



**PEABODY CHARTER SCHOOL**

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

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

<b>LEA Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
Peabody Charter School	Demian Barnett Superintendent/Principal	demian.barnett@peabodycharter.net

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

# Goal 1

- A. 100% of all classroom teachers are appropriately credentialed and assigned. (Resource alignment, Teachers, Equity)
- B. 100% of students will use materials aligned to the state standards. (Resource alignment)
- C. Facilities will support learning both inside and outside the classroom. (Equity)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> HR records</p> <p><b>19-20</b> 1A: 100% of teachers will be appropriately credentialed.</p> <p><b>Baseline</b> 100% of teachers are appropriately credentialed.</p>	<p>1A: 100% of classroom teachers are appropriately credentialed.</p>
<p><b>Metric/Indicator</b> Purchased materials</p> <p><b>19-20</b> 1B: 100% of students have access to materials that are state standards aligned.</p> <p><b>Baseline</b> 100% of students have access to materials that are state standards aligned.</p>	<p>1B: 100% of students have access to materials that are state standards aligned.</p>
<p><b>Metric/Indicator</b> School facilities are maintained to support student learning.</p> <p><b>19-20</b> 1C: Peabody will maintain a safe and clean school.</p> <p><b>Baseline</b></p>	<p>1C: School was maintained to the greatest extent possible. Maintenance electrical system upgrades, plumbing repairs, irrigation repairs, roofing repairs, and miscellaneous maintenance (painting, patching, etc.)</p>

Expected	Actual
School has been maintained to the greatest extent possible given the resources available.	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1A: Review and ensure any new hires have proper credentials; work with the SBUSD to ensure their SPED employees have proper credentials. 1B: Annual review of class assignment and credential status 1C: Facility Repairs and Upgrades as resources allow	2000,3000,4000,5000 LCFF \$138,000	LCFF 138000

### Goal Analysis

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

The cost of repairs can fluctuate with the severity of the repair. With a campus that is almost one hundred years old, the school and district need to be prepared to respond to a wide-variety of possible repairs. Any funds budgeted for repairs that were not implemented are used in the following year to cover future repairs.

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

No particular challenges were encountered during the implementation of this goal.

## Goal 2

- A. All instruction and curriculum, specifically with regards to designated and integrated ELD, will be aligned to state standards. (Curriculum & Instruction)
- B. All students will take formative assessments in math and ELA utilizing a school-wide assessment program. (Assessment)
- C. We will continue to integrate Learner Profile characteristics into school-wide learning and teaching. (Equity)
- D. Continue progress toward the quality and frequency of science instruction will continue with a focus on science notebook and student sense-making of NGSS aligned science standards (Curriculum, Instruction, Equity)
- E. Teachers will work towards implementing a school-wide articulated vision for math using the newly adopted math materials. (Curriculum, Professional Development, Instruction, Equity)

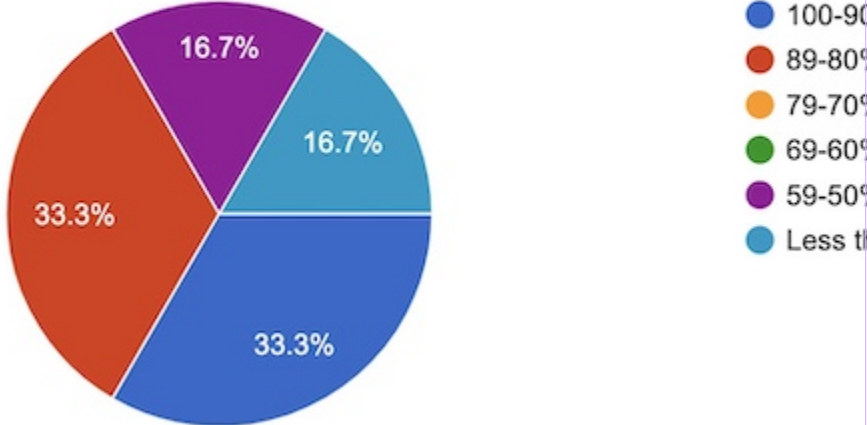
State and/or Local Priorities addressed by this goal:

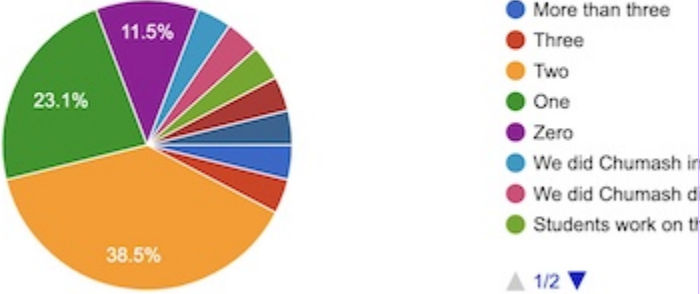
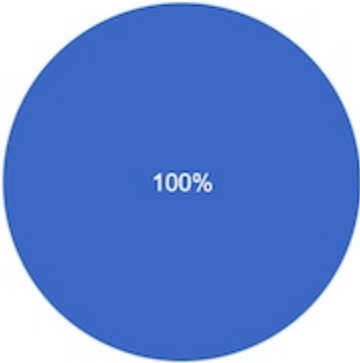
State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 7: Course Access (Conditions of Learning)


Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> LCAP survey to staff</p> <p><b>19-20</b> 2A: All math materials are 100% aligned; teachers use 10% or less of materials aligned to math standards in grade levels other than the one they are teaching.</p> <p><b>Baseline</b> 83% of math materials are 100% aligned to state standards;</p>	<p>All math materials are 100% aligned to state standards. 16% of teachers report using standards-aligned materials that are either above or below their grade level to meet student learning needs.</p>
<p><b>Metric/Indicator</b> LCAP survey</p> <p><b>19-20</b></p>	<p>All ELA materials are 100% aligned to state standards. Again, 16% of teachers report using standards-aligned materials that are either above or below their grade level to meet student learning needs.</p>

Expected	Actual												
<p>2A.1: All ELA materials are 100% aligned; teachers use 10% or less of materials aligned to ELA standards in grade levels other than the one they are teaching.</p> <p><b>Baseline</b> 100% of teachers giving at least two formative assessments in ELA or Math</p>													
<p><b>Metric/Indicator</b> LCAP survey</p> <p><b>19-20</b> 2A.2: All grade levels K-5 will use the Wonders ELD materials as 80% or more of the overall ELD curriculum for their designated ELD classes. Grade 6 will continue to use curriculum developed for that grade level.</p> <p><b>Baseline</b> 78% of K-5 is currently using the ELD component of the literacy program "Wonders." 21% are partially using the materials, while 1% is not using the materials.</p>	<p>As this graph shows, 33% of grade levels report that 90-100% of ELD materials are from Wonders; 33% are using 89-90% of ELD materials from Wonders; 33% are using less than 60% of the ELD materials in Wonders.</p>  <table border="1"> <caption>ELD Materials from Wonders by Grade Level</caption> <thead> <tr> <th>Grade Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>33.3%</td> </tr> <tr> <td>89-80%</td> <td>33.3%</td> </tr> <tr> <td>79-70%</td> <td>16.7%</td> </tr> <tr> <td>69-60%</td> <td>16.7%</td> </tr> <tr> <td>59-50%</td> <td>16.7%</td> </tr> </tbody> </table>	Grade Level	Percentage	100-90%	33.3%	89-80%	33.3%	79-70%	16.7%	69-60%	16.7%	59-50%	16.7%
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<p><b>Metric/Indicator</b> LCAP survey to staff</p> <p><b>19-20</b> 2B: 100% of teachers will give at least four (4) formative assessments in ELA and Math. (Approx. every 6 weeks)</p> <p><b>Baseline</b> Teachers are currently piloting the use of formative assessments in ELA and Math.</p>	<p>100% of teachers gave at least four (4) formative assessments in ELA and Math using the STAR Renaissance assessment tool.</p>												

