

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
Pleasant View School District	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597895840

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

Improve student achievement by focusing on the Instructional Core (Teacher, Student, and Content), which includes the full implementation of the ELA/ELD and Math California Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 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
<p>Metric/Indicator SBAC ELA % & Math % ELD Students ELA % and Math %</p> <p>19-20 SBAC ELA & Math will increase by 2%, ELD Students ELA and Math will increase by 2%.</p> <p>Baseline 2016-2017 SBAC ELA 16% & Math 9% will increase by 2%, ELD Students ELA 7% and Math 8%</p>	<p>2020 Due to Covid 19 pandemic district did not administer SBAC</p>
<p>Metric/Indicator (Fall %/Winter %/ Spring %) of students proficient on Dibels district fluency assessments.</p> <p>19-20 2019-2020 Dibels Fluency K-6 will no longer be used as an assessment. Instead we will be using NWEA MAP Data.</p> <p>Baseline 2016-2017 (Fall 41%/Winter 42%/ Spring 35%) of students were proficient on Dibels district fluency assessments.</p>	<p>NA</p>

Expected	Actual
<p>Metric/Indicator % of 7th and 8th grade students are performing at grade level in Reading Plus.</p> <p>19-20 this metric has been moved to goal 2</p> <p>Baseline 2016-2017 56% of 7th and 8th grade students are performing at grade level in Reading Plus.</p>	NA
<p>Metric/Indicator % of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.</p> <p>19-20 59% of students will be performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8. This will increase by 2%.</p> <p>Baseline 2016-2017 34% of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.</p>	Due to the Covid 19 pandemic we were only able to track half a year of data. As of January 2020, 52% of students were on grade level or above.
<p>Metric/Indicator % of students making growth on CELDT & The ELPAC will be used to establish a baseline.</p> <p>19-20 45% of students will meet their annual growth targets by moving to the next level on the ELPAC assessment.</p> <p>Baseline 34% of students made growth on the CELDT & The ELPAC will be used to establish a baseline for the 2017-2018 school year.</p>	2020 ELPAC - 21% Level 1, 42% Level 2, 32% Level 3, 6% Level 4
<p>Metric/Indicator Fall %/Winter %/ Spring %) of students K-6 proficient on Dibels district Math assessments. % of 7th & 8th grade students working on grade level or above on the STAR Math Assessment.</p>	Due to the Covid 19 pandemic we were not able to get a full year of data using the NWEA MAP.

Expected	Actual
<p>19-20 2019-2020 Dibels Math K-6 and STAR Math 7-8 will no longer be used as an assessment. Instead we will be using NWEA MAP Data.</p> <p>Baseline 2016-2017 Fall 33%/Winter 33%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%.</p>	
<p>Metric/Indicator % of Teachers will be appropriately assigned and fully credentialed.</p> <p>19-20 By June 30th 2020 95% of Teachers will be appropriately assigned and fully credentialed</p> <p>Baseline 70% of teachers appropriately assigned and fully credentialed as of June 2017.</p>	90% of teaching staff are appropriately assigned and fully credentialed.
<p>Metric/Indicator The District will have a 95% participation rate on the SBAC</p> <p>19-20 The District target is a MINIMUM of 95% participation rate on the SBAC</p> <p>Baseline The Districts SBAC participation rate was 97%/</p>	Due to the Covid 19 pandemic we were not able to give the SBAC.
<p>Metric/Indicator % of EL students reclassified.</p> <p>19-20 The goal will be set at >=3% annually.</p> <p>Baseline</p>	6% of EL students were reclassified during the 2019-2020 school year.

Expected	Actual
<p>15 students were reclassified during the 2016-17 school year at a rate of 5%.</p>	
<p>Metric/Indicator All Students will have adequate standards aligned materials.</p> <p>19-20 100% Students will have adequate standards aligned materials.</p> <p>Baseline 100% Students will have adequate standards aligned materials.</p>	<p>100% of students have access to SBE standards-aligned instructional materials.</p>
<p>Metric/Indicator All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs</p> <p>19-20 100% of Students will have access to a broad course of study including unduplicated pupils, students with exceptional needs, and students with disabilities.</p> <p>Baseline 100% of Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs</p>	<p>100% of Students had access to a broad course of study.</p>
<p>Metric/Indicator Implementation of academic content and performance standards for all students including ELD</p> <ol style="list-style-type: none"> 1. Exploration and Research 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability 	<p>Implementation status of academic content and performance standards for all students including ELD. Due to the Covid 19 pandemic, we were not able to fully implement NGSS and History/Social Science.</p> <p>ELA - Full Implementation ELD- Full Implementation Math - Full Implementation NGSS -Initial Implementation</p>

