

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Union Elementary School District

CDS Code: 04 73379 0000000

School Year: 2021-22

LEA contact information:

Patsy Oxford

Superintendent

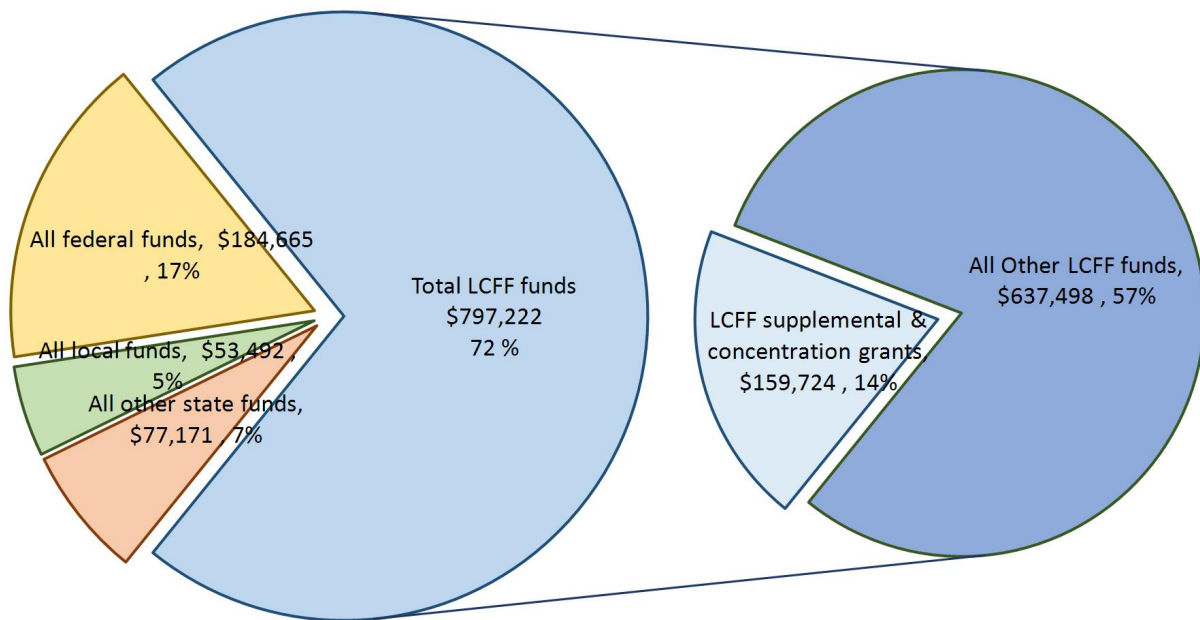
poxford@puesd.org

(530) 589-1633

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



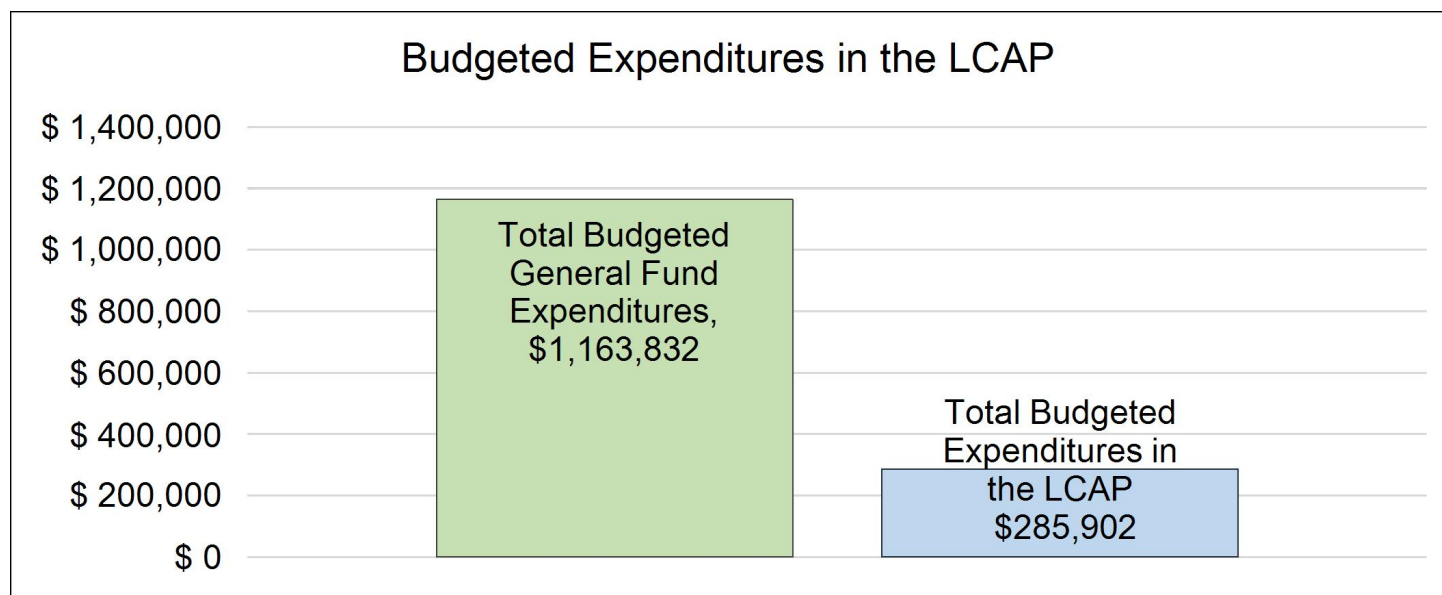
This chart shows the total general purpose revenue Pioneer Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Pioneer Union Elementary School District is \$1,112,550, of which \$797,222 is Local Control Funding Formula (LCFF), \$77,171 is other state funds, \$53,492 is local funds,

and \$184,665 is federal funds. Of the \$797,222 in LCFF Funds, \$159,724 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pioneer Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pioneer Union Elementary School District plans to spend \$1,163,832 for the 2021-22 school year. Of that amount, \$285,902 is tied to actions/services in the LCAP and \$877,930 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

