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

Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	TTUSD Pathways 2020 Goals 1 and 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Implementation of Academic Standards Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each group and cohort groups based on previous year data by 5%. 2. English Language Arts (3-8) and Mathematics (3-8) Show growth by increasing points away from level 3 according to the 5x5 ELA and Math Grid Placement Reports for "All Students" and decreasing points away from level 3 according to the 5x5 ELA and Math Grid Placement Reports for each student group that is below the "All Students" level by 7 or more points. 3. Graduation Rate Indicator	1. CAASPP SBAC (%) SBAC not administered in 2019/2020 therefore no results are being reported in the LCAP and the CA Dashboard 2. CA Dashboard SBAC not administered in 2019/2020 therefore no results are being reported in the LCAP and the CA Dashboard 3. Graduation Rate: Goal Not Met 2019/2020 Graduation Rate (source: CA Dashboard) ALL: 92% Hispanic: 89% White: 94%

Expected	Actual
Maintain graduation rate for "All Students" and continue to increase rates for groups below the "All Students" level. 4. CTE Completion Rates Increase the number of students who complete a CTE Pathway (completers). 5. A-G Requirements Increase the percentage of students passing "A-G" courses with a 2.0 GPA or better. 6. AP Course Access For each group with a % lower than “All Students,” increase the percentage of students taking an AP test by 2%. 7. English Learner Indicator Increase the ELPI by 2%. 8. Basics Indicator Instructional Materials Maintain 100% access to standards-aligned instructional materials. 9. Technology Using Brightbytes, establish baseline data and create a plan to increase the integration of technology into student learning. 10. EL Reclassification: Increase reclassification rates to at or above the county average.	EL: 79% SED: 89% SWD: 86% 2017/2018 compared to 2019/2020 ALL: increased 1% point Hispanic: increased 1% point White: decreased 2% points EL: decreased 4% points SED: decreased 1% points SWD: increased 7% points 4. CTE Completion Rates- Goal Met *2019/2020 CTE Completers: 42 students The current completer rate is 15%* (source: DataQuest) *denominator = total graduates 5. The College/Career Indicator (CCI) for 2019/2020 reports: Goal Not Met Prepared ALL: 55% Hispanic: 25% White: 71% EL: 0% SED: 34% SWD: 2% Approaching Prepared ALL: 14% Hispanic: 46% White: 46% EL: 5% SED: 60%

Expected	Actual
19-20 1. Implementation of Academic Standards: Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each student group and cohort groups based on previous year data by 5% points. 2. English Language Arts (3-8,11) Maintain the All student group above "Level 3: At Standard" for For Hispanic, SED and SWD student groups, show growth by decreasing the number of points away (by 7 points) from "Level 3: At Standard" (since these groups are below the standard, "decreasing the number of points away" moves them up and closer to the standard) Mathematics (3-8,11): For Hispanic, EL, SED and SWD and the All student groups, show growth by decreasing the number of points away (by 7 points) from "Level 3: At Standard" (since these groups are below the standard, "decreasing the number of points away" moves them up and closer to the standard) Maintain the White student group above "Level 3: At Standard." 3. Graduation Rate Indicator: Maintain graduation rate for the All student group and continue to increase rates for groups below the All student group level. 4. CTE Completion Rates: Continue to increase, by 5% points, the number of students who become a CTE Pathway Completer. 5. Using the College and Career Indicator increase by 5% points the percentage of students who are "Prepared."	SWD: 18% Not Prepared ALL: 31% Hispanic: 52% White: 45% EL: 17% SED: 66% SWD: 25% College/Career Indicator (CCI) three-year results: 1. 2017/2018 compared to 2019/2020: Prepared Based on the total number of graduates in the four-year cohort ALL: no change Based on the total number of Prepared students Hispanic: decreased 3% points White: increased 6% points EL: decreased 2% points SED: increased 5% points SWD: decreased 3% points 2. 2017/2018 compared to 2019/2020: Approaching Prepared Based on the total number of graduates in the four-year cohort ALL 5%-point decrease Based on the total number of Approaching Prepared students Hispanic: increased 6%-point increase White: decreased 14% points EL: decreased 7%-points SED: increased 3% points