Expected	Actual
<p>19-20 Implementation status of academic content and performance standards for all students including ELD. ELA - Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS -Full Implementation History/Social Science - Full Implementation</p> <p>Baseline Implementation status of academic content and performance standards for all students including ELD. ELA - Initial Implementation ELD- Initial Implementation Math - Initial Implementation NGSS - Exploration and Research History/Social Science - Exploration and Research</p>	<p>History/Social Science - Initial Implementation</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>"#1 To Improve the quality of Instruction in the classroom and improve the level of rigor in student achievement. The District is adding eight days to the work year for certificated personnel. This time will be used:</p> <ul style="list-style-type: none"> To review and analyze data to drive planning for instruction For adult learning experiences focused on the instructional core Cross grade level and vertical collaboration <p>"</p>	<p>Salary & Benefits Resource: 07200 1000-3000 LCFF/SC \$90,000</p>	<p>Salary & Benefits Resource: 07200 1000-1999: Certificated Personnel Salaries LCFF/SC \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>"#2 In order to increase the content knowledge and teaching strategies of our teachers, we are contracting with TCOE for a math consultant and an ELA consultant to work with them. The consultant will plan and model rigorous lessons with all teachers K-8 "</p>	<p>Professional Consulting Resource: 07200 5000-5999: Services And Other Operating Expenditures LCFF/SC \$5,000</p>	<p>Professional Consulting Resource: 07200 5000-5999: Services And Other Operating Expenditures LCFF/SC \$1,000</p>
<p>#3 In order to examine and reflect on teaching practices, and identify systemic areas of need, District personnel will participate in Internal Instructional Rounds and External Rounds as a member of the California Rural Network (CRN). The Instructional Rounds process also serves as our Alternative Governance Strategy.</p>	<p>Salary and Benefits / Professional Consulting Resource: 07200 1000-5000 LCFF/SC \$2,500</p>	<p>Salary and Benefits / Professional Consulting Resource: 07200 1000-5000 LCFF/SC \$0</p>
<p>#4 The district will focus on and invest in rigorous content/curriculum that fully supports implementation of the California Standards in Reading Language Arts, Math and ELD. There will be adequate materials for every student.</p>	<p>Resource: 07200 4000-4999: Books And Supplies LCFF/SC \$2,500</p>	<p>Resource: 07200 4000-4999: Books And Supplies LCFF/SC \$0</p>
<p>"#5 The District and Stakeholders realize that teachers and administrators need opportunities to pursue deepening their own skill and knowledge base. Professional development will be provided for all staff based on collective and/or individual needs in order to best support our students and parents "</p>	<p>Resource: 40350 1000-5000 Title II \$29,045</p>	<p>Resource: 40350 1000-5000 Title II \$48,360</p>
<p>#6 We realizes the importance of small class sizes and will look to increase the number of classes under 25:1 in 4th-8th grade. As well as add staff in the areas of (Science, Art, Music, P.E.) To improve the quality of instructional programs the district will continue to offer a Pre-</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$400,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$442,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
K/TK class with Highly Qualified Teacher (this is a continuation of services)		
#7 We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified (This is a continuation of previous actions and services.)	Resource: 40350 1000-5000 Title II \$5,000	Resource: 40350 1000-5000 Title II \$0
#8 We realize the importance of maintaining a 1:1 technology device (Chromebook, iPad,) to student ratio for our students. In order to maximize the use of these devices they need to be updated and replaced every 3-4 years. We will set aside money every year to accomplish this objective.	Resource: 41270 4000-4999: Books And Supplies Title IV \$23,500	Resource: 41270 4000-4999: Books And Supplies Title IV \$0
#9 The District will contract with a consultant to provide professional development for teachers and instructional aides for writing and grammar. The District will provide opportunities for staff to attend conferences to enhance their professional growth.	ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$55,000 ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$20,000	ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$117,178 ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$6,172

Goal Analysis

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

Due to the Covid-19 Pandemic the District was not able to fully implement certain Actions and Services. Actions #1 & #8 were implemented but paid for out of different funding sources. Action #5 expenditures were more than budgeted due to increased costs in salaries and benefits along with additional needs connected to the Pandemic. Actions #3, #4, #7 were not implemented due to the Covid-19 Pandemic. Those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and

Students with the transition to Distance Learning for things like technology, internet access, materials and supplies and safety measures for students and staff upon re-opening.

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

In March of 2020, all grade levels transitioned to online learning, due to the Covid-19 mandated in person school closures. Because the Pleasant View School District has worked hard over the past few years to develop habits of success in our students, our students were poised to move to online learning. Successes include the following: Teachers learned to use new technology to teach effective lessons and engage their students. They found ways to adjust their schedules to accommodate the family dynamics, in order to meet the needs of their students both personally and academically. Our students continued to grow academically, despite the move to online learning. Core instruction in ELA and Mathematics was able to continue during online learning. Our teachers continued to plan and implement effective lessons so that our students continued to grow.

Challenges included the following: Many students did not have internet in their homes, or their internet service was spotty and did not hold connections. Initially, it was a struggle to get students, particularly in the upper grades, to get online for their schedule class sessions. Teachers struggled to keep students engaged during the online sessions. As we moved to online learning, several teachers struggled with the use of Zoom and other online programs.

Goal 2

Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students working at or above grade level in the K-5 Lexia adaptive reading program.</p> <p>19-20 94% of students will be working at or above grade level in the K-5 Lexia adaptive reading program. This will increase by 2%.</p> <p>Baseline 2016-2017 76% of students are working at or above grade level in the K-5 Lexia adaptive reading program.</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data. However, we were at 91% as of March 2020.</p>
<p>Metric/Indicator % of students working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program.</p> <p>19-20 58% of students will be working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.</p> <p>Baseline</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data. However, we were at 54% as of March 2020.</p>

Expected	Actual
<p>2016-2017 52% of students are working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.</p>	
<p>Metric/Indicator Fall %/Winter %/ Spring %) of students K-6 proficient on Dibels district Math assessments. 36% of 7th & 8th grade students working on grade level or above on the STAR Math Assessment. This will increase by 2%.</p> <p>19-20 Metric moved to goal 1</p> <p>Baseline Fall 33%/Winter 33%/ Spring 24%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%.</p>	<p>NA</p>
<p>Metric/Indicator > 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.</p> <p>19-20 > 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.</p> <p>Baseline > 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills..</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data.</p>
<p>Metric/Indicator % of students working at or above grade level 7th-8th grades in the Reading Plus adaptive reading program.</p> <p>19-20</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data. However, we were at 56% as of March 2020.</p>

