

Reichle Elem, LE0015

Updated:
09/18/2023 at 6:00pm

Table of Contents

[Table of Contents](#)

[Introduction: Plan Basics](#)

[Section 1 - School District Identified Priorities](#)

[Priority 1](#)

[Priority 2](#)

[Priority 3](#)

[Data Points Used to Identify Priorities](#)

[Student Groups Most Affected](#)

[Section 2 - Meaningful Consultation](#)

[Stakeholders Consulted in Development of Plan](#)

[Methods used to seek stakeholder input](#)

[Section 3: Goals](#)

[Instruments](#)

[Goals](#)

[Student Group Goals](#)

[Section 4: Coordinating Funds](#)

[Section 5: Creating a Safe and Healthy Learning Environment](#)

[Section 6: Addressing Lost Instructional Time](#)

[20% Set Aside](#)

[80% Set Aside](#)

[Section 7: Supporting the Educator Workforce](#)

[Section 8: District Monitoring of Impact](#)

Introduction: Plan Basics

State Date	12/29/2022
End Date	12/29/2022
Recorded Date	12/29/2022 10:13
Response ID	R_1jAM1SnMpS6r48U
County	Beaverhead
District	Reichle Elem, LE0015
Submitter Name	Dalene Hahnkamp
Submitter Role	Other (Please identify your role in the box below.)
	District Clerk
Submitter Official Email	dlhahnkamp@hotmail.com
Submitter Phone	406-865-0353
Initial or Revised Plan	Revision

Section 1 - School District Identified Priorities

Priority 1

School Quality & Safety and Healthy Learning Environment implementing prevention and mitigation strategies, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

Priority 2

Program Content & Standard Instruction, Addressing Learning Loss & Support for At Risk Students and improving social/emotional mental health.

Priority 3

Professional Development and Assessments to improve instruction and student performance outcomes

Data Points Used to Identify Priorities

Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Economically Disadvantaged (Free and Reduced Lunch)
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	
Foster Youth	
Children with Disabilities	Children with Disabilities
Male	
Female	
English Language Learners	
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Parents
Students	Students

Teachers	Teachers
Staff	Staff
Tribal Governments	
Local Bargaining Units	
Educational Advocacy Organizations	Educational advocacy organizations
County Health Departments	County health departments
Community Members	Community members
Other (please identify in the box below)	

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Public meetings
Website	
Media	
Social Media	
Email	Email
Other (please identify in the box below)	Other (please identify in the box below)
	Surveys & In Person contact

Section 3: Goals

Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

Math Goal	<p>Our goal is that all students will improve their math achievement during the school year. All students in K-8 will improve their RIT score by 8 points from Fall 2021 to Spring 2022. In addition, 80% of students in grade 1-8 will meet the end of year mean when compared to the 2015 student status norms for math on MAPS testing by Spring of 2022. Also, expect 75% of students grades 3-8 will perform at level 3 or level 4 of the Math portion of the SBAC by Spring 2022.</p> <p>Instruments: NWEA MAPS 3x per year Gr K-8 provides individual student data, identifying strengths, weaknesses, remedial needs, and focused areas for development. SBAC Math & Reading Summative Test Gr 3-8, is more difficult to see trends by grade or demographic group due to small student numbers in district. Teachers use multiple measures of classroom assessment to determine each students individual strengths, weaknesses and achievement.</p>
ELA Goal	<p>Our goal is to improve student improvement in ELA (Reading) during the 2021/22 school year. All students in grade 1-8 will improve their Fall 2021 reading RIT score on the NWEA/MAP assessments by 8 points by Spring 2022. In addition, all students grade 1-8 will meet the end of year mean when compared to the 2015 student status norms for reading on the MAP test. Also, we expect 80% of all students in grade 3-8 to perform within Level 3 or 4 on the ELA portions of the SBAC by Spring 2022.</p> <p>Instruments: NWEA MAPS 3x a year and Gr 3-8 SBAC Assessment. Our K-8 district is a small rural school with low students numbers. Having only a few students can make the results look erratic so multiple classroom assessments are used to determine each student's individual strengths, weaknesses and progress. An overview of several assessments gives a look at how our ELA program is working, what concepts we need to focus on, and when where we need to make improvements.</p>
Other Goal	<p>To continually assess and improve school climate through periodic parent/student surveys and observations of students and student/parent involvement, staff and parent/teacher meetings, striving to improve social/emotional mental health of students.</p> <p>Instruments: Results of parent/student surveys, observations of teachers, staff, and discussion that arises from student participation in social emotional curriculum like Rusty May Schools TV, PAX Behavior Game, Zones of Regulation.</p>

Goals

For each goal find the following below:

- Identify what strategies/action steps will be used to support the achievement of the goals.
- Describe a realistic and achievable timeline to achieve the goals.
- Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and provide the text response for each applicable box.