Expected	Actual
6. A-G UC/CSU Readiness: Increase by 5% points, the percentage of students passing "A-G" courses with a 2.0 GPA or better. 7. AP Course Access: For each group with a % lower than the All student group increase, the percentage of students taking an AP test by 2% points. 8. AP Exam Pass Rate: For each group with a % lower than the All student group increase, the pass rate by 2% Increase by 5% points the pass rate of the All student group. 9. English Learner Indicator: Increase the ELPI by 2% points. 10. Basics Indicator Instructional Materials: Maintain 100% access to standards-aligned instructional materials. 11. Ed Tech: Achieve a 5% points (41% to 36%) decrease in the "Never" category on the BrightBytes survey question: “Teachers ask students to develop or present multimedia presentations.". 12. EL Reclassification: Maintain reclassification rates above the county average. **Baseline** 1. Implementation of Academic Standards Percentage of students meeting and exceeding ELA standards in 2016: All Students: 57% EL 13% SED 36% SWD 16%	SWD: increased 10% points 3. 2017/2018 compared to 2019/2020: Not Prepared Based on the total number of graduates in the four-year cohort/DASS graduation rate ALL: increased 4% points Based on the total number of Not Prepared students Hispanic: decreased 16% points White: increased 17% points EL: decreased 21% points SED: decreased 11% points SWD: no change 6. A-G Readiness: Goal Not Met 2019/2020: 60% of graduates 2017/2018 compared to 2019/2020: decreased 3% points (source: DataQuest) 7. AP Exam Rate: Goal Met Total number of exams taken increased from 570 exams taken in 2019 to 637 exams taken in 2020. (source: College Board) 2018/2019 compared to 2019/2020: ALL: increased 12% points Hispanic: increased 18% points White: increased 12% points Fee reduction/SED: increased 18% points 8. AP Exam Pass Rate: Goal Met 2018/2019 compared to 2019/2020:

Expected	Actual
Hispanic 33% White 72% Percentage of students meeting and exceeding Math standards in 2016: All Students: 51% EL 12% SED 30% SWD 12% Hispanic 26% White 66% 2. English Language Arts (3-8) and Mathematics (3-8) 2017 ELA Status: ELA Change All students: +4 points SED: +3 points SWD: -5 points Hispanic: +2 points White: +4 points 2017 Math Status: Math Change All students: +10 points SED +6 points SWD: +5 points Hispanic: +4 points White: +13 points 3. Graduation Rate Indicator 2016 graduation rate All students: 96%	ALL: 49% to 61% - increased 12% points Hispanic: 45% to 55% - increased 10% points White: 51% to 62% - increased 11% points Fee reduction/SED: 29% to 52% - increased 23% points (source: College Board) 9. English Learner Indicator: Baseline Year ELPI not reported in 2019/2020 10. Basics Indicator Instructional Materials: Goal Met 11. Technology: Due to school building closures related to Covid 19, the Brightbytes survey was not administered.

Expected	Actual
SED: 93% SWD: 83% Hispanic: 94% White: 97% 4. CTE Completion Rates 2016 CTE Completers: 5 students 5. A-G UC/CSU Requirements 2016 percentage of students passing "A-G" courses with a 2.0 GPA or better: 55% 6. AP Course Access The number of students taking a 2016 AP test: All students: 222 SED: not available SWD: not available Hispanic: 51 White: 155 7. English Learner Indicator Fall 2017 California School Dashboard ELPI performance level is medium or “orange" at 71% with a -4% decline. 8. Basics Indicator Instructional Materials 100% of students were assigned a textbook in Reading/Language Arts, Mathematics, Science, History/Social Science, and Foreign Language. 9. Technology	