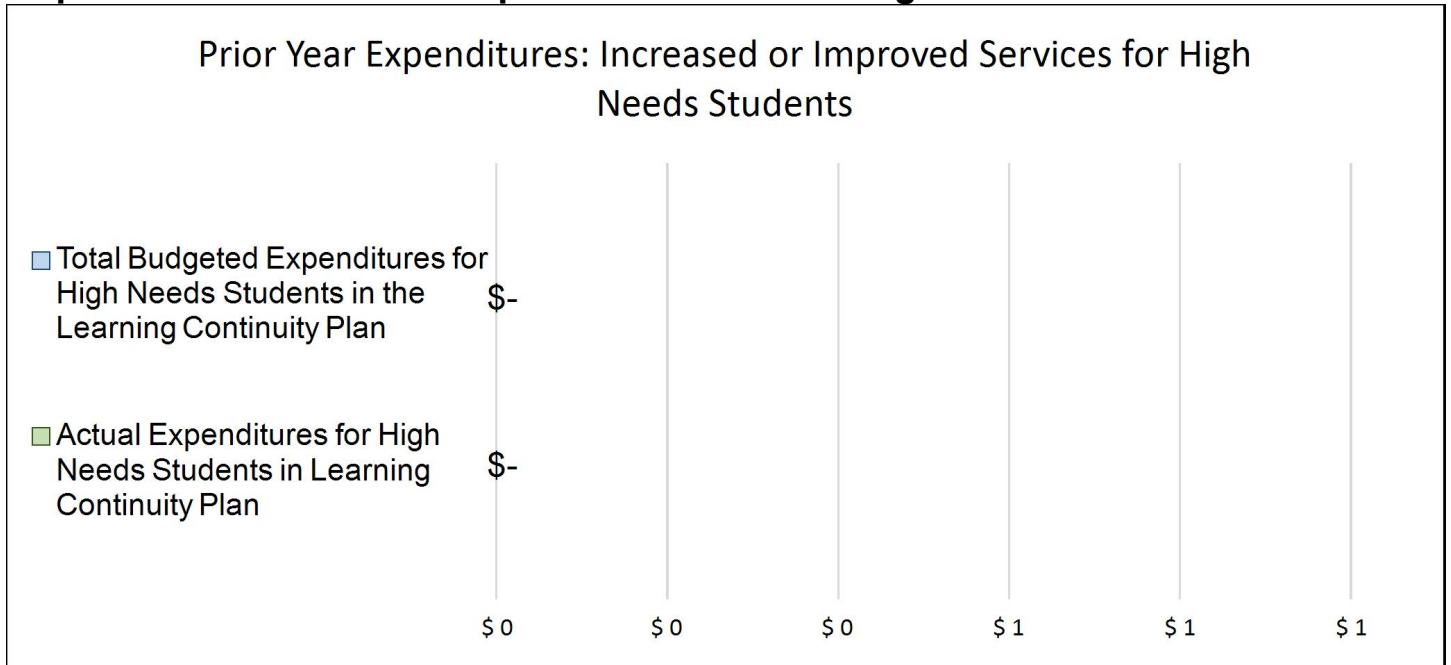
In addition to those expenditures included in the LCAP, expenditures in the General Fund also include administrative and clerical salaries and benefits, maintenance and transportation costs, utilities and facility costs, and the costs associated with providing Special Education.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pioneer Union Elementary School District is projecting it will receive \$159,724 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Union Elementary School District plans to spend \$164,944 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Pioneer Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pioneer Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Pioneer Union Elementary School District's Learning Continuity Plan budgeted \$ for planned actions to increase or improve services for high needs students. Pioneer Union Elementary School District actually spent \$ for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Pioneer Union Elementary School District	Patsy Oxford Superintendent	poxford@puesd.org (530) 589-1633

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2 State Standards Rubric Self Survey 19-20 All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey Baseline Pioneer Staff is currently working at Level 2 on the Implementation Rubric.	Due to the global pandemic and Covid 19 restrictions, we were unable to administer the CCSS Self Survey to our teachers in 2019-2020.
Metric/Indicator Priority 8 Local Academic Benchmark 19-20 Increase by 1 year the reading performance of students grades K-3, as measured by STAR reading assessments and by 1 year the math performance of students grades K-8 on district math assessments. Baseline AR/Star results for end of year 2016-17:	Local Benchmarks were destroyed by North Complex Fire and IReady is currently being utilized to measure student progress.

Expected	Actual
Metric/Indicator Priority 4 SBAC Scores 19-20 Improve the "distance from 3" scores on the SBAC state assessment by 15 points for ELA and 20 points for Math. Baseline 2015-16 ELA: All -83.6 LI -83.6 Math: All -95.3 LI -95.3	Students have not taken the CAASPP in two years due to the state guidelines.
Metric/Indicator Priority 7 Course Access 19-20 100% of students will have access to art education monthly. Baseline 2016-17 100% of students had access to art education on a monthly basis	100% of all students have access to all courses.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Berry Creek School will provide supplemental support to struggling students by providing supplemental instructional materials, academic coaching, and access to instructional websites/apps.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 4,000	5800: Professional/Consulting Services and Operating Expenditures Title I 852

