

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

All students will be proficient in grade level standards as measured by formative and summative assessments and state testing and receive high quality instruction in English language arts (ELA), math and Next Generation Science Standards (NGSS) from highly qualified teachers in safe, fully equipped and well maintained classrooms. Meet PIR Indicator 3 for APR by students with disabilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual statewide summative student achievement data (CAASPP)</p> <p>19-20 2018-19 CAASPP: Show a 3% increase in the number of students who test at Standard Met or Standard Exceeded in ELA and math.</p> <p>Baseline 2015-16 CAASPP Scores as reflected on Dashboard in ELA (yellow) and Math (orange)</p>	<p>All Students ELA 2018 (Green) All Students ELA 2019 (Orange)</p> <p>All Students Math 2018 (Green) All Students Math 2019 (Yellow)</p>
<p>Metric/Indicator CAASPP Data-Science</p> <p>19-20 Create baseline scores</p> <p>Baseline 2019-20 CAASPP scores in Science</p>	<p>CAASPP Science was not administered due to COVID and shelter in place. This was going to be our first testing year for baseline scores.</p>

Expected	Actual
<p>Metric/Indicator PIR Indicator 3: Assessment</p> <p>19-20 Meet target of 95% APR by students with disabilities on CAASPP</p> <p>Baseline 2017-18 APR of 87% participation by students with disabilities on CAASPP</p>	<p>Met PIR Indicator 3 goal met for 2019. 2020 CAASPP not administered due to COVID and shelter in place.</p>
<p>Metric/Indicator Local Assessments and grade level benchmark assessments (end of 2nd trimester) Percent noted is percentage of students at or above grade level</p> <p>19-20 At the end of the 2nd trimester of 2019-20, increase by 3% the number of students who are performing at or above grade level on local assessments in ELA and math.</p> <p>Baseline 2016-17 local assessments/grade level benchmark assessment 1st grade (9 students): 100% in math; 78% in ELA 2nd grade (5 students): 100% in math; 100% in ELA 3rd grade (14 students): 85% in math; 93% in ELA 4th grade (11 students): 90% in math; 81% in ELA 5th grade (12 students): 91% in math; 100% in ELA 6th grade (6 students): 83% in math; 83% in ELA 7th grade (12 students): 50% in math; 59% in ELA 8th grade (5 students): 60% in</p>	<p>2019-20 School Year 2nd trimester Assessments (students at or above grade level on local assessments)</p> <p>Grade 1: ELA 82% Math 100% Grade 2: ELA 100% Math 95% Grade 3: ELA 92% Math 92% Grade 4: ELA 80% Math 98% Grade 5: ELA 100% Math 95% Grade 6: ELA 94% Math 85% Grade 7: ELA 85% Math 90% Grade 8: ELA 98% Math 92%</p>
<p>Metric/Indicator Teacher survey data, local accountability data and Charter</p> <p>19-20 100% of teaching staff is fully credentialed in areas taught.</p> <p>Baseline 100% of staff is fully credentialed in areas taught</p>	<p>Met</p>

Expected	Actual
<p>Metric/Indicator Teacher survey data, local accountability data and Charter</p> <p>19-20 Maintain T/S ratio of 10:1 school wide. One teacher will hold the 6th-8th grade classroom and we will provide additional classroom support for grades 6-8. Provide adequate PD opportunities, mentoring and release time to all teachers and support staff.</p> <p>Baseline Student to teacher/TA ratio of 10:1 (one teacher and one classroom assistant for 6.0 hrs/day/classroom)</p>	Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Retain high quality certificated teaching staff and classified support staff, T/S ratio of 10:1 with additional support for teachers and staff. Provide increased intervention to support students with disabilities.	Resource 0000 Object 1100 and 2100 LCFF Base \$394,814	1000-1999: Certificated Personnel Salaries LCFF Base \$270,117 2000-2999: Classified Personnel Salaries LCFF Base \$118,840
Professional development opportunities, release days, mentoring, BTSA support for teachers holding preliminary credentials.	Resource 0000 Object 5800 General Funds \$7,500	5000-5999: Services And Other Operating Expenditures General Funds \$10,500

Goal Analysis

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

No material differences noted. All funds were used for actions/services as budgeted. Difference in 5800 line item was due to unanticipated addition of an intern teacher.

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

Year end assessments and CAASPP was not available to to COVID and shelter in place/DL as well as fire days. All of the disruptions in school in our area since 2017 have impacted our students learning. Our teachers have done an incredible job supporting student progress, but the constant disruptions have had an impact.

