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 730 3000-3999: Employee Benefits LCFF Supplemental and Concentration 59
Bilingual Parent Liaisons	2000-2999: Classified Personnel Salaries Supplemental 83,276 3000-3999: Employee Benefits Supplemental 61,439.24	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 91,347 3000-3999: Employee Benefits LCFF Supplemental and Concentration 50,843
ELL Services Coordinator	1000-1999: Certificated Personnel Salaries Supplemental 24,046 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9,063	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 24,046 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,709 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 385

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Low Income, Homeless, Foster Supplies	4000-4999: Books And Supplies Supplemental 14,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Reduced Counselor Ratio at Alternative Education HS	1000-1999: Certificated Personnel Salaries Supplemental 51,971 3000-3999: Employee Benefits LCFF Supplemental and Concentration 19,047	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 51,971 3000-3999: Employee Benefits LCFF Supplemental and Concentration 18,455
Mental Health Therapist	2000-2999: Classified Personnel Salaries Supplemental 74,632 3000-3999: Employee Benefits Supplemental 37,142	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 74,585 3000-3999: Employee Benefits LCFF Supplemental and Concentration 35,923
Community Wellness Hub	4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,296.20	4000-4999: Books And Supplies LCFF Supplemental and Concentration 113
Bilingual Paraeducators	2000-2999: Classified Personnel Salaries Supplemental 75,159 3000-3999: Employee Benefits Supplemental 26,415	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 36,242 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,139
Youth in Action/Girls Circle Support Groups	2000-2999: Classified Personnel Salaries Supplemental 14,645 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5,145	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 15,221 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5,055

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Learner Welcome Center	4000-4999: Books And Supplies Supplemental 5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,195 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 204
Late Bus/Co-Curricular and Tutoring	5000-5999: Services And Other Operating Expenditures Supplemental 45,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 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.

The majority of the actions and services in this goal were able to be accomplished. Additional unspent funds were shifted to purchase Chromebooks to allow provide devices to K-5 students by increasing Goal 1 Action 10. The final balance of the LCAP of \$682,000 was allocated to support the upgrade of teacher technology tools to support effective distance learning (\$400,000), purchase a new 6-8 NGSS aligned science adoption (\$200,000) and support learning loss programs for students (\$82,000) distance learning as identified in the 2020-2021 Learning Continuity Plan (LCP).

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

It remains a challenge to hire and retain bilingual paraeducators. One of the challenges is that bilingual staff are highly sought after and full time positions would be more attractive and would also be able to support outreach efforts to parent by allowing staff to complete phone calls and/or meetings after school.

Goal 4

PRJUSD will provide opportunities that support a culture of belonging and positive climate for our students, families and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: District Guiding Principles

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Efforts to promote parental participation in programs for pupils with exceptional needs, Priority 3, Metric 2 and 3, Action 1 and 4	<p>In 2019-2020, the GATE identification process was not completed due to the closure of in-person school in March and the GATE parent orientations and workshops were suspended as well</p> <p>The Special Education Department conducted a three session Parent University for Special Education for parents (18-20) and did a workshop for parents with our county SELPA office on the Alternative Dispute Resolution Process</p> <p>Parent Institute for Quality Education (PIQE) provided a nine week Parent Engagement Workshop to parents for Georgia Brown Dual Immersion Magnet and The Arts Academy at Bauer-Speck with over 30 graduates. A spring workshop was provided to middle school parents. Even though the pandemic interrupted the in person class, the class continued virtually and had 10 graduates. English language Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC) continued virtually to provide help and support. The Migrant Program Coordinator reached out by phone to migrant families to identify needs and provide support.</p>

Expected	Actual
<p>19-20 Provide Orientation to parents of newly identified GATE students. Provide a minimum of 2 other parent workshops/trainings based on identified need.</p> <p>Provide orientation to families of English learners new to the district and provide a minimum of 2 other parent workshop/training based on identified need.</p> <p>Provide an orientation training for parents of newly identified students with disabilities or new to the district and a minimum of 2 other parent workshop/training based on identified need.</p> <p>Implement services that would best support parents/guardians of homeless and foster youth to participate in school events and activities.</p> <p>50% of parents on the LCAP survey will indicate that they have attended a parent workshop/training.</p>	

Expected	Actual
<p>Baseline A GATE Parent Advisory was established</p> <p>PLATA - An parent outreach team formed from English Learner parent who attend the PIQE Leadership training was formed in the Spring of 2017. PLATA provided a workshop on the important of summer learning and presented it at site ELAC meetings</p> <p>Special Education Advisory was established</p> <p>Every 6-8 student was provided with a Chromebook as part of the 1-1 District Initiative. A planned expansion of the the 1-1 Initiative for grades 9-12 is planned for 2017-18</p> <p>9% of parents on the LCAP survey indicated that they attended a parent workshop/training</p>	
<p>Metric/Indicator Attendance Attendance rates (ADA), Priority 5, Metric 1, Action 1,2,3</p> <p>19-20 Maintain ADA at 96%</p> <p>Baseline Current ADA is 95.44% for year to day (May 2017)</p>	<p>The attendance rate at the end of Feb 2020 (which has been used for all subsequent reports by state authorization) was 94.79%</p>
<p>Metric/Indicator Efforts to promote parent participation in programs for unduplicated pupils, Priority 3, metric 2, Action 9</p>	<p>LCAP Parent Survey was not given in the spring of 2020 due to the pandemic</p>

Expected	Actual
<p>19-20 Increase to 30% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops</p> <p>Baseline On the 2016-17 LCAP stakeholder surveys, 9% of parents indicated that they attended a workshop or training provided by the district or school site</p>	
<p>Metric/Indicator Implementation of PBIS districtwide, local measure for priority 5 and 6, Action 10</p> <p>19-20 Increase state PBIS medal status to four schools at gold metal status and the remaining schools at silver level.</p> <p>Baseline Six school sites were award a bronze metal for PBIS implementation and fours school sites received a silver metal</p>	<p>The implementation of PBIS was continued in 2019-2020, but the process for state awards was discontinued due to the pandemic closures.</p>
<p>Metric/Indicator Pupil Outcomes in subject areas described in Sections 51210 and 51220, Priority 8, metric 1, Action 3</p> <p>19-20 Elementary Athletics: Increase overall participants to 825 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 50% Maintain all other schools above 50%</p>	<p>The elementary athletic program was fully implemented for two of the four seasons. Final data was not available due the closure of in-person school in March.</p>