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures Title II \$2,980 Standards Plus 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$3,000 Title VII Indian Education Funds 4000-4999: Books and Supplies Other \$104 CSI - Software and web-based contracts 5000-5999: Services and Other Operating Expenditures Federal Funds \$20,370	5800: Professional/Consulting Services and Operating Expenditures Title IV 855 5800: Professional/Consulting Services and Operating Expenditures Title V 1566 CSI- 1000-1999: Certificated Personnel Salaries Other 13,912
IT Professional Services provided by BCOE to maintain and increase access.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 20,000	5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 17,930
Provide resources to ensure all students have access to transportation to and from school. S&C funds used for encroachment.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,000	2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 2,414
Provide resources to ensure all students have access to a breakfast, lunch and afterschool snack program that meets all of the requirements for the California School Nutrition Program. S & C funds used for encroachment.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$18,000	2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 16,776
Provide support from BCOE for Administrative services and indirect costs and con app.	Indirect 7000-7439: Other Outgo Title V \$740 Indirect 7000-7439: Other Outgo Title IV \$1,500 ConApp and Indirect 7000-7439: Other Outgo Title I 2,369 Title VII Indian Ed - Indirect 7000-7439: Other Outgo Federal Funds \$254	Indirect 7000-7439: Other Outgo Title V 590 Indirect 7000-7439: Other Outgo Title IV 354 ConApp and Indirect 7000-7439: Other Outgo Title I 3,787 Title VII Indian Ed- Indirect 7000-7439: Other Outgo Federal Funds 142

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Indirect 7000-7439: Other Outgo Title II \$419 CSI - Title I - Indirect 7000-7439: Other Outgo Federal Funds \$5,696	Indirect 7000-7439: Other Outgo Title II 359 CSI -Title I- Indirect 7000-7439: Other Outgo Federal Funds 5,182
Provide Professional Learning, staff coaching, and materials for implementation of a solid multi-tiered system of support that includes common core aligned curriculum, needed technology, SEL materials and support, and PBIS PD.	CSI - New curriculum for ELA and Science 4000-4999: Books and Supplies Federal Funds \$60,000 CSI - Technology to support instruction 4000-4999: Books and Supplies Federal Funds \$16,000 CSI - Contract for Implementation Support from BCOE 5800: Professional/Consulting Services and Operating Expenditures Federal Funds 50,000	CSI- New Curriculum for ELA and Science 4000-4999: Books and Supplies Federal Funds 75,688 CSI- Technology to support instruction 4000-4999: Books and Supplies Federal Funds 18,580 CSI- Contract for Implementation Support from BCOE 5800: Professional/Consulting Services and Operating Expenditures Federal Funds 5000 Title I 5800: Professional/Consulting Services and Operating Expenditures Title I 852 Title IV 5800: Professional/Consulting Services and Operating Expenditures Title IV 855 Title V Reap 5000-5999: Services and Other Operating Expenditures Title V 1566
With CSI grant hire short term parent liaison to set up communication system between teacher, school and families.	CSI Funds 2000-3999: Classified Salaries and Benefits Federal Funds \$3,000	CSI Funds 2000-2999: Classified Personnel Salaries Federal Funds 2,625

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 amount allocated for the salary of the bus driver/maintenance supervisor was decreased due to the position of maintenance being absorbed into the duties of the Superintendent/Principal and the bus driver position changed to a Class C van driver which was not utilized during Covid 19 restrictions. That money was redistributed to custodial and maintenance to deep clean per Covid requirements.

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

A challenge was having teachers participate in professional development during the global pandemic. A success was being able to provide all students with breakfast, lunch and a snack in spite of distance learning. Families were able to pick up meals on a regular basis at the school site.

Goal 2

We will ensure all students, staff and community will have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Facilities in good repair 19-20 Maintain exemplary/good overall facilities rating as measured by the FIT report. Baseline 100% of facilities received a good/exemplary rating on the FIT.	All facilities were destroyed in the North Complex Fire on September 8, 2020 and new construction of state of the art facilities will begin August 2022.
Metric/Indicator Priority 1 Sufficient Instructional Materials 19-20 Maintain 100% compliance of student accessibility of standards-aligned instructional materials as measured by William's review or district self assessment. Baseline 100% of students have sufficient standard's aligned material in 2016-17.	Maintained 100% compliance of student accessibility of standards-aligned instructional materials.
Metric/Indicator Priority 1 Credentialed Teachers 19-20	2 out of 3 teachers are fully credentialed and properly assigned.

Expected	Actual
<p>Maintain 0% of teachers being mis-assigned.</p> <p>Baseline 100% of teachers are appropriately credentialed and assigned for 2016-17.</p>	
<p>Metric/Indicator Priority 5 - School attendance rates</p> <p>19-20 Student attendance rates will increase to 95%</p> <p>Baseline 2015-16 : 82.01%</p>	<p>School attendance rates are currently at 87.1% which is still an increase from the prior baseline.</p>
<p>Metric/Indicator Priority 5 Chronic absenteeism rates</p> <p>19-20 Reduce chronic absenteeism by 2%.</p> <p>Baseline 2015-16 Chronic absenteeism rate was 44%.</p>	<p>Chronic absenteeism has increased due to unforeseen circumstances including a natural disaster and global pandemic.</p>
<p>Metric/Indicator Priority 5 Middle School Dropout Rate</p> <p>19-20 Maintain middle school drop out rates at less than 1%.</p> <p>Baseline Dropout rates for 2015-16 0%</p>	<p>Drop out rate continues to be at 0%.</p>
<p>Metric/Indicator Priority 6 Suspension Rate/Suspension Indicator</p> <p>19-20 Reduce suspension rates by 5% and improve color on Dashboard.</p> <p>Baseline 2015-16 Suspension status rate: All 29.3% (Red)</p>	<p>Suspension rate has decreased dramatically due to distance learning. One student has been suspended since in person learning has resumed.</p>