Goal 2

Offer a second language to all students in grades 4-8.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent/teacher/student survey data</p> <p>19-20 Spanish as a second language and related historical and cultural connections will be taught 2 times per week in the 4th-8th grade classrooms by 2 volunteer instructors.</p> <p>Baseline No second language offered</p>	<p>Met</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Create schedule and coordinate with GE classroom teachers to support the addition of a 2 times per week per classroom, volunteer based Spanish instruction block in grades 4-8.</p>	<p>N/A</p>	<p>N/A</p>

Goal Analysis

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

N/A

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

This was a very successful language program that both supported second language instruction and the connection to our multi-cultural curricular focus. COVID/SIP did impact our ability to meet the year end goals for students to demonstrate their learning at our spring festival.

Goal 3

Parents will feel connected to the school community by participating in site based volunteer activities such as festivals, classroom trips, classroom support, fundraisers and PA involvement. There will be 100% participation in our Parent Pledge Program to support the sustainability of VCS and a focus on our Bi-Annual Gala.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent survey data, observational data, and school meetings</p> <p>19-20 Maintain parent volunteerism and PA participation with a greater focus on increasing the diversity of parents that participate throughout each school year.</p> <p>Baseline Approximately 20% of parents are actively involved in regular volunteer support in the classrooms and at school events and festivals. Approximately 15% are PA members.</p>	<p>Met--VCS maintained parent participation in PA meetings and as a school wide support even after the SIP began. Volunteerism was maintained by a small number of parents, but volunteer needs were also reduced.</p>
<p>Metric/Indicator Parent survey data observational data, and school meetings, PPP funding totals, Gala participation and funding totals</p> <p>19-20 100% participation in PPP with a high satisfaction rating and an improved understanding of how the PPP helps sustain VCS.</p> <p>Baseline 80% participation in PPP. Many parents do not participate because they do not understand the PPP or are not receiving the necessary communications to stay on top of contributions.</p>	<p>91% of families participated in PPP. Fund raising goals were met, though we saw some reduction in contributions due to SIP.</p>

Expected	Actual
<p>Metric/Indicator Classroom budget line item</p> <p>19-20 \$5,000.00 per classroom with the commitment from teachers to not ask for any addition money or add any additional fundraisers.</p> <p>Baseline \$5,000.00 per classroom with the commitment from teachers to not ask for any addition money or add any additional fundraisers.</p>	<p>Met--VCS was able to meet the needs of classroom teachers without asking for addition funds from parents.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement quarterly classroom meetings with VCS administrator to update community about school-wide events and funding needs.</p> <p>Modify bulletins to provide more concise communications.</p> <p>Monthly invoices and PA announcements. Reinstate individual parent meetings with VCS administrator to be completed by winter break.</p> <p>Provide child care support and other incentives that have no direct cost to the school to encourage greater volunteer participation in events.</p>	<p>N/A</p>	<p>N/A</p>
<p>Maintain individual classroom budgets to \$5000 per classroom to cover supplies, materials, field trip costs, festival costs and any other non-curriculum based class expenses.</p>	<p>Unused Lottery Revenue from previous years Lottery \$25,000</p>	<p>4000-4999: Books And Supplies Lottery \$5,400</p> <p>4000-4999: Books And Supplies Lottery \$11,879</p>

Goal Analysis

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

N/A

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

Overall, we met/maintained all of our goals.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

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.

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

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.

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

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
Implementation of the Standards	\$7,500	\$7,500	Yes
Teacher Induction Program and Support	\$10,500	\$10,500	Yes
Instructional Assistants (will also support with distance learning) (Sup/Con)	\$102,300	\$103,090	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.

N/A

Analysis of In-Person Instructional Offerings

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

There were many challenges associated with in-person instruction that began in April of 2021. Regardless, our community of teachers, staff, parents, and students worked together to make the best of the situation. We found that having the students back on campus, even in the hybrid format, was extremely beneficial to the overall social, emotional, and academic progress of our students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online and Technical Training (all support was provided by a volunteer)	\$0	0	No
See section on Pupil Learning Loss for additional items that specifically relate to Learning Loss Mitigation.			
Technology (for teachers and students)	\$1,000	\$4,680	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.

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.

