

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
Potter Valley Community Unified School District	Nicole Odell Superintendent	nodell@pottervalleyschools.us 707-743-2101

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

Goal 1

Goal 1: All students will have their individual learning needs met in core subjects and non-core subjects taught by qualified instructional staff during the school day, after school, or during the summer.

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
Metric/Indicator A-G completion rates. AP and EAP N/A 19-20 60% of students will complete A-G requirements in the graduating class of 2019. Baseline Two (20%) students completed A-G requirements of the graduating class of 2016.	In 19-20 40% of seniors completed A-G requirements. In 20 - 21 30% completed A-G requirements
Metric/Indicator Academic performance on the LCAP Evaluation Rubrics, ELA 19-20 ELA: Elem School 70% will meet or exceed standard Jr. High: 55% will meet or exceed standard High Sch.: 70% meet or exceed standard " Baseline ELA:	No standardized assessments were given in the Spring of 2020 due to COVID

Expected	Actual
<p>Elem School 35% met or exceeded standard Jr. High: 13% met standard High Sch.: 44% met or exceeded "</p>	
<p>Metric/Indicator Academic performance on the LCAP Eval. Rubrics, Math</p> <p>19-20 Math: Elem.: 60% will meet or exceed standard Jr High: 50% will meet or exceed " High Sch.: 50% willmeet or exceed "</p> <p>Baseline Math: Elem.: 32% met or exceeded standard Jr High: 7% met or exceeded " High Sch.: 13% met or exceeded "</p>	<p>No standardized assessments were given in the Spring of 2020 due to COVID</p>
<p>Metric/Indicator Performance on CAST, Science</p> <p>19-20 Science: Elem.: 84% Proficient or Advanced Jr. High: 50% Proficient or " High Sch.:70 % Proficient or Advanced</p> <p>Baseline Science: Elem.: 69% Proficient or Advanced Jr. High: 27% Proficient or " High Sch.: 47% Proficient or Advanced</p>	<p>No standardized assessments were given in the Spring of 2020 due to COVID</p>

Expected	Actual
<p>Metric/Indicator EI students, Progress toward Proficiency</p> <p>19-20 EI, Progress toward proficiency: K-12: 78% (2016/17)</p> <p>Baseline EI, Progress toward proficiency: K-12: 69% (2016/17)</p>	<p>No standardized assessments were given in the Spring of 2020 due to COVID</p>
<p>Metric/Indicator EI Students, Reclassification Rate</p> <p>19-20 EI Students, Reclassification Rate: K-12: 30% (16/17)</p> <p>Baseline EI Students, Reclassification Rate: K-12: 22% (16/17)</p>	<p>In the 19-20 school year six students were reclassified.</p>
<p>Metric/Indicator Adoption and implementation of CC State Standards in ELA, Math, Visual and Performing Arts, PE and CTE Career Pathways.</p> <p>19-20 Adoption and implementation of CC State Standards in ELA, Math, Visual and Performing Arts and CTE Pathways is completed, Grades K-12</p> <p>Baseline Adoption and implementation of CC State Standards is not complete in ELA, Math, Visual and Performing Arts and CTE Pathways, Grades 7-12.</p>	<p>All content areas have fully adopted and implemented the Common Core State Standards.</p>
<p>Metric/Indicator</p>	<p>All teachers in 19-20 were credentialed and appropriately qualified.</p>

