



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

FUSD will increase student attendance, decrease suspensions, keep expulsions at zero and provide positive behavior reinforcement programs and incentives.

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)

Local Priorities: Included within State Priorities

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none">1. Aeries Attendance Reports2. Aeries Suspension and discipline reports <p>PBIS</p> <ol style="list-style-type: none">3. Discipline records to track behaviors4. Aeries grade reports5. Administration and teacher/grade level reports	<p>Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard for the 2019-20 school year.</p> <p>Aeries attendance, suspension, and discipline reports were taken from the start of school on August 15, 2019 through the last day of in-person instruction at school on March 13, 2020. All students thereafter remained in distance learning through the final day of the school year on June 3, 2020.</p> <p>As of March 13, 2020, the attendance rate was 95% with 8 suspensions, and zero expulsions. Due to the COVID-19 pandemic, students in all grades were promoted to the next grade.</p>

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. Average attendance rates for the 2019-2020 school year will increase to 96% 2. Suspension rates to drop by 1 from prior year. 3. Expulsion rates will remain at zero 4. Incidents of bullying and harassment will decrease by 2 from prior year. 5. Non-grad rates will decrease by 1 from prior year. 6. Chronic absenteeism rates will decrease by 1.2% from prior year. <p>Baseline</p> <ol style="list-style-type: none"> 1. FDS current average attendance rate is 94.7%. 2. Suspensions are currently at 20. 3. Expulsions=0 4. Incidents of bullying and harassment are currently at 9. 5. Non-grad rate for 8th grade is 2. 6. Chronic Absenteeism: 39 students 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Transportation</p> <p>A. Provide transportation and adjust transportation routes as necessary including Special Education Van transportation for designated students and families.</p> <p>B. Provide professional development to current drivers</p> <p>C. Add substitute drivers to the list</p>	<p>Transportation salaries and benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base 0</p> <p>Durham Transportation 5000-5999: Services And Other Operating Expenditures Base \$175,000</p>	<p>Transportation salaries and benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base 48,854.68</p> <p>Durham Transportation 5000-5999: Services And Other Operating Expenditures Base \$155,457.74</p>
<p>1.2 Attendance</p> <p>A. Evaluate attendance records monthly (Aeries, PBIS/SWIS)</p> <p>B. Monitor and evaluate SARB/Chronic absence numbers, communicate with families</p> <p>C. Continue BEST committee meetings bi-monthly Principal will:</p> <p>D. Meet with students/parents</p> <p>E. Communicate with families with chronic absence issues</p>	<p>School Secretary Salary and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$24,230</p> <p>Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922</p>	<p>School Secretary Salary and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$17,462.45</p> <p>Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
F. Follow up with personal communications to families		
<p>1.3 Behavior Support Systems</p> <p>A. Promote and provide good behavior/honor roll/perfect attendance assemblies</p> <p>B. Provide staff development in PBIS</p> <p>C. Articulate with the high school for middle school rewards and student recognition</p> <p>D. Continue to utilize PBIS methods</p> <p>E. Continue to offer student led opportunities (Leadership, Lunch helpers, Morning announcements)</p> <p>F. Maintain attendance software</p> <p>E. Increase mental health support for students and families</p>	<p>Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$6,461</p> <p>Classified Salary and Benefits Field Trips 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$1,000</p> <p>Attendance Software Maintenance 4000-4999: Books And Supplies Base \$500</p>	<p>Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$6,461</p> <p>Classified Salary and Benefits Field Trips 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$1,743.46</p> <p>Attendance Software Maintenance 4000-4999: Books And Supplies Base \$500</p>
1.4 Provide free transportation for targeted student populations	Classified Salary and Benefits Transportation 2000-2999 and 3000-3999:	Classified Salary and Benefits Transportation 2000-2999 and 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Salaries and Benefits Supplemental \$73,539	Classified Salaries and Benefits Supplemental \$24,427.34
1.5 Attendance Clerk Utilize attendance software to monitor attendance rates for targeted students. Clerk will generate and send SARB/attendance letters home monthly.	School Secretary Salary and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Supplemental \$24,230	School Secretary Salary and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Supplemental \$17,462.45
1.6 Principal will: A. Analyze monthly PBIS reports including discipline and suspension rates, expulsion rates and meet with staff to determine any trends B. Follow up with staff and students on behavior patterns/trends	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922
1.7 Principal will monitor attendance and suspension rates and meet with Students as needed to maintain and reinforce positive behavior choices.	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$6,461	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$6,461
1.8 Principal and staff will utilize BEST Awards program along with school awards assemblies to maintain and analyze behavioral issues. A. PBIS Software will be utilized to track trends in behavior. B. Weekly prize drawings to reinforce positive behavior choices will continue at FUSD. C. Trimester award ceremonies will be held to honor academic achievements.	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922 PBIS Software 4000-4999: Books And Supplies Supplemental \$1,500	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922 PBIS Software 4000-4999: Books And Supplies Supplemental \$1,500

Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were utilized to support the transition to distance learning, pivot to remote working for staff, COVID-19 preparation for the eventual return of students to campus during the pandemic era, and internet access support and financial assistance for students, families, teachers, and staff.