Expected	Actual
<p>Middle School Athletics: Maintain 50/50 ratio of boys to girls Maintain Flamson Middle School and Lewis Middle School at 40%</p> <p>Baseline Elementary Athletics There were 747 individual grade 3-5 students who participated in elementary athletics 47% were girls and 53% were boys 51% of the grade 3-5 students district-wide participated. Participation by School: Bauer Speck 35% Brown 52% King 50% Butler 51% Peterson 56% Pifer 59%</p> <p>Middle School Athletics There were 536 students who participated 50% were girls and 50% were boys 37% of the grade 6-8 participated in middle school athletics Flamson Middle School 34% Lewis Middle School 40%</p>	
<p>Metric/Indicator Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3, Action 1</p> <p>19-20 Gate Certified Teachers will increase to 85% of the teachers in GATE cluster, classes, or honors courses.</p>	<p>The district conducted extensive GATE certification in 2018-19 for teachers who taught clustered GATE students. AP training has been provided to AP teacher each year and a monitoring system has been developed to identify when an AP teacher has had training.</p>

Expected	Actual
<p>100% of the Advanced Placement Teachers will have receive AP training within the past three years.</p> <p>Baseline Students in grades 2-10 who have been identified in as GATE have the opportunity to participate in GATE clusters, GATE classes, accelerated options, honors courses with teachers who are GATE certificated. Currently one teacher out of 34 teachers has GATE certification (3%).</p> <p>Student in grades 10-12 in Advanced Placement course will be taught by teachers who have received AP training within the past three year.</p>	
<p>Metric/Indicator Broad course of study which includes subject areas described in Sections 51210 and 51220 (a)-(i), Action 2</p> <p>19-20 Continue to provide visual arts, music,drama, and dance for all students in grades K-5 including keyboarding instruction for all third grade students. Continue a VAPA wheel in grade 6 and in grades 7-12 articulated options for in depth study of music, dance, drama and visual arts as evidenced in master schedules and sequenced course descriptions.</p> <p>Baseline Visual arts, music and dance is provided for all students in grades K-5. Keyboarding instruction provided for grade 3 at the Arts Academy at Bauer-Speck. In grades 6-8, VAPA options include classes in music, dance, drama and visual arts. In grades 9-12 options for indepth study of music, dance, drama and visual arts</p>	<p>Prior to the school closure due to the pandemic, PRJUSD provided visual arts, music, drama, and dance for all students in grades K-5 . There was a VAPA wheel for grade 5 and in grades 7-12 articulated options for in depth student of VAPA fields of study.</p>
<p>Metric/Indicator Technology implementation, local measure, Action 4</p>	<p>The LCAP teacher survey was not conducted due to the school closures required by the pandemic.</p>

Expected	Actual
<p>19-20 Increase to 75% the teachers who indicate that the typical student to computer ratio at school is two to one or one to one.</p> <p>Increase to 75% of teachers who indicate that the the perceived quality of internet speed is above average or excellent.</p> <p>Baseline 55% of teachers indicated that the typical student to computer ratio at school is two to one or one to one</p> <p>34% of teacher indicated that the perceived quality of internet speed is above average or excellent</p>	<p>During the spring of 2020, an additional 600 Chromebooks were purchased to provide access to distance learning and communication. In the summer of 2020 enough iPad and Chromebooks were ordered to provide a mobile devices for all students in TK - 12 grade. In the fall of 2020 a major bandwidth expansion of completed to provide the required connectivity to provide synchronous distance learning. Individual school projects were also completed in the fall of 2020 to provide enhance WiFi at the school sites.</p>
<p>Metric/Indicator Percent of pupils passing AP exam with 3 or higher, Priority 4, Metric 6, Action 1</p> <p>19-20 Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 77%.</p> <p>Baseline Based on DataQuest for 2014-15 AP testing data, 304 AP received a score of 3 or higher. There were 1,394 students in grades 10-12 and thus a 22% rate of AP to grade 10-12 enrollment. In 2013-14 there were 284 AP test with 3 or more and 1433 students in grades 10-12 for a 20% rate.</p> <p>Based on DataQuest for 2014-15, 304 AP tests received a score of 3 or higher out of 442 tests completed. This was a 69% passage rate. In 2013-14, 284 AP tests received a score of 3 or higher out of 434 tests. This was a 65% passage rate.</p>	<p>The AP exams was not given in the spring of 2020 due to the school closures required by the pandemic.</p>
<p>Metric/Indicator</p>	<p>The LCAP students surveys were not completed during the spring of 2020 due to school closures required by the pandemic.</p>

Expected	Actual
<p>School Connectiveness Priority 6, Metric 3, local measure, Action 1, 2, 3, 4, 5</p> <p>19-20 Maintain at 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school.</p> <p>Increase to 80% of 6-8th grade students who strongly agreed or agreed that they feel connected to school.</p> <p>Increase to 80% of 9th-12th grade students who strongly agreed or agree that they feel connected to school.</p> <p>Baseline On the 2017 LCAP Survey, 86% of the 5th grade students strongly agreed (57%) or agreed (29%) that they are proud to be part of my school</p> <p>On the 2017 LCAP Survey, 54% of 6-8th grade students strongly agreed (12%) or Agreed (42%) that they feel connected to school</p> <p>On the 2017 LCAP Survey, 57% of 9th-12th grade students strongly agreed (14%) or agree(43%) that they feel connected to school</p>	
<p>Metric/Indicator Suspension rate Suspension, Priority 6, Metric 1, Action 1,2,</p> <p>19-20 Decrease suspensions to: All Student 2.6% Students with Disabilities - 2.7%</p>	<p>The California Dashboard was suspended for the 2019-20 school year. Data from the 2018-19 Dashboard regarding suspension showed that suspension rates for all students was 6.6% with all subgroups but English learners in either the red level (including students with disabilities, African American, foster and homeless youth, and two or more races) or in the orange level (white, Hispanic, Asian and socioeconomically disadvantaged) . English learners were in the yellow level with 4.4%.</p>

Expected	Actual
<p>Two or More Races - 3.0% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)</p> <p>Baseline All Students 3.5% Students with Disabilities - 7.0% Two or More Races - 7.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged were given a green performance rating)</p>	
<p>Metric/Indicator Expulsion rate, Priority 5 metric 2, Action 1,2,3, 4, 5</p> <p>19-20 Maintain expulsion rate at .001%</p> <p>Baseline In DataQuest, based on 2014-15 school year, 10 students were expelled out of a population of 6,555 students which is an expulsion rate of .0015%</p>	<p>The metric was inadvertently listed as .001% rather than .1%. The expulsion rate for 2019-20 was .14%</p>
<p>Metric/Indicator Local Measures, surveys of pupils, parents, and teachers on sense of safety and school connectedness, Priority 6, metric 1 Action 1,2,3,4,5,7</p> <p>19-20 Increase to 75% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school".</p> <p>Baseline In the 2016-17 LCAP Survey, 54% of the 6th - 8th and 57% of 9th-12th grade students surveyed either "strongly agreed" or "agreed" "I feel connected to school"</p>	<p>The latest LCAP survey, 2019, indicated that between 83%-95% of students surveyed felt connected to school (either "strongly agreed" or "agree").</p>

