

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

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

LEA Name	Contact Name and Title	Email and Phone
Ross Valley Charter School	Luke Duchene School Director	luke.duchene@rossvalleycharte.org 415-534-6970

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

All students, including all subgroups, will have access to instructional materials aligned to CCSS.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS.	This goal was met
Metric/Indicator 100% of teachers receive training in best practices to improve English Language proficiency	This goal was met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Data was monitored and analyzed regarding English Learner progress in academic content knowledge to provide timely interventions B) All teachers and school director engaged in professional development in CCSS-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups. C) All teachers engaged in professional development in best practices to improve academic achievement among ELs, using Inquiry Based Learning and GLAD strategies D) All teachers and school director engaged in professional development in scaffolding the CCSS for access for ELs	1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 3000 Certificated Benefits 1000-1999: Certificated Personnel Salaries \$518,396 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits \$158,445	1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 3000 Certificated Benefits 1000-1999: Certificated Personnel Salaries \$650,000 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits \$184,635

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3) 75% of accts 4100, 4200, 4325, and 4420 4000-4999: Books And Supplies \$47,389 4) 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1 5000-5999: Services And Other Operating Expenditures \$44,895	3) 75% of accts 4100, 4200, 4325, and 4420 4000-4999: Books And Supplies \$30,000 4) 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1 5000-5999: Services And Other Operating Expenditures \$63,000

Goal Analysis

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

All funds budgeted were implemented.

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

Mandated school closure from March 2020 until the end of the school year presented a great challenge in implementing the actions and services required to achieve this goal. However, we continued to hold ourselves to a high standard. Even during this time students were provided with access to materials aligned with CCSS.

Goal 2

Parents will be an integral part of the RVC community and will participate in the governance and operation of the school, as such parents will view RVC as receptive to their input and involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator At least ten parents serve on Leadership Council	We had 12 parents serve on the Leadership Council
Metric/Indicator At least two parents will serve on the Governing Board	Three parents served on the Governing Board
Metric/Indicator At least 90% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.	96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Annual election among parents for the Leadership Council held. B) Parent feedback solicited through annual surveys. C) Periodic community meetings held to consult non-Leadership Council and non-Board parents D) Parent concerns collected and responded to in a respectful and timely fashion.	1. 1300: 20% of School Director Salary 1000-1999: Certificated Personnel Salaries \$22,440 2. 2200: 40% of support staff salary 2000-2999: Classified Personnel Salaries \$13,320 3. 2400: 25% of office manager salary 2000-2999: Classified Personnel Salaries \$15,111	1. 1300: 20% of School Director Salary 1000-1999: Certificated Personnel Salaries \$29,000 2. 2200: 40% of support staff salary 2000-2999: Classified Personnel Salaries \$14,000 3. 2400: 25% of office manager salary 2000-2999: Classified Personnel Salaries \$15,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4. 3000: Benefits associated with above salaries 3000-3999: Employee Benefits \$8,000 5. 5881: Parent Square Communication Software 5000-5999: Services And Other Operating Expenditures \$1,300 6. 5605: Printing Expense 5000-5999: Services And Other Operating Expenditures \$250	4. 3000: Benefits associated with above salaries 3000-3999: Employee Benefits \$9,000 5. 5881: Parent Square Communication Software 5000-5999: Services And Other Operating Expenditures \$1,300 6. 5605: Printing Expense 5000-5999: Services And Other Operating Expenditures \$500

Goal Analysis

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

All funds budgeted were implemented.

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

Parent involvement is always seen as a critical function of our school, even more so during the pandemic. Parents were engaged and involved in key decisions as we developed and refined our school model during the school year.

Goal 3

Students will become proficient readers and writers of the English language as well as proficient mathematicians.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 0% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts and Math portions of the CAASPP assessment.</p>	2019-20 CAASPP Assessments cancelled. No results.
<p>Metric/Indicator 80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.</p>	2019-20 Summative ELPAC cancelled. No results.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A) CCSS used to guide ELA and Math instruction B) Support to EL students provided from classroom teachers and specialized intervention C) Student progress in English language reading, writing, speaking and math monitored through the use of internal assessments as well as through SBAC Interim Assessments.</p>	<p>1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 1000-1999: Certificated Personnel Salaries \$518,396</p> <p>3000 Certificated Benefits 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits \$158,445</p>	<p>1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 1000-1999: Certificated Personnel Salaries \$650,000</p> <p>3000 Certificated Benefits 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits \$184,635</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

All funds budgeted were implemented.

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

We strive to meet the needs of all our students to ensure their continued growth. Even during the school closures, we took steps to support our students, especially our students with high needs. Unfortunately, due to the physical distance between students and the classroom students in general did not grow at a rate that we would otherwise come to expect. With a lack of standardized testing we do not have data to measure student growth.