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

The challenges in implementing the actions/services to achieve the goal started with the swiftness in the shift from traditional instruction with students at school to the transition to distance learning with very little notice. Difficulties of the challenge included the determination of student attendance, not being able to provide services that were best served in-person, providing effective rewards for engagement, and the overall level of engagement. There were no issues with bus transportation as it is an outsource service. The service ramped up to capacity as students returned by waves to school. Assemblies and other large gatherings at school were significantly reduced. The successes in implementing the actions/services to achieve the goal included setting parameters to determine student attendance for distance learning and getting the vast majority of the students settled in with access to instruction through devices and internet connections from home.

Goal 2

Students will have access to a broad range of classes including elective classes.

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 7: Course Access (Conditions of Learning)

Local Priorities: Included within State Priorities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Elective rosters 2. Aeries Attendance records 3. Student Survey	Elective courses were not available for the 2020-21 school year nor were student satisfaction surveys conducted.

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. 6th-8th grade students will be assigned to one of 7 different elective choices each trimester (GATE or RTI depending on student need). 2. A 4% increase from prior year of students satisfaction with course selection will be evident. 3. Students with failing grades will have the option to choose intervention/study skills classes during the school day and after school, thus decreasing the number of students not passing courses by 1% from prior year. 4. Friday attendance will increase 1% from prior year due to student engagement with elective/enrichment/intervention classes <p>Baseline</p> <ol style="list-style-type: none"> 1. 4-8th grade students currently choose between 12 different elective choices. 2. Student satisfaction rate is currently at 21%. 3. Students may choose intervention/study skills classes after school 4. Friday attendance is up from last year at 92.9% to 93.4% 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Physical Education	Athletic Salaries and Benefits 1000-1999 and 3000-3999:	Athletic Salaries and Benefits 1000-1999 and 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Retain Physical Education Staff member to offer PE classes to TK-8 students	Certificated Salaries and Benefits Base \$28,185	Certificated Salaries and Benefits Base \$67,474.56
<p>2.2 Staffing</p> <p>A. Single subject science teacher will be retained for the 2019-2020</p> <p>B. Survey parents for interest in teaching an elective class on campus</p> <p>C. Provide assistance with fingerprinting/clearance paper work to new elective instructors</p> <p>D. Elective choices will be offered to 6th-8th grade students.</p>	<p>Music, Art, Foreign Lang, Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$43,376</p>	<p>Music, Art, Foreign Lang, Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$58,607.57</p>
<p>2.3 Enrichment/Remediation</p> <p>A. Provide intervention support classes during school day and after school opportunities</p> <p>B. Hire/maintain current staff for before/after enrichment/intervention class</p> <p>C. Update/purchase software programs</p> <p>D. Update or replace existing technology</p>	<p>technology lab; library; enrichment staff - salaries and benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$21,406</p>	<p>technology lab; library; enrichment staff - salaries and benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$23,975.35</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>E. Send correspondence to families promoting enrichment/intervention classes</p> <p>F. Renew contract for resource teacher</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.

All funds budgeted for Actions/Services were implemented and more was spent to support the transition to distance learning, pivot to remote working for staff, COVID-19 preparation for the eventual return of students to campus during the pandemic era, and internet access support and financial assistance for students, families, teachers, and staff.

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

The challenges in implementing the actions/services to achieve the goal started with the swiftness in the shift from traditional instruction with students at school to the transition to distance learning with very little notice. Difficulties of the challenge included cancellation of art, library, and volleyball after March 13, 2020. Additional challenges included the lack of or limited in-person student contact by staff for PE and intervention. The successes in implementing the actions/services to achieve the goal included getting the vast majority of the students settled in with access to instruction through devices and internet connections from home.

Goal 3

Provide and maintain a safe, secure, and welcoming school environment for students, staff, parents, and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Included within State Priorities

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> 1. Safety Plan updates 2. Safety drills 3. Facilities repair/maintenance logs/FIT tool 4. Facilities walk-through's 5. SARC data 6. Student/parent/staff surveys: condition of materials and facilities 7. Training for staff to support safety of students with special needs 	<p>Safety drills continued through the last day of in-person instruction on March 13, 2019. All facilities related functions still continued including the completion of the FIT report as part of the SARC data.</p> <p>The category and overall FIT rankings are as follows. A. Systems: Good, B. Interior: Good, C. Cleanliness: Good, D. Electrical: Good, E. Restroom/Fountains: Fair, F. Safety: Good, G. Structural: Good, H. External: Good, and Overall: 98% - Good.</p> <p>The School Safety Plan was also adopted by the Board on February 9, 2021.</p>