Expected	Actual
<p>60% of students are working at or above grade level 7th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.</p> <p>Baseline 2016-2017 56% of students are working at or above grade level 7th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#1 The District will purchase individualized adaptive based assessments and learning programs for all students to use in math and reading</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$27,500</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$48,500</p>
<p>#2 The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added. (This is a continuation of previous actions and services.)</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$250,000</p> <p>Additional hours for Instructional Aides. Resource 30100 1000-3000 Title I \$203,000</p> <p>Additional Instructional Aide hours to provide ELD designated and integrated direct services to EL students. 1000-3000 Title III \$33,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$260,000</p> <p>Additional hours for Instructional Aides. Resource 30100 1000-3000 Title I \$198,200</p> <p>Additional Instructional Aide hours to provide ELD designated and integrated direct services to EL students. 1000-3000 Title III \$41,300</p>
<p>#3 LCAP Stakeholders and District personnel realize the need for our students to have access to a broad course of study and have outside of classroom experiences to support vocabulary development and enrich their educational experience. Through collaboration, grade level teams plan appropriate experiences related to grade level content and standards. (This is a continuation of previous actions and services.)</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$20,000</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$19,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discontinued action	Resource: 07200 1000-5000 LCFF/SC \$0	Resource: 07200 1000-5000 LCFF/SC \$0
#5 The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.	Additional Hours and Duties that do not qualify as Title I expenses. Resource: 07200 1000-3000 LCFF/SC \$20,000 Resource 30100 1000-3000 Title I \$65,200	1000-3000 LCFF/SC \$0 Resource 30100 1000-3000 Title I \$0
#6 The District will purchase math intervention programs K-5.	4000-4999: Books And Supplies LCFF/SC \$2,500	4000-4999: Books And Supplies LCFF/SC \$0
#7 The District will provide professional development on English language development.	1000-5000 LCFF/SC \$2,500	1000-5000 LCFF/SC \$0
#8 The District will provide tutoring services to students to support student growth in writing and grammar.	ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$34,000	ESSA/ CSI 0001-0999: Unrestricted: Locally Defined Other \$4,000
The District realizes the need to support Literacy skills in our struggling students. Therefore it is necessary to provide support personnel to provide in class coaching and support to our TK-8 Teachers as well as students who struggle reading. (Literacy Coach)	Resource 30100 1000-3000 Title I \$50,250	Resource 30100 1000-3000 Title I \$51,000
The District understands the importance of extended learning opportunities for its students. Therefore the district will offer Summer School (Teachers, Aides, etc)	Resource 30100 1000-3000 Title I \$40,000	Resource 30100 3000-3999: Employee Benefits Title II \$53,000

Goal Analysis

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

Due to the Covid-19 Pandemic, the District was not able to fully implement certain Actions and Services. Action #5 & #8, were implemented using other funding. Actions #6, #7, were not implemented. Those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and Students with the transition to Distance Learning for things like technology, internet access, materials and supplies, and safety measures for students and staff upon re-opening.

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

Students within the Pleasant View School District successfully continued to improve their reading through the Lexia and Reading Plus adaptive learning programs throughout the entire school year. Students in all grade levels had individual goals related to these programs and continued to work to meet these goals during distant learning. Teachers supported students prior to and after moving to online learning by analyzing student data and providing support through one to one or small group instruction specific to the needs of the students. This was done through the use of Zoom breakout rooms.

Because many students were home without adult supervision, one of the challenges related to this goal was making sure all students worked on their adaptive learning programs each day. Some of our younger students struggled to stay engaged and monitor their own behavior, while some of our older students simply chose not to engage in the programs. These were definitely the exceptions and not the rule. To encourage students to work on their programs, teachers met with them individually to explain the importance of the programs for their individual growth. Parents were also contacted. Lastly, incentives were provided to encourage students to stay engaged. The Pleasant View staff felt it was important for our students to have a summer school experience that provided enriching learning experiences that were different from those they received during the school year. To do this, the staff took on a Project Based Learning approach through the use of the Thrively online platform. This gave students opportunities to research and learn about topics they were interested in through a collaborative learning approach.

Goal 3

Improve participation, increase learning opportunities and fully engage parents in the education of their students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent survey question (2A) indicates that % of of parents have been asked to participate in the classroom.</p> <p>19-20 Parent survey question (2A) will indicate that 50% of parents have been asked to participate in the classroom. This will be maintained at >=50%.</p> <p>Baseline 2016-2017 Parent survey question (2A) indicates that 41% of parents have been asked to participate in the classroom.</p>	<p>Due to the Covid 19 pandemic, we were not able to collect the data.</p>
<p>Metric/Indicator Current participation in parent conferences %.</p> <p>19-20 Current participation in parent conferences >=85%. Parent attendance for students with IEPs will be 100%</p> <p>Baseline 2016-2017 Current participation in parent conferences is 88%.</p>	<p>85% of parents attended conferences. The goal of 85% of participation was met.</p>
<p>Metric/Indicator</p>	<p>Due to the Covid 19 pandemic, we were not able to collect the data.</p>

Expected	Actual
<p>Parent survey question (3A) indicates % of parents have helped in their child's school.</p> <p>19-20 Parent survey question (3A) will indicate 50% of parents have helped in their child's school. This will be maintained at >=50%.</p> <p>Baseline 2016-2017 Parent survey question (3A) indicates 46% of parents have helped in their child's school.</p>	
<p>Metric/Indicator % of parents participated in an adult learning opportunity.</p> <p>19-20 This metric has been discontinued.</p> <p>Baseline 2016-2017 60% of parents participated in an adult learning opportunity.</p>	<p>This Metric was discontinued.</p>
<p>Metric/Indicator % of family contacts with parents by Community Liaison/Social worker.</p> <p>19-20 Community Liaison/Social worker Contacts will be maintained at >=50%.</p> <p>Baseline Community Liaison/Social worker Contact log indicates 54% of parents have received direct services.</p>	<p>Due to the Covid 19 pandemic, we were not able to collect a full year's worth of data.</p>
<p>Metric/Indicator Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.</p> <p>19-20 Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. This will be maintained at >=50%. Parent attendance for students with IEPs will be 100%</p>	<p>Due to the Covid 19 pandemic, we were not able to collect a full year's worth of data.</p>