Goal 4

Students will be engaged in curriculum that is meaningful to them, in a safe and inclusive environment

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator At least 80% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.	87% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.
Metric/Indicator At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.	93% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.
Metric/Indicator At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.	91% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Teachers receive training in inquiry-based learning B) School began developing a social emotional learning curriculum based on mindfulness.	\$20,000 of 5863 PD 5800: Professional/Consulting Services And Operating Expenditures \$20000	\$0 PD not possible due to COVID 5800: Professional/Consulting Services And Operating Expenditures 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 applied to cover other actions and services that cost more than budgeted.

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

As stated earlier the pandemic brought separation between students and teachers. Despite this challenge, students still felt strong connection to their peers, teachers, and the content of their learning.

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
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, cleaning supplies, thermometers, etc.)	\$25,000.00	\$10,000	No
Shades, trees, vegetation, and landscaping work to create welcoming outdoor spaces to learn	\$15,000.00	\$5,000	No
Port-o-potties	\$10,000.00	0	No

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

This plan was developed a few months prior to reopening to in-person instruction. As such our understanding of our needs shifted and money was dedicated towards those needs. The exception was in the area of safety and health expenditures for items like port a potties, outdoor shading, and classroom furniture. We purchased Hepa air purifiers and our parents build stand alone workstations so all we had was material costs. We were still able to open hybrid in November and with full classes in April.

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 have been consistently catching up with the latest science and related requirements and recommendations from our partners in Public Health. We also needed to work through the reluctance of staff and families to return to in-person instruction. This required a stepped approach, starting with one day of in-person instruction per week, to two days, then four days, and now we are finishing the school year with over 95% of our student attending in-person full time. The shifting models were hard on families and staff alike, but allowed us to take that final step towards in-person learning together.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide individual classroom supply kit for each student to reduce cross contamination and support individualized learning needs	\$8,000.00	\$10,000	No
Purchase additional technology so every student has a device and connectivity (Chromebooks & management licenses, hotspots)	\$20,000.00	\$21,600	No
Online learning platforms to support distance learning management: Zoom, Seesaw, Google Classroom, Peardeck, Nearpod	\$1,000.00	\$1,000.00	No
Family Outreach Coordinator	\$16,000.00	\$23,000	Yes

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

There was no substantive difference between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

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

Implementing the distance learning program was incredibly challenging.

Continuity of Instruction:

We were able to maintain a high level of continuity of instruction for our students. Whether in distance learning or in-person, we utilized the same curriculum and schedule, providing continuity of learning for students and bringing clarity and coherence of program for all stakeholders. The program included Social Emotional Learning through morning meetings, enrichments, and choice activities.

Access to Devices and Connectivity:

We were successful in our ability to provide students with access to devices for all who needed them. While most of our students were able to find adequate connectivity, for a small minority this continued to be a challenge throughout. We found that for a small group of

our students there were several issues that prevented them from finding a reliable connection due to a combination of factors (including lack of wired access at their home and lack of adequate wireless reception).

Pupil Participation and Progress:

While we had on average high levels of pupil participation, we did have a small group that rarely or never connected to school through distance learning. While we were able to reduce that number over time, we found that some families were not able to support their students and/or did not access the support provided by the school and outside organizations. Within those who attended their participation levels varied with the limited capacity of teachers and staff to fully support learning through a screen.

Distance Learning Professional Development:

We conducted extensive professional development to prepare our teachers to teach effectively in the distance learning format. We engaged in regular professional development as we refined our program in response to stakeholder input. We continued with weekly staff meetings where support and collaboration for distance learning continued.

Staff Roles and Responsibilities

We trained our office staff to provide technology support to families and students. Our teachers in PE, Music, Art successfully adapted roles to include regular check-ins with students around their subjects and for added connection & academic support for our students.

Support for Pupils with Unique Needs:

Special Education

We continued to provide services via Zoom, providing resources for families, and bringing students in for assessments as needed. Our classroom aides continued to support with one-on-one services. Some of our students who received these services thrived in this environment, while many would clearly have been able to be better served in-person.

English Learners

English learners continued to receive Integrated and Designated ELD. Teachers embedded integrated ELD strategies into their class instruction, and Designated ELD occurred during independent student work time. We are also provided resources for families. We successfully collaborated with staff at Children's Center to support our students, including English learners. It was clear that no matter what we provided, the best way to support these students was in-person.

Students in Foster Care and Students Experiencing Homelessness

We did not have any students in foster care or experiencing homelessness.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Interventionist	\$28,000.00	\$40,000	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.

There was no substantive difference between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A key element of our plan to address learning loss was to assess students remotely. We found that these types of assessment were difficult and often unreliable. This became even more clear once the students began to return in-person and we were able to provide them with the appropriate assessments, see where students were not a grade level and provide adequate support.