Expected	Actual
LI 30% (Red) White 27.7% (Red)	
Metric/Indicator Priority 6 Expulsion Rate 19-20 Maintain expulsion rates at 0%. Baseline 2015-16 0% 2016-17 0%	Maintained 0% expulsion rate.
Metric/Indicator Priority 6 Local Climate Survey 19-20 Increase the percent of students feeling safe at school as measured by Parent/Student LCAP Survey to 98%. Baseline 2015-16 90% of students felt safe at school "most" or "all" of the time.	90% of students felt safe at school most or all of the time.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund instructional aides and partial salary of a credentialed teacher to support primary students in their reading, ELA and Math basic skills and support smaller class size. Short term after-school tutoring.	2000-2999: Classified Personnel Salaries Title I 24,636.00 % FTE for Class size reduction 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 68,184 Para Pros 2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries Title I 25,705 %FTE for Class Size Reduction 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 60,553 Para Pros 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$39,033.00 Title VII Indian Ed 2000-3999: Classified Salaries and Benefits Other \$3,642 2000-3999: Classified Salaries and Benefits Title IV \$8,500 2000-3999: Classified Salaries and Benefits Title V \$5,020. CSI 2000-3999: Classified Salaries and Benefits Federal Funds \$14,876 CSI - after-school tutoring 1000-1999, 3000-3999: Certificated Salaries and Benefits Federal Funds \$2,500	Supplemental and Concentration 18,118 Title VII Indian Ed 2000-2999: Classified Personnel Salaries Other 2725 2000-2999: Classified Personnel Salaries Title IV 8,791 2000-3999: Classified Salaries and Benefits Title V 14,498 CSI 2000-3999: Classified Salaries and Benefits Federal Funds 16,173 CSI- after school tutoring 1000-1999, 3000-3999: Certificated Salaries and Benefits Federal Funds 9,207
Implement Intervention programs of PBIS, Second Step and Mind Up in order to reduce suspension rates.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,287.00	4000-4999: Books and Supplies LCFF Supplemental and Concentration 1287
Provide attendance awards and incentives for students with positive attendance	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,663.00	4000-4999: Books and Supplies LCFF Supplemental and Concentration 4,073
Provide on-site parenting classes, staff training on behavioral support, and continue student behavioral interventions. There will be no cost for these classes.	0	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 amount of \$39,033 that was budgeted for paraprofessionals was not fully utilized in that capacity due to two retirements and was reallocated towards student incentives for PBIS, as well as the purchase of additional curriculum.

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

A success was the implementation of the intervention program that targeted all struggling students who were not reading at grade level by the end of the third grade. The intervention program also included intervention provided afterschool focusing on homework completion and support. The struggle was not being able to provide the same in person support once we were forced to transition to Distance learning due to Covid 19.

Goal 3

Pioneer Union Elementary School District will engage families in the school community to seek input in decision making and increase attendance at school functions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3 - Parent Involvement 19-20 Increase the % of parents attending school functions by at least 1% as measured by attendance records of school functions Baseline 2015-16 For 2016-2017 80% of parents attended at least one parent event such as Back to School Night, Open House or Parent Conferences.	Traditional School Functions came to a halt due to Covid 19 guidelines for the 19-20 and 20-21 school years.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,532.00	SchoolWise 4000-4999: Books and Supplies LCFF Supplemental and Concentration 3,200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement outreach methods for connecting with school and community members. Open door meeting time with parents (weekly) and coordination with parent conferences.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 350.00	4000-4999: Books and Supplies LCFF Supplemental and Concentration 350
Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,532.00	4000-4999: Books and Supplies LCFF Supplemental and Concentration 2,194

Goal Analysis

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

All funds were distributed and utilized.

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

The challenges were shifting to Distance Learning and connectivity issues for our families and community. A success was that we were able to stay in communication with our families on a daily basis and parents felt comfortable to reach out to the school when they needed resources. Families were offered internet hot spots as well as areas for students to come to school and access technology for families who had connectivity issues. All students were offered one on one support per Covid guidelines.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 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
Chromebooks, hot spots, and headphones for every student to improve access to online curriculum iReady for student diagnostics			

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.

N/A

Analysis of In-Person Instructional Offerings

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

N/A

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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.

N/A

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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.

N/A

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.

N/A

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.

N/A

Analysis of School Nutrition

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

N/A

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

All stakeholders were included on the analysis and reflection of student outcomes from the previous LCAP. The data has shown that distance learning was difficult for most of our students which was compounded by the North Complex Fire resulting in moving to a new school. Students continue to need a Multi-tiered System of Support both social-emotionally and academically. In developing the new LCAP we focused funds on increasing paraprofessional and instruction time to lower class size and to expand teaching and learning time. We know the things that are working well such as PBIS strategies, intervention strategies and increasing programs that offer targeted instruction. We also included the focus on data collection, interpretation and implementation. This knowledge along with teacher/paraprofessional training will ensure a consistent delivery model that will result in academic and emotional growth. Knowing that within the timeframe of the next LCAP we will be moving to a new school we developed goals and a budget that looked at needs that will be changing from year to year. We are excited to know that we have an opportunity to build a school that will meet the needs of all our students and the community in the 21st century.

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	406,187.00	336,759.00
	0.00	0.00
Federal Funds	172,696.00	132,597.00
LCFF Supplemental and Concentration	183,581.00	126,895.00
Other	3,746.00	16,637.00
Title I	27,005.00	31,196.00
Title II	3,399.00	359.00
Title IV	10,000.00	10,855.00
Title V	5,760.00	18,220.00

* 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	406,187.00	336,759.00
	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	70,684.00	69,760.00
1000-1999: Certificated Personnel Salaries	0.00	13,912.00
2000-2999: Classified Personnel Salaries	106,669.00	57,964.00
2000-3999: Classified Salaries and Benefits	35,038.00	49,861.00
4000-4999: Books And Supplies	85,468.00	105,372.00
5000-5999: Services and Other Operating Expenditures	40,370.00	19,496.00
5800: Professional/Consulting Services and Operating Expenditures	56,980.00	9,980.00
7000-7439: Other Outgo	10,978.00	10,414.00

