

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

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

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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

Student's will be supported in all academic areas with their achievement increasing in the area of Math and English Language Arts (ELA) as measured by District and State Assessments.

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 3: Parental Involvement (Engagement)
 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: 1 and 2

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Performance</p> <p>19-20 Change from prior year Increased or Maintained by at least + 6 points for both ELA and Math.</p> <p>Baseline 2016 Baseline Data--ELA: Maintained +4.7 points; Math: Increased +9.5 points</p>	<p>Not available due to COVID-19 and suspension of the 2019-2020 SBAC Test administered to Students.</p>
<p>Metric/Indicator Attendance Rates Chronic Absenteeism</p> <p>19-20 Attendance Rate 96% or above Chronic Absenteeism less than 5%</p> <p>Baseline</p>	<p>Attendance Rate 97%; 2.1% Chronic Absenteeism; declined .6%</p>

Expected	Actual
<p>Attendance Rate 2016 Baseline 96.9% Chronic Absenteeism 2017 Baseline 1%</p>	
<p>Metric/Indicator Pupil Suspensions</p> <p>19-20 School Suspensions less than 2% Continue to decline or maintain on Dashboard</p> <p>Baseline School Suspensions 2017 Baseline .0012%; 2016 Declined .7% on Dashboard</p>	<p>0% Suspension Rate</p>
<p>Metric/Indicator Parents Educated (including parents with children with exceptional needs)</p> <p>19-20 Minimum of 15 parents</p> <p>Baseline 2016-17: 17 parents educated</p>	<p>25 Parents Educated (Including parents with special needs.)</p>
<p>Metric/Indicator STAR Data (Replacing Track My Progress TMP)</p> <p>19-20 Target: Reach or Maintain on average as a school 70% of students At or Above Grade level Standard in Math and ELA.</p> <p>Baseline</p>	<p>ELA: 61% of students Tested At or Above Grade Level; Math: 81% of students Tested At or Above Grade Level These were the results after 2nd trimester. Students were not tested 3 trimester due to School Closure- COVID-19 Pandemic.</p>

Expected	Actual
<p>TMP: 70% At/Above Target: (2016 Baseline: ELA: 69%; Math: 82%)</p>	
<p>Metric/Indicator Response to Intervention (RTI) meetings</p> <p>19-20 Hold 3 per year</p> <p>Baseline 2017 Baseline 3 meetings held</p>	<p>Response to Intervention Meetings held with teachers 3 times during the year.</p>
<p>Metric/Indicator Teachers appropriately assigned</p> <p>19-20 100%</p> <p>Baseline 100% 2017 Baseline teachers appropriately assigned</p>	<p>100% of teachers appropriately assigned.</p>
<p>Metric/Indicator Standard implementation</p> <p>19-20 Measured by meetings held twice a year with teachers and administration team. Degree of Standards implementation can be found in the Dashboard Local Indicator title, "Implementation of Academic Standards".</p> <p>Baseline Measured by meetings held twice a year with teachers and administration team</p>	<p>Two meetings were held with each teacher and the Administration Team.</p>
<p>Metric/Indicator Programs and Services for unduplicated and exceptional needs pupils</p> <p>19-20</p>	<p>RTI time, Summer School, Tutoring and math and reading lab were offered for Unduplicated and exceptional needs pupils.</p>