Expected	Actual
<p>Students taught by qualified and appropriately assigned teachers.</p> <p>19-20 Maintain 100% compliance.</p> <p>Baseline All students are taught by qualified teachers and all teachers are appropriately assigned as per MCOE review.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue targeted reading and writing program.	<p>Targeted Reading Program and Writing program 4000-4999: Books And Supplies Supplemental and Concentration 3,800</p> <p>Assess implementation of CCSS and teachers use of student data. Additional training for improving direct instruction. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,500</p> <p>Purchase curriculum materials aligned with CCSS. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000</p>	<p>Targeted Reading Program and Writing Program 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,300</p> <p>Assess implementation of CCSS and teachers use of student data. Additional training for improving direct instruction. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 500</p> <p>Purchase curriculum materials aligned with CCSS 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000</p>
Continue to provide supplemental ELD services for students, K-12. Provide intervention for EL and Hispanic students in Math. Align special education services with intervention needs.	<p>Provide intervention for EL and Hispanic students in Math 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 18,168</p> <p>Provide intervention for EL and Hispanic students in Math 3000-</p>	<p>Provide intervention for EL and Hispanic student in Math 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 18,168</p> <p>Provide intervention for EL and Hispanic students in Math 3000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>3999: Employee Benefits Supplemental and Concentration 9,395</p> <p>Bilingual assistant for supplemental ELD 2000-2999: Classified Personnel Salaries Supplemental and Concentration 34,366</p> <p>Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration 8,469</p> <p>Teacher for supplemental ELD services 1000-1999: Certificated Personnel Salaries Title I 43,681</p> <p>Teacher for supplemental ELD services 3000-3999: Employee Benefits Title I 14,736</p>	<p>3999: Employee Benefits LCFF Supplemental and Concentration 9,395</p> <p>Bilingual assistant for supplemental ELD 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 34,366</p> <p>Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,469</p> <p>Teacher for supplemental ELD services 1000-1999: Certificated Personnel Salaries Title I 43,681</p> <p>Teacher for supplemental ELD services 3000-3999: Employee Benefits Title I 14,736</p>
<p>Continue PLC practices, including strategies for differentiating instruction, use of student data and MTSS. Students in grades 7-12 will continue to receive academic counseling services.</p>	<p>Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 41,275</p> <p>Academic Counselor 3000-3999: Employee Benefits Supplemental and Concentration 7,616</p>	<p>Academic Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 41,275</p> <p>Academic Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7,616</p>
<p>Provide additional supports for students achieving below expected standards in ELA and Math during the school day, after school, and through peer tutoring opportunities</p>	<p>Provide academic supports, including credit recovery opportunities, during the summer. 1000-1999: Certificated Personnel Salaries Base 6,543</p> <p>Supplies for summer school and academic supports 4000-4999: Books And Supplies Base 1,000</p>	<p>Provide academic supports, including credit recovery opportunities, during the summer. 1000-1999: Certificated Personnel Salaries LCFF Base 6,543</p> <p>Supplies for summer school and academic supports 4000-4999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide individual and small group support during and after the regular school day. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000</p> <p>Provide individual and small group instruction during and after the regular school day. 3000-3999: Employee Benefits Supplemental and Concentration 11,635</p>	<p>Books And Supplies LCFF Base 1,000</p> <p>Provide individual and small group support during and after the regular school day. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 40,000</p> <p>Provide individual and small group instruction during and after the regular school day. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,635</p>

Goal Analysis

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

Funds were used to support the oversight of the MTSS implementation by the academic counselor. The bilingual aides and certificated intervention teachers provided intervention and support students to students at all grade levels.

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

The continued professional development and support for the MTSS program resulted in a significant improvement in school culture and supports for struggling students. The academic interventions were broad and reached all unduplicated pupils.

Goal 2

Goal 2: All students will be actively engaged in the learning process with access to core subjects, vocational training, arts, technology, and other elective courses taught by qualified instructional staff and current engaging curriculum

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of chronically absent students and attendance rates.</p> <p>19-20 Reduce percent of chronically absent students to less than 10% at all grade levels. Maintain or increase attendance rates from the prior year.</p> <p>Baseline Percentages of students chronically absent averaged 19%, grades 9-12, 11%, grades 7-8 and 21%, grades K-6. Attendance rates for 2016-17 were as follows: 94.54%for K-6; 97.40 for grades 7-8; and 94.88 for grades 9-12.</p>	<p>There was a significant decline in chronically absent students in the district between August - March</p>
<p>Metric/Indicator Increase differentiated instructional practices in classrooms</p> <p>19-20 Increase from prior year as determined through self reflection process</p> <p>Baseline</p>	<p>Professional development for teachers continued to be aimed at best practices for instruction, differentiating, and engagement strategies. PLC time was also used to review student engagement data.</p>

