

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
Nicasio School District	Barbara Snekkevik Principal	bsnekkevik@nicasioschool.org 415.662.2184

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

Identify, attract, and retain outstanding staff

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>Metric/Indicator Metric(s): P-2 Attendance Report, Teacher Misassignment, Employee Longevity List, Credential Monitoring Report , CTA Comparisons of Salaries - Marin, School Accountability Report Card (Teacher Credentials; Teacher Misassignments; Highly Qualified Teachers)</p> <p>19-20 a) All students will receive instruction from highly qualified teachers, 100% of whom will be appropriately assigned and credentialed.</p> <p>b) Salaries for certificated teachers and for classified staff will remain competitive with comparable school districts in Marin County.</p> <p>Baseline During 2016-17: a) All students received instruction from highly qualified teachers, 100% of whom were appropriately assigned and credentialed.</p> <p>b) Salaries for certificated and classified staff remain competitive with comparable school districts in Marin County.</p>	<p>a) All students received instruction from highly qualified teachers, 100% of whom were appropriately assigned and credentialed.</p> <p>b) Salaries for certificated teachers and for classified staff remained competitive with comparable school districts in Marin County.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Review Credential Monitoring Report provided by Marin County Office of Education. Communicate with teachers as needed to ensure that all credentials are current.	Costs included in Goal 2, Action 2.9 School Site Administration - Principal and CBO	Costs included in Goal 2, Action 2.9 School Site Administration - Principal and CBO
1.2 Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations.	<p>Certificated teachers' salaries 1000-1999: Certificated Personnel Salaries LCFF \$ 137,292</p> <p>Parcel Tax - Certificated teacher's salary 1000-1999: Certificated Personnel Salaries Locally Defined \$ 93,775</p> <p>Teacher H & W 3000-3999: Employee Benefits LCFF \$ 39,129</p> <p>Parcel Tax - Teacher H & W 3000-3999: Employee Benefits Locally Defined \$ 29,687</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF \$ 3,000</p> <p>Substitute teachers' benefits 3000-3999: Employee Benefits LCFF \$ 598</p> <p>STRS Golden Handshake 7000-7439: Other Outgo LCFF \$7,530</p>	<p>Certificated teachers' salaries 1000-1999: Certificated Personnel Salaries LCFF 145,448</p> <p>Parcel Tax - Certificated teacher's salary 1000-1999: Certificated Personnel Salaries Locally Defined 105,433</p> <p>Teacher H & W 3000-3999: Employee Benefits LCFF 43,819</p> <p>Parcel Tax - Teacher H & W 3000-3999: Employee Benefits Locally Defined 25,971</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF 2050</p> <p>Substitute teachers' benefits 3000-3999: Employee Benefits LCFF 410</p> <p>STRS Golden Handshake 7000-7439: Other Outgo LCFF 7,783</p>
1.3 Provide comparable salary increases for classified staff based on the outcome of negotiations for certificated teachers.	<p>Learning Center Program Aide 0000: Unrestricted LCFF</p> <p>CLASSROOM AIDE 2000-2999: Classified Personnel Salaries LCFF \$ 3,067</p> <p>REAP 2000-2999: Classified Personnel Salaries Federal Funds \$ 8,384</p>	<p>Learning Center Program Aide 0000: Unrestricted LCFF</p> <p>CLASSROOM AIDE 2000-2999: Classified Personnel Salaries LCFF 0</p> <p>REAP 2000-2999: Classified Personnel Salaries Federal Funds 2,099</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	REAP 3000-3999: Employee Benefits Federal Funds \$ 821	REAP 3000-3999: Employee Benefits Federal Funds 231
	Foundation Grants /Parcel Tax - Professional Experts/Aides 2000-2999: Classified Personnel Salaries Locally Defined \$ 37,016	Foundation Grants /Parcel Tax - Professional Experts/Aides 2000-2999: Classified Personnel Salaries Locally Defined 38,895
	Foundation Grants/Parcel Tax - Professional Experts/Aides 3000-3999: Employee Benefits Locally Defined \$ 4,925	Foundation Grants/Parcel Tax - Professional Experts/Aides 3000-3999: Employee Benefits Locally Defined 4,285

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 budgeted for Classified Aide money were not utilized as anticipated due to a job-share of the position and subsequent reduction in overall wages and benefits

These budgeted funds were instead used to support students and teachers by purchasing updated technology (teacher laptops) to support remote and in-person learning in the Fall 2020.

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

The district continued to identify, attract and retain highly qualified staff for the 2019-20 school year. The quarterly monitoring report was reviewed throughout the school year as it was provided to the district by MCOE. Negotiations with the Nicasio Teachers Association (NTA) concluded in summer 2019 and a competitive salary schedule (approved by the school board in September 2019) was maintained for both certificated and classified staff.

Goal 2

Prepare all students to transition successfully to high school both academically and socially

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric(s): Student Access and Enrollment, School Accountability Report Card (List of District-adopted standards-aligned materials), Quarterly Report on Williams Uniform Complaints, Report Cards, State Assessments (Smarter Balanced, CST, CELDT), EL Progress and Reclassification Rates, IEP Progress Reports, Master Schedule for Learning Center Program, Surveys of Nicasio School Graduates and Parents, Middle School Dropout Rate 19-20 a) All students (100%) in grades K-8 will be enrolled in broad courses of study and will have access to standards-aligned textbooks, materials, and assessments. b) A state-standards aligned Science curriculum be piloted for grades TK-8.	 a) All students (100%) in grades K-8 were enrolled in broad courses of study as evidenced by the Master schedule and had access to standards-aligned textbooks, materials, and assessments. b) Implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill's Reading Wonders Program for grades TK-5), Math (My Math in grades TK-5 and Glencoe Math in grades 6-8), Science (FOSS in grades TK-5, CPO in grades 6-8) and Social Studies (Scott Foresman in grades TK-5, History Alive! TCI in grades 6-8) was maintained. During the 2019-20 school year, the district adopted McGraw Hill's Study Sync English Language Arts program for grades 6-8 (board adoption November 2019) A pilot of new Science curriculum aligned to CA Next Generation Science Standards began during the 2019-20 school year. This