Expected	Actual
<p>Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.</p> <p>Baseline Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.</p>	
<p>Metric/Indicator Degree to which students have standards-aligned instructional materials.</p> <p>19-20 100%</p> <p>Baseline 100% as reported on Williams Report</p>	<p>100% of students have access to standards-aligned instructional materials.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue full implementation using grade level scope and sequence of ELA, Math and Science (NGSS) Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.</p>	<p>Travel and Conferences Unduplicated S/C \$21,329</p> <p>Salaries/Benefits and Training costs Title II \$2,000</p> <p>Travel and Conferences Title I \$9,000</p> <p>Not Applicable Not Applicable</p> <p>Materials/Supplies Unduplicated S/C \$12,600</p> <p>Materials/Supplies General Fund \$22,400</p> <p>Not Applicable Not Applicable</p>	<p>Travel and Conferences Unduplicated S/C \$5,554</p> <p>Salaries/Benefits and Training costs Title II \$2,000</p> <p>Travel and Conferences Title I \$3,500</p> <p>Materials/Supplies Unduplicated S/C \$12,600</p> <p>Materials/Supplies General Fund \$22,400</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Parents will be educated on teaching strategies and other interested topic that will benefit their children at home and to provide support to the parents.</p>	<p>Travel and Conferences Unduplicated S/C \$250</p> <p>Not Applicable Not Applicable 0</p> <p>Salaries and Benefits Supplemental and Concentration \$2,500</p> <p>Materials/Supplies Supplemental and Concentration \$1,500</p>	<p>Travel and Conferences Unduplicated S/C \$0</p> <p>Salaries and Benefits Supplemental and Concentration \$0</p> <p>Materials/Supplies Unduplicated S/C \$0</p>
<p>Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.</p>	<p>Salaries and Benefits Unduplicated S/C \$269,896</p> <p>Materials/Supplies Unduplicated S/C \$13,309</p> <p>Salaries and Benefits REAP \$3,400</p> <p>Salaries and Benefits Special Education \$54,030</p> <p>Salaries and Benefits EPA \$22,945</p> <p>Professional and Consulting Service Unduplicated S/C \$800</p>	<p>Salaries and Benefits Unduplicated S/C \$248,852</p> <p>Materials/Supplies Supplemental and Concentration \$13,000</p> <p>Salaries and Benefits REAP \$3,400</p> <p>Salaries and Benefits Special Education \$54,030</p> <p>Salaries and Benefits EPA \$22,945</p> <p>Professional and Consulting Service Unduplicated S/C \$800</p>
<p>The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.</p>	<p>Salaries and Benefits Unduplicated S/C \$2,560</p> <p>Materials/Supplies Unduplicated S/C \$4,000</p> <p>Not Applicable Not Applicable \$0</p>	<p>Salaries and Benefits Unduplicated S/C \$2,560</p> <p>Materials/Supplies Unduplicated S/C \$3,288</p>
<p>The four coordinators (ELA, Math, Social Studies and Science) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students. In addition to two teachers assigned as Science Lab Coordinators to ensure supplies and Labs are maintained. ELA and Math are integrated into the teaching of Science and Social Studies.</p>	<p>Salaries and Benefits Unduplicated S/C \$2,560</p> <p>Salaries and Benefits EPA \$5,632</p> <p>Materials/Supplies Unduplicated S/C \$5,000</p>	<p>Salaries and Benefits Unduplicated S/C \$2,560</p> <p>Salaries and Benefits EPA \$5,632</p> <p>Materials/Supplies Unduplicated S/C \$2,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials/Supplies General Fund \$19,600	Materials/Supplies General Fund \$19,600
Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher and the County Office of Education.	Salaries and Benefits Unduplicated S/C \$640 Salaries and Benefits Title II \$1,920 Professional and Consulting Service Supplemental and Concentration \$15,000	Salaries and Benefits Unduplicated S/C \$640 Salaries and Benefits Title II \$1,920 Professional and Consulting Service Unduplicated S/C \$15,000

Goal Analysis

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

The District utilized less funding in the area of Travel and Conferences for staff, due to utilizing our own staff and participating via zoom with the Tulare County Office of Education, with no cost. Parents were educated by staff and administration. The staff chose to not charge the District for their time. Materials were not needed as well as fewer materials were purchased for the Science labs, due to school closures. Funds not used in the area of Travel and Conferences were moved to Goal 3 to purchase chrome books for students as the District moved into Distance Learning during the COVID-19 Pandemic in March 2020. Less funds were used for intervention services due to school closure. Unspent funds were used Goal 3 and Goal 4.

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

Supporting our students in the area of English Language Arts and Math in Goal 1 by utilizing our intervention strategies (tutoring, reading/math academy, summer school, and RTI), has benefited our students. The smaller group instruction and specific skills being addressed for the student needs, have supported their learning. Although our tutoring and math/reading academy had to end abruptly in March, due to the Pandemic, the staff continued to have intervention time with the students via zoom as well as Summer School was able to continue in June. In collaborating with our stakeholders; parents have identified the benefits they have seen with their children with the communication the staff has had with them and their children through the office hours and intervention time. Parents have also appreciated the additional instruction time through the cohort in-person time with the teachers. Teachers have evaluated their assessment results and have noticed there have been larger gaps seen in ELA with student performance. Assessing students during Distance Learning was a challenge.