Expected	Actual
Increase from the prior LCAP year as determined through self reflection process	
<p>Metric/Indicator Level of academic support and intervention provided students during and after the regular school day</p> <p>19-20 Increase in amount of support provided based on the Master Schedule, staff assignments and documentation provided by support providers during the school year.</p> <p>Baseline Increase in amount of support provided based on the Master Schedule, staff assignments and documentation provided by support providers during the school year.</p>	Academic supports continued to be offered in both push in and pull out models during the school day as well as after school interventions.
<p>Metric/Indicator Readiness for post secondary continuing education and or work, students with exceptional needs and those students including in the unduplicated count.</p> <p>19-20 Increase from 33.3% in 2017 -18 to 45% in 2018-19</p> <p>Baseline Current baseline data for the 2015/16 school year is as follows: A-G completion number; 2 Completion of coursework from community college Graduation Completion of Career Pathway courses</p>	The California Dashboard shows a 9.5% increase in College and Career Readiness with a current level of 42.9%

Expected	Actual
<p>Metric/Indicator All teachers, Grades K-12 are appropriately assigned.</p> <p>19-20 All teachers are appropriately assigned, review by the Mendocino COE.</p> <p>Baseline All teachers are appropriately assigned, review by the Mendocino COE.</p>	All teachers were appropriately assigned
<p>Metric/Indicator All students have sufficient access to standard-aligned instructional materials, including students with exceptional needs and those in the unduplicated count.</p> <p>19-20 All students have sufficient access to standard-aligned instructional materials, according to district and site administrators,</p> <p>Baseline All students have sufficient access to standard-aligned instructional materials, according to district and site administrators, while the formal adoption process for CCS standards curriculum is in progress in some areas</p>	All students have access to the common core aligned instructional materials.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase monitoring of and actions to improve student attendance.and independent study contracts. Utilize Aeries for attendance communication. Create a district level attendance review board to support students and families.	Administration will analyze and share data with staff No Additional Cost	Administration will analyze and share data with staff No Additional cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students in grades 3-12 will have access to an internet capable device at a 1:1 ratio and will receive annual instruction in age appropriate digital citizenship.	Students, grade K-12 will have routine access to computers in the classroom and computer lab. Funds will be used to maintain or enhance equipment. 4000-4999: Books And Supplies Supplemental and Concentration 7,000	Students, grade K-12 will have routine access to computers in the classroom and computer lab. Funds will be used to maintain or enhance equipment. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7,000
Continue student enrichment activities, including extra-curricular activities, and foreign language	Continue to support student enrichment activities. If the options are part of the regular day, there will not be any additional costs. No Additional Cost	Continue to support student enrichment activities. If the options are part of the regular day, there will not be any additional costs. No Additional costs
Increase dual enrollment and work experience credit opportunities for students in grades 9 - 12	1000-1999: Certificated Personnel Salaries Base 9,000 3000-3999: Employee Benefits Base 2,250	1000-1999: Certificated Personnel Salaries LCFF Base 0 3000-3999: Employee Benefits LCFF Base 0
Students in grades K-6 will receive fine arts and foreign language instruction	The district will continue to provide music and art instruction, 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 22,777 The district will continue to provide music and art instruction, 3000-3999: Employee Benefits Supplemental and Concentration 4,393 Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,741	The district will continue to provide fine arts and foreign language instruction 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 22,777 The district will continue to provide fine arts and foreign language instruction. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,393 Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,741
Provide support for beginning teachers and those in new assignments	Hire Educational Consultant 1000-1999: Certificated Personnel	Hire Educational Consultant 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries Supplemental and Concentration 7,500 Hire Educational Consultant 3000- 3999: Employee Benefits Supplemental and Concentration 1,125	Salaries LCFF Supplemental and Concentration 7,500 Hire Educational Consultant 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 1,125

Goal Analysis

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

Staff beyond the necessary small school minimum requirement was hired to provided A-G course offerings and electives such as Spanish and Art.

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

The size and rural location of our school makes it difficult to hire elective teachers in less than full time positions. We were able to combine teacher assignments to offer a variety of electives and enrichment courses for all students.

Goal 3

Goal 3: All students will learn the skills and coursework necessary to be ready to enter the workforce and a post-secondary educational setting upon completion of high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 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
Metric/Indicator Completion rates for A-G requirements 19-20 .Increase the number of students meeting A-G requirements by 2. Baseline Two students in the graduating class of 2017 met A-G requirements	In 19-20 40% Completed A-G requirements. In 20-21 30% completed the requirements.
Metric/Indicator Number of students actively involved in work-based learning activities at a job setting. 19-20 Six students will participate in work-based learning activities on a job site. Baseline Two students participated in work-based learning activities in the current school year.	No students participated in work based learning credits in 2019-20
Metric/Indicator	The grant funds have been appropriately budgeted and spent on the agriculture pathways.