Expected	Actual
<p>A state-standards aligned English Language Arts curriculum will be adopted for grades 6-8.</p> <p>Implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill Reading Wonders in grades TK-5), Math (My Math in grades TK-5 and Glencoe Math in grades 6-8), and Social Studies (Scott Foresman in grades TK-5, History Alive! TCI in grades 6-8) will be maintained.</p> <p>c) Students designated as English Learners will increase performance on annual language proficiency assessment by on or more level. The majority (75%) of English Language Learners will be reclassified as English proficient by the end of 8th grade.</p> <p>d) Of general education students, 70% will demonstrate proficiency on district and statewide assessments in academic subjects while 50% of all English Language Learners will achieve proficiency in English Language Arts and Math.</p> <p>e) Consistent use of measuring student progress against common core aligned report card.</p> <p>f) Students receiving special education services will make adequate progress on IEP goals as measured by progress reports generated each reporting period.</p> <p>g) All (100%) of Nicasio School's students will matriculate to high school with at least 80% transitioning successfully into the social and academic climate. By the end of the first semester of their freshman year, at least 80% of alumni will earn an average grade of B- or higher in four academic subjects: English, Math, Social Studies and Science. At least 80% of these alumni will also report that they were able to integrate successfully within the social climate of high school. Due to the small size of alumni classes (3-</p>	<p>pilot was interrupted by the school closure due to the COVID-19 pandemic. This pilot continued during the 2020-21 school year with an anticipated adoption for the 2021-22 school year.</p> <p>c) The Summative ELPAC was not administered to all students designated as English Learners during Spring 2020 due to the COVID-19 school closure. Only students who had completed all portions of the test prior to the campus closure received scores. Therefore data is not currently available to measure an increase in student performance on the ELPAC assessment. During the 2019-20 school year, a total of 13 students (31%) were identified as English Learners in grades TK-6. The most recent English Language Proficiency Assessment (ELPAC) results from Spring 2020 include results from the 5 students who completed all domains prior to the school closure. Of these students, 2 have somewhat developed English language skills (level 2), 2 have moderately developed English language skills (level 3) and 1 has well developed English language skills. Based on these results, 1 student was reclassified as Fluent English Proficient in September 2020.</p> <p>d) The California Assessment of Student Performance and Progress (CAASPP) was not administered in Spring 2020 due to the COVID-19 school closure. The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2019:</p> <p>70% of all students tested (grades 3-8) met or exceeded standard on English Language Arts assessment. 22% of all students tested nearly met standard.</p> <p>57% of all students tested (grades 3-8) met or exceeded standard on Mathematics assessment. 26% of all students tested nearly met standard.</p>

Expected	Actual
<p>7 students per class), percentages will be calculated based on an average over a 4- year span (the current year and the three prior years).</p> <p>h) Students will benefit by having a group of peers in their respective grade level with whom to learn, interact, and play, which will promote student engagement. Class sizes will average 15-20 students in grades TK-5 and up to 25 in grades 6-8 based on 3.0 FTE certificated teachers with an average total enrollment of 40 students.</p> <p>i) As a result of pupil engagement, students and parents will report an average of 90% satisfaction with overall classroom and campus climate.</p> <p>j) There will be a zero (0) dropout rate.</p> <p>k) Attendance rate will average 95%. Chronic absenteeism will be 5%.</p> <p>l) There will be 2 or fewer student suspensions and zero student expulsions</p>	<p>0% of 3 students designated as English Language Learners (grades 3-8) met or exceeded standards on English Language Arts assessment.</p> <p>0% of 3 students designated as English Language Learners (grades 3-8) met or exceeded standards on Mathematics assessment.</p> <p>e) Student progress was measured and reported (Trimesters 1,2) using standards-aligned report card. The district adopted a temporary report card template for Trimester 3 (due to the COVID-19 school closure) that reported student progress and engagement over the course of the year, outlined key standards taught during distance learning, reported student progress and engagement during distance learning, commented upon academic and social-emotional progress during the school year, and provided recommendations for summer learning activities.</p> <p>f) Students receiving special education services made adequate yearly progress on goals as reported on Individualized Education Plan progress reports. Goals were monitored and updated as appropriate by special education staff through the IEP process.</p>
<p>Baseline In 2016-17:</p> <p>a) All students (100%) in grades K-8 were enrolled in broad courses of study and had access to standards-aligned textbooks, materials and assessments.</p> <p>b) In grades TK-5 a state-standards aligned English Language Arts curriculum was piloted (McGraw Hill Reading Wonders).</p> <p>Implementation of previously adopted state-standards aligned curriculum for Math (My Math in grades TK-5 and Glencoe Math in grades 6-8), Science (FOSS in grades TK-5, CPO in grades 6-</p>	<p>g) There was a single graduate from Nicasio School in 2019. Therefore, due to privacy concerns, data related to his grades during his freshman year (Fall 2019) was unavailable.</p> <p>h) Enrollment during the 2019-20 school year included a total of 40 students: 13 students (TK/K/1/2), 12 students (3/4/5) and 15 students (6/7/8). Each grade level consisted of 1 to 5 students with the exception of second grade, which had 8 students enrolled. A total of 12 students attended Nicasio School on inter-district transfer agreements.</p> <p>i) Results from the annual school survey (February 2020) indicate that students in grades 5-8 have a positive perception of both</p>

Expected	Actual
<p>8) and Social Studies (Scott Forseman in grades TK-5, History Alive! TCI in grades 6-8) were maintained.</p> <p>c) 7 students were designated as English Learners. According to annual CELDT results, 3 students (50%) increased performance by one or more level. 3 students (50%) had either no change or decreased by one performance level. 1 student was administered an initial assessment and therefore had no prior results with which to compare growth. In spring 2017, one student was redesignated as Fluent English Proficient.</p> <p>d) The following results indicate proficiency rates on state assessments (CAASPP) given May 2016:</p> <p>70% of all students tested (grades 3-8) met or exceed standard on English Language Arts assessment 45% of students tested (grades 3-8) met or exceeded standard on Mathematics assessment</p> <p>Neither (0%) of the 2 English Language Learners (grades 3-8) tested met or exceeded standard on English Language Arts assessment Neither (0%) of the 2 English Language Learners (grades 3-8) met or exceeded standard on Mathematics assessment</p> <p>Two (50%) of the 4 Reclassified Fluent English Proficient students (grades 3-8) met or exceeded standard on English Language Arts assessment None (0%) of the 4 Reclassified Fluent English Proficient students (grades 3-8) met or exceeded standard on Mathematics assessment</p> <p>e) Student progress was measured and reported each trimester using a report card aligned with state adopted standards.</p>	<p>classroom and school climate. The classroom climate is rated as positive by 94% of the students. The school climate is rated positively by students. When asked "I feel happy to be at this school", 76% of students responded "most/all of the time" and 24% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 94% of students responded "most/all of the time" and 6% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 94% of students responded either "a little true" or "very true".</p> <p>A total of 28 families participated in the school survey (from our 31 families total). Of this year's 28 respondents, 6 (21%) were from Spanish-speaking households. 97% of respondents agree that "the school keeps me well- informed about school activities" and 100% of respondents "feel welcome to participate at school."</p> <p>j) There was a zero (0) dropout rate.</p> <p>k) School records indicate a 96% attendance rate and chronic absenteeism rate of 5%.</p> <p>l) There were zero (0) suspensions and expulsions.</p>