Expected	Actual
<p>Metric/Indicator School facilities are maintained in good repair, Priority 1, metric 3</p> <p>19-20 Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district's use of the Measure M funds.</p> <p>Baseline There were no complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, was visited by the San Luis Obispo County Office of Education which found no facilities violations. The Board of Trustees passed a facilities master plan in 2015 and the community of Paso Robles authorized a \$95 million dollar bond, Measure M, for facilities upgrades in November 2016</p>	<p>School facilities are maintained and in good repair. The district passed a bond (Measure M) in 2015 and during 2019-20, The Arts Academic at Bauer Speck (TAABS) was moved to a temporary location and a complete renovation is being done at the previous school site which continued during the 2020-21 school year. In a local survey all school facilities were rated as good or above. There have been no complaints fielded through the Uniform Complaint Policy (UCP). The Citizen Bond Oversight Committee met during the 19-20 school year, but was unable to present their annual report due to the school closure and stay-at-home order due to the pandemic. The report was presented during the 2020-21 school year.</p>
<p>Metric/Indicator Chronic Absenteeism, Priority 5, Metric 2, Action 1,2,3</p> <p>19-20 Decrease Chronic Absenteeism to a district average of 7.0%.</p> <p>Baseline State Indicator in development. As of March 2017, district Chronic Absenteeism rate is estimated to be 8.87%. State report will be available in Fall of 2017. Review report to determine alignment with district calculations</p>	<p>In 2019, PJUSD had a district Chronically Absenteeism rate of 11.6%. Areas of concern are foster youth (24.4%), English learners (12%), low income students (14.8%), homeless youth (16.4%), and students with disabilities (16.6%).</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
GATE Supports	<p>1000-1999: Certificated Personnel Salaries Supplemental 6,000</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,607</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 310</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,770</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,017</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 67</p>
K-12 VAPA Supports	<p>1000-1999: Certificated Personnel Salaries Supplemental 305,228</p> <p>3000-3999: Employee Benefits Supplemental 131,360</p> <p>4000-4999: Books And Supplies Supplemental 80,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 22,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 70,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 285,132</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 110,223</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 24,504</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,786</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 22,000	This Line was repeated (see above)
Elementary and Middle School Athletics	1000-1999: Certificated Personnel Salaries Supplemental 59,709 3000-3999: Employee Benefits Supplemental 26,649 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 95,572	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 62,216 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16,451 4000-4999: Books And Supplies LCFF Supplemental and Concentration 9,005 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 9,478
Middle School Intervention Specialists	2000-2999: Classified Personnel Salaries Supplemental 60,781.00 3000-3999: Employee Benefits Supplemental 32,282	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 54,927 3000-3999: Employee Benefits LCFF Supplemental and Concentration 29,064
PBIS Supports	4000-4999: Books And Supplies Supplemental 35,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 15,065 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 136 3000-3999: Employee Benefits LCFF Supplemental and Concentration 34

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,198
Elementary Intervention Specialists/Guidance Specialists	2000-2999: Classified Personnel Salaries Supplemental 164,958 3000-3999: Employee Benefits Supplemental 203,053 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 277,158	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 110,419 3000-3999: Employee Benefits LCFF Supplemental and Concentration 155,700 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 259,866 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,056
Surveillance Cameras/Radios for School School Safety	6000-6999: Capital Outlay LCFF Supplemental and Concentration 80,000	0 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7,150 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 49,700
Staff Training and Supports: Active Shooter and Social Emotional	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School Resource Officer 6-12	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 90,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
WEB Mentorship and Transition Supports	5000-5999: Services And Other Operating Expenditures Supplemental 10,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7,485 4000-4999: Books And Supplies LCFF Supplemental and Concentration 817
Dean of School Culture and Climate	1000-1999: Certificated Personnel Salaries Supplemental 94,655 3000-3999: Employee Benefits Supplemental 35,849 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 450	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 94,655 3000-3999: Employee Benefits LCFF Supplemental and Concentration 34,283 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,560
School Attendance Officer/Home Liaison	2000-2999: Classified Personnel Salaries Supplemental 63,424 3000-3999: Employee Benefits Supplemental 33,211	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,765 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,315 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 220

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Safety Resource Officer	5800: Professional/Consulting Services And Operating Expenditures Supplemental 70,900	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 57,420
Wellness Rooms for Social-Emotional Support	4000-4999: Books And Supplies LCFF Supplemental and Concentration 19,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,347

Goal Analysis

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

The majority of actions were implemented in the 2019-2020 school year. There were some actions that were truncated due to the shutdown of in-person instruction that occurred in March due to the pandemic. In addition, the school safety officer was not hired because the district received a grant and was able to work with the City of Paso Robles to co-fund the position. Funds unspent in this areas were used to purchase Chromebooks for students in grade K-5 who did not have access to devices at home which increased Goal 1 Action 10 by \$375,000. The final balance of the LCAP of \$682,000 was allocated to support the upgrade of teacher technology tools to support effective distance learning (\$400,000), purchase a new 6-8 NGSS aligned science adoption (\$200,000) and support learning loss programs for students (\$82,000) distance learning as listed in the 2020-21 Learning Continuity Plan (LCP).