Expected	Actual
Using Brightbytes, establish baseline data and create a plan to increase the integration of technology into student learning. 10. EL Reclassification: 2016 reclassification rate was 10%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide systematic TK-12 PD integrating newly adopted ELA/ELD materials with key concepts such as close reading, scaffolding, differentiation, academic discourse, and "how to teach reading" instruction. In addition, these PD sessions will weave in "programs" that the district has committed to such as Step Up to Writing, Daily 5/CAFE, and "Penny Kittle" strategies for 9-12. All ELA/ELD teachers will attend at least three release days in the upcoming school year.	Meeting supplies and materials 4000-4999: Books And Supplies Lottery $2500 Substitutes for teacher release (approx. 140 teachers x 3 substitute days x $150/day/sub) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Lottery $63,000	Meeting Supplies and Materials 4000-4999: Books And Supplies Lottery $0.00 Substitutes for teacher release (approx. 140 teachers x 3 substitute days x $150/day/sub) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Lottery $75,600
Support early learning through Transitional Kindergarten at TES, GES, KBE and TLE and full day Transitional Kindergarten and Kindergarten at the Title I site with the highest percentage of SED students (TES).	TK Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $488,792	TK Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $497,922
Use the High-Quality CTE Program Evaluation rubric provided by CDE to improve CTE pathways.	Manager of CC/AE, CC/AE Admin Sec. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $150,675 CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $663,617 instructional supplies, materials, curriculum 4000-4999: Books And	Manager of CC/AE, CC/AE Admin Sec. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $124,508 CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds $401,070 instructional supplies, materials, curriculum 4000-4999: Books And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies Carl D. Perkins Career and Technical Education $16,667 per pathway allocation approximately $10,000 for materials, software, curriculum, field trips, equipment based 4000-4999: Books And Supplies Grant $70,000 Extra duty for pathway teachers to develop job shadows, internships, participate in externships and other activities related to improving pathways 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $25,000 CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $25,000	Supplies Carl D. Perkins Career and Technical Education $16,667 per pathway allocation approximately $10,000 for materials, software, curriculum, field trips, equipment based 4000-4999: Books And Supplies Grant $99,007 Extra duty for pathway teachers to develop job shadows, internships, participate in externships and other activities related to improving pathways 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $0.00 CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant $614,369
Expand use and access to Naviance as a tool to better align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.	Naviance software and CCR curriculum 5800: Professional/Consulting Services And Operating Expenditures Grant $20,000	Naviance software and CCR curriculum 5000-5999: Services And Other Operating Expenditures Grant $17,427
Provide a Career Center Technician at each comprehensive high school to provide information to students on career/post high school educational opportunities, administer and interpret career assessment tools, plan on site presentations by colleges and career representatives and manage ongoing CCR programs.	College and Career Tech 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $67,158	College and Career Tech 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $66,514
Provide practice college admissions testing (PSAT) for all 10th and 11th-grade students, a credit recovery option for students via APEX and provide SAT, Albert licenses to provide test preparation opportunities for students.	PSAT: $13,000 Albert: $3300 SAT boot camp: $4000 APEX licenses: $7000 5800: Professional/Consulting	PSAT Albert SAT boot camp APEX licenses 5800: Professional/Consulting

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Operating Expenditures Supplemental $27,300 Stipend for the APEX teacher 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $3,500	Services And Operating Expenditures Supplemental $17,166 Stipend for the APEX teacher 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $22,812
Use improvement science methods to address the needs of the three student groups (Hispanic, SED and SWD) that are two or more levels below the All student group in ELA according to the California Dashboard.	TNTP consultant to assist with Literacy Innovation Team's work to improve the literacy system in the district and community for SED students and families 5800: Professional/Consulting Services And Operating Expenditures Grant $10,000 Books for SED students in conjunction with the Literacy Innovation Team's efforts to improve literacy and increase access to books in the homes. 4000-4999: Books And Supplies Title I $5,000 Supplies and materials Literacy Innovation Team meetings 4000-4999: Books And Supplies Title II $1,000	TNTP consultant to assist with Literacy Innovation Team's work to improve the literacy system in the district and community for SED students and families 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000 Books for SED students in conjunction with the Literacy Innovation Team's efforts to improve literacy and increase access to books in the homes. 4000-4999: Books And Supplies Title I $0.00 Supplies and materials Literacy Innovation Team meetings 4000-4999: Books And Supplies Title II $1,000
Continue to provide summer programs to offset summer learning loss, achieve learning gains, and give low-performing students the chance to master material that they did not learn during the previous school year. In addition, the incoming TK and K programs help these students adjust to the school environment as well as address social and academic needs. For incoming 6 - 8 students, the district will continue to partner with community agencies to provide Aim High. Aim High is a free summer learning and enrichment program in Northern California. The multi-year	Summer Certificated Staff 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $114,433 Summer Classified Staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $18,986	Summer Certificated Staff 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $102,914 Summer Classified Staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $17,731