Expected	Actual
<p>f) All students receiving special education services made progress on IEP goals as measured by progress reports.</p> <p>g) No 2016-17 data for alumni transition to high school. Results from 2015-16 (12 students) indicate: 92% felt prepared in English, 85% felt prepared in Math, and 92% felt prepared in Social Studies, while 33% felt prepared in Science.</p> <p>h) Enrollment during the 2016-17 school year included a total of 44 students: 13 students (K/1/2), 15 students (3/4/5) and 16 students (6/7/8). Each grade level consisted of 3 to 7 students with the exception of Kindergarten, which only had 1 student. Grades K-8 were supported by 3 full-time certificated teachers.</p> <p>i) Results from the annual school survey (April 2017) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The classroom climate is rated as positive by 96% of the students. The school climate is rated as positive by 78% of students ("you enjoy coming to school") and safe by 100% of students ("you feel safe at school"). 78% of students responded having a positive relationship with teachers and staff ("you feel comfortable approaching teachers and staff with questions, problems, and concerns.")</p> <p>j) There was a zero (0) dropout rate.</p> <p>k) Attendance rate was 97% as measured by P2 report (March 2017). Chronic absenteeism was 7%.</p> <p>l) There were zero (0) suspensions and expulsions.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 All students will have access to current state-adopted textbooks and materials.	<p>Textbooks / Supplies 4000-4999: Books And Supplies LCFF \$ 500</p> <p>EPA - Textbooks 4000-4999: Books And Supplies LCFF \$ 2,500</p> <p>Both restricted/unrestricted 4000-4999: Books And Supplies Lottery \$ 5,958</p> <p>Foundation/ Parcel Tax 4000-4999: Books And Supplies Locally Defined \$ 5,562</p> <p>EL Supplies-Lexia 4000-4999: Books And Supplies LCFF \$ 200</p> <p>Inyo - Instructional Internet/Library Permit 5900: Communications LCFF \$ 5,208</p> <p>Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages. 5900: Communications LCFF \$4,500</p> <p>Replacement: Classroom Chrome Books</p> <p>4000-4999: Books And Supplies LCFF \$ 1,000</p> <p>Replacement; Classroom Chrome Books</p> <p>4000-4999: Books And Supplies Federal Funds \$ 5,000</p>	<p>extbooks / Supplies 4000-4999: Books And Supplies LCFF 0</p> <p>EPA - Textbooks 4000-4999: Books And Supplies LCFF 2,449</p> <p>Both restricted/unrestricted 4000-4999: Books And Supplies Lottery 3,301</p> <p>Foundation/ Parcel Tax 4000-4999: Books And Supplies Locally Defined 5,043</p> <p>EL Supplies-Lexia 4000-4999: Books And Supplies LCFF 200</p> <p>Inyo - Instructional Internet/Library Permit 5900: Communications Locally Defined 3,450</p> <p>Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages. 5900: Communications LCFF 4,500</p> <p>Replacement: Classroom Chrome Books 4000-4999: Books And Supplies LCFF 1,180</p> <p>Replacement; Classroom Chrome Books 4000-4999: Books And Supplies Federal Funds 3,717</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Not Applicable LCFF	Replacement Classroom Chrome Books 4000-4999: Books And Supplies Locally Defined 2,080
<p>2.2 Make professional development opportunities available to all teachers and staff through on-site and off-site trainings and workshops as needed. For certificated teachers, three in-service professional development days will be included in the annual school calendar. In addition, certificated teachers will meet weekly for one hour within their instructional day (PLC meeting) with a focus on professional growth.</p> <p>2.3 Assess all students regularly to evaluate level of proficiency and determine individual learning needs for targeted intervention. Implement a Student Study Team to discuss and monitor progress of at-risk</p>	<p>Certificated teachers' costs included in Goal 1 Action 1.3, Classified staff costs included in Goal 1, Action 1.4; District Administration costs included in Goal 2 Action 2.9 LCFF</p> <p>Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF \$ 1,200</p> <p>EPA - Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF \$ 500</p> <p>Other 00</p> <p>REAP - CPR Training all staff 5000-5999: Services And Other Operating Expenditures Federal Funds \$ 700</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures LCFF \$3,920</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,126</p> <p>Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal 0000: Unrestricted Other</p>	<p>Certificated teachers' costs included in Goal 1 Action 1.3, Classified staff costs included in Goal 1, Action 1.4; District Administration costs included in Goal 2 Action 2.9 LCFF</p> <p>Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>EPA - Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF 600</p> <p>REAP - CPR Training all staff 5000-5999: Services And Other Operating Expenditures Federal Funds 0</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures LCFF 579</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures Federal Funds 1,195</p> <p>Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal 0000: Unrestricted Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students, including those who are English Learners, Foster Youth, and/or Low Income.	<p>Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator) Locally Defined</p> <p>Aeries Maintenance and Hosting/Eagle License 5000-5999: Services And Other Operating Expenditures LCFF \$ 4,790</p> <p>Maintenance of CALPADS Information 5000-5999: Services And Other Operating Expenditures LCFF \$ 3,000</p> <p>Contract MCOE School Nurse 5000-5999: Services And Other Operating Expenditures LCFF \$ 1,900</p> <p>Low Performing Students Block Grant/AR Assessment Tool</p> <p>4000-4999: Books And Supplies Other \$ 1,900</p> <p>SEISS Consortium Fee 5000-5999: Services And Other Operating Expenditures LCFF \$ 522</p>	<p>Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator) Locally Defined</p> <p>Aeries Maintenance and Hosting/Eagle License 5000-5999: Services And Other Operating Expenditures LCFF 4,827</p> <p>Maintenance of CALPADS Information 5000-5999: Services And Other Operating Expenditures LCFF 1,332</p> <p>Contract MCOE School Nurse 5000-5999: Services And Other Operating Expenditures LCFF 1,738</p> <p>Low Performing Students Block Grant/AR Assessment Tool 4000-4999: Books And Supplies Other 1,900</p> <p>SEISS Consortium Fee 5000-5999: Services And Other Operating Expenditures LCFF 550</p>
2.4 Place special education students in appropriate instructional programs and provide specialized services in accordance with Individualized Education Plan (IEP). Monitor special education placement and services through IEP progress reports and annual IEP review to ensure students are making adequate yearly progress toward IEP goals.	<p>Federal Funds - Special Education Services - Mental Health Funds 5800: Professional/Consulting Services And Operating Expenditures Special Education \$ 2,897</p> <p>Contribution from Unrestricted Funds - Excess Cost 7000-7439: Other Outgo Special Education \$112,388</p>	<p>Federal Funds - Special Education Services - Mental Health Funds 5000-5999: Services And Other Operating Expenditures Special Education 2,529</p> <p>Contribution from Unrestricted Funds - Excess Cost 7000-7439: Other Outgo Special Education 106,392</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.5 Ensure all certificated teachers have an appropriate credential to instruct English language learners. This will result in 75% of EL students' overall ELPAC scores increasing by at least one performance level over a 12-month period.</p> <p>2.6 Augment field trip costs for students</p>	<p>District Contribution from Unrestricted Funds 5800: Professional/Consulting Services And Operating Expenditures Special Education</p>	<p>District Contribution from Unrestricted Funds 5800: Professional/Consulting Services And Operating Expenditures Special Education</p>