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

The programs supported through goal 4 were designed to connect students to school and evidence from the previous (2018-19) LCAP student and parent surveys indicated that elementary and middle school athletics along with programs in Visual and Performing Arts were highly valued. These specific programs and activities were suspended due to pandemic restrictions that began in March. The district continues to be challenged in the areas of absenteeism and suspensions. A greater focus on a Multi-Tiered System of Supports (MTSS) for both academics and behavior was identified as an area of need.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 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
Purchase of PPE for staff including two cloth masks and one face shield for each certificated staff, face masks for classified staff, N95 masks for school nursing staff and disposable masks for students who do not have masks and visitors to the school office who do not have a mask	\$35,000	\$104,572	No
Equipment to sanitize classrooms and office spaces	\$70,000	\$191,205	No
Purchase of additional hand sanitizer for classrooms and offices	\$30,000	\$28,350	No
Environmental changes for social distancing including Plexiglas for offices, directional markers, signs, etc	\$75,000	\$31,483	No
Touchless thermometers and Thermoscans and other health related purchases	\$60,000	\$14,413	No
Modifications of specialized classrooms and learning spaces to provide for enhance safety and social distancing	\$50,000	\$0	No
Primary Paraeducators to provide support for reading intervention for primary students	\$727,000	\$625,520	Yes
HVAC equipment for indoor air quality and picnic tables for outdoor learning spaces	\$0	\$392,257	No
ELD teachers at K-5 and ELD strategic classes at 6-8 to provide differentiated designated English language development instruction	\$778,000	\$791,832	Yes
ELPAC testing Team	\$25,000	\$15,492	Yes
ELL Services Coordinator	\$67,000	\$79,880	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Bilingual Paraeducators	\$102,000	\$19,362	Yes
English Learner Materials and Supplies	\$150,000	\$200,000	Yes
After school tutoring in core content areas	\$48,000	\$11,209	Yes
Expanded Library Services (either digitally or in person) -Allows library to stay open before and after school to support parents and students in meeting technology needs including managing devices, hotspots, and providing technical supports	\$157,000	\$111,669	Yes
New Teacher Support	\$101,000	\$68,805	Yes
AVID Program 6-12 (AVID fees, professional development, stipends, college field trips, parent evening and tutors) increase college preparedness of socio-economically disadvantaged students	\$73,000	\$35,063	Yes
College and Career Readiness: Academic Supports for socio-disadvantaged students to increase college preparedness	\$217,000	\$246,712	Yes
Expanded Counseling Services for English learners, socio-economically disadvantaged students and foster youth	\$445,000	\$397,915	Yes
Complete Grades 6-8 Pilot in science and adopted NGSS aligned science curriculum for implementation in 2021-22	\$200,000	\$173,855	No
Strategic Support for classroom including intervention materials, assessment materials, and student access to supplemental materials	\$335,000	\$219,423	Yes
Bilingual Parent Liaisons	\$190,000	\$182,675	Yes
Support of students experiencing homelessness and foster youth (additional materials, supplies, clothing relief, transportation, family support)	\$55,000	\$0	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 had been anticipated that the district would be able to open in-person instruction sooner and more completely than was possible due to pandemic restrictions. Even being aggressive regarding reopening did not allow secondary instruction to open in hybrid until March. Wherever possible, the district provided in-person options including small group instruction for students with disabilities, cohorts for

students with academic needs and extra curriculum options when permitted by County Public Health and hybrid instruction when permitted by the state tiered system. During hybrid instruction, the AM and PM cohorts were not mixed which made any kind of before or after school in person tutoring difficult. Thus, there was limited after school in-person tutoring. Funding was also set aside to make modifications to classrooms. It was determined that, under hybrid, with 1/2 the student population who was returning and social distancing of six feet, that this was not necessary. With additional information regarding the transmissibility of COVID 19 virus, it was determined that the HVAC systems should be upgraded to assure that air circulation and ventilation met new guidelines, thus there was an additional category of funding during the year to make these upgrades. The district provided all families with additional supplies, devices and internet connectivity and thus funds set aside for homeless and foster youth for those purpose were provided through other funds. In addition, our family advocates with the support of non profits such as the The Link Family Resource Center were able to help families take advantage of local, state, and federal programs for families in need. In addition, family advocates were able to provide a connection between families in need and donors to support food, rent, and utility assistance.

Analysis of In-Person Instructional Offerings

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

There were many challenges to in-person instruction including: changing guidelines as there were changes to understanding the virus and its transmission; maintaining six feet of social distancing in classroom, school grounds and transportation settings; and changing guidelines due to the color tiered status of the county which halted the implementation of hybrid for secondary classes. Many parents wanted to return to in-person instruction but were unable to do so because of limited child care options and no district transportation (other than mandated through the Individual Educational Plan (IEP) process). Establishing cohorts at the secondary level posed a challenge as students could only be in one cohort, but may have needed help in multiple areas. The hybrid configuration was required due to the six feet social distancing mandates, but this limited the in-person instructional time provided and thus there was more asynchronous instruction with hybrid than with distance learning. A major challenge to effectively implement any in-person learning was that there was no clear consensus regarding the implementation of either in-person instruction or distance learning, with some parents and staff insisting it wasn't safe to open while other felt the district should fully open regardless of state guidelines. Finally, decisions made regarding how to implement hybrid locked the students schedules and made it difficult to open additional days or extend the time students were in-person.

The successes were that the district was the first to open hybrid classrooms and were able to open all TK-12 classrooms in hybrid by the end of the year, along with sports options and some extra curricular opportunities. Our special education team began working with opening specialized classrooms and groups by the end of September and found unique ways to provide students with required IEP services. The district was able to use the services identified for in-person instruction to support students even in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Chromebooks for students in grade 2-5 to assure up-to-date 1-1 devices	\$849,447	\$932,130	Yes
Purchase of Chromebook for staff to assure up-to-devices for certificated staff and devices for student support classified staff	\$102,476	\$261,302	No
Purchase of LTE enabled iPads for all students TK-grade1	\$688,068	\$665,657	Yes
Purchase of LTE enabled iPads for special education preschool students	\$63,936	\$61,853	No
Purchase webcams and cabling to document camera for distance learning recordings and synchronous meetings	\$15,000	\$4,522	No
Purchase 3 year license for Imagine Learning Espanol to support Dual immersion program at Georgia Brown (grades TK-2)	\$50,000	\$50,000	Yes
400 T-Mobile Hotspots to provide to families in need who do not have internet connection. These hot spots are provided to families based on need	\$96,000	\$125,280	Yes
Distance Learning Playbook and Professional Development on District Learning from Corwin Publishing (35 books and 50 participants)	\$10,800	\$299	Yes
Professional development consultants for district designated staff development days, collaboration days and additional teacher training opportunities	\$5,000	\$7,500	Yes
Purchase K-5 Keyboarding without Tear to support student use of 1-1 devices	\$8,600	\$8,579	No
Purchase of software to support consistency platform in TK-1 (Seesaw) and Google Classroom (Google Enterprise)	\$12,500	\$24,445	Yes
Purchase of software to support the creation of interactive and engaging lessons including Ed Puzzle (6-12), Screencastify (K-12), Nearpod, WeVideo and Flocabulary	\$24,000	\$23,450	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purpose of software to support students with unique need including Learning Ally (5 year license). This software is designed to provide reading support to below grade level readers	\$62,500	\$62,099	Yes
Purchase of instructional materials to send home to K-12 students (additional materials will be purchased for the classroom using general funds)	\$10,000	\$10,000	No
Purchase of additional technology and instructional materials for pupils in foster care and pupil experiencing homelessness	\$25,000	\$0	Yes
Expansion of independent study programs to provide parents with options for year long distance learning	\$200,000	\$207,650	No
Purchase Assessment Materials for determination of the unique needs of students	\$50,000	\$35,000	No
Supportive Online Curriculum for students with unique needs (Ellavation, Boom Cards,)	\$85,000	\$72,045	No
Electronic materials and/or support for special education teachers, Speech and Language Pathologist, Occupational Therapists etc	\$33,500	\$66,605	No
Technology Support for special education staff (webcams, docucams devices)	\$33,500	\$26,004	No
New software platform to provide special education services during distance learning	\$30,000	\$30,040	No
Provide additional time for staff to set up for distance learning including providing professional development, developing pacing guides, distributing devices and materials, etc	\$15,000	\$12,700	No
Technology Paraeducators to provide help line assistance from 8 a.m. to 12 p.m.	\$75,000	\$65,296	Yes
60% Educational Technology TOSA to provide professional development and support for implementation of 1-1 devices, digital curriculum and digital support tools	\$75,000	\$74,081	No
School Site allocations per pupil for additional instructional supplies, digital tools, professional development to implement the enhanced distance learning plan	\$251,000	\$239,500	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Update teacher workstation to provide need equipment for synchronous instruction	\$400,000	\$179,086	No
Additional support for connectivity and technology supplies for low income, foster youth and student experiencing homelessness	\$120,000	\$18,806	Yes
Additional materials, supplies, and clothing relief for foster youth and students experiencing homelessness (also included in in-person learning)	\$10,000	\$7202	Yes
Locating students and transportation relief for foster youth and students experiencing homelessness (also included in in-person learning)	\$30,000	\$0	Yes
Family support for students experiencing homelessness (also included in in-person learning)	\$15,000	\$0	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.