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. Safety plan will be updated yearly and approved by site council and the school board 2. Safety drills will be held monthly and reports will maintain grade of A. 3. Maintain quality facilities and a "good" rating using FIT score, and make repairs and upgrades to facilities. 4. Improve responses to survey questions relating to safety by 1% from prior year. 5. Four additional staff members will attend training to support safety of students <p>Baseline</p> <ol style="list-style-type: none"> 1. Safety plan is updated yearly and approved by site council and the school board 2. Safety Drills are held monthly with average grade of "A". 3. According to the FUSD SARC facilities are rated as good. 4. Informal parent surveys show most parents agree the campus needs updating. 5. 9 of 13 staff members have received specific training to ensure safety of students 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Safety plan will be updated yearly	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$6,461	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$6,461
3.2 Maintain existing facilities and replace/repair as needed to modernize existing spaces.	Maint/Custodial Salaries and Benefits 2000-2999 and 3000- 3999: Classified Salaries and Benefits Base \$94,632	Maint/Custodial Salaries and Benefits 2000-2999 and 3000- 3999: Classified Salaries and Benefits Base \$52,232.55 Maint/Custodial Salaries and Benefits 2000-2999 and 3000- 3999: Classified Salaries and Benefits Supplemental \$32,110.34
3.3 FUSD will provide yard duty coverage during lunch recesses-- medically fragile students	Aide Support Salaries and Benefits 2000-2999 and 3000- 3999: Classified Salaries and Benefits Base \$6,520	Aide Support Salaries and Benefits 2000-2999 and 3000- 3999: Classified Salaries and Benefits Supplemental \$6,017.51
3.4 Principal support during morning drop off, lunches, and pick up times	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$12,922

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 for Actions/Services were implemented and more was spent to support the transition to distance learning, pivot to remote working for staff, COVID-19 preparation for the eventual return of students to campus during the pandemic era, and internet access support and financial assistance for students, families, teachers, and staff.

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

The challenges in implementing the actions/services to achieve the goal started with the swiftness in the shift from traditional instruction with students at school to the transition to distance learning with very little notice. Difficulties of the challenge included not

being able to conduct safety drills without students on campus. Yard duty as traditionally used was only utilized prior to the transition to distance learning.

The successes in implementing the actions/services to achieve the goal included completion of the Facility Inspection Tool (FIT) report and Board adoption of the School Safety Plan. The category and overall FIT rankings are as follows. A. Systems: Good, B. Interior: Good, C. Cleanliness: Good, D. Electrical: Good, E. Restroom/Fountains: Fair, F. Safety: Good, G. Structural: Good, H. External: Good, and Overall: 98% - Good.

Goal 4

Increase current levels of community and parent involvement and provide communication that is clear and consistent to enhance student learning and engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Included within State Priorities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Sign in Sheets from Parent/community meetings	PTO and School Site Council meetings continued through the last day of in-person instruction on March 13, 2020. Board meetings, weekly Family Newsletters, weekly Staff Newsletters, Superintendent/Principal Forums, and marquee updates continued through the end of the school year.

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. 1% increase from prior year in parent participation in on campus groups (PTO Site Council, yearbook, classroom helper, elective teacher, wellness/nutrition committee and leadership) will be documented by use of sign in sheets. 2. Increase attendance by 1 person for stakeholder meetings on campus 3. To improve school communication with parents and community members the current Website/social media outlets will be updated weekly 4. At community meetings Superintendent/Principal will advertise and explain opportunities for community groups to become involved in education of students. Community involvement will increase by 1 event. Attendance at these meetings will be documented and added as information in the stakeholder engagement section of LCAP. 5. Friday updates will be sent to Board members to keep them updated on events going on on campus. <p>Baseline</p> <ol style="list-style-type: none"> 1. FUSD offers multiple opportunities for parent participation (PTO, Site Council, Classroom help, Field trips, Chaperones, Elective classes) 2. Administration facilitates stakeholder meetings on campus 3. Administration partners with local community groups 4. Friday updates are sent by the Superintendent to update the Board 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Local Community Participation:</p> <p>A. Expand parent participation in Parents' Club</p> <p>B. Make personal phone calls to families as outreach for involvement.</p> <p>C. Create volunteer opportunities within the classroom during the school day</p> <p>D. Increase communication between Board, Parents' Club, and Site Council</p> <p>E. Plan and promote activities and events highlighting student successes</p> <p>F. Superintendent will partner with community based organizations to build the skills of families to support their child's academic and emotional resiliency</p> <p>G. Plan and promote stakeholder meetings on campus</p> <p>H. Sign in sheets will be gathered to determine participation of parents/members</p>	<p>Superintendent Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$32,040</p> <p>Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$19,383</p>	<p>Superintendent Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$32,040</p> <p>Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$19,383</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 Administration will facilitate stakeholder meetings on the FUSD campus	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$19,383	Principal Salary and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$19,383
<p>4.3 Communication</p> <p>A. Facebook/Twitter/Website/Newsletter will be utilized and maintained to communicate with the community and FUSD families.</p> <p>B. Marquee will be updated weekly and maintained.</p> <p>C. Teacher pages on website will be updated weekly with assignments and notes</p> <p>D. Teaching staff will create Facebook pages or utilize website teacher pages pages to communicate assignments and upcoming events with families.</p> <p>E. Administration will send weekly newsletters to families.</p>	Internet, phone, postage 5000-5999: Services And Other Operating Expenditures Base \$20,000	Internet, phone, postage 5000-5999: Services And Other Operating Expenditures Base \$23,323.70