	<p>District Contribution from Restricted Funds - Parcel Taxes 5800: Professional/Consulting Services And Operating Expenditures Special Education</p>	
	<p>County Transfer - AB602 5800: Professional/Consulting Services And Operating Expenditures Special Education</p>	
	<p>State Mental Health Services 5800: Professional/Consulting Services And Operating Expenditures Special Education \$ 6,291</p>	<p>State Mental Health Services 5800: Professional/Consulting Services And Operating Expenditures Special Education 9,124</p>
	<p>Student Services: OT/Transportation/Counseling 5000-5999: Services And Other Operating Expenditures Special Education \$55,696</p>	<p>Student Services: OT/Transportation/Counseling 5000-5999: Services And Other Operating Expenditures Special Education 31,137</p>
	<p>Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)</p> <p>CELDT TESTING 2000-2999: Classified Personnel Salaries LCFF \$ 1, 500</p>	<p>Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)</p> <p>CELDT TESTING 2000-2999: Classified Personnel Salaries LCFF 1,268</p>
	<p>Student body fund raising 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$ 1,324</p>	<p>Student body fund raising 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 1,327</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.7 Maintain a Learning Center program that provides instructional support for English language learners.</p> <p>Provide emphasis on building academic vocabulary and skills in mathematics. Provide access to the Lexia Reading Core 5 Program.</p>	<p>Learning Center Aide 2000-2999: Classified Personnel Salaries Supplemental \$ 22,427</p> <p>Learning Center Aide 3000-3999: Employee Benefits Supplemental \$ 4,998</p>	<p>Learning Center Aide 2000-2999: Classified Personnel Salaries Concentration 23,099</p> <p>Learning Center Aide 3000-3999: Employee Benefits Federal Funds 6,202</p> <p>Learning Center Aide 2000-2999: Classified Personnel Salaries Federal Funds 1, 132</p> <p>Learning Center Aide 3000-3999: Employee Benefits Federal Funds 236</p>
<p>2.8 Distribute a survey to former Nicasio School students and a survey to their parents after the first semester of their freshman year at high school. Use data collected to modify instructional program appropriately.</p>	<p>Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager</p>	<p>Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager</p>
<p>2.9 Maintain current configuration for school administration: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent;</p> <p>.40 FTE chief business official; .40 FTE accounting assistant; maintain office phone & internet communications and student information systems (SIS).</p>	<p>.6 FTE Principal 1000-1999: Certificated Personnel Salaries LCFF \$ 67,836</p> <p>.60 FTE Principal 3000-3999: Employee Benefits LCFF \$ 13,439</p> <p>MCOE Contract - Superintendent Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 12,000</p> <p>.80 FTE Site Secretary/Office Manager 2000-2999: Classified Personnel Salaries LCFF \$ 68,239</p> <p>80 FTE Site Secretary/ Office Manager 3000-3999: Employee Benefits LCFF \$ 22,649</p>	<p>6 FTE Principal 1000-1999: Certificated Personnel Salaries LCFF 71,903</p> <p>60 FTE Principal 3000-3999: Employee Benefits LCFF 14,820</p> <p>MCOE Contract - Superintendent Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 12,000</p> <p>.80 FTE Site Secretary/Office Manager 2000-2999: Classified Personnel Salaries LCFF 73,766</p> <p>80 FTE Site Secretary/ Office Manager 3000-3999: Employee Benefits LCFF 35,849</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	40 FTE CBO 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 60,000 Business Office Assistant 2000- 2999: Classified Personnel Salaries LCFF \$3,000 Business Office Assistant Benefits 3000-3999: Employee Benefits LCFF \$ 300 Site and Board supplies 4000- 4999: Books And Supplies LCFF \$3,000 School/Business Office Services/ Dues/Membership 5000-5999: Services And Other Operating Expenditures LCFF \$9,671	40 FTE CBO 5800: Professional/Consulting Services And Operating Expenditures LCFF 62,098 Business Office Assistant 2000- 2999: Classified Personnel Salaries LCFF 2,394 Business Office Assistant Benefits 3000-3999: Employee Benefits LCFF 264 Site and Board supplies 4000- 4999: Books And Supplies LCFF 3,173 School/Business Office Services/ Dues/Membership 5000-5999: Services And Other Operating Expenditures LCFF 14,686
2.10 Update and maintain enrollment projections. Outreach to parents, community members, local newspaper and local preschools to identify potential incoming students. Review the inter-district transfer policy and determine the future of renewal requests as well as new requests within the context of fostering a stimulating learning environment for residents students while also balancing the budget.	Costs included in Goal 2 Action 2.9 School Admin Principal and Office Manager and Goal Legal Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 5,000 Newspaper Notices 5000-5999: Services And Other Operating Expenditures LCFF \$450	Costs included in Goal 2 Action 2.9 School Admin Principal and Office Manager and Goal Legal Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 159 Newspaper Notices 5000-5999: Services And Other Operating Expenditures LCFF 450
2.11 Support multi-grade classrooms with 3.0 FTE teachers. Each of the three homeroom teachers (3.0 FTE) will support three grade levels. During core instruction of math and language arts, a part-time classroom aide will provide additional support as need to designated student groups	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff 0000: Unrestricted Other	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.12 Enhance student learning by providing a broad course of study beyond state required subject areas and by providing teachers with sufficient planning periods to prepare for instruction in multi-grade, self-contained classrooms. Offer enrichment programs to students in grades TK-8: Spanish, Art, and PE.	Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts Parcel Tax -Admin 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$ 1,500	Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts Parcel Tax -Admin 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 1,678
2.13 The district will implement a school-wide social emotional learning program to support student interaction and enhance student engagement.	YMCA - Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures LCFF	YMCA - Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Goal Analysis