Expected	Actual
<p>Baseline Parents of Exceptional needs students will be identified and asked to participate in their child’s classroom. Baseline data</p>	
<p>Metric/Indicator Parent survey question (1) indicates % of parents satisfied with educational program at school.</p> <p>19-20 Parent satisfaction with educational program at our school will be maintained at 90% or greater.</p> <p>Baseline 2017-2018 Parent survey question (1) indicates 98% of parents our satisfied with the educational program at our school.</p>	<p>Due to the Covid 19 pandemic, we were not able to collect a full year's worth of data..</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#1 The District will maintain the school website and the school app to send notifications to students and parents.</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$2,500</p> <p>ESSA Communication in Home Language, Federally required notifications in Home Language and Monthly Parent Involvement Newsletters 4000-5000 Title I \$5,000</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$3,950</p> <p>ESSA Communication in Home Language, Federally required notifications in Home Language and Monthly Parent Involvement Newsletters 4000-5000 Title I \$4,000</p>
<p>#2 The District will continue to provide a bilingual community liaison/Social Worker to reach out to parents in the community.(This is a continuation and addition of previous actions and services.)</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$65,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$66,900</p>
<p>#3 The District will partner with community agencies to provide adult learning opportunities/experiences for parents on subjects such as parent engagement, nutrition, health services, mental health services and academic needs for their children.</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$2,500</p>	<p>Resource: 07200 4000-5000 LCFF/SC \$1,350</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discontinued action	Resource: 07200 4000-5000 LCFF/SC 0	Resource: 07200 4000-5000 LCFF/SC \$0
#5 Pleasant View will also allocate resources to partner with Save the Children to provide personell and resources to parents and families with children 0-5	Resource: 07200 4000-5000 LCFF/SC \$12,001	Resource: 07200 4000-5000 LCFF/SC \$0
#6 The District will provide opportunities to engage parents and stakeholders in regards to the academic and social emotional growth of our students. The District will provide shared learning experiences for staff, parents and stakeholders to build capacity of all those involved in the education of our students. Provide transportation to parents of IEP students to attend meetings.	ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$56,000 ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$8,000	ESSA/ CSI 5000-5999: Services And Other Operating Expenditures Other \$0 ESSA/ CSI 1000-1999: Certificated Personnel Salaries Other \$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.

Due to the Covid-19 Pandemic the District was not able to fully implement certain Actions and Services. Actions #3, #5, were implemented but with no costs associated due to the Covid-19 Pandemic, Action #6 was not implemented and those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and Students with the transition to Distance Learning for things like technology, internet access, materials and supplies and safety measures for students and staff upon re-opening.

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

The Pleasant View School District realizes the importance of communicating with parents, and parents conferences remained a priority throughout the entire school year. Parent conferences were held in-person in the fall, and moved to online in the spring. The teachers and staff made every effort to ensure that a conference was held with every parent, if at all possible. The spring conferences were held either through Zoom a phone call. When students moved to online learning in March, the teachers began calling parents weekly to communicate with them regarding their child's progress and to provide any support needed to ensure every student was able to successfully engage in online learning. Teachers also communicated with parents through the Class Dojo and SeeSaw online

applications. Teachers created videos to demonstrate how to complete assignments so that parents and students could easily access them when needed and on their own time. Each grade level created daily task cards that were uploaded to the District website for easy access. If students weren't able to log onto online sessions for all or part of the instructional day, they were able to view the task cards to find out what tasks they needed to complete and where to find resources to support their learning. Due to the Covid-19 shutdown, in-person parent involvement activities planned for the last half of the school year were not able to be conducted. However, the community liaison continued to reach out to parents throughout the school year to identify any social and emotional and/or physical needs parents and students may have. When needs were identified, the liaison made sure support was provided from the appropriate resource(s).

Goal 4

In order for students to reach their full potential, the District will closely align facilities with their vision for learning and create a climate for students that are clean, healthy, engaging and emotionally and physically safe.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator School attendance rates will be maintained</p> <p>19-20 School attendance rates will be maintained at, least $\geq 94\%$.</p> <p>Baseline School attendance rate for 2016-2017 was 96%.</p>	<p>The 2019- 2020 School attendance rate was at 96% as of March before the Covid 19 pandemic closed schools. The district was unable to collect a full year's worth of data.</p>
<p>Metric/Indicator Pupil suspension rates (Corrected 6/2018)</p> <p>19-20 Pupil suspension rates will be maintained at 5% or fewer</p> <p>Baseline 2016-17 Pupil suspension rates were corrected to reflect the actual rate of 7.5%</p>	<p>We met the goal 3.2% or fewer with a suspension rate before the Covid 19 pandemic shut us down. The district was not able to collect a full year's worth of data.</p>
<p>Metric/Indicator Pupil expulsion rates</p>	<p>0% of our students were expelled from the school district in the 2019-2020 school year before the Covid 19 pandemic shut us</p>