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 for Actions/Services were implemented and more was spent to support the transition to distance learning, pivot to remote working for staff, COVID-19 preparation for the eventual return of students to campus during the pandemic era, and internet access support and financial assistance for students, families, teachers, and staff.

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

The challenges in implementing the actions/services to achieve the goal started with the swiftness in the shift from traditional instruction with students at school to the transition to distance learning with very little notice. Difficulties of the challenge included not having the campus accessible for organizations and the community as well as recruiting new participants for PTO and School Site Council due to pandemic related decline in activity.

The successes in implementing the actions/services to achieve the goal included continuous communication to families, staff, community, and Board through a variety of mediums including newsletters, marquee, robo-calls, and social media.

Goal 5

All students will receive high quality instruction, delivered by highly qualified staff, and receive learning opportunities utilizing CCCSS curriculum aligned materials and instruction designed to support students in achieving high standards in ELA and mathematics.

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 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Included within State Priorities

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> 1. Dashboard indicator scores 2. SARC 3. District Benchmarks 4. District salary schedule 5. Williams Act Inventories 6. Course offerings- access/equity/completion status 7. Number/percentage of mis-assignments of teachers of English learners 8. Total teacher mis-assignments 9. Standards-based report cards (TK-3) 10. CAASPP/local common assessments/On-line assessments 	<p>Traditional in-person instruction continued through the last day at school on March 13, 2020.</p> <p>The annual SARC was completed and the Williams Act inventories were compliant. Additionally, all teachers were highly qualified with no mis-assignments and a single subject specialist was retained through the end of the school year.</p> <p>Due to the pandemic, CAASPP assessments were not given.</p>

Expected	Actual
<p>19-20</p> <p>1. In grades K-8 staff will ensure 100% textbook availability for all students and continue to utilize CCCSS aligned textbooks in mathematics and ELA.</p> <p>2. Year-end CAASPP scores in ELA and Mathematics will increase by 1% from prior year.</p> <p>3. Year-end district benchmark scores in ELA and Mathematics will increase by 1% from prior year.</p> <p>4. Five 3-hour professional development opportunities and 1 full day professional development opportunities will be provided to staff, focusing on teaching strategies aligned to CCCSS and use of current curriculum.</p> <p>5. All teachers will be highly qualified with no mis-assignments including teachers of EL students.</p> <p>6. Administration will continue to employ/hire single subject specialists in grades 6-8</p> <p>7. Update all computers and classroom technology to help students access curriculum and maintain engagement in the classroom.</p> <p>8. Maintain a competitive salary schedule.</p>	