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

Funds budgeted for Special Education services were not implemented due to a reduction in excess costs from the Marin County Office of Education and reduced cost of student transportation due to the COVID-19 school closure.

Funds that were budgeted for the above actions/services and were not implemented were used to support the school's reopening for in-person instruction in September 2020, including purchasing of additional personal protective equipment, classroom furniture, furniture for outdoor instruction, and cleaning/sanitation supplies.

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

Overall successful implementation of the actions and services described above resulted in all current student groups having access to a broad course of study, supports and services. During the 2019-20 school year, optimal class sizes and configurations were maintained to enhance learning a social interactions. School administration configuration was maintained. Three full-time teaching positions were maintained for three multi-grade classrooms. An instructional assistant provided support in each of the three classrooms during instructional time. For the 2019-20 school year, the Nicasio School Foundation provided funding to ensure the district could provide K-8 students with courses in Spanish, Art, and a specialist for PE. These courses provided an enriched learning experience for students outside of the mandated curriculum. District staff received regular professional development, including training around safety, suicide prevention, assessments and online digital resources.

Staff worked collaboratively to develop and implement a monthly life skills program to promote and enhance positive student engagement. The success of this implementation can be measured by the results from the annual school survey (February 2020), which indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The classroom climate is rated as positive by 94% of the students. The school climate is rated positively by students. When asked "I feel happy to be at this school", 76% of students responded "most/all of the time" and 24% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 94% of students responded "most/all of the time" and 6% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 94% of students responded either "a little true" or "very true".

Based on the Spring 2019 results for the California Assessment of Student Performance and Progress (CAASPP), Nicasio student scores for grades 3-8 indicate an increase in scores of "standard met or exceeded" for both English Language Arts (by 20 percentage points) and Mathematics (by 11 percentage points) as compared to Spring 2018 results. One challenge is that none of the three students designated as English Language Learners received "met or exceeded" scores for either English/Language Arts or Mathematics. School staff will consider these results when planning instructional programs, evaluating curriculum, and identifying supports for students.

One challenge the district faced this year was the ability to measure the successful transition of our graduating class to high school. In June 2019 we had a single graduate. Therefore the district was unable to obtain information from his high school to inform us of his successful transition in the Fall 2019 due to privacy concerns. This is an ongoing challenge due to the small size of our graduating classes. The staff will consider this when considering metrics to measure successful preparation for high school in the future.

Another challenge was the interruption of our NGSS-aligned science curricula pilot during the spring of 2020 due to the COVID-19 pandemic and subsequent school closure. The pilot was restarted during the 2020-21 school year and it is anticipated a new curricula will be adopted during the 2021-22 school year.

Goal 3

Ensure all parents are active participants in the school 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>Metric/Indicator Metric(s): Parent Input (Annual Survey of Parents/Guardians, Back-to-School Questionnaire (identify preferred communication methods), Parent Participation (attendance at school events, donations (time/money) to classrooms, field trips), Volunteer Records (Foundation, Parent Club, Field Trip Drivers, Visitor Sign-in Log)</p> <p>19-20 a) Students' families, both English-Speaking and Spanish-speaking, will be well informed about the school's news and events and about their children's progress in school; this will be demonstrated by at least 85% of surveyed parents indicating that communication from the school is effective.</p> <p>Baseline a) On annual parent survey (April 2017), a total of 42 parents participated (from 33 families total).</p> <p>Of the 42 participants, 8 (19%) were from Spanish-speaking households, which is a close representation of the overall percentage of Spanish-speaking households school-wide (21%).</p>	<p>a) In February 2020, a total of 28 families participated in the school survey (from our 31 families total). Of this year's 26 respondents, 6 (21%) were from Spanish-speaking households. 97% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."</p> <p>Communication from school and school-related organizations are viewed as sufficient as follows: communication between report cards (100%), communication about community events and opportunities (78%), communication from Parent Club/Nicasio School Foundation (86%), and communication from School Board (78%).</p>

Expected	Actual
<p>90 % of parents agree that communication between the school office and home is sufficient. 79% of them find the most value in email correspondence. 68% consider the online Parent Portal an effective forum for weekly communications.</p> <p>81% of parents consider communication between teachers and parents sufficient. With that said, 93%-95% of the parents consider the content provided by teachers on progress reports and report cards as valuable.</p> <p>Communication from school-related organizations are viewed as sufficient as follows: Parent Club (80%), Nicasio School Foundation (74%), and School Board (45%).</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.	<p>Costs included in Goal 2 Action 2.9 School Site Administrative salaries and Goal 1 Action 1.4 Classified staff (translator).</p> <p>Internet - Office 5900: Communications LCFF \$ 3,600</p> <p>Telephone Service 5900: Communications LCFF \$ 950</p> <p>Postage Permit 5900: Communications LCFF \$ 1,000</p> <p>Internet Consultant/Webpage Maintenance 5900: Communications LCFF \$ 4,500</p>	<p>Internet - Office 5900: Communications LCFF 3,195</p> <p>Telephone Service 5900: Communications LCFF 1,024</p> <p>Postage Permit 5900: Communications LCFF 985</p> <p>Internet Consultant/Webpage Maintenance 5900: Communications LCFF 4,500</p>
3.2 Ensure regular, consistent and clear communication between the school board and home by including the board agenda and approved	Costs included in Goal 2 Action 2.9 Administrative Office	Costs included in Goal 2 Action 2.9 Administrative Office

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
minutes on a monthly basis in the Parent Portal or other routine school-to-home communication system.	Manager 2000-2999: Classified Personnel Salaries LCFF Costs included in Goal 3 Action 3.1 Internet Access Office, Telephones, Internet/Webpage Maintenance	Manager 2000-2999: Classified Personnel Salaries LCFF
3.3 Through a Back-to-School questionnaire and an annual parent survey, identify the preferred communication methods of each parent/guardian. Mid-way through the year, distribute an annual survey to identify communication methods that are effective and where communications can improve.	Costs included in Goal 2, Action #1, School Site Administrative salaries	Costs included in Goal 2, Action #1, School Site Administrative salaries
3.4 Employ a part-time English/Spanish translator to serve as school-to-home communicator (oral and written) and parent liaison. Spanish translation services will be provided to 100% of Spanish-speaking households, both orally and in writing. Student reports, student records, school documents and forms, and school news will be provided in both English and Spanish languages.	Costs included in Goal 1 Action 1.4 Classified Staff (Translator) Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance 0000: Unrestricted LCFF	Costs included in Goal 1 Action 1.4 Classified Staff (Translator) Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance 0000: Unrestricted LCFF

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 for Actions/Services were expended as budgeted.

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

The following actions/services were successfully implemented during the 2019-20 school year to encourage all parents to be active participants in the school community:

- regular, clear and consistent communication between the school and family for both English and Spanish-speaking households, via the Parent Portal or hardcopies as requested. The Parent Portal is updated weekly with relevant information in both English and Spanish.
- school board communications (agendas, minutes) are posted monthly via the Parent Portal and in the main office
- parents' preference of communication mode is solicited and used during the school year
- a part-time Spanish interpreter serves as school-to-home communicator (written and oral) and parent liaison

As a result of the above actions/services, students' families, both English-Speaking and Spanish-speaking, are well informed about the school's news and events and about their children's progress in school. This is demonstrated by the annual parent survey results, of which 97% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."