Goal 2

English Learners will increase their proficiency on the State Language Assessment (ELPAC) as well on District and State Academic assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 2 and 3

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Class Schedules reflecting ELD Designated Time for students</p> <p>19-20 100%</p> <p>Baseline 2017 Baseline: 100%</p>	<p>100% of class schedules reflect ELD Designated Time for Students.</p>
<p>Metric/Indicator Parent ESL class participation</p> <p>19-20 10 parents enrolled</p> <p>Baseline 10 parents enrolled</p>	<p>Parents were invited to ESL classes although there were no parents interested this year.</p>
<p>Metric/Indicator Reclassification Rate</p> <p>19-20 5-13 Students</p> <p>Baseline 2017 Baseline 32 Students Redesignated</p>	<p>2 students were Reclassified as Fluent English Proficient. There were fewer students due to COVID-19 School Closures and limited District Assessments.</p>

Expected	Actual
<p>Metric/Indicator ELPAC (Baseline set 2017-2018) % of students reaching proficiency levels</p> <p>19-20 ELPAC Target: 70% of EL students reaching Levels 3 and 4 on ELPAC Assessment</p> <p>Baseline 50-60% reaching advanced levels on State Language Test. (Baseline: Based from CELDT EA and ADV levels: 50% 2015-2016 results)</p>	<p>52.4% of English Learners making progress towards English Language Proficiency based from the English Learner Progress Indicator.</p>
<p>Metric/Indicator STAR Data (Replacing Track My Progress)</p> <p>19-20 Increase the average Scaled Score of student's scaled score by 50 (Math) and 50 (Reading)</p> <p>Baseline Current TMP: 70% At/Above target 2016 Baseline: ELA 37%; Math 52%</p>	<p>ELA: 13% of EL students scored At or Above Grade Level; Math: 44% of EL students scored At or Above Grade level. These scores are based off of the 2nd trimester. There was no testing in the 3rd Trimester due to COVID-19 and school closures.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to implement the ELD standards and State Testing (ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Development.</p>	<p>Salaries and Benefits Unduplicated S/C \$790</p> <p>Travel and Conferences Unduplicated S/C \$500</p> <p>Materials/Supplies Unduplicated S/C \$500</p>	<p>Salaries and Benefits Unduplicated S/C \$790</p> <p>Travel and Conferences Unduplicated S/C \$500</p> <p>Materials/Supplies Unduplicated S/C \$500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.	Salaries and Benefits Unduplicated S/C \$25,040 Salaries and Benefits Title III \$4,200 Salaries and Benefits EPA \$4,172	Salaries and Benefits Unduplicated S/C \$25,040 Salaries and Benefits Title III \$4,200 Salaries and Benefits EPA \$4,172
Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.	Salaries and Benefits Unduplicated S/C \$2,560	Salaries and Benefits Unduplicated S/C \$2,560
Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.	Salaries and Benefits Unduplicated S/C \$1,280 Not Applicable Not Applicable 0 Materials/Supplies Unduplicated S/C \$500	Salaries and Benefits Unduplicated S/C \$1,280 Materials/Supplies Unduplicated S/C \$500
Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take place on the school site and the V Center, Community Center.	Salaries and Benefits Unduplicated S/C \$1,500 Materials/Supplies Unduplicated S/C \$500	Salaries and Benefits Unduplicated S/C \$1,500 Materials/Supplies Unduplicated S/C 0
ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other school activities.	Salaries and Benefits Unduplicated S/C \$2,500 Materials/Supplies Unduplicated S/C \$1,000	Salaries and Benefits Unduplicated S/C \$0 Materials/Supplies Unduplicated S/C \$0
Provide incentives for students who maintain high Proficiency levels on the ELPAC and for students who are redesignated. The EL coordinator and parent liaison will organize and implement these incentives.	Not Applicable Not Applicable 0 Materials/Supplies Unduplicated S/C \$1500	Materials/Supplies Unduplicated S/C \$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.

There was not an interest or need for Parent English as a Second Language (ESL) classes as well as incentives for ELPAC testing not distributed to students due to School Closures. The funds saved in these areas were expended in Goal 4 for the additional cost of the Family Service Worker, School Nurse as well as the School Psychologist, both of these positions support our students and families.

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

Sundale was fortunate to administer the ELPAC assessment to students prior to closure. The District was able to utilize the results to analyze the program as well as the needs of the students. Students continued to be supported during Distance Learning with Designated EL time as well as intervention groups and office hours being offered.

There were some difficulties for students and parents of English Learners to achieve during the School Closures due to connectivity and parents working. Sundale purchased "hot spots" to support families as well as checked out 544 chrome books to support student learning. Sundale is fortunate to have Counselors, Social Worker, and Bilingual staff support to communicate with the parents and students on a regular basis during the Pandemic. The communication barrier between parent and teacher was a challenge although Sundale utilized their para-professional staff to support with phone calls. Parents have appreciated the communication, hot spots, and chrome book check-out. Based on the data, our students did not meet the goals set in both English Language Arts and Math. With being now in person four days a week, after-school tutoring, and summer school being offered, we are hopeful that some of the gaps will be closed.