Expected	Actual																		
<p><b>Metric/Indicator</b> LCAP survey to staff</p> <p><b>19-20</b> 2C: 100% of grade levels 3-6 are doing a minimum of two PBL lessons with the explicit intention of giving students opportunities to develop the skills and characteristics outlined on the Learner Profile.</p> <p>2C.1 100% of grade levels K-2 will experiment with either PBL or Passion Project time (individual or groups of students pursuing a question, interest, or passion of their choosing) to develop the skills and characteristics outlined on the Learner Profile.</p> <p><b>Baseline</b> 91% of grade levels are doing at least one PBL lesson</p>	<p>88.5% of grade levels were able to do at least one PBL unit. Along with the graph below, two other grade levels reported: "We did Chumash discovery in the fall, but we were unable to finish our pollinator projects in the spring" and "we don't do PBL in K."</p> <p>How many Project Based Learning (PBL) units were taught before March 2020? 26 responses</p>  <table border="1"> <caption>Data for PBL Units Taught Before March 2020</caption> <thead> <tr> <th>Number of Units</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>More than three</td> <td>~2.3%</td> </tr> <tr> <td>Three</td> <td>~3.8%</td> </tr> <tr> <td>Two</td> <td>38.5%</td> </tr> <tr> <td>One</td> <td>23.1%</td> </tr> <tr> <td>Zero</td> <td>11.5%</td> </tr> <tr> <td>We did Chumash in</td> <td>~1.9%</td> </tr> <tr> <td>We did Chumash d</td> <td>~1.9%</td> </tr> <tr> <td>Students work on th</td> <td>~1.9%</td> </tr> </tbody> </table>	Number of Units	Percentage	More than three	~2.3%	Three	~3.8%	Two	38.5%	One	23.1%	Zero	11.5%	We did Chumash in	~1.9%	We did Chumash d	~1.9%	Students work on th	~1.9%
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<p><b>Metric/Indicator</b> LCAP survey to staff</p> <p><b>19-20</b> 2D: 100% of teachers will use science notebooking as an instructional strategy to support all students (including academic achievement of English Learner Students - LCAP Goal 3).</p> <p>2D.1: Engage in professional learning around improving science notebooks, student sense-making and positive identity development with regards to science.</p> <p><b>Baseline</b> 87% of grade levels are teaching at least three NGSS science units</p>	<p>As the graph suggests, all grade levels used science notebooks as a strategy until the move to remote learning. After that, only 1/3 (33.3%) were able to maintain science notebooks during ERT.</p> <p>Did your grade level use science notebooks BEFORE ERT? 6 responses</p>  <table border="1"> <caption>Data for Science Notebooks Before ERT</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>100%</td> </tr> </tbody> </table>	Response	Percentage	Yes	100%														
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Expected	Actual
<p><b>Metric/Indicator</b> LCAP survey to staff</p> <p><b>19-20</b> 2E: 100% of teachers in K-5 will use the new math materials for math instruction.</p> <p>2E.1: 100% of teachers in K-5 will be provided professional development in the use of the new math materials.</p> <p><b>Baseline</b> 100% of teachers in grades K-5 will receive new, standards-aligned math materials.</p>	<p>6th grade uses a different math program.</p> <p>If you're in K-5, did your grade level use Bridges as your primary curriculum for math instruction?</p> <p>6 responses</p>  <p>Legend:  <span style="color: blue;">●</span> Yes  <span style="color: red;">●</span> No  <span style="color: orange;">●</span> I'm a 6th grade teacher</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2A: Teachers will be trained on, and use, the newly adopted math materials in grades K-5. Sixth grade will use their standards-aligned materials that better match the grades 6-8 alignment.</p> <p>2A.1: Teachers will use the adopted materials for ELA in grades K-5 and the standards-aligned materials in grade 6.</p> <p>2A.2: Teachers in grades K-5 will utilize the ELD component of the ELA materials and use those tools as the core of the designated ELD curriculum.</p> <p>2B: Teachers will give a formative assessment approximately every six weeks, for a minimum of four times a year, using the Star Renaissance Reading and Math inventories.</p> <p>2C: Grades 3-6 will provide students with at least two "Gold Standard" project-based learning opportunities that include academic skills, as well as a chance to work on skills/characteristics outlined in the Learner Profile.</p>	<p>2A: PD on Bridges materials 5800: Professional/Consulting Services And Operating Expenditures 20000</p> <p>2B: Contract for STAR Renaissance 5000-5999: Services And Other Operating Expenditures</p> <p>2C: No funds needed</p> <p>2D: No funds needed</p> <p>2E: No funds needed</p>	<p>2A: PD on Bridges materials 5800: Professional/Consulting Services And Operating Expenditures 20000</p> <p>2B: Contract for STAR Renaissance 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2C.1 Grades K-2 will provide at least one opportunity for students (individually or in groups) to develop skills outlined on the Learner Profile using either PBL, Passion Project time, or both.</p> <p>2D: All grade levels will use science notebooks as one of their strategies while teaching science.</p> <p>2D.1: Representatives from each grade level K-6 will continue to meet and/or receive ongoing professional development in the area of science. They will share their new knowledge and skills with their grade level team.</p> <p>2E: All teachers K-5 will use the newly acquired math materials as their math program.</p> <p>2E.1: All teachers K-5 will receive professional development on how to access and use the new math materials.</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.