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 1. 100% textbook availability for students 2. ELA & Math scores are as reported on annual update goal 5. 3. District benchmarks show 7th & 8th grade meeting the increase of 1% in Math; 5th & 7th grades met the 1% increase in ELA. 4. Professional development is offered 6 times per year for all staff. Other events are offered to staff on an interest based 5. 100% of teachers are highly qualified in the classes they teach with zero mis-assignments including teachers of EL students. 6. Single Subject math and science teachers hired 7. Technology provided to all students to enhance learning 8. Salary Schedule is posted including a 3% raise given in the 2016-2017 school year. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1 CCSS curriculum will be utilized to improve tests scores of students</p> <p>A. Follow up with purchasing any other math/ELA materials needed</p> <p>B. Evaluation of Science/History as determined by state release of materials TK-8</p> <p>C. Provide BTSA training to newly hired FTE's</p> <p>D. Articulation with high school to align courses/curriculum in mathematics and ELA</p>	<p>Mandated cost fund - Textbooks 4000-4999: Books And Supplies Base \$100,000</p> <p>Science Curriculum 4000-4999: Books And Supplies Base \$10,000</p>	<p>Mandated cost fund - Textbooks 4000-4999: Books And Supplies Base 0</p> <p>Science Curriculum 4000-4999: Books And Supplies Base \$5,963.04</p>
<p>5.2 Administration will continue to employ/hire highly qualified staff including single subject specialists in grades 6-8</p> <p>A. Continue professional development aligned with Curriculum purchases.</p> <p>B. Continue professional development aligned to CCCSS</p> <p>C. Professional development: in areas of need for differentiation, PBIS, at-risk students, curriculum, behavioral support.</p> <p>D. Make opportunities for preview of professional development in science, and history available as provided.</p>	<p>Staff Development 5000-5999: Services And Other Operating Expenditures Base \$10,818</p> <p>Teacher and Administrator Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$1,525,467</p>	<p>Staff Development 5000-5999: Services And Other Operating Expenditures Base \$10,945.49</p> <p>Teacher and Administrator Salaries and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$1,657,331.24</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
E. All students will receive instruction from highly qualified staff.		
<p>5.3 Technological Needs</p> <p>A. Technology updated in classrooms</p> <p>B. Upgrade/replace teacher laptops with mobile devices</p> <p>C. Purchase one mobile cart and class set of laptops</p>	<p>Technology Salary and Benefits Software and Equipment 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$33,657</p> <p>Software and Equipment 4000- 4999: Books And Supplies Base \$17,860</p>	<p>Technology Salary and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$41,226</p> <p>Software and Equipment 4000- 4999: Books And Supplies Base \$28,575.96</p>
<p>5.4 Staff will use SBAC scores to analyze data to determine 1% increase from prior year in benchmark scores from 2019-2020.</p> <p>A. Update and analyze SBAC scores from baseline established in 2018.</p> <p>B. Staff will complete and turn in Criterion Recording Sheets, district benchmarks, with class pre/post test data to help determine student improvement in Math and ELA</p> <p>C. Staff will work towards alignment of district benchmarks with state tests</p> <p>D. Staff at school site will be provided time to analyze dashboard data to determine performance gaps between at-risk students and all students. District will provide teachers with routine prep time weekly to</p>	<p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$93,338</p>	<p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$93,338</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
monitor student groups where performance gaps exists, and create instructional plans for each student.		
<p>5.5 To support students, extended computer lab hours (Before/After school) will be available to students that are economically disadvantaged/ foster youth.</p> <p>A. Students may utilize the internet, word processing, and Google Docs to complete assignments and projects</p> <p>B. After school tutoring will be available to at risk students</p>	<p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$93,338</p>	<p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$93,338</p>
<p>5.6 Professional Development</p> <p>A. BTSA training for beginning teachers</p> <p>B. Buy-out days will be scheduled into school calendar</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$24,274</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 0</p>
<p>5.7 Maintain lower than 30:1 (K-3 locally bargained) *Maintain existing facilities</p>	<p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$48,483</p> <p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$109,139</p> <p>Maintenance and Custodial Salaries and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$65,761</p>	<p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Supplemental \$67,474.56</p> <p>Teacher Salaries and Benefits 1000-1999 and 3000-3999: Certificated Salaries and Benefits Base \$81,869.07</p> <p>Maintenance and Custodial Salaries and Benefits 2000-2999 and 3000-3999: Classified Salaries and Benefits Base \$119,288.16</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.

Funds budgeted for Actions/Services that were not implemented were utilized to support the transition to distance learning, pivot to remote working for staff, COVID-19 preparation for the eventual return of students to campus during the pandemic era, and internet access support and financial assistance for students, families, teachers, and staff.

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

The challenges in implementing the actions/services to achieve the goal started with the swiftness in the shift from traditional instruction with students at school to the transition to distance learning with very little notice. Additionally, there was very little prior training for all of the distance learning related instruction as well as supporting resources. Student work suffered in quality and assessments were challenging to appropriately conduct with remote learning. After school tutoring was halted as well. The successes in implementing the actions/services to achieve the goal included getting students and families settled into the routines and protocols of distance learning. Though challenging, teacher induction was successfully completed. Additionally, Professional Development was mostly completed for the school year and the subsequent school year increased pre-service days from 3 to 5 by shifting training days from later in the school year to before the school year in order to accommodate the high concentration of new initiatives and programs to best support for the 2020-21 term.

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
Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services	180,000	74,987	Yes
Fencing to support controlled ingress, egress, and monitoring of health screening for all students, staff, and visitors on campus	30,000	34,670	No
Hiring of substitute teachers for additional instructional support	50,000	10,660	Yes
Hiring of substitute teachers (Special Education) for additional instructional support	1,000	0	Yes
Hiring of substitute classified for additional instructional and other support	5,000	4,720	Yes
Hiring of teacher and/or aide for additional instructional support	20,000	16,264	Yes
COVID-19 supplies, custodial	35,000	34,886	No
COVID-19 supplies, classroom	15,000	13,650	No
COVID-19 supplies, miscellaneous	6,632	25,168	No
Summer School	50,000	33,333	Yes
Intervention supplies and software	30,000	5,300	Yes
RTI/MTSS staff, supplies, or other	20,000	8,381	Yes
Nurse, additional hire for the 2020-21 school year only	30,000	35,104	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.

All of the planned actions for in-person instruction occurred with the exception of intervention supplies and software as well as RTI/MTSS related supports and expenditures.