Expected	Actual
<p>Implementation of requirements of the CTEI Grant/ Career Pathway program</p> <p>19-20 Meet implementation requirements in Annual Review</p> <p>Baseline Meet standards of grant implementation indicated by approval of the Annual Review by CDE.</p>	
<p>Metric/Indicator High School graduation rates.</p> <p>19-20 Maintain graduation rates at above 90%</p> <p>Baseline Maintain graduation rates at above 90%</p>	The graduation rate for 2018-19 was below 90%
<p>Metric/Indicator Number of students completing vocational courses.</p> <p>19-20 The number of students completing vocational courses will be at least 90</p> <p>Baseline The average number of students completing vocational courses in the past two years (14/15 and 15/16) was 83.</p>	100% of students participated in a vocational course at the high school. The total school enrollment was below the 90 benchmark number.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase the number of students getting work experience credits by enrolling students in the Mendocino College Work Experience courses for college credits. Increase the career pathway opportunities for students in grades 9 - 12	Increase number of students in work-based learning through the Ag Pathways program. Academic counselor will schedule career based field trips. 0	Increase number of students in work based learning through the Ag Pathways program. Academic counselor will schedule career based field trips. 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Agriculture classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Other 68,521</p> <p>Agriculture classes for students 9-12 3000-3999: Employee Benefits Other 22,323</p> <p>Woodworking classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Other 13,704</p> <p>Woodworking classes for students 9-12 3000-3999: Employee Benefits Other 4642</p> <p>Does not continue in this year. 0</p>	<p>Agriculture classes for students 9-12 1000-1999: Certificated Personnel Salaries Other 36,056</p> <p>Agriculture classes for students 9-12 3000-3999: Employee Benefits 10,448</p> <p>Woodworking classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Other 9,013</p> <p>Woodworking classes for students in grades 9-12 3000-3999: Employee Benefits Other 4,602</p> <p>Does not continue in this year. 0</p>
Maintain course offerings for classes meeting the A-G requirements	<p>Instructional staff at high school teaching A-G approved courses 1000-1999: Certificated Personnel Salaries Base 110,282</p> <p>Instructional staff at high school teaching A-G approved courses 3000-3999: Employee Benefits Base 47,590</p> <p>Materials and Supplies for A-G approved courses 4000-4999: Books And Supplies Base 1,000</p> <p>Instructional staff at high school teaching A-G approved courses that are beyond the necessary small school allowance for full-time equivalents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,194</p>	<p>Instructional staff at high school teaching A-G approved courses 1000-1999: Certificated Personnel Salaries LCFF Base 110,282</p> <p>Instructional staff at high school teaching A-G approved courses 3000-3999: Employee Benefits LCFF Base 47,590</p> <p>Materials and Supplies for A-G approved courses 4000-4999: Books And Supplies LCFF Base 1,000</p> <p>Instructional staff at high school teaching A-G approved courses that are beyond the necessary small school allowance for full-time equivalents. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 82,194</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Instructional staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 24,250</p> <p>Spanish teacher for A-G requirements 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 18,168</p> <p>Spanish teacher for A-G requirements 3000-3999: Employee Benefits Supplemental and Concentration 9,395</p>	<p>Instructional staff benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24,250</p> <p>Spanish teacher for A-G requirements 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 18,168</p> <p>Spanish teacher for A-G requirements 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9,395</p>
Continue providing Algebra/STEM Academy	<p>College trips with Algebra/STEM Academy students. Supplies travel and lodging 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p> <p>Teachers for Algebra/STEM Academy 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000</p> <p>Benefit costs for Teachers for STEM Academy 3000-3999: Employee Benefits Supplemental and Concentration 750</p>	<p>College trips with Algebra/STEM Academy students. Supplies travel and lodging 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,000</p> <p>Teachers for Algebra/STEM Academy 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,000</p> <p>Benefit costs for Teachers for STEM Academy 3000-3999: Employee Benefits LCFF Supplemental and Concentration 750</p>

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.