All Actions/Services for this goal were implemented.

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

The challenges this year was the transition from in-person instruction to remote instruction - or Emergency Response Teaching (ERT) - caused by the pandemic. Learning how to use our resources to support students as they learned from home was very challenging.



## Goal 3

Academic achievement of English Learner Students will be improved. (Equity)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Annual LCAP survey</p> <p><b>19-20</b> 3A.1: 100% of EL students receive designated and integrated ELD on a regular basis.</p> <p><b>Baseline</b> 100% of EL students receive designated and integrated ELD on a regular basis</p>	<p>100% of EL students received designated and integrated ELD on a regular basis.</p>
<p><b>Metric/Indicator</b> STAR Renaissance data</p> <p><b>19-20</b> 3B.1: 80% of EL students will show progress on the STAR in ELA and Math.</p> <p><b>Baseline</b> STAR Renaissance data</p>	<p>Percentage of Students Overall: 52% went up; 13% went down; 34% were flat</p>
<p><b>Metric/Indicator</b> Reclassification report</p> <p><b>19-20</b> 3C.1: EL student reclassification criteria will be the same as the surrounding school districts. Students who meet the criteria will be reclassified.</p>	<p>36% of EL 4th graders, 65% of EL 5th graders and 65% of EL 6th graders were reclassified.</p>

Expected	Actual
<p><b>Baseline</b> 36% of EL 4th graders, 40% of EL 5th graders and 80% of EL 6th graders were reclassified.</p>	
<p><b>Metric/Indicator</b> ELPAC results</p> <p><b>19-20</b> 3D.1: 80% of EL students will show progress on the ELPAC.</p> <p><b>Baseline</b> To be determined</p>	<p>6th grade: 23% showed progress on ELPAC and for 5th grade it is 15%. There isn't data for the other grades at this time due to the interruptions caused by the pandemic.</p>
<p><b>Metric/Indicator</b> Teacher Tutor Schedules</p> <p><b>19-20</b> 3E.1: If there is a teacher-tutor at the grade level, students who need additional support, including EL students, will have access to that resource.</p>	<p>100% of grade levels had Teacher-Tutor support. 100% of students who qualified for additional support, including EL students, had access to Teacher-Tutor support.</p>
<p><b>Metric/Indicator</b> ELD Specialist Time</p> <p><b>19-20</b> 3F.1: ELD specialist support will be provided by a designated teacher tutor. Support time will be to the greatest extent possible.</p> <p><b>Baseline</b> 1.0 FTE ELD Specialist</p>	<p>ELD specialist support was provided by a designated teacher tutor. Support time was to the greatest extent possible and included supporting families who speak another language other than English at home.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3A.1 Grade levels will ensure that designated ELD groups are established and that ELD instruction begins by September 15, 2019, except for Kindergarten who will begin ELD groups after they go to the full day.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I, III 285,200</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I, III 285200</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3B. 1. Teachers will administer the Star Reading and Math assessments per the assessment calendar. Teachers will report the results of their EL and reclassified EL students after each administration of the assessment.</p> <p>3C.1: Using agreed upon reclassification criteria, Peabody will track progress and reclassify annually those students that meet the criteria for reclassification.</p> <p>3D.1: Peabody will coordinate, track and report ELPAC implementation and progress rates.</p> <p>3E.1: Peabody will hire as many teacher-tutors as the budget allows to support pupil achievement, including English Learners.</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.

All Actions/Services for this goal were implemented.

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

The challenges this year was the transition from in-person instruction to remote instruction - or Emergency Response Teaching (ERT) - caused by the pandemic. Learning how to use our resources to support students as they learned from home was very challenging.