In preparation for exponential increases in technology requirements to accommodate the anticipated vast needs of in-person learning as a critical component of our curriculum for the new school year and beyond, \$180,000 was budgeted for 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian engagement management software, and other related products and services. Although the estimated expenditures were \$ 74,987, all of the aforementioned were purchased. The lower actual expenditure compared to the budgeted funds was primarily due to significant savings from purchasing used Chromebooks from another school district as last minute notice was provided from our vendor that new Chromebooks would not be available in time for the start of the new school year. Additionally, budgeted technology expenditures were reallocated to more appropriate and advantageous funds such as State, Federal, and Comprehensive Support and Improvement resources as they became available.

Analysis of In-Person Instructional Offerings

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

The primary set of challenges in implementing in-person instruction in the 2020-21 school year were the ambiguity, voluminous quantities, and shifts in information, guidance, and directives specifically for schools issued by the various governmental agencies. At times there would be conflicting information between governmental agencies. The secondary set of challenges were the constant evolution of COVID-19 related protocols and practices as more and more students returned to campus for in-person instruction. The highlighted success of Foresthill Union School District is having one of the highest, if not the highest, rates of in-person instruction on campus per week in the region. By the end of February 2021, approximately 94% of students were on campus daily for a full schedule of in-person instruction. Additionally, the district did not have any closure events due to internal spread of COVID-19 infection on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services	180,000	74,987	Yes
Hiring of substitute teachers for additional instructional support	50,000	10,660	Yes
Hiring of substitute teachers (Special Education) for additional instructional support	1,000	0	Yes
Hiring of substitute classified for additional instructional and other support	5,000	4,720	Yes
Hiring of teacher and/or aide for additional instructional support	20,000	16,264	Yes
Intervention supplies and software	30,000	27,301	Yes
RTI/MTSS staff, supplies, or other	20,000	8,381	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.

All of the planned actions for distance learning occurred with the exception of intervention supplies and software as well as RTI/MTSS related supports and expenditures.

In preparation for exponential increases in technology requirements to accommodate the anticipated vast needs of distance learning as a critical component of our curriculum for the start of the school year and beyond, \$180,000 was budgeted for 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian engagement management software, and other related products and services. Although the estimated expenditures were \$ 74,987, all of the aforementioned were purchased. The lower actual expenditure compared to the budgeted funds was primarily due to significant savings from purchasing used Chromebooks from another school district as last minute notice was provided from our vendor that new Chromebooks would not be available in time for the start of the new school year. Additionally, budgeted technology expenditures along with hiring of substitute general education and substitute teachers were reallocated to more appropriate and advantageous funds such as State, Federal, and Comprehensive Support and Improvement resources as they became available. RTI/MTSS expenditures were not all spent due to priority and availability of time.

Analysis of the Distance Learning Program

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

The primary set of challenges in implementing the distance learning program in the 2020-21 school year was the learning curve for staff to become proficient with the influx of computing devices, educational software, and instructional support software (Zoom and GoGuardian). The continuity of instruction suffered as all students started the school year in distance learning, and they also had to experience a learning curve to become proficient with the influx of computing devices, educational software, instructional support software (Zoom and GoGuardian). Additional challenges for continuity of instruction as well as pupil participation included the transition to learning remotely and monitoring the engagement level of students. Support for pupils with unique needs were also very challenging as they are the student population best served and in the most need for having instruction in person.

The successes of the distance learning program was the rapid move to 1 to 1 Chromebooks for the start of the school year to enable all students to have access to their own device rather than sharing or going into a lab. Additional successes included the use of a virtual bell schedule to keep students, families, teachers, and staff all on the same page throughout each school day. Ultimately, the prime success is that Foresthill Union School District had one of the highest, if not the highest, rates of in-person instruction on campus per week in the region. By the end of February 2020, approximately 94% of students were on campus daily for a full schedule of in-person instruction. Additionally, the district did not have any closure events due to internal spread of COVID-19 infection on campus.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services	180,000	74,987	Yes
Hiring of substitute teachers for additional instructional support	50,000	10,660	Yes
Hiring of substitute teachers (Special Education) for additional instructional support	1,000	0	Yes
Hiring of substitute classified for additional instructional and other support	5,000	4,720	Yes
Hiring of teacher and/or aide for additional instructional support	20,000	16,264	Yes
Summer School	50,000	16,667	Yes
Intervention supplies and software	30,000	14,446	Yes
RTI/MTSS staff, supplies, or other	20,000	8,381	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.

All of the planned actions for pupil learning loss occurred with the exception of intervention supplies and software as well as RTI/MTSS related supports and expenditures.