Due to the COVID shutdown the summer stem academy was not possible. The district continued to provide all A-G course offerings. Due to not having a Spanish teacher, Rosetta Stone was purchased to provide college prep Spanish credits.

Goal 4

Goal 4: All schools will have safe, orderly, and clean campuses in which learning is valued through instruction, character development, and enriching activities.

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
<p>Metric/Indicator Suspension, expulsion and drop out rates</p> <p>19-20 Suspension rates will decrease by 5% from the prior year. Maintain expulsion and dropout rates at 0.</p> <p>Baseline The number of in-house suspensions will decrease from an average of 19 over the past two years. Expulsion and dropout rates were 0 for the past two years.</p>	<p>One student was expelled in 19-20. The suspension rates continued to decline.</p>
<p>Metric/Indicator Increased access to technology for students and teachers for instruction and learning</p> <p>19-20 One hundred percent of students will have access to individual computers in their classes, K-12.</p> <p>Baseline Eighty percent of students were assigned individual computers and 100% of students has access to a computer lab. In all but 3 classrooms, students had full access to individual computers.</p>	<p>The device to student ratio now exceeds 1:1</p>

Expected	Actual
<p>Metric/Indicator Implementation of MTSS structure to support student achievement and positive student behavior</p> <p>19-20 Implementation progress will be assessed through a self-review and reflection process as being "met."</p> <p>Baseline Identification of indicators of implementation of MTSS practices, including Love and Logic in elementary grades and PBIS in secondary grades.</p>	<p>All aspects of MTSS are fully in place including the discipline matrix, positive reinforcement system, and tier 2 and 3 level supports.</p>
<p>Metric/Indicator All buildings and grounds will be safe and well maintained</p> <p>19-20 All facilities are found to be safe and well maintained as determined by the NICSIG (liability insurance company) annual report and the FIT.</p> <p>Baseline All facilities are found to be safe and well maintained as determined by the NICSIG (liability insurance company) annual report and the FIT..</p>	<p>The annual FIT and NICSIG show that all buildings and grounds are well maintained.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Student councils and ASB will take lead role in character development activities including rallies and assemblies.	<p>Activities Directors for all schools 1000-1999: Certificated Personnel Salaries Base 3,450</p> <p>Activities Directors benefit costs 3000-3999: Employee Benefits Base 863</p>	<p>Activities Directors for all schools 1000-1999: Certificated Personnel Salaries LCFF Base 3,450</p> <p>Activities Directors benefit costs 3000-3999: Employee Benefits LCFF Base 863</p>
Maintain school facilities	Repair sewer system for Jr./Sr. High School 5000-5999: Services	Repair sewer system for Jr/Sr High School 5000-5999: Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Other Operating Expenditures Other 40,000 Paint selected classrooms 2000- 2999: Classified Personnel Salaries Base 0 Paint selected classrooms 4000- 4999: Books And Supplies Base 1,000	And Other Operating Expenditures Other 57,345 Paint selected classrooms 2000- 2999: Classified Personnel Salaries LCFF Base 0 Paint selected classrooms 4000- 4999: Books And Supplies LCFF Base 1,000
Reduce number of suspensions from prior year.	Teacher collaboration time for reviewing discipline procedures 0000: Unrestricted Base No Additional Cost	Teacher collaboration time for reviewing discipline procedures 0000: Unrestricted LCFF Base No Additional Cost
Continue implementation of MTSS, including professional development for teachers, classified staff, and administrators and information for parents.	Teacher collaborative time 0000: Unrestricted Base No Additional Cost	Teacher collaborative time 0000: Unrestricted LCFF Base No Additional Cost

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.

The MTSS program continued to be a success for reducing discipline issues and creating additional supports for struggling students. The increase in technology helped for a seamless transition to online learning when needed.