## Goal 4

All students will participate in the “whole child” approach at Peabody. This approach couples rigorous academics with rich extra-curricular activities. (Equity; Instruction; Curriculum)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 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><b>Metric/Indicator</b>            Kindergarten-6th grade school wide drama/dance classes</p> <p><b>19-20</b>            4A.1: 100% of students K-6 will participate in the performing and visual arts programs</p> <p><b>Baseline</b>            100% of students K-6 participate in the performing arts programs</p>	<p>100% of students K-6 participated in the performing and visual arts programs</p>
<p><b>Metric/Indicator</b>            Kindergarten-6th school wide PE classes</p> <p><b>19-20</b>            4B.1: 100% of students K-6 will participate in the PE program</p> <p><b>Baseline</b>            100% of students K-6 participate in the PE program</p>	<p>100% of students K-6 participated in the PE program</p>
<p><b>Metric/Indicator</b>            LCAP survey</p> <p><b>19-20</b>            4C.1: 90% of students K-6 will have an experience in the kitchen</p>	<p>61.5% of students K-6 had an educational experience in the kitchen.</p>

Expected	Actual
<p><b>Baseline</b> 100% of students K-6 have an experience in the kitchen</p>	
<p><b>Metric/Indicator</b> LCAP Survey</p> <p><b>19-20</b> 4D.1: 100% of students will learn to self-regulate and deepen executive functioning skills through the use of mindfulness techniques.</p> <p><b>Baseline</b> 100% of students will learn to self-regulate and deepen executive functioning skills through the use of mindfulness techniques.</p>	<p>100% of students learned to self-regulate and deepen executive functioning skills through the use of mindfulness techniques up until the school switched to remote learning.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4A. 1 All students will have Performing arts and ceramic art to the greatest extent possible.</p> <p>4B.1 All students will participate in PE classes.</p> <p>4C.1 90% of students will have a cooking experience related to a curricular program.</p> <p>4D.1 Students will be taught, and regularly practice mindfulness techniques.</p>	<p>2000,3000,5000 LCFF 161,239</p>	<p>2000,3000,5000 LCFF 161239</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.

All funds for Actions/Services in this goal were implemented.

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

The challenges this year was the transition from in-person instruction to remote instruction - or Emergency Response Teaching (ERT) - caused by the pandemic. Learning how to use our resources to support students as they learned from home was very challenging.

## Goal 5

All parents, with an emphasis on parents of unduplicated pupils and special needs students, will provide input on school priorities, and will be encouraged to positively engage in volunteering and participating in school wide activities. (Equity, Culture & Climate, Family & Community)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Surveys Meeting Notes Minutes</p> <p><b>19-20</b> 5A.1: Parents provide input via:</p> <ul style="list-style-type: none"> <li>• CHKS</li> <li>• Parent-Teacher-Student Organization/PTSO</li> <li>• Podemos (EL parent)</li> <li>• Board of Directors</li> <li>• Foundation Committee</li> <li>• PPE Committee</li> <li>• Other school events</li> </ul>	<p>Peabody parents provided input via:</p> <ul style="list-style-type: none"> <li>• Parent-Teacher-Student Organization/PTSO</li> <li>• Podemos (EL parent)</li> <li>• Board of Directors</li> </ul> <p>*. Zoom webinars</p> <p>(Some events were limited due to COVID restrictions.)</p>

Expected	Actual
<p><b>Baseline</b> Parents provide input via:</p> <ul style="list-style-type: none"> <li>• CHKS</li> <li>• Parent-Teacher-Student Organization (PTSO)</li> <li>• Podemos (EL parent)</li> <li>• Site Council</li> <li>• Board of Directors</li> <li>• Foundation Committee</li> <li>• PPE Committee</li> <li>• Other school events</li> </ul>	
<p><b>Metric/Indicator</b> Volunteer Breakfast Volunteer Tracking</p> <p><b>19-20</b> 5B.1: Families will support their children in school through direct engagement with classroom and school wide events. Parents will be encouraged to volunteer for at least three hours a month.</p> <p><b>Baseline</b> Families support their children in school through direct engagement with classroom and school wide events.</p>	<p>Families supported their children in school through direct engagement with classroom and school wide events. Parents were encouraged to volunteer for at least three hours a month until we went remote due to COVID-19.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5A.1: Peabody will utilize ParentSquare, the website, and the Thursday Folder (home/school paper communication) to inform parents of ways to provide input and participate in the school.</p>	<p>1000,2000,3000,4000 LCFF \$25,750</p>	<p>1000,2000,3000,4000 LCFF 25,750</p>
<p>5B.1: Provide a school-wide list of events at registration so parents can be informed of, and sign up for, events that interest them.</p>		



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

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

All funds budgeted for Actions/Services for this goal were used to support this goal.