Prior to 2020-21, teacher mobile devices were the same model as the students' Chromebook. In staff surveys conducted during the summer of 2020 and through subsequent district technology committee meetings, it was found that these device did not support teachers in developing or providing distance learning lessons or meetings and trainings using Zoom. An upgraded Chromebook for teacher use was researched and purchased which increased the cost from \$102,476 to \$261,302. Staff also identified the need to upgrade teacher work stations and \$400,000 was set aside. All teachers received new desktop computers with dual monitors which came in significantly under the \$400,000 allotment (\$179,086). The district provided all families with additional supplies, devices and internet connectivity and thus funds set aside for homeless and foster youth for those purpose (\$25,000) were provided through other funds. Additional transportation relief was not possible due to the social distancing requirements of six feet of separation and thus the \$30,000 set aside was not used. The district did purchase smaller vans in anticipation of the 3 feet distancing requirement so that additional transportation could be provided in the future. The family support for students experiencing homelessness (\$15,000) was completed through district family advocates with the support of nonprofits such as the The Link Family Resource Center who were able to help families take advantage of local, state, and federal programs for families in need. In addition, family advocates were able to provide a connection between families in need and donors to support food, rent, and utility assistance which could not be provided through funds allocated to the district.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of learning was addressed through the use of priority standards and diagnostic assessments to assure that regardless of the form of instruction (in-person or distance learning) students were maintaining grade level progress. Prior to the start of school, the district surveyed parents to identify their choice for instruction either a year long distance learning approach or a return to in-person instruction as soon as possible. This allowed the district to plan options that were in line with parent's needs. New communication tools such as Parent Square provided greater continuity and access to information for parents and families.

The biggest challenge to providing needed technology to all students and staff was the supply chain for technology purchases which was dramatically affected by the pandemic. The district had fortunately previously instituted a 1-1 device initiative and had already provided Chromebooks to all students in grade 6-12 and had through various funding sources increased the devices available for TK-5 students. The TK-5 devices were deployed in the spring of 2020 to families who did not have access to devices at home. Additional devices were ordered in the spring to help fill the gap and then even more devices in the summer as additional funds became available. The district participated in the California Department of Education partnership with Apple and T-Mobile to purchase LTE enabled iPads for all TK-1 grade students. This provided both devices and connectivity. As devices became available, district technology staff unpacked, charged, and loaded all iPads with identified software and the iPads were then distributed to students by school sites. Upgrading teacher devices was necessary to allow all teachers to create engaging lessons and manage synchronous instruction during a Google Meet, but purchasing required equipment was again hampered by the supply chain and the need to complete upgrades and installations during non instructional time.

Maintaining connectivity for both staff and students was an ongoing challenge. In the spring with the stay at home order, there were staff without enough stable connectivity to conduct classes synchronously. In the fall, it was determined that there was not enough district bandwidth to allow all staff to work from school sites providing synchronous instruction. The bandwidth for the district was upgraded by the end of November and until then staff worked both at home and at school to assure that distance learning lessons could take place via the schedule provided to parents. Students and families had changing situations during the pandemic and may have had to move or been unable to retain access to WiFi or internet services. During the year, the technology team and the site library media techs worked to provide connectivity to families as their circumstances changed.

Teacher, student and family knowledge regarding the use of technology, the use of instructional programs and the use of Google Meet and Zoom was very uneven. One of the successes of the implementation of distance learning was providing consistent educational software for use by staff, students and parents. This allowed parent and staff training to occur and coaching and support to be provided. Another success was the implementation and increased use of communication software such as Seesaw and Parent Square that provided a consistent flow of information during changing times. Google Meets were used by teachers for synchronous instruction including tutoring and office hours and for parent meetings. Zoom was used to provide training and to do collaborative meetings with other agencies. This successfully used staff, parent and other agency member time by eliminating transportation to join meetings and by archiving training and meetings for later viewing.

Pupil participation was measured in a three tiered approach to allow staff to monitor if students were logged in to synchronous instruction, participating in the instruction, and completing asynchronous work. This allowed site teams to contact parents, do home

visits, support families with technology needs and maintain communication. Pupil progress was measured through the use of local district assessments which has greater importance to monitoring student progress as other state measures were not available. Additional professional development was provided to teachers and site administrators on analyzing and using data to support student achievement.

Professionals development and mentoring was also provided for educational software and for distance learning instructional strategies. Site administrators monitored the synchronous and asynchronous work provided to students focusing on how staff were using district tools to provide engaging lessons. One of the successes is the greater level of technology use by all staff and the variety of engaging lessons and activities that can be added to in-person instruction once it fully resumes. Another success of distance learning is the tools that teachers use for collaboration and training. Google Meet was used extensively for meetings and training. Zoom was used for professional development and allowed participants to interact with teachers and colleagues across California and the United States. Archived videos allowed asynchronous online training which provides flexibility in when to complete a training and allows staff to select topics of need. These tools will continue to be used even with full in-person school.

The district worked in collaboration with labor partners to identify new staff roles and responsibilities, to identify shifts in job assignments and duties, and to hire additional staff as needed to meet the needs of distance learning. One challenge was to assure that the staff funded through grants and federal funding were aligned to the purpose and intention of the funding even while in distance learning.