In preparation for exponential increases in technology requirements to accommodate the anticipated vast needs of pupil learning loss expected from the closure of schools in March 2020, \$180,000 was budgeted for 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian engagement management software, and other related products and services. Although the estimated expenditures were \$ 74,987, all of the aforementioned were purchased. The lower actual expenditure compared to the budgeted funds was primarily due to significant savings from purchasing used Chromebooks from another school district as last minute notice was provided from our vendor that new Chromebooks would not be available in time for the start of the new school year. Additionally, budgeted technology expenditures along with hiring of substitute general education and substitute teachers, and summer school were reallocated to more appropriate and advantageous funds such as State, Federal, and

Comprehensive Support and Improvement resources as they became available. RTI/MTSS and intervention supplies/software expenditures were not all spent due to priority and availability of time.

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.

The primary set of challenges in addressing Pupil learning loss in the 2020-21 school year was the transition from distance learning to safely and timely bringing back as many students as possible. This coincided with the learning curve for staff to become proficient with the influx of computing devices, educational software, and instructional support software (Zoom and GoGuardian). The Pupil learning loss suffered as all students started the school year in distance learning, and they also had to experience a learning curve to become proficient with the influx of computing devices, educational software, instructional support software (Zoom and GoGuardian). Additional challenges for Pupil learning loss as well as pupil participation included the transition to learning remotely and monitoring the engagement level of students. Support for pupils with unique needs were also very challenging as they are the student population best served and in the most need for having instruction in person.

The successes in the mitigation of Pupil learning loss was the rapid move to 1 to 1 Chromebooks for the start of the school year to enable all students to have access to their own device rather than sharing or going into a lab. Additional successes included the use of a virtual bell schedule to keep students, families, teachers, and staff all on the same page throughout each school day. Diagnostic 3 from ST Math education software indicated strong results and growth of students due to the amount in-person instruction provided to the students of Foresthill Union School District. iReady ELA growth from the beginning of the school year to the end of the school year showed substantial improvement as nearly all grades increased to over 50% advanced placement of their students. Additionally, most classes had 50% or more students illustrate stretch growth and 53% of students met their typical growth. iReady Math growth from the beginning of the school year to the end of the school year also showed substantial improvement as nearly all grades increased to over 50% advanced placement of their students. Additionally, the majority of grades illustrated more than 60% stretch growth and 52% of students met their typical growth. Teacher feedback for both ST Math and iReady were very positive.

Ultimately, the prime success is that the district had one of the highest, if not the highest, rates of in-person instruction on campus per week in the region. By the end of February 2021, approximately 94% of students were on campus daily for a full schedule of in-person instruction. Additionally, the district did not have any closure events due to internal spread of COVID-19 infection on campus.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The primary set of challenges in addressing mental health and social and emotional well-being was the lack of normal routines and the incorporation of numerous COVID-19 related protocols and practices including face covering mandates throughout the entirety of each day on campus. Adaptations had to be made for almost all facets of school operations and routines including cohorting, social distancing, and the wearing of face coverings. The percent of students that experienced school connectedness by grade level from pupil submission of the California Healthy Kids Survey are 67% in 6th grade, 58% in 7th grade, and 46% in 8th grade while the percent of students that experienced chronic sadness/hopelessness were 17% in 6th grade, 37% in 7th grade, and 59% in 8th grade.

The success focus is that the district had one of the highest, if not the highest, rates of in-person instruction on campus per week in the region. By the end of February 2021, approximately 94% of students were on campus daily for a full schedule of in-person instruction. Additionally, the district did not have any closure events due to internal spread of COVID-19 infection on campus. The aforementioned significantly reduced the number of days that students were isolated from their classmates and friends at school.

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.

Pupil and family engagement and outreach were detrimentally affected as in-person interactions were greatly diminished on campus as primarily only students and staff were allowed on campus due to the COVID-19 pandemic despite the high number of students in-person on campus throughout the school year. The successes were the communication to families through weekly Family Newsletters, robo-emails, social media, and marquee progressed effectively throughout the entirety of the school year. The School Attendance Review Team process inclusive of multiple mailed notices and parent conferences to discuss possible district supports were utilized to engage with families of students with high numbers of tardies and/or absences.

Analysis of School Nutrition

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

There were no challenges to the providing of "grab and go" meals when all students were required to be in distance learning at the beginning of the school since the process was mostly an extension of the procedures put in place in March 2020 for statewide school closure and utilized throughout the summer. The challenges of providing school nutrition in the 2020-21 school year as students returned back to school in designated waves were COVID-19 protocols that include cohorting and the inability to have larger gatherings inside the gym as our normal eating area. This caused all meals to be via "grab and go" lunches with consumption taking place outside throughout the campus in cohorted areas. The successes include the cafeteria staff's consistency in providing meals to those on campus, students off campus, and the youth of the community at large.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Hiring of substitute teachers (Special Education) for additional instructional support	1,000	0	Yes
Mental Health and Social and Emotional Well-Being	Hiring of substitute classified for additional instructional and other support	5,000	3,456	Yes
Mental Health and Social and Emotional Well-Being	Hiring of teacher and/or aide for additional instructional support	20,000	16,367	Yes
Mental Health and Social and Emotional Well-Being	Intervention supplies and software	30,000	0	Yes
Mental Health and Social and Emotional Well-Being	RTI/MTSS staff, supplies, or other	20,000	0	Yes
Pupil Engagement and Outreach	Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services	180,000	0	Yes
School Nutrition	Standard school meal program and Seamless Summer program	65,000	118,883.66	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.