Goal 3

Provide students a 21st Century Learning experience by using technological devices and Work Based Learning Opportunities through the Sundale College Career Readiness Model.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 3

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student to Tech Device Ratio</p> <p>19-20 90%</p> <p>Baseline 2016 Baseline 80%</p>	<p>98% Student to Tech Ratio.</p>
<p>Metric/Indicator E-Books purchased for library</p> <p>19-20 5 additional titles</p> <p>Baseline 2017 Baseline: 158 available</p>	<p>Not purchased this year. Explanation given below.</p>
<p>Metric/Indicator Parent Participation in Technology Classes</p> <p>19-20 5-10 parents</p> <p>Baseline 2017 Baseline: 8 parents</p>	<p>0 parents participated in parent tech classes.</p>

Expected	Actual
<p>Metric/Indicator Student Technology Access</p> <p>19-20 100% of students have access to technology.</p> <p>Baseline 100% of students have access to technology.</p>	<p>100% of students have access to technology.</p>
<p>Metric/Indicator Parent input at stakeholder meetings as well as parent surveys.</p> <p>19-20 An average of 15 parents in attendance at meetings in addition to 45% completed of school survey.</p> <p>Baseline An average of 15 parents in attendance at meetings in addition to 25% completion of school surveys.</p>	<p>25 parents in attendance at meetings; 45% parents completed the parent survey</p>
<p>Metric/Indicator Percentage of students with access and enrollment in a broad course of study including students with disabilities.</p> <p>19-20 Maintain 100%</p> <p>Baseline Baseline 2018- 100%</p>	<p>100% of students had access to a broad course of study, including students with disabilities.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide students a 21st century learning experience through the use of technological devices and 21st century furniture.</p>	<p>Materials/Supplies Unduplicated S/C \$1,500</p> <p>Materials/Supplies EPA \$10,000</p> <p>Travel and Conferences Unduplicated S/C \$400</p>	<p>Materials/Supplies Unduplicated S/C \$14,680</p> <p>Materials/Supplies EPA \$10,000</p> <p>Travel and Conferences Unduplicated S/C \$400</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site.	Salaries and Benefits Unduplicated S/C \$640 Salaries and Benefits EPA \$896 Salaries and Benefits Title I \$1,024	Salaries and Benefits Unduplicated S/C \$640 Salaries and Benefits EPA \$896 Salaries and Benefits Title I \$1,024
Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs. One staff member's time was increased from working for the District 67% to 100%.	Salaries and Benefits Unduplicated S/C \$39,433 Salaries and Benefits EPA \$67,897 Salaries and Benefits General Fund \$13,808	Salaries and Benefits Unduplicated S/C \$39,433 Salaries and Benefits EPA \$67,897 Salaries and Benefits General Fund \$13,808
Students will use technology and other resources to access a broad course of study. Such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Ag Science, and Multi-media Arts.	Salaries and Benefits Unduplicated S/C \$480 Salaries and Benefits EPA \$1440	Salaries and Benefits Unduplicated S/C \$480 Salaries and Benefits EPA \$1,440
Students will have access to fiction and non-fiction reading materials on their devices through the use of EBooks (from the Library).	Materials/Supplies Unduplicated S/C \$500	Materials/Supplies Unduplicated S/C \$320
One day a week the computer lab will available to parents and students until 5:00, with a staff member available. This will allow students to access the internet and work on their school projects as well as parents having the internet and computers accessible to them to help support their student's academic success.	Salaries and Benefits Unduplicated S/C \$1,000	Salaries and Benefits Unduplicated S/C 0
Discontinued due to lack of interest of parents. Consideration of other topics of education will be shared next year.	Not Applicable Not Applicable 0	
Discontinued due to lack of interest in topics surrounding technology. There will be other opportunities next year, such as art.	Not Applicable Not Applicable 0 Not Applicable Not Applicable	
Provide support and professional development to the staff and parents on College Career Readiness and strategies (such as Work Based Learning) to use in the classroom through the College Career Coordinator, who is a certificated teacher on site.	Salaries and Benefits Unduplicated S/C \$480 Salaries and Benefits EPA \$1,440	Salaries and Benefits Unduplicated S/C \$480 Salaries and Benefits EPA \$1,440

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Travel and Conferences Title II \$2,500	Travel and Conferences Title II \$1,820

Goal Analysis

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

Instead of the purchasing E-Books this year, the District participated in the California Young Readers Club and purchased 23 Award winning books for students to read and analyze. This seemed to be more of an interest to students than E-Books. The computer lab had to remain closed after the School Closure therefore funds were saved and used to support the purchase of Chrome books and Hot Spots.