* 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	406,187.00	336,759.00
		0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Federal Funds	2,500.00	9,207.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Supplemental and Concentration	68,184.00	60,553.00
1000-1999: Certificated Personnel Salaries	Other	0.00	13,912.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	2,625.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	82,033.00	18,118.00
2000-2999: Classified Personnel Salaries	Other	0.00	2,725.00
2000-2999: Classified Personnel Salaries	Title I	24,636.00	25,705.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	8,791.00
2000-3999: Classified Salaries and Benefits	Federal Funds	17,876.00	16,173.00
2000-3999: Classified Salaries and Benefits	LCFF Supplemental and Concentration	0.00	19,190.00
2000-3999: Classified Salaries and Benefits	Other	3,642.00	0.00
2000-3999: Classified Salaries and Benefits	Title IV	8,500.00	0.00
2000-3999: Classified Salaries and Benefits	Title V	5,020.00	14,498.00
4000-4999: Books and Supplies	Federal Funds	76,000.00	94,268.00
4000-4999: Books and Supplies	LCFF Supplemental and Concentration	9,364.00	11,104.00
4000-4999: Books and Supplies	Other	104.00	0.00
5000-5999: Services and Other Operating Expenditures	Federal Funds	20,370.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	20,000.00	17,930.00
5000-5999: Services and Other Operating Expenditures	Title V	0.00	1,566.00
5800: Professional/Consulting Services and Operating Expenditures	Federal Funds	50,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	4,000.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	0.00	1,704.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	2,980.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services and Operating Expenditures	Title IV	0.00	1,710.00
5800: Professional/Consulting Services and Operating Expenditures	Title V	0.00	1,566.00
7000-7439: Other Outgo	Federal Funds	5,950.00	5,324.00
7000-7439: Other Outgo	Title I	2,369.00	3,787.00
7000-7439: Other Outgo	Title II	419.00	359.00
7000-7439: Other Outgo	Title IV	1,500.00	354.00
7000-7439: Other Outgo	Title V	740.00	590.00

* 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	233,432.00	169,885.00
Goal 2	169,341.00	161,130.00
Goal 3	3,414.00	5,744.00

* 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		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pioneer Union Elementary School District	Patsy Oxford Superintendent	poxford@puesd.org (530) 589-1633

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Our 26 acre rural campus is located in the northern California Sierra Nevada, 22 miles from Oroville. Pioneer Union Elementary School District (PUESD) was created in 1962 when Berry Creek Elementary School and Bald Rock School were combined. Due to declining enrollment in the 1980's Bald Rock school was closed and Berry Creek Elementary became a K-8 site. In addition Butte County Office of Education supports the school by operating the after school program.

On September 8, 2021 the North Complex Fire destroyed the Berry Creek community including the school. Thirty-three of our thirty-five families lost their homes. Eight of twelve staff also lost their homes. Most of our students did not have time to take many things when they evacuated. Many of our students were living in motels, trailers, motorhomes or with relatives. Due to our students in distance learning we were able to communicate with our families and provide needed assistance immediately. Due to the loss of our school all our students and families were considered homeless for the 2020-2021 school year. Our families were scattered all over the United States. Due to the Campfire in Paradise two years earlier the infrastructure in the county was prepared and jumped into action to help our families!

At the time of the fire we had fifty-six students enrolled in our school with all students in distance learning. In October we started in-person instruction following the Covid-19 school safety guidelines. Twenty-six students attended in person and twenty students were on distance learning. As the school year has progressed many families have moved out of the area. We assume this will continue over the summer as well. Our classes are divided into TK-2, 3-5 and 6-8. Based on our Calpads data 94% of our students receive free and reduced lunch, 33% are English Language Learners and we have two foster students attending our school.

The Berry Creek families and school staff believe in educating the whole child. The staff and the Board of Trustees take pride in helping children to grow academically, socially, and emotionally. In adopting new curriculum which is written to incorporate the California State Standards all stakeholders believe this will prepare our students to be divergent learners in the 21st century. We expect students to be actively involved, enthusiastic about, and responsible for their own learning. We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect.

The vision of Pioneer Union Elementary School District is to produce students who are motivated to be lifelong learners and capable of setting clear educational and personal goals. With the support of the community and parents, our students will graduate with the necessary academic and social skills to achieve these goals. With that being said and knowing the trauma our students and families have experienced this year we will work more diligently than ever to provide them with the resources necessary to put their lives back together and move toward a more positive future.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

When reflecting on the past year, success can be measured by the fact that the school district, faculty and staff have shown a tremendous amount of resilience and have persevered even in the most difficult times. All students received Chromebooks, hot spots with unlimited data usage for the entire year which enabled students to fully participate in distance learning. In spite of losing our school site, community, and many of our homes, PUESD opened in person instruction in October with 90% of our students in the area returning to our program now temporally housed at a school site in neighboring district. PUESD also purchased IReady to assess the needs of our students and built a tiered system of support providing remediation within the school day. Another success was the continued support the school district received after the North Complex Fire from the local community as well as county organizations. The school district became the conduit to support families with their immediate and long term needs. PUESD offered monthly give away days with gift cards, blankets, teddy bears, books, meals, holiday meals, toys, bicycles, food gift cards, Easter baskets all in an attempt to create stability for our families and offer support during this horrific time.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After a thorough analysis of all dashboard and local data, significant gaps are apparent in student academic performance in both ELA and Math as well as attendance. Steps have been taken to mitigate these inequities including the purchase of IReady, ESGI, and Journeys, Innovations, Go Math supplemental, and a new science curriculum. School Wise was purchased to monitor attendance and a parent liaison was hired to call families and provide support to increase student daily attendance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP was designed to address the barriers to learning that our students are currently facing while developing and enhancing a partnership with families and the community. The key features include implementing and refining a Multi-Tiered System of Support, (MTSS),

utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Professional development to utilize technology to enhance student learning, classroom management, curriculum implementation support, and/or best practices will be provided for all faculty and staff. Another key feature is providing a clean, safe and welcoming environment where parents are encouraged to actively participate in their child's education.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Berry Creek Elementary School has implemented multiple strategies for students, families, community members, classified and certificated staff as well as the governing board to provide input in developing the LCP, SPSA, Expanded Learning Opportunities Grant and this LCAP. Even in the midst of the global Pandemic and school closures due to COVID 19, Berry Creek Elementary has made robust efforts to solicit input from all stakeholder groups. Here are the dates that various stakeholders have met either in person, or via zoom beginning with reopening committee meetings and continuing over the course of the academic year 2020-2021:

July 15, 2020- School Board Meeting

July 29, 2020- School Board Meeting

August 10, 2020- Teacher Training and review of LCAP Goals

August 12, 2020- School Board Meeting

August 26, 2020- School Board Meeting

September 1, 2020- Teacher training and meeting

September 2, 2020- LCAP training and input

September 16, 2020- Reopening School Meeting after fire destroyed school

September 24, 2020- Met with Paradise Unified to discuss reopening plans

September 28, 2020- Staff meeting to plan reopening

September 28, 2020- School Board Meeting

October 12, 2020- Staff Meeting

October 12, 2020- Family Survey

October 14, 2020- School Board Meeting

October 16, 2020- School Meeting where news was present and give away to families

October 21, 2020- Family Survey

October 26, 2020- Parent Meeting for support for students due to impact of fire

October 30, 2020- Drive Thru Halloween Celebration for all families

November 2, 2020- Parent Meeting for assessment of family needs for holidays

November 4, 2020- Give Away to families and students backpacks, books etc.

November 10, 2020- School Board Meeting

November 10, 2020- Family Survey

November 16, 2020- Family Give away day and family pictures for free

November 24, 2020- Family and Community Thanksgiving meals and gift card give away

December 7, 2020- Parent Meeting

December 16, 2020- School Board Meeting

December 18, 2020- Family Give Away of bicycle abd tote full of presents for each student

January 4, 2021- Staff Meeting focused on SEL, student engagement and safety plan

January 13, 2021- School Board Meeting

January 15, 2021- SPSA meeting with BCOE
 February 1, 2021- Staff Meeting planning for trimester and reviewing assessment data
 February 10, 2021- School Board Meeting
 February 22, 2021- Staff meeting PBIS goals and implementation
 February 24, 2021- Family Survey
 March 3, 2021- Family Give Away for gift cards and school t-shirts
 March 10, 2021- School Board Meeting – approved second interim
 March 15, 2021- Staff and parent meeting focusing on extending school day
 March 23, 2021- Working with BCOE on SPSA
 March 31, 2021- Stakeholder Meeting reviewing SPSA
 April 14, 2021- School Board Meeting
 April 19, 2021- Staff meeting review assessments and SPSA goals
 April 28, 2021- Parents Advisory Meeting
 May 3, 2021- Staff Meeting
 May 12, 2021- School Board Meeting
 May 15, 2021- Met with SELPA
 May 17, 2021- Staff Meeting
 May 24, 2021- Staff Meeting
 May 26, 2021- Parent Advisory Meeting
 June 4, 2021- Staff In-service
 June 9, 2021- School Board Meeting
 June 16, 2021- School Board Meeting

The input that was solicited was taken into consideration and is reflected in this LCAP.

A summary of the feedback provided by specific stakeholder groups.

A brief summary of feedback provided by specific stakeholder groups is as follows:

Community, parent advisory committee, EL parent advisory: Requesting transportation and understands students have experienced significant learning loss due to school closures, appreciate and would like to continue the use of Chromebooks and hot spots

Faculty and Staff- Concerns with significant learning loss and student mental health

Students- experiencing forty minute bus ride home and not getting home until 5:00 pm or later, most are lacking an appropriate space to successfully complete homework, many are lacking basic materials and supplies and/or space to house them, realizing learning loss and having to be retaught basic skills.

Administrator- Extreme trauma that students, families, and staff have experienced and students are not in a position physically or mentally to learn, however the focus still needs to be student achievement and having high expectations for ourselves and our students

SELPA- Focus on students still receiving services and providing supports and meeting student goals that are detailed in IEPs.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

This LCAP was influenced by stakeholder input and was designed to meet needs of all students and mitigate barriers to learning. Specific input reflects what our families have endured this year having been displaced and their children surviving a devastating fire. Parents are aware of the many needs including mental health needs and trauma responsiveness that their children require to become successful in school and beyond. This is a focus of this LCAP and all stakeholders wanting to use the LCAP as a living document that guides the goals and objectives of the school and community. The LCAP is reviewed and discussed monthly to reflect changing needs.

Goals and Actions

Goal

Goal #	Description
1	Berry Creek Elementary will continue to implement and refine a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Student need will inform instructional decisions which will improve academic outcomes for all students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies based on an in-depth analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.

An explanation of why the LEA has developed this goal.