Expected	Actual
<p>19-20 Pupil expulsion rates will be maintained at less than 1%</p> <p>Baseline Pupil expulsion rates were 0%</p>	<p>down. The district was not able to collect a full year's worth of data.</p>
<p>Metric/Indicator The chronic absenteeism rate. (Corrected 6/2018)</p> <p>19-20 The chronic absenteeism rate will be maintained at 5% or fewer.</p> <p>Baseline The chronic absenteeism rate was corrected to reflect the Dashboard data of 5%</p>	<p>The chronic absenteeism rate for 19-20 is 3% before the Covid 19 pandemic shut us down. The district was not able to collect a full year's worth of data.</p>
<p>Metric/Indicator Establish baseline on student self-efficacy survey. (Scale 1:Low to 4:High)</p> <p>19-20 Each self efficacy category will will increase by .05 or >= 3.25 annually.</p> <p>Baseline Baseline self efficacy data reflected the following data. Academic Achievement 3.11, Self Regulated Learning 2.68, Social 3.05, Enlisting Social Resources 2.88.</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data.</p>
<p>Metric/Indicator % of those surveyed will report feeling safe at school.</p> <p>19-20 92% of students will report feeling safe at school. This will be maintained at >=92%.</p> <p>Baseline 2016-2017 90% of students reported feeling safe at school.</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data.</p>
<p>Metric/Indicator</p>	<p>Due to the Covid 19 pandemic, we were not able to get a full year's worth of data.</p>

Expected	Actual
<p>% School psychologist provided direct services to students.</p> <p>19-20 Psychologist direct services to students will be >=15%.</p> <p>Baseline Psychologist direct services to students was 17%</p>	
<p>Metric/Indicator The District will maintain a facilities score of good or better on the annual William's Visit.</p> <p>19-20 The District will maintain a facilities score of good or better on the annual William's Visit.</p> <p>Baseline The District will maintain a facilities score of good or better on the annual William's Visit.</p>	<p>The district received a score of "Exemplary" for facilities on the 2019-2020 annual Williams visit.</p>
<p>Metric/Indicator The District will maintain a 0% middle school drop out rate.</p> <p>19-20 The District will maintain a 0% middle school drop out rate.</p> <p>Baseline 2016-17 middle school dropout rate was 0%</p>	<p>The district had 0% of students drop out during the 2019-2020 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students. (This is a continuation of previous actions and services.)</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$138,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$142,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#2 The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities.</p>	<p>Resource: 07200 7000-7439: Other Outgo LCFF/SC \$270,000</p>	<p>Resource: 07200 7000-7439: Other Outgo LCFF/SC \$0</p>
<p>#3 The District will continue to find ways to increase the safety and security of staff and students on campus, in well-maintained facilities. Our campuses are located in a rural area and the district will add Security cameras to provide an additional layer of security for the campus after hours and on weekends. The District will provide professional development related to school safety as well as the addition of crossing guards.</p>	<p>Resource: 07200 4000-4999: Books And Supplies LCFF/SC \$10,000</p>	<p>Resource: 07200 4000-4999: Books And Supplies LCFF/SC \$8,000</p>
<p>"#4 The District will maintain its Tech Support AV Specialist position (This is a continuation of previous actions and services.) "</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$30,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$27,500</p>
<p>#5 The District will have three .50 FTE part time health/office clerks to better support the well being and health needs of students</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$60,000</p>	<p>Resource: 07200 1000-3000 LCFF/SC \$36,600</p>
<p>#6 The District will employ Library Aides to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books. In addition summer hours will be added to keep the library open for students during the summer months.</p>	<p>Resource: 07200 1000-5000 LCFF/SC \$46,000</p>	<p>Resource: 07200 1000-5000 LCFF/SC \$27,200</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#7 The district will set aside a reserve of LCAP funds to provide the resources for a future Multi-Purpose facility for the school and community,	Resource: 07200 4000-6000 LCFF/SC \$0	Resource: 07200 4000-6000 LCFF/SC \$141,800

Goal Analysis

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

Due to the Covid-19 Pandemic the District was not able to fully implement certain Actions and Services. Action #2 was not paid out of LCAP due to the refinancing of that debt those additional funds were set aside in Action #7 for future facilities. Action #6 was less due to less staffing for the position due to the Covid-19 Pandemic. Those funds for Actions and Services not implemented were directed towards supporting Parents, Teachers and Students with the transition to Distance Learning for things like technology, internet access, materials and supplies and safety measures for students and staff upon re-opening.

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

The Pleasant View staff works hard to ensure that all students feel included and a part of the Pleasant View community. This includes the administration, teachers, paraprofessionals, cafeteria staff, bus drivers, and maintenance staff. Because of this, our students want to be at school. They view the school as a safe haven and a place where they are cared for and cared about. When the school district moved to online learning in March, we knew how important it was that we kept this sense of community as much as possible. Teachers called every parent on a weekly basis to check in and check on every student. Our school psychologist and community liaison reached out to parents who needed support and found ways to provide support in whatever form it was needed. Our office staff sent out messages to parents through Parent Square to ensure all parents were kept up to date on any logistical information and resources. Teachers used programs such as Class Dojo and SeeSaw as another way of communicating with parents regarding their child's education. All grade levels created daily task cards that were uploaded to the school website to ensure that all parents and students were aware of daily academic expectations. All teachers had scheduled office hours daily so students and parents could reach out with individual concerns or academic help. Before moving to online learning, teachers planned collaborative learning opportunities for students as well as opportunities for team building and developing a sense of community in the classrooms. When students moved to online learning, this became a challenge. Fortunately, this sense of community had been established earlier in the year, which was a tremendous help when we moved to online learning.

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
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	30,000	\$50,000	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	7,500	\$8,000	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, Sprayers, Foggers, paper towels, gloves, goggles, and masks.	15,000	\$25,000	No
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	20,000	\$90,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	5,000	\$5,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	7,500	\$15,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	7,500	\$10,000	No
HVAC IonAir filters: Sites will replace HVAC filters as necessary and look into add IonAir filter devices to all AC Units.	75,000	\$0	No
Additional Instructional Technology to allow for greater physical distancing in the classrooms. ie. Computers, Printers. etc.....	75,000	\$70,000	No
Additional Furniture to allow for greater physical distancing inside and outside the classrooms. ie....desks, tables, chairs	15,000	\$0	No
Equipment and costs associated with testing staff and students regularly for COVID-19,	150,000	\$0	No

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.