Goal 4

Ensure all facilities are up-to-date, functional and safe

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>Metric/Indicator Metric: Annual Facilities Inspection Report, Incidents/Injury Reports</p> <p>19-20 a) Students will be able to learn and play on a clean and safe campus, resulting in 0% injuries related to poor condition or maintenance of the facilities.</p> <p>b) The annual Facilities Inspection Report will indicate that the campus facilities are in “exemplary” status.</p> <p>c) Any corrective actions recommended by the MSIA facility risk management report will be remedied within one fiscal year based on level of priority.</p> <p>Baseline In 2016-17: a) Zero (0) injuries were reported due to safety issues related to the campus or facilities.</p> <p>b) The Annual Facilities Inspection Report completed in April 2017 indicated an "exemplary" status with an overall rating of 100%.</p>	<p>a) Zero (0) injuries were reported due to safety issues related to the campus of facilities.</p> <p>b) The Annual Facilities Inspection Report completed in January 2020 indicated an "good" status</p> <p>c) All corrective actions recommended by the MSIA facilities risk management report (June 2019) were remedied.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Conduct an annual facilities inspection in December/January and complete related report; use data collected to prepare the section for facilities on the School Accountability Report Card (SARC). Maintain membership in Marin Schools Insurance Authority JPA.</p>	<p>Property & Liability Insurance 5000-5999: Services And Other Operating Expenditures LCFF \$ 6,403</p> <p>Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO 0000: Unrestricted</p> <p>Fee for Document Tracking Services - SARC 5000-5999: Services And Other Operating Expenditures LCFF \$ 195</p>	<p>Property & Liability Insurance 5000-5999: Services And Other Operating Expenditures LCFF 6,403</p> <p>Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO 0000: Unrestricted</p> <p>Fee for Document Tracking Services - SARC 5000-5999: Services And Other Operating Expenditures LCFF 195</p>
<p>4.2 Maintain communication system between administration and custodian for work order requests from teachers and staff.</p>	<p>Custodian Salary 2000-2999: Classified Personnel Salaries LCFF \$ 33,997</p> <p>M & O Supplies 4000-4999: Books And Supplies LCFF \$ 3,500</p> <p>Repairs-Equipment leases 5000- 5999: Services And Other Operating Expenditures LCFF \$ 7,650</p> <p>Health & Safety Licenses 5000- 5999: Services And Other Operating Expenditures LCFF \$ 3,600</p> <p>Utilities/Sewer 5000-5999: Services And Other Operating Expenditures LCFF \$ 25,700</p> <p>Fund 14 Repairs 5000-5999: Services And Other Operating Expenditures LCFF \$ 10,000</p>	<p>Custodian Salary 2000-2999: Classified Personnel Salaries LCFF 36,024</p> <p>M & O Supplies 4000-4999: Books And Supplies LCFF 3,406</p> <p>Repairs-Equipment leases 5000- 5999: Services And Other Operating Expenditures LCFF 16,849</p> <p>Health & Safety Licenses 5000- 5999: Services And Other Operating Expenditures LCFF 502</p> <p>Utilities/Sewer 5000-5999: Services And Other Operating Expenditures LCFF 33,224</p> <p>Fund 14 Repairs 5000-5999: Services And Other Operating Expenditures LCFF 1,540</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Custodian Benefits 3000-3999: Employee Benefits LCFF \$ 10,357	Custodian Benefits 3000-3999: Employee Benefits LCFF 9,366
4.3 Maintain and monitor a deferred maintenance schedule.	Included in staff costs – Goal 2, Action 2.9 Administration, and Goal 4 Action 4.2 Custodian Grounds maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF \$ 4,500	Included in staff costs – Goal 2, Action 2.9 Administration, and Goal 4 Action 4.2 Custodian Grounds maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF 5,050
4.4 Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.	Water Testing/ system monitoring & Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$ 13,000 Water System Repairs 5000- 5999: Services And Other Operating Expenditures LCFF \$ 1,000	Water Testing/ system monitoring & Supplies 5000-5999: Services And Other Operating Expenditures LCFF 13,642 Water System Repairs 5000- 5999: Services And Other Operating Expenditures LCFF 1,214
4.5 Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.
4.6 Maintain an emergency communication system (School Messenger)	MERA Mt. Contract 5000-5999: Services And Other Operating Expenditures LCFF \$ 145	MERA Mt. Contract 5000-5999: Services And Other Operating Expenditures LCFF 140
4.7 Maintenance/upgrade of emergency preparedness supplies	Janitorial/Maintenance Supplies 4000-4999: Books And Supplies LCFF \$ 500	Janitorial/Maintenance Supplies 4000-4999: Books And Supplies LCFF 1,158

Goal Analysis

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

Deferred maintenance funds were not spent due to the impacts of COVID-19 and subsequent campus closure. All deferred maintenance projects were delayed and funding remains budgeted for future use.

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

The Annual Facilities Inspection Report completed in January 2020 indicated an "good" status with an overall rating of 100%. The communication system between staff and custodial staff is effective and ensures students are able to learn and play on a clean and safe campus. The district maintains deferred maintenance funds.

The District continues to maintain an aging potable water system and continues to pursue viable option for long-term upgrades to this system. One challenge faced by the district was the lack of drinking water use during the school closure due to the COVID-19 pandemic. A reduction in water use while the campus was closed resulted in increased contact time between the water and treatment chemicals in the storage tank. This issue continued into the 2020-21 school year. The district is pursuing options to upgrade the current system to rectify this situation.

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
Acquisition of personal protection equipment (PPE) for students/staff and cleaning supplies as outlined in our SSSPP	\$ 2,000	2011.98	No

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

There was no substantive difference between planned and actual expenditures.

Analysis of In-Person Instructional Offerings

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

Nicasio School reopened for full-day in-person instruction on September 29, 2020. A distance learning option was maintained by each classroom teacher by family request for reasons related to the COVID-19 pandemic. The distance learning option included live instruction during the school day (via Zoom), as well as asynchronous learning tasks. The district was successful in acquiring and maintaining supplies of personal protection equipment (PPE) for students/staff and cleaning supplies as outlined in our School Site-Specific Protection Plan. Students were able to transition into our in-person instructional model at any time during the school year. By April 2021, 100% of students in grades K-5 received full-time in-person instruction and 83% (or 10 of 12 total students) in grades 6-8 received full-time in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of new technology (i.e. student Chromebooks, teacher iPads, classroom printers)	\$ 10,558	11,199.02	No
Professional Development for staff	\$ 1,057	0	No

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

The district did not incur additional costs for staff development during the 2021-21 school year. All professional development was funded by a different budget source. Instead these funds were used to fund increased janitorial services and supplies.

Analysis of the Distance Learning Program

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

The 2020-21 school year began on August 20, 2020 with our remote learning plan in place. Staff received professional development in distance learning best-practices as well as current health and safety guidelines. Additional features of our remote learning plan include: small group in-person orientations, daily live instruction, daily attendance and engagement tracking, parent orientation and on-going conferences, access to appropriate grade-level curricula in all subject areas, synchronous/asynchronous learning for the state-mandated instructional minutes per day (240 minutes), opportunity for individual or small group in-person instruction, opportunity for extended learning time beyond the minimum required instructional minutes, weekly work drop-off and pick-up, Chromebook distribution to each student, hot spot distribution to families by request and access to the school's high-speed internet in our parking lot "hot spot".