Math Goal	<p>Implementation of Math CS and practices, utilizing technology, and MAP data to direct our instruction. Continue Professional Development with MSSA which includes topics such as Knowledge of Interim and Formative Assessments to maximize student remediation and growth in math, instruction on Mathematical Practices, growth mindset and productive</p>
-----------	---

	<p>struggle, and improving math questioning. Continue NWEA/MAP training to provide interpretation of student reports and math skills for reteaching specific skills and individualizing students needs to achieve proficiency from Fall 2021 to Spring 2022. Provide explicit instruction in areas of student remedial need, by providing more teacher guided practice and student response opportunities by offering more one on one on instruction and using apps and technology, and supplemental materials.</p> <p>Teachers will use Harcourt, Envision Math, Go Math, Saxon Math, Accelerated Math, which have embedded chapter quizzes and tests. Accelerated Math, Ed Ready and Kahn Academy are used as online supplements. Teachers will use Prodigy, Math U See, IXL and Zearn and iPad apps for remediation and retention of skills and observation of problem solving skills, and questioning techniques to explain their thinking and make thinking more visual. Formative assessments for kindergarten include regular oral assessment and observation.</p>
<p>ELA Goal</p>	<p>Teachers will provide explicit instruction on vocabulary, writing and research, and more opportunities for student responses, will provide more specific feedback on written responses, provided more guided literacy and informative text opportunities to enable students to better determine key ideas of text with supporting details. Teachers will provide more explicit instruction, guided practice and student opportunities in area of using text features and visuals to locate information. Acquire new research based curriculum/supplemental materials/technology apps. Provide more opportunities/purpose/instruction/guided practice for students use of listening skills. K-3 Harcourt and Read Well with embedded unit tests, 4-8 Novel Studies supplemented by Jamestown Publishers Critical Reading Series, and supplemental materials include online resources and iPad apps which monitor skill progress and skill retention. Teachers also use various other measures including observation, oral reading checks for decoding and fluency, teacher created quizzes and tests for novel studies for grades 4-8. Following assessment, reteaching is implemented if indicated. Students on IEP's receive interventions with Reading Mastery and tutoring.</p> <p>Teachers will continue PD workshops with MSSA and opportunities to improve instructional strategies, vocabulary development, comprehension, evaluation of text, and writing.</p>
<p>Other Goal</p>	<p>Continue to use strategies that have worked well including regular open correspondence with parents, the use of Rusty May Tools for Schools TV for character and social development, implementation of growth mindset practices, use of parent volunteers in the classroom.</p> <p>Teachers will attend PD on strategies for students dealing with trauma and Covid experience, building resiliency. Teachers utilize PAX Good Behavior Game and Zones of Regulation curriculum to address school climate and improve student behavior.</p> <p>Teachers will continue teacher/staff meetings addressing social/emotional needs, conducting student/parent surveys, monitoring school climate and incorporating a school student voice box for student input.</p> <p>Continued PD through MSSA and communication with Great Divide School Psychologist and County Health Department.</p>

Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native	American Indian or Alaska Native	American Indian or Alaska Native	
Black or African American	Black or African American	Black or African American	
Hispanic	Hispanic	Hispanic	
Multi-Racial	MultiRacial	MultiRacial	
White	White	White	
Free and Reduced Lunch	Free and Reduced Lunch	Free and Reduced Lunch	
Homeless	Homeless	Homeless	
Students with Disabilities	Students with Disabilities	Students with Disabilities	
None			None

Math Goal for Each Identified Student Group

No Subgroups within District due to size and number of students

ELA Goal for Each Identified Student Group

No Subgroups within District due to size and number of students

Other Goal for Each Identified Student Group

No Subgroups within District due to size and number of students

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

Not necessary

Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

Yes

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	
Title II, Part A of the ESEA (Supporting Effective Instruction)	Title II, Part A of the ESEA (Supporting Effective Instruction)
Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	
Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	
Title IV, Part B of the ESEA (21st Century Community Learning Centers)	
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	
Carl D. Perkins Act Career and Technical Education Act	
IDEA, Part B (Excess costs of providing FAPE)	
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	

Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

Evidence Based Practice	Planning to Use
Mental health supports	Mental health supports
Social emotional learning	Social emotional learning
Academic support	Academic support
Extended learning/enrichment	
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students.	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	Providing safe, healthy, inclusive learning environments.
Activities to address the unique needs of at-risk populations.	Activities to address the unique needs of at-risk populations.
Developing and implementing procedures and systems to improve the preparedness and response efforts	Developing and implementing procedures and systems to improve the preparedness and response efforts
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
Purchasing supplies to sanitize and clean the facilities	Purchasing supplies to sanitize and clean the facilities
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