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

The challenges this year was the transition from in-person instruction to remote instruction - or Emergency Response Teaching (ERT) - caused by the pandemic. Learning how to use our resources to support students as they learned from home was very challenging.

## Goal 6

School will maintain high levels of average daily attendance and low levels of chronic absenteeism. (Equity, Culture & Climate, Family & Community)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Attendance Reports and Dashboard data</p> <p><b>19-20</b> 6A.1: Peabody will maintain a daily attendance rate of 95% or higher.</p> <p><b>Baseline</b> Peabody maintained a daily attendance rate of 95% or higher</p>	<p>The State of California provided for a "hold harmless" in terms of average daily attendance. While Peabody did take daily attendance and engagement, and the calculation showed we had 96.16% daily engagement. We met this goal.</p>
<p><b>Metric/Indicator</b> Attendance Reports and Dashboard data</p> <p><b>19-20</b> 6B.1: Peabody will maintain a chronic absenteeism rate of 5% or lower as reported on the school's CA Dashboard.</p> <p><b>Baseline</b> Peabody worked to maintain a chronic absenteeism rate of 5% or lower.</p>	<p>Peabody's chronic absenteeism is currently calculated at 1.6%. We met this goal.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6A.1 and 6B.1: Parents will be notified annually regarding the importance of attending school.</p> <p>6A.1 and 6B.1: Parents will be notified annually about the importance of not planning family vacations during school time.</p> <p>6A.1 and 6B.1: Monthly Attendance reports were completed and monitored, including independent study contracts when appropriate.</p> <p>6A.1 and 6B.1: Families and staff will be encouraged to complete an independent study contract for planned absences.</p>	2000,3000 LCFF \$71,400	2000,3000 LCFF 71,400

## Goal Analysis

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

All funds allocated for these goals were used.

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

The challenge this year was changing our processes to accommodate new guidelines due to COVID-19.

# Goal 7

Peabody will remain focused on a positive school climate (Equity, Community, Professional Learning)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Office Reports</p> <p><b>19-20</b> 7A.1: Peabody will continue to maintain systems that align with positive behavior management.</p> <p>7B.1: Peabody will continue to deepen our understanding and use of the school wide program of Responsive Classroom.</p> <p>7C1: Expulsion is used only as a last resort or when there is continued, clear and present safety issues.</p> <p><b>Baseline</b> Peabody has very low levels of school suspensions (&lt;1%) through use of positive behavior management. Expulsion is used only as a last resort or when there is continued, clear and present safety issues.</p>	<p>Peabody has zero expulsions for the year. We continue to use Responsive Classroom, even during the pandemic.</p>
<p><b>Metric/Indicator</b> Surveys</p> <p><b>19-20</b> 7D.1: We will continue to strive to create a campus where students, staff, and parents report that there are understood</p>	<p>Due to COVID-19 and remote learning, Peabody opted not to give the Healthy Kid Survey where we gather this information. We will give it next year.</p>

Expected	Actual
<p>plans, procedures, and resources that lead to feelings of being safe at school.</p> <p><b>Baseline</b> Reported sense of school safety by 5th/6th grade students, parents and staff is for 5th grade students is 87%, 90% for 6th grade students. 94% of parents report a sense of safety at school and 100% of teachers agree or strongly agree that the campus is a safe place for all.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>7A.1: Staff will seek out professional development opportunities to keep current on effective systems that promote positive behavior management.</p> <p>7B.1: Peabody will establish a staff person as a Responsive Classroom trainer who will be able to support and deepen our school-wide understanding and use of the RC approach.</p> <p>7C.1: Administration will use expulsion only when required by ed code, or when the situation presents a clear and present safety issue for the community.</p> <p>7D.1: Peabody will use survey data from grades 5 &amp; 6 to determine a percentage of those that believe/feel that there are understood plans, procedures, and resources that lead to feelings of being safe at school.</p>	<p>1000,2000,3000,4000,5000 State LCFF, Federal T2 \$2,500</p>	<p>1000,2000,3000,4000,5000 State LCFF, Federal T2 2500</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.