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

With Sundale's existing technology along with the additional devices purchased, all students needing a chrome book and headphones were able to check them out in April of 2020. Zoom became the platform used for teachers/staff to deliver lessons to our students as well Google Classroom for posting of lessons and assignments. Through regular communication via, phone calls, emails, text message, zoom meetings, Question/Answer Sessions with parents; Students, parents, and staff did a remarkable job in continuing to educate our students.

Goal 4

Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Pupil Expulsion Rate</p> <p>19-20 0% expulsion rate</p> <p>Baseline 2017 year baseline: 0%</p>	<p>0% of students were expelled.</p>
<p>Metric/Indicator Students in Middle School Drop Out</p> <p>19-20 0% Middle School Drop Out</p> <p>Baseline 2017 year baseline: 0%</p>	<p>0% of students in Middle School Dropped Out.</p>
<p>Metric/Indicator Students feeling safe (Sundale’s Healthy Choices Survey)</p> <p>19-20 80%</p> <p>Baseline 80%</p>	<p>73% of students indicated feeling safe on campus.</p>

Expected	Actual
<p>Metric/Indicator Williams Report</p> <p>19-20 0 complaints</p> <p>Baseline 0 complaints</p>	<p>0 Complaints reported on the Williams Report</p>
<p>Metric/Indicator School Facilities Report</p> <p>19-20 Good Repair</p> <p>Baseline Good Repair</p>	<p>Facilities in Good Repair</p>
<p>Metric/Indicator Sense of School Safety (Staff and Parents)</p> <p>19-20 90+% of parents believe Sundale is a safe Campus Staff: Excellent review of school safety</p> <p>Baseline 2017 84.4% Parents feel it is a safe campus Staff: Satisfactory Rating</p>	<p>60% of Parents indicated they feel their children are safe on campus; 96% of Staff indicated feeling safe on campus (Satisfactory and Exemplary)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide counseling services for students as well support for parents and staff utilizing the results a Social/Emotional Student Survey.</p>	<p>Salaries and Benefits Unduplicated S/C \$103,174</p> <p>Salaries and Benefits EPA \$43,910</p>	<p>Salaries and Benefits Unduplicated S/C \$103,174</p> <p>Salaries and Benefits EPA \$43,910</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials/Supplies Supplemental and Concentration \$1,000	Materials/Supplies Unduplicated S/C \$4,000
Provide English Learners, low income, foster, and students with exceptional needs with needed supplemental supplies to help make them more successful in school.	Materials/Supplies Unduplicated S/C \$2,000	Materials/Supplies Unduplicated S/C \$2,000
Provide parent information sessions as needed on social and emotional behaviors seen in students.	Salaries and Benefits Unduplicated S/C \$250	Salaries and Benefits Unduplicated S/C \$0
A late bus (5:00; Tuesday-Thursday) will be available to students three times a week to allow students to participate in after school sports, enrichment and extra- curricular activities and access the computer lab as needed.	Transportation Unduplicated S/C \$8,000	Transportation Unduplicated S/C 0
After School and/or lunch time Enrichment Activities will be offered periodically throughout the year for students and/or parents to have more opportunities to get involved and have a sense of connectedness at School. These will be offered on site or at the V Center (Tutoring facility in our community, owned by Sundale Foundation).	Salaries and Benefits Unduplicated S/C \$3,500 Materials/Supplies Unduplicated S/C \$1,500	Salaries and Benefits Unduplicated S/C 0 Materials/Supplies Unduplicated S/C 500
Social Worker to provide support to families as needed and assist with the needs of students.	Professional and Consulting Service Unduplicated S/C \$15,000	Professional and Consulting Service Unduplicated S/C \$15,338
Charter a bus to take students and parents to visit a college. This will inform parents and students of their opportunities and the experience of being on a college campus. Include meals for the parents and any costs associated with the trip.	Transportation Unduplicated S/C \$5,000 Materials/Supplies Unduplicated S/C \$2,000	Transportation Unduplicated S/C \$0 Materials/Supplies Unduplicated S/C \$0
Partner with Foundation Staff for services at the V Center (Community Center) for tutoring and enrichment activities for Sundale Students after school. Parents, students, and staff recognized at a recognition dinner for their service at the V Center.	Materials/Supplies Unduplicated S/C \$7,000	Materials/Supplies Unduplicated S/C \$2,000
County Nurse contracted for an additional 17 days per year to service with medical needs and students with disabilities.	Professional and Consulting Service Unduplicated S/C \$15,186	Professional and Consulting Service Unduplicated S/C \$20,766

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School Psychologist Contracted for additional days (totaling 1 day per week) to support students and families in the area of Mental Health.	Salaries and Benefits Unduplicated S/C \$26,641	Salaries and Benefits Unduplicated S/C \$61,000
Discontinued due to retirement and changes be made within the reading academy intervention lab.	Not Applicable Not Applicable 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 were not expended in the area of transportation to Charter a bus to a college for our parents, this was due to the Pandemic. Enrichment activities for students after school and during lunch did not exist as well, as services with the partnership with the Foundation for afterschool services were limited also due to school closure. Sundale purchased a license with Panorama Education to gather data to monitor our student's social-emotional learning with the additional funds as well as funds saved with transporting students on the late bus (due to School Closures). Additional funds were needed for the School Psychologist as well as the School Nurse due to working with our students in the area of social emotional, anxiety, stress, health, student well being, and communicating with parents.