Not necessary

Section 6: Addressing Lost Instructional Time

20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

Evidence Based Practice	Planning to Use
Extended learning time	

Tribal/community engagement	
Wraparound academic/health/social services	Wraparound academic/health/social services
SEL learning supports	
Evidenced-based curriculum	Evidenced-based curriculum
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	
Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	
Access to and effective use of technology	
Engaging families in digital learning training and effectively using technology and platforms	Engaging families in digital learning training and effectively using technology and platforms
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Administering and using high-quality assessments that are valid and reliable, to accurately assess students'™ academic progress and assist educators in meeting

	students'™ academic needs, including through differentiating instruction
Providing information and assistance to parents and families on how they can effectively support students	Providing information and assistance to parents and families on how they can effectively support students
Tracking student attendance and improving student engagement provided by the school	Tracking student attendance and improving student engagement provided by the school
Using data about students' opportunity to learn indicators to help target resources and support	Using data about students opportunity to learn indicators to help target resources and support
Professional Learning Communities	Professional Learning Communities
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	
Other (please identify in the box below)	

80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III. See page 5 of the ARP ESSER Fact Sheet for more information.

Evidence Based Practice	Planning to Use
Extended learning time	
Tribal/community engagement	

Wraparound academic/health/social services	Wraparound academic/health/social services
SEL learning supports	
Evidenced-based curriculum	
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	
Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	
Access to and effective use of technology	Access to and effective use of technology
Engaging families in digital learning training and effectively using technology and platforms	Engaging families in digital learning training and effectively using technology and platforms
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Administering and using high-quality assessments that are valid and reliable, to accurately assess students'™ academic progress and assist educators in meeting students'™ academic needs, including through differentiating instruction

Providing information and assistance to parents and families on how they can effectively support students	Providing information and assistance to parents and families on how they can effectively support students
Tracking student attendance and improving student engagement provided by the school	Tracking student attendance and improving student engagement provided by the school
Using data about students' opportunity to learn indicators to help target resources and support	Using data about students opportunity to learn indicators to help target resources and support
Professional Learning Communities	Professional Learning Communities
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
Mental health supports	Mental health supports
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	Providing safe, healthy, inclusive learning environments
Activities to address the unique needs of at-risk populations	
Developing and implementing procedures and systems to improve the preparedness and response efforts	Developing and implementing procedures and systems to improve the preparedness and response efforts

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
Purchasing supplies to sanitize and clean the facilities	Purchasing supplies to sanitize and clean the facilities
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

Not necessary

Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

Option	Planning to Use
Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff	
Cover costs of bonuses for recruiting and retaining educators and support personnel	Cover costs of bonuses for recruiting and retaining educators and support personnel
Additional pay for additional work	Additional pay for additional work
Class-size reduction	
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)	Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
Staffing additional physical and mental health support staff (counselors, social workers)	
Other (please identify in the box below)	

The estimated number of jobs (FTEs) that have been or will be created by the school district through the district's planned use of ESSER III Funds.

0.5

The estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA's planned use of ESSER III Funds.

4

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

N/A

Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

Description of Monitoring Plan

Interventions and strategies related to academic growth and achievement of students will be monitored through NWE MAPS testing 3 times a year and weekly teacher observations of quizzes, tests, website intervention tracking and interim and summative SBAC assessments. Social, mental and emotional health needs of student will be monitored through participation in platforms used, student/parent surveys and input from support staff and parent involvement.

Type of Data	Planning to Use
Early Warning System	
Interim Formative Assessment	Interim Formative Assessment
Opportunities to Learn surveys	Opportunities to Learn surveys
Summative assessments	Summative assessments
Chronic absenteeism	Chronic absenteeism
Student engagement	Student engagement
Use of exclusionary discipline	
Advanced coursework	
Access to technology	Access to technology
Educator PD on technology	Educator PD on technology
Access to and preparation of high-quality educators	Access to and preparation of high-quality educators
Access to mental health and nursing staff	Access to mental health and nursing staff
Student, parent, or educator surveys	Student, parent, or educator surveys

Per-pupil expenditures	
Classified and certified staff (numbers of positions or people)	Classified and certified staff (numbers of positions or people)
Summer, Afterschool, and ESY enrollment	
Health protocols	Health protocols
Student enrollment by Mode of instruction	Student enrollment by Mode of instruction
Student attendance by Mode of Instruction	Student attendance by Mode of Instruction
Other (please identify in the box below)	