Goal 5

Goal 5: The schools will have regular communication with parents so that parents can be active participants in their child's education and have input on setting student and school goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increases engagement by parents as determined through the number of parents attending the LCAP Parent/ Community Forum and the self reflection tool in the evaluation rubrics.</p> <p>19-20 Increase the number of participants to above the past two year average in the LCAP Forum and through the self-reflection, evaluation rubrics process, find this standard as "met."</p> <p>Baseline Attendance at the LCAP Parent/Community Forum averaged 30 in the last two years and The number of opportunities for parents to participate in school matters and LCAP development increased as seen in the Stakeholder Engagement section and through a self-reflection process.</p>	<p>There was no annual Spring LCAP forum due to COVID. Participation in the DAC increased when the meeting was held on zoom in the Spring of 2021</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Routinely provide parents information regarding the district and their students supporting parent engagement in their student's educational experience.	Continue electronic telephone system for parent notifications and Back-to-School nights in the fall and Open house in the spring. 5000-5999: Services And Other	Continue electronic telephone system for parent notifications and Back-to-School nights in the fall and Open house in the spring. 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental and Concentration 300 Continue parent/teacher conferences, grades k-6 and provide opportunities for parents to access information about CCS, including Math and expectations for student achievement. 0000: Unrestricted Base No Additional Cost	Operating Expenditures LCFF Supplemental and Concentration 289 Continue parent/teacher conferences, grades K-6 and provide opportunities for parents to access information about CCS, including math and expectations for student achievement. 0000: Unrestricted LCFF Base No Additional Cost
Hold meetings with all 9th and 12th grade students in the fall and review transcripts and post-secondary education options.	Staff time 0000: Unrestricted Base No Additional Cost	Staff time 0000: Unrestricted LCFF Base No Additional Cost
Host a parent and community forum focusing on the LCAP and LCFF, including the Annual Update process and development of the following years LCAP	Administrator and Teacher Time 0000: Unrestricted Base No Additional Cost Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100 Translators benefits 3000-3999: Employee Benefits Supplemental and Concentration 25	Administrator and Teacher Time 0000: Unrestricted LCFF Base No Additional Cost Translators 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 100 Translators benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 25
Provide information for parents regarding the Agriculture Career Pathway program and the CTEI Grant and provide them an opportunity to be involved in the CTEI Advisory Committee.	Administrator Time 0000: Unrestricted Base No Additional Cost Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100 Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100	Administrator Time 0000: Unrestricted LCFF Base No Additional Cost Translators 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 100 Child Care 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefit costs 3000-3999: Employee Benefits Supplemental and Concentration 50	Supplemental and Concentration 100 Benefit costs 3000-3999: Employee Benefits LCFF Supplemental and Concentration 50
Continue the online grade reporting system, increase it's use by teachers and establish standards for timely reporting of students behind in their work.	Online Grade Reporting System 0000: Unrestricted Base Cost is included in student information system	Online Grade Reporting System 0000: Unrestricted LCFF Base Cost in included
Pay for referees for athletics and eliminate gate fees for community members for all sports excluding football.	Pay for referees for athletics 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	Pay for referees for athletics 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,000

Goal Analysis

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

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

The athletic events continue to be a good community building activity and participation in the programs is increasing especially at the Jr. High level. Participation in DAC meetings remained low. Now, however, by using Zoom for the meetings, the participation is increasing.

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
Teachers have received additional professional development relating to COVID safety as well as meeting IEP goals through in person instruction.	8,200	17,723	Yes
Custodial services increased to support clean and safe spaces for in person instructional offerings.	7,500	19,500	No
Additional PPE equipment has been purchased. This includes hand washing stations, facial shields and masks, plexiglass shields, and hand sanitizer.	11,451	71,891	No
Outdoor spaces on campus are being modified for open air classroom spaces.	151,657		Yes
Additional days of preparation time paid to teachers for planning for virtual instruction.	4,100	6,749	Yes

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

We were unable to get approval in a timely fashion for an open air classroom. Instead we purchased air purifiers and additional PPE equipment.

Analysis of In-Person Instructional Offerings

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

For the 20-21 school year students did not return to in person instruction on a regular basis until March. The structure for distance learning was used for most of the year. The district used county-wide data and state level policy to make decisions about returning to in person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices have been purchased to replace lost or broken devices from the previous school year and to complete the inventory for at least 1:1 for checking out to students. Replacement devices are also available to provide seamless service if a device is lost or broken. Devices have also been purchased for teachers to improve their hosting capacity for online classes.	38,500	40,231	Yes
Hot Spots with unlimited service have been provided to students with connectivity issues.	4,200	3,500	Yes
Professional development and extra planning time for teachers to prepare for virtual instruction.	4,000	4,000	Yes

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

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.