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

Sundale is very fortunate to have the School Psychologist, two Counselors, School Nurse and Family Service Worker to help support our parents and students during the Pandemic. They kept communication open with our students and parents as the School was closed. Sundale closed the campus off with fencing and locking of gates. Parents have mentioned they appreciate this and feel that students are safer while on campus with the additional fencing and locked gates. Sundale added a social-emotional link on our website with resources for parents to access as well as the "Say Something" application available for students and parents to use to voice concerns or a crisis.

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
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	137,911	137,911	Yes
Family Service Worker, supports for families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	15,000	15,338	Yes
Intervention Teacher working with students who have experienced learning loss.	36,000	36,000	Yes
Response to Intervention Aides working with students who have experienced learning loss.	96,258	96,258	Yes
Parent Liaison to support families who speak Spanish and to work with students whose primary language is Spanish.	30,237	30,237	Yes
Certificated teachers	1,228,985	1,228,985	Yes
Reading Intervention Teacher to provide support to students who are struggling readers.	10,000	20,000	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.

Sundale was able to add an additional support reading intervention teacher to support students struggling in reading. Our Intervention Teacher working with students in small groups had to be moved into a classroom as a Substitute from October-current. Unfortunately, we weren't able to utilize her as we had anticipated. Due to lack of substitute teachers we had to pull her into the classroom.

Analysis of In-Person Instructional Offerings

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

We started in person learning in January with our TK-3rd grade students on a Hybrid Schedule, with our 4-5th grades starting in February and 6-8th grade starting as cohorts in March. Students will begin coming back four days a week starting 3/22/21. The communication we have had with our parents has been successful for Sundale as well as appreciated by our parents. We have had monthly Question/Answer sessions via zoom with our parents. This has given the opportunity to their questions answered as well as for Sundale to receive their input. This open communication has also been positive for the achievement of our students. Parents have a good understanding of the expectations for their children. We have enjoyed having the students in person. The biggest challenge is having to social distance and limit the time you are working along side a student.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Psychologist on campus to support our students and parents.	88,000	88,000	Yes
Additional chromebooks, hot spots, lumens, headphones purchased to allow for educational access to all students.	202,435	152,109	Yes
Virtual platforms purchased to support Distance Learning and learning of all students.	6,000	5,600	Yes
Staff training to better serve all populations of our school.	3,000	4,320	Yes
County Nurse to provide support and services for students with medical needs.	15,186	20,766	Yes
Tulare County Office of Education Triage Grant- Social Worker	0	0	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.

The County Nurse contracted time was at a higher rate than anticipated. The amount spent on technology devices was \$50,326 less than budgeted. The reason for this was due to the COVID money the school received went towards technology also.

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.

Sundale purchased Zoom which allowed teachers to have more options than with the free version. Zoom is used every day all day, it was important for teachers to have the additional features offered to better educate our students. Students were able to check out chrome books, headphones, and hot spots as needed. As chrome books needed to be repaired, they returned them to the school, and replacements were given. Students who struggled with connectivity were able to check out a hot spot. The administration would assist teachers with contacting students and parents for those not present in zoom. The support our students/parents had from our Social Worker, Counselors, Psychologist, Nurse, Bilingual Aides, Special Education Coordinator greatly benefited students and parents. Teachers met as grade levels regularly to collaborate and share responsibilities for lesson development. Videos were

posted of lessons for students and parents to access as needed. Teachers kept their schedules and routines consistent the best they could to not cause additional interruptions of student's learning. Student's progress was monitored by teachers and the Administration Team through the Data management system. During Distance Learning, students were accessing their assessments online and through Sundale assessments systems. A struggle the teachers had was ensuring students were completing their own work and assessments. Teachers met together along with the Administration to consult with teachers on new learnings and discoveries. Some teachers took advantage of Professional Development offerings by our Tulare County Office of Education. Those teachers would share their learning with others. There were changes to the roles and responsibilities of our staff, such as; staff taking temperatures, monitoring student's and staff health at a different level, additional cleaning and sanitizing by all staff in addition to technology being more utilized by all staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students.	82,058	82,058	Yes
Special Education Coordinator monitoring IEP's and working with students to meet their goals.	66,775	66,775	Yes
Speech Pathologist to meet the needs of students on an IEP for speech.	55,000	55,000	Yes
Reading support teacher for intensive reading intervention.	10,000	20,000	Yes
Intervention teacher working toward recouping learning loss in the area of ELA and Math.	32,000	32,000	Yes