The special education team found new and unique ways to serve students while meeting the health and safety guidelines. New digital tools were purchased to provide both assessment and instruction virtually. These new tools were shown to be very successful in a variety of services including speech and language services. Staff meet with parents in Student Study Teams and IEPs via Google Meet which provides parents a more convenient way to collaborate and provide input into the development of IEP goals and evaluation of student progress. The special education team opened the first in-person programs using small cohorts and classes to provide IEP needs that are most effective in person.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Strategic classes in grade 6-8 in ELD, ELA and mathematics and Algebra I support in grade 9 (also included in in-person learning)	\$335,000	\$388,286	Yes
English language development and intervention teachers in grade K-5 (also included in in-person learning)	\$778,000	\$625,691	Yes
K-5 Grade level teams developing of pacing guides to identify priority standards and scaffold support for potential learning loss	\$7,000	\$3,125	No
Summer School in 2021 and 2022 (either virtually or in-person)	\$150,000	\$59,243	Yes
Tutoring support after the instructional day for grade K-5	\$30,000	\$2,165	Yes
3 year licensing for Imagine Learning to provide dedicated ELD support to all English Learners K-5 and Rosetta Stone in grade 6-12	\$225,000	\$231,600	Yes
Compensatory Education for students with IEPs due to school closures	\$150,000	\$0	No

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

Funding was originally set aside for possible compensatory education for students with IEP, however due the ability to open up for small groups, cohorts and specialized classes for students with unique needs, it was determined that IEP services could be met through a combination of virtual and in person services.

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.

A challenge at the beginning of the year was that some companies had not fully developed their platforms to be secure for virtual assessments. However, by October all companies had protocols in place and this allowed teachers, schools, and the district to monitor student progress. The major challenge to Pupil Learning Loss was the inability to provide full in-person instruction to students who were not fully participating in synchronous and asynchronous instruction in distance learning. During in-person instruction, school

time can be rearranged to allow for additional time within a given subject or for small group instruction. While this is possible virtually, students must still be logged in and in some cases this was a challenge. Many parents wanted to return to in-person instruction, but were unable to do so due to the hybrid program am/pm structure and the lack of district general education transportation and childcare.

There have been some successes. Grade K-3 teachers, with the support of intervention staff and paraeducators at the primary grades, have provided reading support so that kindergarten students made average yearly progress and fewer than 10% of all students in grade 1 and 2 show the need for intensive intervention in reading. The greatest area of need was mathematics which showed progressively greater learning losses in the upper grades beginning in grade 4. Parents in surveys identified mathematics as one they needed the most help and support in and students said this was the hardest area to learn virtually.

There has been an increased rate of failure in courses at the secondary level. This means that there are more students who are at risk of not graduating from high school or students who will no longer be prepared for post secondary opportunities.

An expanded summer school from TK-12 will take place during the 2021 summer to help support students who have demonstrated learning loss and to allow students to recover credit for secondary courses. In addition, the district purchased Paper which is a 24/7 online tutoring program (with communication to the classroom teachers) that provides tutoring in English and in Spanish for students in grades 6-12.

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 greatest challenge was the lack of in-person contact between staff and students. This year was the lowest incidence of Child Protective Service (CPS) reports ever. It was difficult to track down students who were not participating virtually if there was no response from parents. Another challenge was the lack of a universal screen tool and monitoring system for all students to identify those students who may need mental health or social emotional counseling. However, we were able to incorporate Social Emotional Learning within the school day and provided staff training on signs of social emotional needs. The successes were the individual school site teams who worked together with teachers to identify students and to provide mental health and social emotional counseling and use our current student data management system to provide monitoring of students. Parents indicated on surveys that they are very concerned about students' social and emotional health. The Increasing failure rate of secondary students may also leads to increased social emotional needs. The lack of athletics and extracurricular activities which engage students and connected them to other students added to the feeling of isolation. There was also a lack of counseling and support staff to support the increasing need along with the need for bilingual support for families. Reconnecting students to school and learning has arisen as the first goal in the 2021-24 LCAP which includes increasing counseling and mental health support and providing resources for a comprehensive MTSS process.

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.

Isolation has been the biggest challenge to pupil and family engagement. The stay at home order, the increased restriction as the county dropped back into the purple tier, and the inability to provide in-person instruction to secondary students until March has made pupil and family engagement a challenge especially for outlying rural areas where connectivity is a challenge. The lack of transportation due to social distancing requirements prevented some students from participating in hybrid instruction, in-person tutoring and/or extracurricular activities. Distance learning also widened the achievement gap as some families did not have anyone at home who could support students with day to day questions or with help in understanding content. Families who had a high level of technology expertise definitely had an advantage when it came to distance learning. One success is that many parents grew in confidence and expertise in virtual meetings using Google Meet and Zoom. Several parents participating in LCAP and DELAC meetings indicated that they were able to participate because they could be home with their children during the meeting. We had an excellent turnout for the virtual PIQE parent education program for our Spanish speaking families which included a virtual graduation ceremony.

Analysis of School Nutrition

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

Our food services team has had many successes during the pandemic. From the beginning of the school closures in March, the team has worked to provide meals to families within the school district and has taken advantage of programs and new guidelines to provide as many children as possible with meals. The Food Service Department along with the transportation department, set up multiple community drive throughs providing meals to children 18 and under. They also instituted the supper program this year to expand meal service into the evenings. The team pivoted to hybrid instruction providing grab and go meals to students both entering and exiting school as well as providing drive up locations for students participating in distance learning. The funding provided also allowed the district to purchase new vans for delivering meals and to upgrade the production line to keep up with demand. One of the challenges will be to make sure that families are completing the free and reduced meal applications even though there is at this time there is no incentive to do so.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Purchase of two delivery trucks to assure that meals can be delivered to distribution location and kept hot.	\$115,000	\$106,137	No
School Nutrition	Upgrade of Food Service production to produce prepackaged meals	\$100,000	\$102,720	No
Mental Health and Social and Emotional Well-Being	Mental Health Therapist	\$115,000	\$110,410	No
Mental Health and Social and Emotional Well-Being	Additional Counseling Services for ELL, socio-economically disadvantaged and foster youth (also included in-person learning)	\$445,000	\$397,915	Yes
Mental Health and Social and Emotional Well-Being	SEL Supports	\$41,000	\$1,061	No
Pupil Engagement and Outreach	Behavior Supports Team focusing on supporting student engagement of foster youth, students with disabilities and African American Youth	\$173,000	\$273,335	Yes
Pupil Engagement and Outreach	School Attendance Officer/Home Liaison	\$99,000	\$89,206	No
Pupil Engagement and Outreach	A2A Attendance Software	\$36,000	\$31,365	No
Pupil Engagement and Outreach	Elementary Guidance Specialists	\$381,000	\$352,236	Yes
Pupil Engagement and Outreach	Youth in Action/Girls Circle Support Groups	\$20,000	\$19,361	Yes

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.