All students were supported with devices and some with assistance for wifi connection. When Wi-fi connection was not possible for students, they were given a safe place on campus to log on to classes. Student attendance was higher for distance learning than during the previous year of in person instruction. Student engagement was more difficult with an increase in students failing courses.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extra PPE was purchased to provide safe spaces for small group interventions.	6,650	6,000	No
Special education and intervention teachers give professional development time and training.	4,100	4,000	Yes
Additional time for the speech and language services as needed to meet the needs for individual sessions.	5,687	2,000	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.

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.

Special education students received intensive supports through the online platforms. Some students, however, did not engage with the online programs. The students who needed supports on campus were able to have adequate PPE and safe learning environments.

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.

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.

There was an increased level of family engagement due to distance learning. Parents were connected to the teacher and school by frequent email communications. Participations in meetings, due to zoom, increased. Students, however, showed a decline in engagement due to classes being on zoom. Many students found it difficult to engage with the teacher and the curriculum virtually. Although attendance, by signing in to class increased, work completion and final grades decreased.

Analysis of School Nutrition

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

The cafeteria was able to remain open and meals were served through the Seamless Summer USDA program to all children under 18. Breakfast and lunches were served daily. Participation, however, was greatly decreased from pre-Covid when students were on campus. Many students were not able to come to school to pick up meals. Some meals were delivered but many families did not sign up for delivery.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

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

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

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

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

The decline in student engagement during the 20-21 school year led to the new LCAP goals regarding elective instruction and social emotional supports. Counseling supports were imperative as many students emerged from the COVID shutdown with social anxieties and difficulties returning to campus.

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	767,777.00	723,290.00
	0.00	10,448.00
Base	182,978.00	0.00
LCFF Base	0.00	171,728.00
LCFF Supplemental and Concentration	12,500.00	375,681.00
Other	149,190.00	107,016.00
Supplemental and Concentration	364,692.00	0.00
Title I	58,417.00	58,417.00

* 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	767,777.00	723,290.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	488,263.00	442,107.00
2000-2999: Classified Personnel Salaries	34,666.00	34,666.00
3000-3999: Employee Benefits	169,507.00	155,342.00
4000-4999: Books And Supplies	25,541.00	21,741.00
5000-5999: Services And Other Operating Expenditures	44,800.00	69,434.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	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	767,777.00	723,290.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	129,275.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	120,275.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	233,082.00
1000-1999: Certificated Personnel Salaries	Other	82,225.00	45,069.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	233,082.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	43,681.00	43,681.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	34,666.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	34,666.00	0.00
3000-3999: Employee Benefits		0.00	10,448.00
3000-3999: Employee Benefits	Base	50,703.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	48,453.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	77,103.00
3000-3999: Employee Benefits	Other	26,965.00	4,602.00
3000-3999: Employee Benefits	Supplemental and Concentration	77,103.00	0.00
3000-3999: Employee Benefits	Title I	14,736.00	14,736.00
4000-4999: Books And Supplies	Base	3,000.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	3,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	10,000.00	18,741.00
4000-4999: Books And Supplies	Supplemental and Concentration	12,541.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,500.00	12,089.00
5000-5999: Services And Other Operating Expenditures	Other	40,000.00	57,345.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	2,300.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	5,000.00	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	253,184.00	251,684.00
Goal 2	55,786.00	44,536.00
Goal 3	407,819.00	358,748.00
Goal 4	45,313.00	62,658.00
Goal 5	5,675.00	5,664.00

* 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	\$182,908.00	\$115,863.00
Distance Learning Program	\$46,700.00	\$47,731.00
Pupil Learning Loss	\$16,437.00	\$12,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$246,045.00	\$175,594.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$18,951.00	\$91,391.00
Distance Learning Program		
Pupil Learning Loss	\$6,650.00	\$6,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$25,601.00	\$97,391.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$163,957.00	\$24,472.00
Distance Learning Program	\$46,700.00	\$47,731.00
Pupil Learning Loss	\$9,787.00	\$6,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$220,444.00	\$78,203.00