The \$2500 used for the survey was used to support students as they transitioned to online learning.

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

Due to COVID-19 and the use of remote, hybrid, and full-time return to school with a modified schedule, it wasn't practical to give the Healthy Kids survey this year.

# 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
Purchasing technology to support the hybrid learning model.	\$90,000	90000	Yes
Purchasing PPE equipment to support in-person learning (plexiglass, masks, individual desks, thermometers, covid tests)	\$50,000	50000	Yes
Purchasing sanitation equipment to support (hand sanitizer, disinfectant, cleaning supplies, paper towels, etc.)	\$60,000	60000	Yes
Purchasing/renting outdoor furniture, tents, and other items to facilitate outdoor learning.	\$25,000	25000	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.

Peabody did not find 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.

### Analysis of In-Person Instructional Offerings

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

Peabody found success in this plan in that it helped us to maintaining learning during the time we were 100% remote, and it positioned the school to reopen to in-person instruction as early as possible. The challenges were myriad. The most challenging aspect was the ever changing information regarding safety protocols.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A full-time Technology Support TOSA , Hot Spots for internet connectivity needs, additional student chromebooks. In addition Peabody purchased remote learning online platforms, doc cameras, laptops for teaching staff	\$220,000	220000.	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.

Peabody didn't have any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented. We were able to implement the program that we set out to provide.

## 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.

Peabody was largely successful in implementing the continuity of instruction when we began with remote instruction and then transitioned back to in-person either five days a week or by using a hybrid schedule. Utilizing our experiences with our online offering in the spring of 2020, as well as taking input from a school-wide parent advisory group that shared the user experience, we completely revamped the online offering that was used in the fall of 2020. The difference between the spring offering and the fall offering represents the move from what was really "emergency response teaching," or ERT, which was required as the school moved from in-person to online literally in a matter of hours, to a much more robust and coherent online offering that benefited from both our experience, parent feedback, increased professional development, additional technologies and tools, as well as support from a full-time Teacher on Special Assignment (TOSA) that support both staff and families with all the technology.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hiring of Bilingual Liaison TOSA, Fall planning preparation with all teaching staff to address both hybrid and distant learning strategies, classroom curriculum and grade level goals, assessment tools,, Providing supplies to enhance distant and hybrid instruction. Small group ELD instruction with teacher tutors	\$445,000	445000	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.

Peabody did not experience any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented.

## 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.

Peabody continues to use formative assessments to monitor the progress of all students. As expected, some students have struggled to make progress during this time during which we've used a variety of approaches (online, in-person, hybrid, etc.) while others have actually shown substantial growth during this time. Two elements that helped to minimize any learning loss were returning to in-person as soon as safely possible, and utilizing our in-person time in an effective manner. Without question, returning to in-person was beneficial for the majority of our students. Because we offered an online option to those that wanted/needed it, we were able to meet the needs of all of our students. While we maintained a hybrid schedule that had in-person instruction from approximately 8:00 - 12:00 PM and then had students logging on in the afternoon for enrichment, it turns out that the morning time was highly effective for delivering essential standards, especially in reading and math. Due to the sustained effort on the parts of the teaching and support staff, our formative data shows that learning continued during this time and that there hasn't been significant learning loss school-wide.

## 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 successes this year include:

The use of our FSA Counselor

The ability to use Zoom to check in with both students and parent/guardians. In some ways, communication between home/school was more available.

The continued use of the "Morning Meeting" component of Response Classroom.

The continued use of ParentSquare to share resources.

The Herculean effort made by the PTSO to have events like car parades, teacher appreciation, etc. These events helped to hold the community together.

Challenges included:

The boredom induced by online learning for some kids.

Kids that didn't like to use, or refuse to use their camera during Zoom.

Families that "went dark" for periods of time during remote learning.

A decrease in the amount of complex output (online) for some of our Emerging Multilingual Learners (EMLs).