Action #3 There were additional costs of staffing for additional custodians for extra cleaning. Action #8 was not implemented because the district is still working with architects and other programs to determine the best course of action. Action #10 was not implemented in the current year but will be used in the 21-22 school year. Action #11 was not implemented due to logistical problems and the state starting their own testing program. There were no other substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss

Analysis of In-Person Instructional Offerings

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

Health materials were successfully distributing and used by all staff and students, as appropriate. Expectations for use of PPE and distancing were clearly communicated to all staff, students and families. All staff, students, and visitors were closely monitored to ensure that they adhered to the reopening guidelines. Supplies were continuously replenished. Signage, posters, and floor decals were placed throughout the school to maximize social distancing. Plexiglass was placed in all classrooms and spaces where physical distancing of six feet was not possible. Multiple face masks were purchased for every staff member and student. The necessary PPE, room arrangements, and plexiglass were all a challenge for in-person instruction. For example, teaching phonics is a challenge when students cannot see their teacher's mouth and when teachers cannot see their students' mouths. Plexiglass barriers made it difficult for students to see instructional materials/resources in the room, other students, the teacher, etc. It was also a challenge for students who are spread out around a room and wearing masks to verbally communicate with each other. Although these were challenges, the Pleasant View staff were very creative in finding ways to teach phonics, ensure their students could see resources they needed to

see in the classroom, and utilized technology when needed to give students opportunities to verbally communicate with each other. They truly made the best of every situation.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks or iPads made available for all students who need a device to access distance learning at home.	150,000	\$190,000	No
Additional Technology to Support Students Distance Learning: Wifi hotspots, headsets, and laptops/devices, and technology to allow for enhanced learning experiences at home or in the community. Additional technology for staff to Support Distance Learning. ie..laptops, computers, docucams, printers, headsets, etc....	100,000	\$240,000	No
Homeless/Foster Youth Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	15,000	\$18,000	Yes
Educational Materials and Supplies made available to students at home to enhance the distance learning program, ie.. Leveled reader Books, Pencils, Crayons, Notebooks, Music Equipment, etc.....	175,000	\$225,000	No
Technology Equipment to increase internet capacity to support Distance Learning: Network new Switches and Access Points...	100,000	\$0	No
Educational Software & Online Subscriptions for Supporting distance learning ie..Thrively, Generation Genius,	30,000	\$50,000	No

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

Action #5 was not implemented in the 20-21 school year due to planning other tech infrastructure projects needing to be completed first. There were no other substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss

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.

The Pleasant View School District was able to successfully continue implementing effective instruction by making sure that every student received a Chromebook and Wifi hotspot, in order to access distant learning at home. The District was able to quickly identify which students/families needed Chrome books and Wifi hotspots and distribute them in a timely manner. By providing each student with the necessary technology, the teachers were able to continue to teach high quality instruction. Grade levels planned four weeks ahead at all times. Lessons were planned based on student data from the previous four-week cycle. Students received packets of instructional materials, books, math manipulatives, and other resources needed to effectively participate in online instruction. Professional development continued to be a priority and centered around engaging students online, teaching effective online lessons, data monitoring and using data to provide online support. It also included student engagement strategies and ways to conduct formative assessments, through online programs, to monitor growth and drive instruction. Challenges related to distance learning include engaging students who are at home with many distractions. Many students live in small homes with multiple children in the home. It was often challenging for the students to find a quiet place in their home to participate in their Zoom sessions without siblings or adults in the home being distractions. There were also occasional connectivity issues with internet in some homes being spotty. It was definitely a challenge to get all students connected to new programs and to teach them how to trouble shoot technology issues through a computer screen or phone call. While this was a challenge, it was also a success. Teachers and students rose to the occasion and worked hard to learn programs that helped students learn and and grow. The Pleasant View staff realizes the importance of social and emotional health for our students. When the school closed, we knew that this had to remain a priority. Helping students develop habits associated social and emotional learning continued to be a priority for our staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tutoring: Teachers will be available for extra hours for tutoring for those students that need additional support.	50,000	\$15,000	No
TK-8 Summer Program: Online summer program	50,000	\$70,000	Yes

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

Action #1 expenditures were less due to less demand for tutoring services than anticipated. There were no other substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss

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.

We worked hard to get our students back on campus for in-person learning as soon as possible and have offered multiple opportunities to allow parents to choose to send their students back as they felt comfortable. Our teachers are working collaboratively to meet the needs of our students in our hybrid model of teaching. We have worked hard to mitigate the challenges due to the Covid 19 pandemic and have tried to protect our students from suffering the effects of learning loss. However, based on NWEA Growth Metrics only 3 out of 9 Grade Levels made growth targets in Math in 20-21. Only 3 out of 9 Grade Levels made growth targets in Reading. Additionally, 4 out of 8-grade levels met the growth target in Language Use in 20-21. In regards to our students Self Efficacy, we saw a .50 drop in scores in the areas of Academic Achievement, Self Regulation for Learning, Social, and Enlisting Social Resources. 93% of students reported that a teacher or grown-up at the school cares about them. We have a very robust summer program planned for the summer of 2020 to provide social-emotional learning support and skill development. We did offer tutoring and extra services for students who were struggling. However, it proved difficult to engage students at home after their regular class instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The 2020-2021 school year has presented a plethora of challenges and obstacles that have been stifling at times, yet essential for the growth and development of students and instructional staff. We can confidently say that we rose to the occasion. That being said, the three biggest struggles and accomplishments that came to mind were in regards to; supporting not only our students but their parents and guardians, ensuring quality emotional support and coaching staff and team members, as well as navigating the health parameters that were and are still in constant flux.