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.

Mental health and social and emotional well-being was a top-priority during our distance learning phase. We maintained our Morning Meeting daily to provide students with relational and fun activities. We utilized the Mind Up Social Emotional Learning (SEL) curriculum with all grades. We also utilize our enrichment classes as a means of promoting connection in addition to learning the content of the subjects for PE, Music, and Art. When possible we connected with students individually to support them through any challenges. However, we must acknowledge that the lack of connection and proximity brought great harm to students despite our efforts.

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.

Maintaining strong connection with pupils and families through clear frequent communication was paramount. We held parent-teacher conferences at the start of the school year to form positive relationships and determine the best ways to support each child. We conducted surveys to find out about the experience, preferences, and needs of our families. We utilized a parent engagement application called ParentSquare to communicate easily with families in the mode and language of choice, with two-way communication functionality. Our Family Outreach Coordinator worked with our Spanish-speaking families to make sure they have everything they need. We held a Back-to-School Night and a weekly “Happy Hour” in the afternoon/evenings for parents to meet with teachers. In addition to the foundation of practices in place to support strong engagement, we established procedures for reengaging students who are not engaging in the distance learning program. Outreach is conducted in Spanish as needed. For some pupils and families, though, we had to develop individual plans to communicate and engage them.

Analysis of School Nutrition

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

We successfully provided free school lunches through a weekly meal distribution during distance learning for all who needed them. When in-person, lunches will be served either indoors or outdoors by class.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Counselor & Family Outreach Coordinator to provide support and outreach to students/families			Yes
Pupil Engagement and Outreach	ParentSquare to maintain communication with families, including translating communication into the family's home language	\$1,500.00	\$1,195	Yes
School Nutrition	Weekly meal distribution--unreimbursed costs	\$7,200.00	\$15,000	Yes
Pupil Engagement and Outreach	Staff dedicated to conducting family outreach and reengagement	\$22,000.00	\$55,000	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.

Most all of the planned actions and budgeted expenditures were implemented and expended. The exception was in the area of safety and health expenditures for items like port a potties, outdoor shading, and classroom furniture. We purchased Hepa air purifiers and our parents build stand alone workstations so all we had was material costs. We were still able to open hybrid in November and with full classes in April.

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.

We have learned that strong communication and stakeholder involvement is critical in any implementation of our program and this continues to be a critical element in our goals and actions in the 2021-24 LCAP.

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

As we relied heavily on the CAASPP and ELPAC to measure student growth in our prior LCAP we believe that we need to rely more on other local assessments to better gauge student growth so that we can better address any learning loss.

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 no substantive difference between description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

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

The 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 through the illumination of the needs of our students as they have come through these challenging times. Students will need more support and the school will need to better be able to assess students to individualize the supports needed.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,618,671.00	1,924,070.00
	1,618,671.00	1,924,070.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,618,671.00	1,924,070.00
1000-1999: Certificated Personnel Salaries	1,059,232.00	1,329,000.00
2000-2999: Classified Personnel Salaries	28,431.00	29,000.00
3000-3999: Employee Benefits	324,890.00	378,270.00
4000-4999: Books And Supplies	94,778.00	60,000.00
5000-5999: Services And Other Operating Expenditures	91,340.00	127,800.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,618,671.00	1,924,070.00
1000-1999: Certificated Personnel Salaries		1,059,232.00	1,329,000.00
2000-2999: Classified Personnel Salaries		28,431.00	29,000.00
3000-3999: Employee Benefits		324,890.00	378,270.00
4000-4999: Books And Supplies		94,778.00	60,000.00
5000-5999: Services And Other Operating Expenditures		91,340.00	127,800.00
5800: Professional/Consulting Services And Operating Expenditures		20,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	769,125.00	927,635.00
Goal 2	60,421.00	68,800.00
Goal 3	769,125.00	927,635.00
Goal 4	20,000.00	0.00

* 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	\$50,000.00	\$15,000.00
Distance Learning Program	\$45,000.00	\$55,600.00
Pupil Learning Loss	\$28,000.00	\$40,000.00
Additional Actions and Plan Requirements	\$30,700.00	\$71,195.00
All Expenditures in Learning Continuity and Attendance Plan	\$153,700.00	\$181,795.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,000.00	\$15,000.00
Distance Learning Program	\$29,000.00	\$32,600.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$79,000.00	\$47,600.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$16,000.00	\$23,000.00
Pupil Learning Loss	\$28,000.00	\$40,000.00
Additional Actions and Plan Requirements	\$30,700.00	\$71,195.00
All Expenditures in Learning Continuity and Attendance Plan	\$74,700.00	\$134,195.00