This goal was developed due to the fact that the vast majority of our students are not meeting grade level standards as indicated by our CAASPP scores and only 20% of our students are on grade level based on our local assessments, in addition to our high chronic absenteeism rate of 51%. To mitigate inequities and meet the academic, social-emotional, and/or behavioral needs of all students, multiple forms of state and frequently collected local data that measures student progress monthly in ELA and Math. This data will be used to inform instruction, identify need for academic support, including triggering intervention cut points, in addition to determining areas of needed professional development. Attendance and student discipline records will also be reviewed monthly to develop action plans. All student data by grade level and student group(s), will be shared with all stakeholders to target support, solicit input, develop action plans, and monitor schoolwide initiatives in order to improve student outcomes. Data will be analyzed and reviewed monthly in PLC meetings with results being shared with the site council and governing board at regular meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4- CAASPP ELA	27 students tested scored 68.8 points below standard				90% of all students tested scoring at grade level standard or above
Priority 4- CAASPP Math	32 students tested and 66.9 points below standard				90% of all students tested scoring at grade level standard or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5- Attendance Rates	87.1%				94%
Priority5- Chronic Absenteeism	51%				15%
Priority 6- Suspension Rate	10%				5%
Priority 6- Expulsion Rate	0%				0%
Priority 8- Local Academic Assessment (IReady Math Scores)	20-21 19.33% of students scored on or above grade level				90% of all students tested scoring at grade level standard or above
Priority 8- Local Academic Assessment (IReady ELA Scores)	20-21 20.55% of students scored on or above grade level				90% of all students tested scoring at grade level standard or above
Priority 1- Teachers are Fully Credentialed appropriately assigned	2 out of 3 teachers are fully credentialed				100% of teachers are fully credentialed and appropriately assigned
Priority 1-Standards aligned materials	100% of all students have access to standards aligned materials				100% of all students have access to standards aligned materials
Priority 2- Implementation of Standards and academic content	New standards aligned curriculum has been implemented in Math, ELA/ELD				Standards aligned curriculum has been implemented in all subject areas
Priority 7- Course Access	100% of students have access to all courses offered				100% of students have access to all courses offered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Access to devices which have standards aligned instructional programs	100% of all students have access to device (Chromebook)				100% of all students have access to device (Chromebook)
Priority 5- Middle School Dropout Rate	0%				Maintain 0% dropout rate
Priority 2- Implementation of Standards	Administer new baseline because original data was lost in fire				All teachers progress 1 level on the standards implementation rubric
Priority 7- Course Access	100% of all students have access to VAPA				100% of all students have access to VAPA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase Aeries Analytics	Aeries data platform will be used to monitor and develop action plans based on student academics, attendance, and behavior. Parent communication will increase due to parent access to their student(s)' academic and behavioral performance and parental participation in programs for unduplicated pupils.	\$15,000.00	Yes
2	Maintain Credentialed Teacher for class size reduction	Hire and maintain credentialed teacher to provide for class size reduction	\$113,294.00	Yes
3	Professional Development for Faculty and Staff	Professional development to all faculty and staff with regards to utilizing technology to enhance student learning, classroom management, curriculum implementation support, and/or best practices.	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Hiring and Maintaining Preschool Teacher	Hiring preschool teacher in 2021-2022 and maintaining position to provide a seamless educational program and give students foundational reading skills.	\$23,000.00	No
5	Hire and Maintain Paraprofessionals	Paraprofessionals will provide intervention one to one as well as small group for unduplicated students including students with disabilities and all students.	\$12,718.00	No
6	Student Incentives	Provide student incentives for PBIS and Attendance	\$2,850.00	Yes
7	Technology ITS	Contract with BCOE to house all data and provide IT support	\$20,000.00	No
8	Tutoring /Intervention	Provide tutoring and intervention after school for unduplicated pupils and all students.	\$12,000.00	Yes
9	Supplemental Curriculum and Programs	Purchase supplemental curriculum and programs to provide intervention and enrichment for unduplicate	\$12,466.00	No
10	Purchase Technology	Purchase of technology to integrate digital learning into daily routine.	\$4,919.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	PUESD will ensure that all students, staff and community have access to a safe, clean school facility with a welcoming environment that is inviting to all. PUESD will engage families and community members to seek input in decision making and increase parental participation and attendance at all school functions including virtual offerings.

An explanation of why the LEA has developed this goal.

School is truly the center of our community and a beacon of hope for our students and families and this is our why we developed this goal. Our program is a partnership between families, community and PUESD to provide the best possible education for our children in an inviting, welcoming safe and clean environment. Increasing parental and community participation in all decision making will strengthen our program. With this focus, PUESD has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Facilities in Exemplary/Good condition as measured by the FIT report	Currently housed in Ophir School through OCESD due to North Complex Fire				New Facilities located in Berry Creek in Exemplary Condition
Priority 6- Local Climate Survey	90% Parents responded that they feel their child is safe at school				100% of Parents responding that they feel their child is safe at school.
Priority 3- Aeries Analytics Parent Portal	0% Aeries has not been purchased or implemented				100% of all Parents and Guardians have access to Parent Portal through Aeries
Priority 3- Aeries Analytics Parent Portal Usage Survey	0% parents are using parent portal				100% of parents using parent portal to access student's academic progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5- Transportation	All students have access to transportation to and from school				All students have access to transportation to and from school
Priority 6- Parent Input	Monthly Parent Meetings to provide input				Monthly Parent Meetings to provide input

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Training Aeries Analytics	Provide training to all families to access parent portal in Aeries to increase communication and parental participation. Incentives will be offered for parent participation in trainings and accessing and utilizing the parent portal.	\$10,000.00	Yes
2	Administer Local Climate Survey	Administer Local Climate Survey to determine action steps to make PUESD more engaging and inviting.		No
3	Conduct FIT Survey	Conduct Facilities Inspection Tool to ensure safe, clean and modern facilities.		No
4	Provide transportation	Provide transportation for students to and from school.	\$36,900.00	No
5	Providing all students with meals	Providing students with breakfast, lunch, and afterschool snack.	\$3,000.00	No
6	Parent Liaison	Liaison will communicate with all families regarding student needs, attendance, intervention coordination, and coordination of all services.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Family and Parent Involvement	Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips	\$1,800.00	Yes
8	Indirect Costs	Contract with BCOE for Indirect Costs including the Con App	\$7,955.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.44%	\$159,724.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Pioneer Elementary School be effective in meeting the LCAP goals and the identified needs of the unduplicated student groups. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness but were created to improve or increase services for foster youth English learners, and low income students.

Research states students from low income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) These are all barriers we have seen in our students on a daily basis resulting in low academic outcomes. To address these barriers to learning we will perform the following actions:

Goal 1.1- Purchase Aeries Analytics- By purchasing Aeries Analytics we will be able to collect student academic and behavioral data to assist in providing tiered interventions to increase student engagement and improve student academic and behavioral outcomes.