All of the planned actions and expenditures occurred with the exception of intervention supplies and software as well as RTI/MTSS related supports and expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing in-person and distance learning programs in 2020-21 that informed the development of goals and actions in the 2021-24 LCAP were the use of technology resources to increase student engagement and achievement and the need for increased student support for academics and mental health.

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

Pupil learning loss for all students, especially those with unique needs, will be assessed and addressed in the 2021-24 LCAP through the continuous and consistent monitoring of academic progress inclusive but not limited to the use of CAASPP assessments, California Dashboard, local assessments, iReady data, and ST Math data.

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.

Funds originally intended for the planned actions along with additional funds were utilized to contribute toward the increased or improved services requirements of the Learning Continuity Plan (LCP).

In preparation for exponential increases in technology requirements to accommodate the anticipated vast needs to increase or improve services due to the closure of schools in March 2020, \$180,000 was budgeted for 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian engagement management software, and other related products and services. Although the actual expenditures were \$ 0 from the LCP, all of the aforementioned were purchased. The \$0 actual expenditure compared to the budgeted funds for technology along with hiring of substitute Special Education teachers, and substitute classified staff were reallocated to more appropriate and advantageous funds such as State, Federal, and Comprehensive Support and Improvement resources as they became available. RTI/MTSS and intervention supplies/software expenditures were not all spent due to priority and availability of time.

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.

Due to the COVID-19 pandemic and associated changes in protocols and practices along with lack of a full spectrum of traditionally available information for the 2019-20 and 2020-21 school years, reliable student outcomes and results are challenged. Despite the aforementioned challenges, based on information that is available along with the Learning Continuity and Attendance Plan, they informed the development of the 2021-22 through 2023-24 LCAP with insight provided by the experiences of providing education programs in both in-person and remotely. The aforementioned experiences bring awareness to more opportunities for different venues of instruction to increase student engagement and achievement. The aforementioned along with stakeholder input utilizing parent and staff surveys, teacher survey and meetings, bargaining unit meetings, California Healthy Kids Survey, and Superintendent/Principal Forums were together synthesized for the drafting of the final 2021-22 through 2023-24 LCAP.

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	2,788,130.00	2,872,376.22
Base	2,451,523.00	2,541,002.10
Supplemental	336,607.00	331,374.12

* 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	2,788,130.00	2,872,376.22
1000-1999 and 3000-3999: Certificated Salaries and Benefits	2,104,609.00	627,954.11
2000-2999 and 3000-3999: Classified Salaries and Benefits	323,569.00	2,018,156.18
4000-4999: Books And Supplies	129,860.00	36,539.00
5000-5999: Services And Other Operating Expenditures	230,092.00	189,726.93

* 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	2,788,130.00	2,872,376.22
1000-1999 and 3000-3999: Certificated Salaries and Benefits	Base	1,891,545.00	378,097.63
1000-1999 and 3000-3999: Certificated Salaries and Benefits	Supplemental	213,064.00	249,856.48
2000-2999 and 3000-3999: Classified Salaries and Benefits	Base	225,800.00	1,938,138.54
2000-2999 and 3000-3999: Classified Salaries and Benefits	Supplemental	97,769.00	80,017.64
4000-4999: Books And Supplies	Base	128,360.00	35,039.00
4000-4999: Books And Supplies	Supplemental	1,500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Base	205,818.00	189,726.93
5000-5999: Services And Other Operating Expenditures	Supplemental	24,274.00	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	351,687.00	319,096.12
Goal 2	92,967.00	150,057.48
Goal 3	120,535.00	109,743.40
Goal 4	90,806.00	94,129.70
Goal 5	2,132,135.00	2,199,349.52

* 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	\$472,632.00	\$297,123.00
Distance Learning Program	\$306,000.00	\$142,313.00
Pupil Learning Loss	\$356,000.00	\$146,125.00
Additional Actions and Plan Requirements	\$321,000.00	\$138,706.66
All Expenditures in Learning Continuity and Attendance Plan	\$1,455,632.00	\$724,267.66

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$116,632.00	\$143,478.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$116,632.00	\$143,478.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$356,000.00	\$153,645.00
Distance Learning Program	\$306,000.00	\$142,313.00
Pupil Learning Loss	\$356,000.00	\$146,125.00
Additional Actions and Plan Requirements	\$321,000.00	\$138,706.66
All Expenditures in Learning Continuity and Attendance Plan	\$1,339,000.00	\$580,789.66