Assisting not only the students but also their families has presented tremendous opportunities for creating lasting and meaningful impacts in our schools communities. In these trying times, the manifestation of emotional and behavioral hardships are often indicative of struggles and difficulties within the children's homes. Being able to successfully address and mitigate the stressors to both the students and their families alike ensures that we are able to address the root cause of these behaviors and perceptions instead of solving only the surface level aspects of the problem. We accomplished and gained a deep level of trust and shared empathy as parents/brothers/sisters/friends/teachers and as a human trying our best everyday.

Providing emotional support to staff has also presented many challenges and opportunities for meaningful growth and trust. Fostering the emotional well being of the people who serve our students and communities ensures that they have the possibility of executing the tasks and duties entrusted to them at their peak performance. When the students are receiving the best from their instructors and supportive staff, our children in turn benefit from receiving the best education that we can provide. This challenge was overcome by opening the lines of communication and checking in with staff members. Staff members have multiple people as resources and various ways of communicating not only with each other but parents and students as well. All staff members lookout for each other, students and parents with regards to absences, noticeable changes in behavior, a decline in work productivity, focus and attention. Even more importantly, staff, students and parents speak up and communicate with each other to ask for help for themselves and each other. The various forms of communication such as ParentSquare and Class Dojo to share a few have been crucial resources in aiding communication.

Juggling the ever-changing health parameters has been difficult with once concrete policies now being fluid to adapt to the obstacles presented by Covid. There is often less of a black and white criterion to operate within which leads to ambiguous communication. This lack of clarification has been frustrating to both staff and parents alike. We have constantly met this challenge with open and honest communication and have come to collective understanding that we all must remain patient, flexible and understanding to the changes we may face.

These challenges and successes have been a catalyst for stronger relationships and resiliency not just as educators and students but as overall human beings. What we have seen and experienced thus far is just the tip of the mental health iceberg and that nobody has an idea of the true impact the pandemic has had on people, and their mental health needs. Pleasant View Elementary School District has always acknowledged the importance of mental health and we have all done our best to provide the services that our students, staff and parents require. Therefore, we are confident that as we approach the mental health iceberg and we see the long term impacts and effects of the pandemic on everyone's mental health; we ALL will overcome it and be stronger for it.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

Staff embraced multiple communication platforms in order to reach families.

Staff spent more time having conversations with families and identifying individual needs in order for students to be successful.

Meals were provided for all students and families.

Support staff were flexible in providing support where needed.

Administration listened to parent's concerns and provided multiple instructional models.

Zoom/Google Meets links were provided to families for meetings/conferences while allowing them to provide feedback in a safe manner.

We quickly transitioned to offering virtual meeting options for our stakeholders. This option allowed more participation from families.

We used a variety of communication strategies to build relational trust with families and boost student engagement.

Our staff understood the importance of providing parents and students with consistent structures and processes—such structures include morning meetings to check in on student and family well-being, regular one-on-one conversations, daily schedules, and weekly Task Card updates.

Parents were provided with regular updates on student outcomes to support distance learning.

Individualized communication with students and families were used to share student progress, highlight learning gaps, and set expectations for engagement.

We also asked parents what they needed help with—related to student learning—and provide educational opportunities around key issues such as navigating Classroom Technology and programs.

Challenges:

We were unable to have parent volunteers on campus which diminished our services for students.

We had to rethink how we would deliver our family engagement events like parent conferences, Back to School Night, Halloween parades/parties, field trips, holiday celebrations, Open House and other family night events. We have also had to reschedule our Special Education meetings in the spring which cause a domino effect in the fall.

Distance learning for our youngest students was challenging for them, their families, and their teachers

Analysis of School Nutrition

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

Successes:

The federal government approved the waiver to feed all students for the remainder of the school year.

Cafeteria staff was flexible when we had to transition from in-person learning to distance learning.

Cafeteria staff created meals to meet the new safety requirements due to COVID.

100% of Students were able to access breakfast and lunch.

100% of Parent surveys reported the district met the food needs of students and families during the pandemic.

Challenges:

Staffing could be a challenge if staff had to be quarantined.

Packaging, serving and picking up meals had to be changed to meet the new safety standards.

logistics and staffing of offering drive thru and grab and go meals

Social distancing protocols and cohort protocols in place were difficult at times to maintain.

This in turn affected the way we used our support staff for academic support.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	20,000	\$35,000	No
Mental Health and Social and Emotional Well-Being	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	0	\$0	Yes
Pupil Engagement and Outreach	District Parent Community Liaison: Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. As well as offering workshops to parents to support them in a variety of ways.	15000	\$14,000	No
Distance Learning Program	Additional Technology support staff to better support PVESD's staff, students, and families with distance learning, or a blended model.	85000	\$80,000	No
In-Person Instructional Offerings	COVID-19 Staff, Student, Testing, PPE, Supplies, Planning etc...	65000	\$50,000	No

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.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements

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.

Many lessons were learned this past year from implementing in-person and distance learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority whether the instruction is delivered remotely or in person. COVID changed the way we interacted with one another and increased the importance of hygiene practices/cleaning protocols. Pleasant View Elementary School District Students and staff learned to use technology in new ways and staff has become very creative delivering other school traditions. We will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being of each student, providing a safe and clean learning environment for all. We will take the good and bad of what we learned this past year to refine our school systems, programs, and teaching models. COVID created a need for more interactions with families and staff. Multiple modes of communication were used to reach parents. For the most part, parents were highly engaged in their child's learning. For families that were hard to reach, we used new strategies to engage them with the school. We will close our distance learning option and continue to have in-person and Independent Study as our instructional models.