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

Sundale was able to add two additional reading support teachers, to provide one on one reading support with students. The original plan only had one. Unfortunately the original plan for the intervention teacher had to be changed due to lack of qualified substitute teachers available. The intervention teacher was moved into a classroom in October-current. Teachers were given the option to provide intervention support for students after school, this was not originally planned for.

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.

Teachers have met with students during intervention time as well as keeping students on campus as cohorts to provide them additional academic support time. Classified staff have supported students in person and via zoom in small groups and one on one. Sundale has made arrangements to transport students on campus to receive the support. The challenge has been the lack of support at home for some students and lack of participation by both students and parents. Sundale found that having extended learning time for students benefited students not only academically but social-emotionally as well. Our Special Education Department was successful with continuing to meet the requirements IEP minutes for all our students through zoom and in person cohorts.

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 collaboration of the Administration, Social Worker, School Psychologist, Counselors, and Special Education Teacher having weekly meetings to monitor student's well being. Students have been visited at their homes, phone calls made communication via zoom, and conversed with in break out sessions. Teachers communicate frequently with the administration on concerns they have with any of their students. The challenge was during distance learning and not being able to make the personal connection with the students as we do when we are in person. It has been difficult in starting the school year out with Distance Learning. Opportunities were less to develop relationships with students to build trust. Sundale did find that having the "Say Something" application on our website for students to access in a crisis or to communicate a concern, was beneficial for families and students. Our staff continued to meet via zoom weekly. The Administration worked during the times of these meetings to laugh and have fun with the staff. Staff was communicated with regularly to ensure that they were aware and prepared well in advance of the constant changes. Teachers were given the option during Distance Learning to work from home. Sundale found that the flexibility given to the staff's workday was a positive support. This allowed staff to care and work with their own children and deal with the stressors of the Pandemic in a much better way. The staff have voiced their appreciation of this.

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.

Sundale held in-person parent orientations with their child at the beginning of the school year. This greatly benefited both teacher, parent, and student to meet each other and discuss what the expectations were as well as sharing important information amongst each other for a better understanding by all. Monthly Question/Answer Sessions via zoom were held for parents to learn about the most up-to-date information as well as ask questions of the Administrators. Teachers have frequent communication with their parents via text, email, or phone calls. The focus is reaching out to the families of students who have multiple absences or not meeting academic expectations. In addition, teachers also reached out to other families as well with other concerns. The school also communicates regularly through its social media platforms, website, phone calls, text messages, and emails. PTO and School Site Council meetings have all been held via zoom and participation has continued to be successful. Teachers have held parent conferences each trimester for parents via zoom or by phone.

Analysis of School Nutrition

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

Sundale offered a drive thru lunch for the community Monday through Friday. As students began having in person learning, breakfast and lunch were both provided for all the students at no charge. We have found that most students are taking advantage of the program. The challenge has been packaging to allow for the "grab and go" style lunch. Lunches are placed in styrofoam packages then placed in plastic bags. Sundale continues to provide a hot lunch program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nurse to communicate any nutritional needs with our families with students who are diabetic or food allergies.	15,186	20,766	Yes
School Nutrition	Cafeteria Staff preparing, packaging and serving lunches.	79,902	79,902	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.

The contracted time for our school nurse was more than expected.

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.

Due to learning loss and additional gaps in student's learning due to students being on Distance Learning for one year, Sundale will be altering their summer school program to be a more intensive intervention program. Sundale has also learned that students having technology access at home, through the chrome book check out system, has benefited students greatly and has moved Sundale to more of a 21st-century school. Chrome book and hot spot check-outs will continue in the future. The technology platforms used, zoom, Google Classroom, and Flipgrid will continue to be used by teachers. The Pandemic may also have a lasting impact on our students. Sundale plans to place more focus on "hooking" the students into school by having fun activities for all students to participate in. Parent education will be adapted to include monthly Question/Answer sessions with the Administration through Zoom as well as topics addressed as needed. In addition, social-emotional supports for our children will be addressed with adding more time to one of our counselors. Next year Sundale will have two full-time counselors. Additional professional development will be given to staff related to the well-being of our students and signs to look for.