Staff tracked and monitored pupil progress with regular direct contact with students and parents, through daily synchronous remote instruction, and through the submission of assignments and participation in asynchronous learning opportunities. Participation tracking documents developed by the district are based on CDE-provided templates for Weekly Engagement and Daily Student Participation (In Person, Online Synchronous or Online Asynchronous).

Staff received professional development in distance learning best-practices and resources (Distance Learning Playbook, Zoom

trainings, Google Classroom trainings, offerings from MCOE) as well as ongoing technological support from the District Technology Specialist.

As an impact of COVID-19, classified staff assumed additional responsibilities related to free and reduced meal distribution and responsibilities as related to student health/safety protocols and check-in procedures.

All students with exceptional needs were supported during distance learning in the following ways:

- access to appropriate grade-level curriculum with accommodations provided, as necessary
- access to supplemental material to support individual learning goals (i.e. designated language instruction for English learners, support related to IEP goals for students with disabilities)
- individual or small group academic support provided by qualified staff either in-person or virtually. This support was provided during the instructional school day or during the extended learning time.

Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district included but were not limited by the following:

- coordination with program to ensure parent training for use of technology
- coordination with program to ensure access to technology or other necessary equipment in the home setting
- coordination with program to ensure parent access to technology support
- coordination with program to ensure parent access to mental health service providers

Nicasio School successfully reopened for full-day in-person instruction on September 29, 2020. A distance learning option was maintained by each classroom teacher and student enrollment was based on family request for reasons related to the COVID-19 pandemic. The distance learning option included live instruction during the school day (via Zoom), as well as asynchronous learning tasks. Classroom teachers continued to offer extended learning time after school for students who remained in distance learning as well as to address pupil learning loss, including students who are English learners, low-income and pupils with exceptional needs. Students were identified for additional support using local academic measures (STAR reading benchmark assessment data, formative and summative classroom assessment data, progress reports, report cards) and per parent or teacher request.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for staff related to acceleration of student learning; Accelerated Reader and Lexia programs	\$ 1,360	0	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.

The district did not incur additional costs for staff development or the use of online platforms such as Accelerated Reader and Lexia Programs during the 2021-21 school year. These were funded by a different budget source. Instead these funds were used to fund increased janitorial services and supplies.

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.

Nicasio School District successfully conducted regular benchmark assessments to assess students' learning status regardless of instructional model (in person or distance learning). For English/Language Arts, students were administered a diagnostic assessment (August 2020) and three benchmark assessments (October 2020, January 20201 and April 2021) using the Accelerated Reader STAR program to monitor student progress and inform intervention strategies.

In mathematics, students were administered a diagnostic assessment (August 2020) to determine learning status and identify learning gaps. Teachers administered ongoing formative assessments using appropriate grade-level curricula to monitor student progress and inform intervention strategies.

Based on diagnostic and ongoing assessments, Nicasio School addressed learning loss and support student progress by using research-based strategies proven effective to accelerate learning progress (such as vocabulary development, communication of learning goals and standards, scaffolding, increasing student motivation). Teaching staff developed professionally throughout the year by participating in professional book talks guided by Learning in the Fast Lane by Suzy Pepper Rollins. Strategies outlined were utilized for all students in a whole-group setting as well as individualized for students with exceptional needs and English learners through individual/small group support provided by qualified staff on a regular basis.

The effectiveness of services and supports provided to address learning loss were measured through regular, ongoing formative standards-based assessments and the analysis of benchmark assessment results (Fall, Winter, Spring). In addition, student progress through online programs (Accelerated Reader) were tracked, analyzed and informed intervention team strategies.

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.

Nicasio School District successfully supported the mental health and social-emotional well being of students during the school year by:

- incorporating trauma informed practices into classroom structures
- communicating regularly with families to understand the unique needs of each student
- providing opportunities for individual/small-group instruction that foster nurturing relationships among adults and students and build school connectivity
- providing opportunities to build school connectedness and positive relationships through student-led activities (i.e. student council)
- providing access to Bay Area Community Resources counselor for students and families in need of mental health and social-emotional support
- providing information to students and families about the CA Parent and Youth Helpline <https://caparentyouthhelpline.org/> and other local resources for mental health support (in weekly principal's communication, on school website)

One of the greatest challenges was monitoring the mental health and social emotional well-being of distance learners during the 2020-21 school year. Access to all supports were provided to both in-person and distance learners, including remote access to school counseling. Classroom teachers provided regular individual check-ins with distance learners. The school successfully transitioned 100% of all students K-5 and 83% (or 10 of 12 students) in grades 6-8 to in-person instruction by April 2021. The 2 students remaining in the distance learning program were provided access to individual supports by the classroom teacher as appropriate.

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.

The Nicasio School District successfully developed a tiered reengagement system for pupils who are absent from distance learning, which included:

Tier 1: parent/guardian follow-up by district staff (in student's home language) after each absence to obtain reason for child's absence and determination of excused/unexcused; teacher follow-up with student/parent as to reason for child's absence and communication of missed daily assignments; conferencing with families to raise the awareness of the effects of chronic absenteeism and other challenges to full participation in the educational program

Tier 2: completion of an Attendance & Engagement Success Plan for any pupil absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week as required by EC Section 43504(f)(2). This plan includes a 3-week follow-up meeting that documents the level of student engagement, successful reengagement strategies and the district's next steps. All documents will be translated into student's home language.

Tier 3: if the first tiers of the district's reengagement strategies were unsuccessful, a SARB referral was initiated.

Analysis of School Nutrition

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

During both in-person instruction and distance learning, students who qualified for free and reduced meals were provided nutritionally adequate lunches for each school day through a partnership with a local restaurant, Rancho Nicasio. In addition, Nicasio School District continued to partner with the San Francisco-Marin Food Bank to distribute grocery boxes on a weekly basis to any school family experiencing food insecurity throughout the school year. During all food distribution on campus, health and safety guidelines were followed including physical distancing and facial coverings.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Bay Area Community Resources counselor to support social-emotional well being of students and families	\$ 4,500	3,948.23	No
	Implementation of the Learning Center Program, the principal purpose of which is to serve English Learners (EL) within the regular school day, either remotely or in-person, providing them with additional instruction to develop their English language skills under the guidance of highly trained and qualified instructors.	\$17,265.00	16,954	Yes
	Employment of a family liaison who provides Spanish-language support to current and former Learning Center Program students and families. The purpose of this liaison position is to increase student and family engagement in our school community while supporting the academic and social emotional growth of students classified as English Learners, foster youth and low-income.	\$4,917.00	2,085	Yes

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

There was no substantive difference between planned and actual expenditures.