The only substantive difference with additional actions was that there was a plan to purchase additional Social Emotional curriculum, but we were able to use our existing curriculum with additional online pieces provided by the company and training using our own staff.

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.

One of the critical lessons learned was the importance of having a well defined Multi-tiered System of Support (MTSS) structure whether it is for behavior, participation, social emotional health or academics. Woven throughout the 2021-24 LCAP is the development and/or strengthening of these structures, implementation of universal screening tools, and clearly identified student supports so that the needs of each individual student can be identified and met. The role of the teacher within these structures is critical. It is the teacher who can first identify an area of concern and provide that tier 1 support to students, often preventing the need for more intensive support. When more intensive support is needed, it is often the teacher who begins the referral for the support. The inability to facilitate teacher to student in-person contact due to health and safety protocols contributed to the isolation that students felt during distance learning. The need to rebuild those connection to students and reengage students and families with school and learning is a major focus of the 2021-24 LCAP.

Technology will continue to play a significant role as we move forward out of the pandemic. An engaging lesson is vital whether you are in person or online. Technology offers many tools to provide engaging lessons in in-person instruction. Technology also offers new ways to meet, communicate, collaborate and receive training and professional development without the need to travel which reduces both expenses and time. While the 1-1 device initiation was a part of the supplemental funding in previous LCAPs, the determination is that it is now a base service and the district is reviewing how to best provide technology device refresh expenses and ongoing professional development in technology.

Parent engagement and participation is critical to a child's success and supporting families in understanding student learning expectations, assessment tools, communication tools and how to help and support their child were highlighted during distance learning. Parents indicated in surveys and in committees the need for additional workshops and support to help their child be successful in school.

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

One of the critical lessons learned was the importance of having a well defined Multi-tiered System of Support (MTSS) structure for academic progress. This includes well defined grade level expectations, clear learning targets, effective core instruction, regular monitoring assessment with feedback and tiered levels of support with intervention entrance and exiting criteria. In addition, teacher

and staff collaboration regarding student progress toward learning targets is crucial for overall student success. These structures are built within the 2021-24 LCAP

Review of district data indicated that there is an increased need for tier 2 intervention in reading in grades K-3. District support staff were able to prevent large numbers of students who will need intensive intervention (tier 3), but K-3 students needing some support (tier 2) to reach grade level next year in reading has grown as compared to previous year. This need for increased tier 2 support is the focus of the 2021-24 LCAP Goal #4 Reading on Grade Level by Third Grade.

The content area that has shown the great need for student support is mathematics. In parent surveys, this is the area that they said they would most like to see parent workshops and training. Student surveys indicated that mathematics was the most difficult subject to learn virtually. The need begins in upper elementary and intensifies in middle school and high school as fewer families have the knowledge to support their children's understanding of mathematics standards. This is the focus of the 2021-24 LCAP Goal #5 Algebra Readiness. This need is also reflected in the Algebra I Support that will be provided in grade 9 as an action within the 2021-24 LCAP Goal #2 College and Career Readiness. A final area of pupil learning loss is the student failure rate in courses in grades 6-12. This has led to higher percentages of students who are at risk for not graduating from high school or who will not be prepared for post secondary educational opportunities. The district is providing an expanded summer school program for all students in grade TK-12 to help support students who may have experienced lower levels of achievement due to the pandemic and to support grade 9-12 students to meet graduation and college entrance requirements. The 2021-24 LCAP Goal #2 College and Career Readiness includes the expanded summer school, increased counseling services in grades 6-12 to monitor students academic progress and an online tutoring service that will provide 24/7 support to students in all content areas in both English and Spanish.

We also know that students that are not connected to school and engaged in learning may struggle more with academic success. The 2021-24 Goal #1 Reconnecting Students and Families to School and Learning provides an MTSS structure for social emotional and counseling support for students as they return to in-person school.

The support for students with unique needs is embedded within the 2021-24 LCAP. In the 2021-24 LCAP Goal #1 Reconnecting Students and Families to School and Learning, two additional psychologists have been added to provide support in assessment and identification of student needs. The MTSS structures within each 2021-24 LCAP goal identifies supports and interventions to meet behavior, academic, and social emotions needs includes actions and strategies to support students with unique needs including a behavior support team and academic and social emotional interventions that are aligned to specific areas of disability. In the 2021-24 LCAP Goal #2 College and Career Readiness, there is an increase to strategic and co-taught sections to provide support for students with unique needs in successfully accessing core curriculum.

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.

All actions that contributed toward meeting the increased or improved services requirements were completed and the district exceeded the funding requirements. There was a change however in the funding of the needs of foster and homeless youth. Funding had been set aside for additional materials and technological needs, family support and transportation for homeless and foster youth. The technological and materials needs were met within the allocations for those purchases and only minor additional supports were needed. The needs of families were not those that could be funded using the funds that were allocated to districts; however, the

district family advocates worked with nonprofits and private donors to secure help and support for homeless and foster families. Finally transportation was not able to be provided due to social distancing requirements that prohibited the district from providing any general education transportation. Only mandated transportation through either IEP service requirement or homeless services required by the McKinney-Vento Act were provided.

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.

An in depth analysis of the identified outcomes of the 2017-2020 LCAP were made using the latest state data whether it was the 2019 California Dashboard or state data reports made available in 2020. In reviewing each area, stakeholders including district staff reviewed how this data (student achievement, college and career readiness, school connectedness, social emotional health, absenteeism and suspension) would potentially be affected by the school closure, distance learning and/or hybrid learning. Current district data was gathered during the year and compared to these identified needs and potential actions and services were recalibrate to meet student needs for the 2021-2024 LCAP draft. Each action and service from the 2017-2020 LCAP was reviewed to determine its effectiveness, how it should be funded, and if it was the action should still be included within the new LCAP draft. If an action was to be included, what changes should be made to better serve students or to better meet the needs brought on by the school closures, distance learning and hybrid learning over the past 18 months.

The lessons learned during the implementation of the Learning Continuity and Attendance Plan (LCP) included those learned from both distance learning and hybrid in-person instruction. One of the critical lessons learned was the importance of having a well defined Multi-tiered System of Support (MTSS) structure whether it is for behavior, participation, social emotional health or academics. Woven throughout the 2021-24 LCAP is the development and/or strengthening of these structures, implementation of universal screening tools, and clearly identified student supports so that the needs of each individual student can be identified and met. The role of the teacher within these structures is critical. It is the teacher who can first identify an area of concern and provides tier 1 support to students, often preventing the need for more intensive support. When more intensive support is needed, it is often the teacher who begins the referral for additional support. The inability to facilitate teacher to student in-person contact due to health and safety protocols contributed to the isolation that students felt during distance learning. The need to rebuild those connection to students and reengage students and families with school and learning is a major focus of the 2021-24 LCAP Goal #1 Reconnecting Students and Families to School and Learning.