Goal 2.1- Provide Aeries Training to Faculty and Staff- By providing training to faculty and staff we will be able to utilize our student data system to its fullest and monitor student outcomes.

Goal 1.8- Intervention and Tutoring- By providing intervention and tutoring beyond the school day, we expect to see great gains in academic outcomes from our unduplicated students as measured by the CAASPP and local benchmark assessments. This action was in our previous LCAP and is being continued based on student lready scores.

According to the following research "Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology. "For all students combined, 4 years of a small class in K–3 were associated with a significant increase in the likelihood of graduating from high school; the odds of graduating after having attended small classes for 4 years were increased by about 80.0%. Furthermore, the impact of attending a small class was especially noteworthy for students from low-income homes. Three years or more of small classes affected the graduation rates of low-SES students, increasing the odds of graduating by about 67.0% for 3 years and more than doubling the odds for 4 years." Finn, J. D., et. al. (2005). Because the majority of our students are from low income homes and based on the above research and stakeholder input, we will implement Goal and Action 1.2

Goal 1.2 - Maintain Credentialed Teacher for Class Size Reduction- By providing an additional teacher to reduce class sizes we expect to see our foster youth, English Learners and our low income students thrive due to the increased amount of one to one attention this action provides. We will measure this by tracking student outcomes and achievement as measured by academic and behavioral outcomes tracked in Aeries. This action is being continued from our last LCAP because it is important to our stakeholders and we see student success in smaller class sizes.

Research states "Professional development for teachers is a key mechanism for improving classroom instruction and student achievement." (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996). To improve academic instruction in our classrooms as measured by student achievement we will implement Goal 1.3.

Goal 1.3- Professional Development for All Faculty and staff- By providing faculty and staff with Professional Development on high leverage practices and social emotional learning we are able to meet the needs of our unduplicated students as well as all students which will result in improved student outcomes academically and behaviorally.

According to Baranek, "Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability." Because our students often lack motivation we will implement the following goal. Goal 1.6- Providing Incentives for Students- To encourage positive behavior and attendance we will provide incentives to all unduplicated students which will result in more motivated and engaged students who will score higher on academic achievement tests and behave better in class.

According to Cook & Jeng, "Basic needs not being met, such as chronic hunger, can impact the development of a child physically and cognitively with lifelong consequences." With this research in mind we will implement this goal. Goal 2.5- Providing Snacks in afterschool- Many of our unduplicated students suffer from food shortages and by providing meals and snacks we ensure basic needs are met allowing them to engage in higher level thinking which will yield improved student academic outcomes.

The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades and teacher ratings. Students are also more likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education. With this in mind we will actively engage families and this is reflected in the following goal.

Goal 2.7- Activities for Families- By providing engaging activities for families we will improve student outcomes.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

By providing for the basic needs of our unduplicated students, purchasing a student data system that will enable us to track and monitor student outcomes resulting in the development of intervention programs, providing student incentives, providing additional tutoring, maintaining small class sizes allowing for more one to one interaction and support, we expect the achievement gap seen in our unduplicated pupils to lessen and student outcomes improve. In addition, we are providing our faculty and staff with professional development designed to address the barriers to learning often experienced by our unduplicated students which will improve student achievement. This is how we are improving or increasing our services by more than 37.44% for our foster youth and low income students by allocating \$163,444.00 towards actions principally directed towards our unduplicated pupils which is more than the required amount of \$159,724.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$220,344.00			\$65,558.00	\$285,902.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$168,012.00	\$117,890.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Purchase Aeries Analytics	\$15,000.00				\$15,000.00
1	2	English Learners Foster Youth Low Income	Maintain Credentialed Teacher for class size reduction	\$113,294.00				\$113,294.00
1	3	English Learners Foster Youth Low Income	Professional Development for Faculty and Staff	\$7,000.00				\$7,000.00
1	4	All	Hiring and Maintaining Preschool Teacher				\$23,000.00	\$23,000.00
1	5	All	Hire and Maintain Paraprofessionals				\$12,718.00	\$12,718.00
1	6	English Learners Foster Youth Low Income	Student Incentives	\$2,850.00				\$2,850.00
1	7	All	Technology ITS	\$20,000.00				\$20,000.00
1	8	English Learners Foster Youth Low Income	Tutoring /Intervention	\$12,000.00				\$12,000.00
1	9	All	Supplemental Curriculum and Programs				\$12,466.00	\$12,466.00
1	10	All	Purchase Technology				\$4,919.00	\$4,919.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Provide Training Aeries Analytics	\$10,000.00				\$10,000.00
2	2	All	Administer Local Climate Survey					
2	3	All	Conduct FIT Survey					
2	4	All	Provide transportation	\$36,900.00				\$36,900.00
2	5	All	Providing all students with meals				\$3,000.00	\$3,000.00
2	6	English Learners Foster Youth Low Income	Parent Liaison	\$1,500.00			\$1,500.00	\$3,000.00
2	7	English Learners Foster Youth Low Income	Family and Parent Involvement	\$1,800.00				\$1,800.00
2	8	All	Indirect Costs				\$7,955.00	\$7,955.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$163,444.00	\$164,944.00
LEA-wide Total:	\$163,444.00	\$164,944.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$18,150.00	\$19,650.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Purchase Aeries Analytics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	2	Maintain Credentialed Teacher for class size reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$113,294.00	\$113,294.00
1	3	Professional Development for Faculty and Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$7,000.00
1	6	Student Incentives	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,850.00	\$2,850.00
1	8	Tutoring /Intervention	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00
2	1	Provide Training Aeries Analytics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	6	Parent Liaison	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$3,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Family and Parent Involvement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,800.00	\$1,800.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.