## 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:

The amazing effort that teachers made in trying to make sure that all their students and families were engaged. This included, but is not limited to:

- Creating engaging digital content/lessons.
- Support online learners and their families using a variety of technologies.
- Phone calls
- Zoom calls
- Home visits using safety protocols
- Massive amounts of technical support from our Tech TOSA

- Tremendous amounts of outreach performed by our Bilingual Liaison
- Amazing scheduling support by our Assistant Principal
- Innovative support for students with IEP's to the greatest extent possible.
- Community activities supported by our highly engaged PTSO.

## **Analysis of School Nutrition**

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

The Peabody cafeteria has done an amazing job of continuing to provide nutritional support to all our families during COVID.

Successes include:

Effectively serving any/all children 18 and under in our community.  
Making a record number of grab-n-go meals on a daily/weekly basis.  
Adjusting to serving students and their families during a Pandemic.

Challenges include:

Packing lunches to make them grab-n-go.  
Finding and utilizing additional help due to the challenge of packing and delivering grab-n-go lunch.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	[In progress]			

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.

Peabody did not find 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.

One of the lessons learned during the distance learning portion of our year was how to use a variety of technical tools to help students learn. The collective comfort with, and knowledge gained about educational technology, is vast. We also learned that some students were able to be successful being online, but many benefited greatly when we returned to in-person instruction. We learned the value of all the intangibles that are present in a classroom. We learned that the experience of our students was highly variable and so we've built goals for the 2021-2022 LCAP that focus on meeting the needs of where our students are. These goals include creating a coherent and managed multi-tiered system of support that focuses on what happens in the classroom first (Tier I) and then what happens when students need additional help (Tier II, II+), and then how our Special Education services (Tier III) tie into the whole system. We learned that we need to maintain a focus on the equity and experience of all of our students and their families. We also learned that we need to keep a focus on the social-emotional needs of our students and their families.

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

Pupil learning loss continues to be assessed and addressed in the 2021-2022 LCAP using the MTSS system outlined above. We are also focused on those students who have experienced learning gains due to increased 1-1 support at home and plan to utilize strategies like project-based learning to meet the needs of both those that have fallen behind and those that have moved ahead of where they might normally be.

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.

Peabody didn't find 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.

Peabody is proud of the work that it has done in both accomplishing the goals laid out in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan. The school was able to put together a clear and robust remote learning program when we opened in the fall, and we recognized quickly that we could open for in-person instruction safely at a fairly early time, especially with the younger students. The Board of Directors courageously approved the reopening for K-2 prior to winter break and for the rest of the school after winter break. While not alone in this effort, opening as soon as it was safely possible has benefitted our students greatly, especially those students that are often the farthest from opportunity. As we begin to analyze our end-of-the-year data on academic achievement we are seeing pockets of real strength and growth, not just what is being called "learning loss." We attribute that to the efforts of teachers to really maximize their time with their students, as well as being largely back (mostly) to in-person instruction.

## 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](mailto: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	704,089.00	704,089.00
	20,000.00	20,000.00
LCFF	396,389.00	396,389.00
LCFF, Title I, III	285,200.00	285,200.00
State LCFF, Federal T2	2,500.00	2,500.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	704,089.00	704,089.00
	398,889.00	398,889.00
1000-1999: Certificated Personnel Salaries	285,200.00	285,200.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00	20,000.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	704,089.00	704,089.00
	LCFF	396,389.00	396,389.00
	State LCFF, Federal T2	2,500.00	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I, III	285,200.00	285,200.00
5800: Professional/Consulting Services And Operating Expenditures		20,000.00	20,000.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	138,000.00	138,000.00
<b>Goal 2</b>	20,000.00	20,000.00
<b>Goal 3</b>	285,200.00	285,200.00
<b>Goal 4</b>	161,239.00	161,239.00
<b>Goal 5</b>	25,750.00	25,750.00
<b>Goal 6</b>	71,400.00	71,400.00
<b>Goal 7</b>	2,500.00	2,500.00

\* 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	\$225,000.00	\$225,000.00
Distance Learning Program	\$220,000.00	\$220,000.00
Pupil Learning Loss	\$445,000.00	\$445,000.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$890,000.00</b>	<b>\$890,000.00</b>

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$225,000.00	\$225,000.00
Distance Learning Program	\$220,000.00	\$220,000.00
Pupil Learning Loss	\$445,000.00	\$445,000.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$890,000.00</b>	<b>\$890,000.00</b>