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

Students will be progress monitored regularly in reading and math to check progress and address their academic needs. Additional para professional aides will be hired to work with students. Tutoring, math and reading academy will all continue. Staff will be trained

on programs used. Services will be adapted to meet the students needs. A new Data System will be in place to assist teachers in evaluating students needs, including attendance, discipline and academic achievement.

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 was a need to purchase more technology in order to make Distance Learning successful for both students and staff. Due to school closures there were funds unused which were then used to purchase hot spots and chrome books for students to use at home.

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.

Sundale will continue to address technology needs and replenishing technology as needed for staff and students. Sundale is considering continuing to offer the Chromebook, hot spot, and headphones check out for students who have a need. Continuing the use of the Technology Platforms mentioned in the LCP, Google Classroom, Flip grid and Zoom even while being in person. Teachers have learned great benefits from using these platforms during Distance Learning. Zoom will be used for families who need to be on Independent Study this way students don't miss out on the in-person lessons. An awareness of the student's academic and social-emotional needs due to the Pandemic are being and will continue to be addressed. Sundale will be setting up monthly activities for students to keep their excitement and interest in school, through fun and engaging activities. A weekly check-in for students in middle school to check in with their emotional well-being, done with a google survey. The results will be automatically sent to our counselors. Intensive reading and math intervention programs will be in place to support the student's needs. With the LCP Sundale added a reading support teacher and would like to continue that through the LCAP. Students need to feel safe on campus. Having the campus fenced off has given parents some comfort with student's safety. This has been a concern voiced by parents.

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	917,012.00	889,469.00
EPA	158,332.00	158,332.00
General Fund	55,808.00	55,808.00
Not Applicable	0.00	0.00
REAP	3,400.00	3,400.00
Special Education	54,030.00	54,030.00
Supplemental and Concentration	20,000.00	13,000.00
Title I	10,024.00	4,524.00
Title II	6,420.00	5,740.00
Title III	4,200.00	4,200.00
Unduplicated S/C	604,798.00	590,435.00

* 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	917,012.00	889,469.00
Materials/Supplies	107,909.00	106,088.00
Not Applicable	0.00	0.00
Professional and Consulting Service	45,986.00	51,904.00
Salaries and Benefits	714,138.00	717,703.00
Salaries/Benefits and Training costs	2,000.00	2,000.00
Transportation	13,000.00	0.00
Travel and Conferences	33,979.00	11,774.00

* 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	917,012.00	889,469.00
Materials/Supplies	EPA	10,000.00	10,000.00
Materials/Supplies	General Fund	42,000.00	42,000.00
Materials/Supplies	Supplemental and Concentration	2,500.00	13,000.00
Materials/Supplies	Unduplicated S/C	53,409.00	41,088.00
Not Applicable	Not Applicable	0.00	0.00
Professional and Consulting Service	Supplemental and Concentration	15,000.00	0.00
Professional and Consulting Service	Unduplicated S/C	30,986.00	51,904.00
Salaries and Benefits	EPA	148,332.00	148,332.00
Salaries and Benefits	General Fund	13,808.00	13,808.00
Salaries and Benefits	REAP	3,400.00	3,400.00
Salaries and Benefits	Special Education	54,030.00	54,030.00
Salaries and Benefits	Supplemental and Concentration	2,500.00	0.00
Salaries and Benefits	Title I	1,024.00	1,024.00
Salaries and Benefits	Title II	1,920.00	1,920.00
Salaries and Benefits	Title III	4,200.00	4,200.00
Salaries and Benefits	Unduplicated S/C	484,924.00	490,989.00
Salaries/Benefits and Training costs	Title II	2,000.00	2,000.00
Transportation	Unduplicated S/C	13,000.00	0.00
Travel and Conferences	Title I	9,000.00	3,500.00
Travel and Conferences	Title II	2,500.00	1,820.00
Travel and Conferences	Unduplicated S/C	22,479.00	6,454.00

* 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	492,871.00	442,781.00
Goal 2	46,542.00	41,042.00
Goal 3	143,438.00	154,758.00
Goal 4	234,161.00	250,888.00

* 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	\$1,554,391.00	\$1,564,729.00
Distance Learning Program	\$314,621.00	\$270,795.00
Pupil Learning Loss	\$245,833.00	\$255,833.00
Additional Actions and Plan Requirements	\$95,088.00	\$100,668.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,209,933.00	\$2,192,025.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,554,391.00	\$1,564,729.00
Distance Learning Program	\$314,621.00	\$270,795.00
Pupil Learning Loss	\$245,833.00	\$255,833.00
Additional Actions and Plan Requirements	\$95,088.00	\$100,668.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,209,933.00	\$2,192,025.00