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.

The successes and challenges faced in response to the COVID-19 pandemic have informed the development of the district's goals and actions in the 2021-24 LCAP. The district intends to exclusively offer in-person instruction for all students during the 2021-24

school years. However, the lessons learned from the distance learning program implemented during 2020-21 will be reflected in future goals and actions, such as:

- the district will continue to implement and enforce health and safety requirements as outlined by public health
- the district will continue to monitor student progress and use effective strategies to address learning loss (Goal 1, Action 2)
- the district will continue to offer a program of support for English language development intended for students classified as English learners (Goal 1, Action 4)
- the district will continue to offer support for pupils with exceptional needs based on their Individual Education Plan (Goal 1, Action 3)
- the district will continue to address the mental health and social emotional well-being of all students, including the implementation of a school-wide social emotional curriculum and increased support from our Bay Area Community Resources counselor (Goal 2, Action 1, Action 2)
- the district will continue to build and cultivate relationships with all families and prioritize parent involvement and community partnerships, including maintaining the employment of our Spanish-speaking family liaison (Goal 3, Action 3)
- the district will continue to offer nutritionally adequate meals to all qualifying students (Goal 2, Action 10)
- district staff will continue to develop professionally in the areas of pupil learning loss (Goal 1, Action 7) and social-emotional learning (Goal 2, Action 1)

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 2021-24 LCAP through:

- ongoing monitoring of student progress using local assessment data (STAR benchmark assessments, formative and summative assessments, report cards) and state assessment data (CAASPP, ELPAC) (Goal 1, Action 2)
- offering a program of support for English language development intended for students classified and English learners (Goal 1, Action 4)
- offering appropriate programs and support for pupils with exceptional needs based on their Individual Education Plans (Goal 1, Action 3)
- maintaining a Student Success Team (SST) to monitor pupil progress and work collaboratively with staff and families to address concerns and identify appropriate interventions (Goal 1, Action 2)

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

There are no substantive differences between the actions or services identified as contributing towards meeting the increased or improved services requirement and those actions or services implemented to meet this 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 analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have reinforced the need to prioritize the academic and social emotional needs of students, with particular emphasis on low-income, English learners and pupils with exceptional needs in the Nicasio School District. This is reflected in the increased ongoing monitoring of student progress using local assessment data (STAR benchmark assessments for reading and mathematics) (Goal 1, Action 2); the maintenance of a support program for English language development intended for students classified as English learners and supervised by highly-qualified staff (Goal 1, Action 4); the continued offering of appropriate programs and support for pupils with exceptional needs based on their Individual Education Plans (Goal 1, Action 3).

Pupil social-emotional needs will be addressed by an increase in school-based counseling (Goal 2, Action 2) and the adoption of a social-emotional learning program in grades K-8 (Goal 2, Action 1).

Further reflection on the impacts of the COVID-19 pandemic highlights the vital role our Spanish-speaking parent liaison plays in encouraging and nurturing family engagement with school staff and the direct impact on student achievement and wellness, particular of low-income pupils and English learners. This role will be continued in the 2021-24 LCAP (Goal 3, Action 3).

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	1,015,912.00	1,028,036.00
Concentration	0.00	23,099.00
Federal Funds	16,031.00	13,680.00
LCFF	613,537.00	648,712.00
Locally Defined	173,789.00	188,162.00
Lottery	5,958.00	3,301.00
Other	1,900.00	1,900.00
Special Education	177,272.00	149,182.00
Supplemental	27,425.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,015,912.00	1,028,036.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	298,903.00	324,834.00
2000-2999: Classified Personnel Salaries	176,130.00	177,545.00
3000-3999: Employee Benefits	126,903.00	141,453.00
4000-4999: Books And Supplies	29,620.00	27,607.00
5000-5999: Services And Other Operating Expenditures	155,668.00	138,382.00
5800: Professional/Consulting Services And Operating Expenditures	89,012.00	86,386.00
5900: Communications	19,758.00	17,654.00
7000-7439: Other Outgo	119,918.00	114,175.00

* 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	1,015,912.00	1,028,036.00
	Other	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	205,128.00	219,401.00
1000-1999: Certificated Personnel Salaries	Locally Defined	93,775.00	105,433.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	23,099.00
2000-2999: Classified Personnel Salaries	Federal Funds	8,384.00	2,099.00
2000-2999: Classified Personnel Salaries	LCFF	108,303.00	113,452.00
2000-2999: Classified Personnel Salaries	Locally Defined	37,016.00	38,895.00
2000-2999: Classified Personnel Salaries	Supplemental	22,427.00	0.00
3000-3999: Employee Benefits	Federal Funds	821.00	6,669.00
3000-3999: Employee Benefits	LCFF	86,472.00	104,528.00
3000-3999: Employee Benefits	Locally Defined	34,612.00	30,256.00
3000-3999: Employee Benefits	Supplemental	4,998.00	0.00
4000-4999: Books And Supplies	Federal Funds	5,000.00	3,717.00
4000-4999: Books And Supplies	LCFF	11,200.00	11,566.00
4000-4999: Books And Supplies	Locally Defined	5,562.00	7,123.00
4000-4999: Books And Supplies	Lottery	5,958.00	3,301.00
4000-4999: Books And Supplies	Other	1,900.00	1,900.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	1,826.00	1,195.00
5000-5999: Services And Other Operating Expenditures	LCFF	98,146.00	103,521.00
5000-5999: Services And Other Operating Expenditures	Special Education	55,696.00	33,666.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	77,000.00	74,257.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	2,824.00	3,005.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	9,188.00	9,124.00
5900: Communications	LCFF	19,758.00	14,204.00
5900: Communications	Locally Defined	0.00	3,450.00
7000-7439: Other Outgo	LCFF	7,530.00	7,783.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	Special Education	112,388.00	106,392.00
		112,388.00	106,392.00

* 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	362,224.00	376,424.00
Goal 2	523,091.00	513,195.00
Goal 3	10,050.00	9,704.00
Goal 4	120,547.00	128,713.00

* 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	\$2,000.00	\$2,011.98
Distance Learning Program	\$11,615.00	\$11,199.02
Pupil Learning Loss	\$1,360.00	
Additional Actions and Plan Requirements	\$26,682.00	\$22,987.23
All Expenditures in Learning Continuity and Attendance Plan	\$41,657.00	\$36,198.23

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,000.00	\$2,011.98
Distance Learning Program	\$11,615.00	\$11,199.02
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$4,500.00	\$3,948.23
All Expenditures in Learning Continuity and Attendance Plan	\$18,115.00	\$17,159.23

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	\$1,360.00	
Additional Actions and Plan Requirements	\$22,182.00	\$19,039.00
All Expenditures in Learning Continuity and Attendance Plan	\$23,542.00	\$19,039.00