Technology will continue to play a significant role as we move forward out of the pandemic. An engaging lesson is vital whether you are in person or online. Technology offers many tools to provide engaging lessons in in-person instruction. Technology also offers new ways to meet, communicate, collaborate and receive training and professional development without the need to travel which reduces both expenses and time needed. While the 1-1 device initiation was a part of the supplemental funding in previous LCAPs, the determination was that it is now a base service. Parent engagement and participation is critical to a child's success and supporting families in understanding student learning expectations, assessment tools, communication tools and how to help and support their child were highlighted during distance learning. Parents themselves indicated the need for additional workshops and support to help their child be successful in school which is included with all the goals in the 2021-24 LCAP.

A well defined Multi-tiered System of Support (MTSS) structure is also crucial for academic progress. This includes well defined grade level expectations, clear learning targets, effective core instruction, regular monitoring assessment with feedback and tiered levels of

support with entrance and exiting criteria. Teacher and staff collaboration regarding student progress toward learning targets is crucial for overall student success. These structures are built within the 2021-24 LCAP.

Review of district data indicated that there is an increased need for tier 2 intervention in reading in grades K-3. This need is the focus of the 2021-24 LCAP Goal #4 Reading on Grade Level by Third Grade.

The content area that has shown the great need for student support is mathematics. In parent surveys, this is the area that they said they would most like to see parent workshops and training. Student surveys indicated that mathematics was the most difficult to learn virtually. The need begins in upper elementary and intensifies in middle and high school. This is the focus of the 2021-24 LCAP Goal #5 Algebra Readiness. This need is also reflected in the Algebra I Support that will be provided in grade 9 as an action within the 2021-24 LCAP Goal #2 College and Career Readiness. A final area of pupil learning loss is the student failure rate in courses in grades 6-12. This has led to higher percentages of students who are at risk for not graduating from high school or who will not be prepared for post secondary educational opportunities. The district is also providing an expanded summer school program for all students in grade TK-12 to help support students who may have experienced lower levels of achievement due to the pandemic and to support grade 9-12 students to meet graduation and college entrance requirements. The 2021-24 LCAP Goal #2 College and Career Readiness includes the expanded summer school, increased counseling services in grades 6-12 to monitor students academic progress and an online tutoring service that will provide 24/7 support to students in all content areas in both English and Spanish. Support for students with unique needs is embedded within the 2021-24 LCAP. In the 2021-24 LCAP Goal #1 Reconnecting Students and Families to School and Learning, two additional psychologists have been added to provide support in assessment and identification of student needs. The MTSS structures within each 2021-24 LCAP goal identifies supports and interventions to meet behavior, academic, and social emotions needs includes actions and strategies to support students with unique needs including a behavior support team and academic and social emotional interventions that are aligned to specific areas of disability. In the 2021-24 LCAP Goal #2 College and Career Readiness, there is an increase to strategic and co-taught sections to provide support for students with unique needs in successfully accessing core curriculum.

The 2021-24 LCAP establishes targets that build upon the previous LCAP. However, the experiences of the last 18 months highlight the need to reconnect our students and their families to school and learning which is the first broad goal. The continued work toward improved student achievement is contained with the second (college and career readiness) and third (reclassification of English learners) goals. The key academic areas that have been negatively impacted by the pandemic are address in goals 4 (reading by third grade) and 5 (algebra readiness by 8th grade). Stakeholders have been critical to the LCAP development and the final plan would not have been possible without the input of our teachers, staff, and district and site administrators, labor partners, LCAP Parent Advisory Committee, District English Language Advisory Committee (DELAC), LCAP Stakeholders Committee, and community organizations (including First 5 and the LINK Family Resource Center). Everyone was working toward making students' lives better during the pandemic and using the 2021-24 LCAP planning process to provide actions and services that will support students and their families after the pandemic.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	6,074,811.05	5,192,487.00
	0.00	0.00
LCFF Base	35,158.00	0.00
LCFF Supplemental and Concentration	1,500,811.20	5,192,487.00
Supplemental	4,538,841.85	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,074,811.05	5,192,487.00
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	157,804.00	0.00
1000-1999: Certificated Personnel Salaries	2,042,169.00	1,858,035.00
2000-2999: Classified Personnel Salaries	1,200,932.00	1,046,368.00
3000-3999: Employee Benefits	1,389,057.85	1,152,027.00
4000-4999: Books And Supplies	534,640.20	738,017.00
5000-5999: Services And Other Operating Expenditures	419,308.00	275,332.00
5800: Professional/Consulting Services And Operating Expenditures	250,900.00	122,708.00
6000-6999: Capital Outlay	80,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	6,074,811.05	5,192,487.00
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration	138,000.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	19,804.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	396,511.00	1,858,035.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,645,658.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	56,659.00	1,046,368.00
2000-2999: Classified Personnel Salaries	Supplemental	1,144,273.00	0.00
3000-3999: Employee Benefits	LCFF Base	35,158.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	226,589.00	1,152,027.00
3000-3999: Employee Benefits	Supplemental	1,127,310.85	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	116,444.20	738,017.00
4000-4999: Books And Supplies	Supplemental	418,196.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	311,608.00	275,332.00
5000-5999: Services And Other Operating Expenditures	Supplemental	107,700.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	175,000.00	122,708.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	75,900.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	80,000.00	0.00
		80,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	554,417.00	860,939.00
Goal 2	2,436,661.00	2,130,694.00
Goal 3	950,887.05	729,713.00
Goal 4	2,132,846.00	1,471,141.00

* 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	\$3,990,000.00	\$3,941,692.00
Distance Learning Program	\$3,446,327.00	\$3,271,131.00
Pupil Learning Loss	\$1,675,000.00	\$1,310,110.00
Additional Actions and Plan Requirements	\$1,525,000.00	\$1,483,746.00
All Expenditures in Learning Continuity and Attendance Plan	\$10,636,327.00	\$10,006,679.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$520,000.00	\$936,135.00
Distance Learning Program	\$1,397,012.00	\$1,312,417.00
Pupil Learning Loss	\$157,000.00	\$3,125.00
Additional Actions and Plan Requirements	\$506,000.00	\$440,899.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,580,012.00	\$2,692,576.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,470,000.00	\$3,005,557.00
Distance Learning Program	\$2,049,315.00	\$1,958,714.00
Pupil Learning Loss	\$1,518,000.00	\$1,306,985.00
Additional Actions and Plan Requirements	\$1,019,000.00	\$1,042,847.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,056,315.00	\$7,314,103.00