We were successful in utilizing volunteer support for our technological needs. We met a notable cost increase as several of our teachers and staff needed upgraded computers to support the programs associated with daily distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Software, Devices (LLMF-Additional Services/Software/Devices to support DL)	\$1,000	\$2,222	Yes
Instructional Materials for Distance Learning (LLMF State)	\$7,500	\$6,033	Yes
Additional Instructional Assistant hours to support DL and student progress (GEER/CR)	\$20,460	\$24,335	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 are no substantive differences between planned actions. We were over budget in costs associated with technology and only slightly over budgeted funds for additional teacher assistant hours. These costs were necessary to support student needs and progress.

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.

With the addition of TA hours, we were able to provide small group instruction as well as 1-1 supports to address learning loss. These supports provided much needed early intervention and remediation as well as social-emotional support for many of our at risk/high needs students.

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.

VCS had a consistently high attendance rate throughout DL. Students participated in Monday Morning Mindfulness, school wide art projects and other community building activities that supported the social and emotional well-being of students, staff and families. We feel this was an area in which we excelled.

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.

VCS maintained weekly school-wide communications and updates, communicated directly by phone and email with parents of students who were struggling/unengaged, and addressed technology/connectivity issues in a timely manner. VCS did not have to run interventions around attendance or engagement. We were able to work directly with families to meet their varied needs as they arose.

Analysis of School Nutrition

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

Once students were in the hybrid program, eligible students were given meals free of charge. We also made food available to eligible families as needed/requested and provided information about district wide food distribution. We also made snacks available to all students regardless of eligibility during hybrid instruction.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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.

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

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.

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.

In developing our actions and the development of 21-24 LCAP, VCS considered the needs, conditions, or circumstances of its unduplicated pupils as well as all student groups as a result of COVID-19. The developed actions, or aspect(s) of the action (its design, content, methods, or location), are based on these considerations. We intend to meet the needs of the students over the next several years in response to social, emotional and academic impact of the COVID-19 pandemic.

Math Services Progress Monitoring: In order to understand the achievement gaps we must effectively analyze data and determine how best to serve those learning gaps. While our math scores showed improvement over the years, the teachers are aware that math was the most difficult subject to teach during distance learning, and that the learning gaps will be notable.

ELA Services Progress Monitoring: In order to understand the achievement gaps we must effectively analyze data and determine how best to serve those learning gaps. Prior to SIP and DL, our ELA scores showed a decline and teachers will be focusing on addressing the learning gaps for all student groups.

STEAM and project-based learning opportunities will be expanded. We feel these educational formats provides the best means for our students, especially our foster youth, English learners, students with disabilities, and low income students to become engaged and excited for learning.

MTSS and RTI are important practices to help ensure students are succeeding and obtaining the necessary services, this is especially true for foster youth, English learners, students with disabilities, and low income students. These will be fully in place and with our additional TA hours we will be able to meet our students needs.

Instructional Assistants :The service of providing Instructional Assistants is the most effective use of the funds to improve support for students because these instructional assistants can work with students who are need of the most help, while the teacher can provide assistant to all other students. These positions meet the district's goals for our unduplicated pupils in priority areas 1, 2, 4, 6 ,8. Instructional Assistants support provide one-on-one assistance to our English Learners, socioeconomically disadvantage pupils and below grade level students, VCS has been providing Instructional Assistants for a long time and it is a priority for our school to serve our specific population of students.

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	427,314.00	416,736.00
General Funds	7,500.00	10,500.00
LCFF Base	394,814.00	388,957.00
Lottery	25,000.00	17,279.00

* 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	427,314.00	416,736.00
	427,314.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	270,117.00
2000-2999: Classified Personnel Salaries	0.00	118,840.00
4000-4999: Books And Supplies	0.00	17,279.00
5000-5999: Services And Other Operating Expenditures	0.00	10,500.00

* 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	427,314.00	416,736.00
	General Funds	7,500.00	0.00
	LCFF Base	394,814.00	0.00
	Lottery	25,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	270,117.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	118,840.00
4000-4999: Books And Supplies	Lottery	0.00	17,279.00
5000-5999: Services And Other Operating Expenditures	General Funds	0.00	10,500.00

* 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	402,314.00	399,457.00
Goal 3	25,000.00	17,279.00

* 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	\$120,300.00	\$18,103.00
Distance Learning Program	\$1,000.00	\$4,680.00
Pupil Learning Loss	\$28,960.00	\$32,590.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$150,260.00	\$55,373.00

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	\$120,300.00	\$18,103.00
Distance Learning Program	\$1,000.00	\$4,680.00
Pupil Learning Loss	\$28,960.00	\$32,590.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$150,260.00	\$55,373.00