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

In order to address pupil learning loss, we will use our local assessments and teacher input to create flexible interventions and targeted instruction. Teachers will analyze student data during collaboration time and plan appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. After school tutoring and summer school are also being offered as we move forward.

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.

There were no substantive differences between the planned actions and budgeted expenditures.

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

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

We were able to implement all of the actions and services within the 2019-2020 LCAP up until COVID hit. The COVID-19 pandemic had a significant impact on our district and the community. The speed with which we entered distance learning mode back in March was so swift that many of the challenges could not have been predicted. Some of our parents work, and child care and supervision was a huge issue; others in our district had no Internet service at home. This hampered their ability to distance learn, as they first had to establish services, then quickly learn how to connect and use the device, and distance learning for them was truly challenging. The pandemic has altered the way we provide services and support for our students and families. Our classified staff has worked tirelessly, this past year, to establish new cleaning protocols, various policies, and sought guidance to ensure the safety and health of our students, staff, and families. Our teaching staff have self-trained and attended virtual tech training so they are better versed in various distance learning platforms. They also have sought ways to quantify and mitigate learning loss. As always, it is our goal to provide a safe, engaging, rigorous learning experience for all of our students. Knowing that most families expressed the desire to return to in-person learning. COVID flare-ups wreaked havoc on our staffing as there were no available substitute teachers in the county. COVID caused us to be creative with instructional models and staffing. Although we were able to implement tutoring, we were unable to deliver flexible grouping interventions. The community response to COVID-19 mirrors that of the country. The rules and protocols have shifted so frequently that it was difficult for our school community to keep pace - and even more difficult for parents and community members to comprehend the complexities we have faced this past year. This experience has been taxing on our small staff. Administrators and support staff have had to implement COVID notifications and calling protocols and office staff has had to isolate students that are infected and/or close contacts. Teachers have had to flip between in-person learning and distance learning. We instituted new practices to address learning modalities, movement around the facilities, and interaction with one another. Implementing the requirement to don face masks, maintain social distancing, provide extra cleaning, modeling hygiene practices, addressing learning loss, offering a rigorous remote learning program as well as in-person learning and Home School options, creating cohorts of students that may incorporate siblings, providing "Grab and Go" meals and modifying how we serve meals to our students in school, identifying a COVID-19 Liaison to the Health Department, and designing desk arrangements to maximize spacing while addressing capacity issues are just some of the modifications that have been implemented. We created a comprehensive Reopening Plan, with stakeholder feedback, and provided it to our families and staff. Pleasant View Elementary School District Over the summer and throughout the school year, the Superintendent met frequently with the supervisors of the maintenance and operations team, the technology team, custodians, site administrators, and support staff. The team held conference call meetings with administrative staff members to address needs and concerns as we planned the start of the new school year. In addition, there were weekly conference calls with local Health Department officials and our Tulare County Superintendent of Schools in order to receive current COVID status updates. Our goals for the 2021-2024 plan will remain the same as they were pre-pandemic. It is our desire to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically rich environment. We have used local data to

determine actions and services in our plan as there is no state data available. Student engagement, social-emotional learning, and learning loss recovery will be a focus in the next few years.

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	2,085,496.00	1,749,510.00
LCFF/SC	1,458,501.00	1,226,300.00
Other	173,000.00	127,350.00
Title I	363,450.00	253,200.00
Title II	34,045.00	101,360.00
Title III	33,000.00	41,300.00
Title IV	23,500.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,085,496.00	1,749,510.00
0001-0999: Unrestricted: Locally Defined	0.00	4,000.00
1000-1999: Certificated Personnel Salaries	62,000.00	6,172.00
1000-3000	1,444,450.00	1,265,500.00
1000-5000	85,045.00	75,560.00
3000-3999: Employee Benefits	0.00	53,000.00
4000-4999: Books And Supplies	38,500.00	8,000.00
4000-5000	69,501.00	77,300.00
4000-6000	0.00	141,800.00
5000-5999: Services And Other Operating Expenditures	116,000.00	118,178.00
7000-7439: Other Outgo	270,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,085,496.00	1,749,510.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF/SC	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	62,000.00	6,172.00
1000-3000	LCFF/SC	1,053,000.00	975,000.00
1000-3000	Title I	358,450.00	249,200.00
1000-3000	Title III	33,000.00	41,300.00
1000-5000	LCFF/SC	51,000.00	27,200.00
1000-5000	Title II	34,045.00	48,360.00
3000-3999: Employee Benefits	Title II	0.00	53,000.00
4000-4999: Books And Supplies	LCFF/SC	15,000.00	8,000.00
4000-4999: Books And Supplies	Title IV	23,500.00	0.00
4000-5000	LCFF/SC	64,501.00	73,300.00
4000-5000	Title I	5,000.00	4,000.00
4000-6000	LCFF/SC	0.00	141,800.00
5000-5999: Services And Other Operating Expenditures	LCFF/SC	5,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	111,000.00	117,178.00
7000-7439: Other Outgo	LCFF/SC	270,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	632,545.00	614,710.00
Goal 2	747,950.00	675,500.00
Goal 3	151,001.00	76,200.00
Goal 4	554,000.00	383,100.00

* 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	\$407,500.00	\$273,000.00
Distance Learning Program	\$570,000.00	\$723,000.00
Pupil Learning Loss	\$100,000.00	\$85,000.00
Additional Actions and Plan Requirements	\$185,000.00	\$179,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,262,500.00	\$1,260,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$407,500.00	\$273,000.00
Distance Learning Program	\$555,000.00	\$705,000.00
Pupil Learning Loss	\$50,000.00	\$15,000.00
Additional Actions and Plan Requirements	\$185,000.00	\$179,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,197,500.00	\$1,172,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$15,000.00	\$18,000.00
Pupil Learning Loss	\$50,000.00	\$70,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$65,000.00	\$88,000.00