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
program includes academic and enrichment opportunities that prepare students for the transition to high school and beyond. Aim High expands opportunities for low-income middle school students.	4000-4999: Books And Supplies Supplemental $10,000 Transportation for Summer School program students and AIM high students 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $19,643	4000-4999: Books And Supplies Supplemental $755 Transportation for Summer School program students and AIM high students 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $17,411
Maintain lower class sizes	Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $1,082,170 Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds $0.00	Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $1,082,170 Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds $998,926
Maintain English Learner support by providing additional staff allocations such as, a Coordinator of EL Programs and Accountability, EL Coordinator for each school site and stipends for HS teachers who teach ELD.	Certificated Salaries for EL Coordinators 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $251,790 Bilingual Aides, EP's 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $278,394 Coordinator of English Learner Programs and Accountability 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $107,870 Stipend for HS ELD teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $114,538	Certificated Salaries for EL Coordinators 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $376,109 Bilingual Aides, EP's 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $204,423 Coordinator of English Learner Programs and Accountability 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $120,914 HS ELD teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $108,738

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	EL Materials 4000-4999: Books And Supplies Supplemental $5,897 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,836	EL Materials 4000-4999: Books And Supplies Supplemental $1,727 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,339
Provide Reading Intervention Teachers at all TK-8 schools.	Reading Intervention teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $376,521 Substitutes for Reading Intervention Teachers to participate in monthly meetings to improve the intervention system at each TK-8 school and to further develop reading instruction strategy implementation. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II $6,000 Instructional materials to support reading intervention at each TK-8 grade school 4000-4999: Books And Supplies Lottery $37,890	Reading Intervention teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $389,048 Substitutes for Reading Intervention Teachers to participate in monthly meetings to improve the intervention system at each TK-8 school and to further develop reading instruction strategy implementation. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II $0.00 Instructional materials to support reading intervention at each TK-8 grade school 4000-4999: Books And Supplies Lottery $0.00

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 actions were implemented with one revision to Action #5: The Career Center Technician position was replaced with a revised position: Career Technical Education Technician. The person was hired in March 2020. Funds allocated for the position were used to support the students, families and teachers with the transition to implementation of distance learning. Specifically, these funds were used to provide more technology for students, increased online learning applications and extra duty for staff who supported parents.

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

To avoid repetition, starting on March 13, 2020, TTUSD closed all school buildings and pivoted to distance learning. From this date to the end of the school year and through the summer of 2020, all actions were impacted by COVID 19.

Successes
Action #1:
Instructional coaches became a key resource to support teachers as they transitioned instruction to a virtual platform; PD morphed into office hours and Meets that were focused on elements of the Distance Learning Playbook and teacher need; PD choice boards were created; PD on how to teach virtually was provided and teachers earned a paid day for completing this PD-as a result we have most if not all teachers with a common understanding of virtual tools and pedagogy.

Elementary coaches hosted three sets of release days for elementary teachers to support the implementation of the Wonders Curriculum. The days focused on integrating Wonders into the Daily Five model and integrating Step Up to Writing into the Wonders ELA curriculum. Teachers at each grade level also refined their focus in writing. Many of the elementary sites benefited from 1-5 PD sessions around implementing academic conversations in the classroom. There were differing levels of focus on this at different sites. Individual sites provided their own PD.

Instructional Coaches met with the Grades 6-12 ELA/ELD curriculum trainers for the newly adopted materials to ensure time and attention was given to close reading and differentiation strategies for readers of all levels. StudySync training (grades 6-8) focused on differentiation, scaffolding, and ways to personalize the digital curriculum based on student needs. Coaches collaborated with trainers from Springboard (9-12) to maximize the new adoption's implementation.

Coaches provided support during the PD days with outside presenters and then provided support with individual teachers within each school following the initial training. Instructional Coaches provided additional training in reading using Penny Kittle and Carol Jago strategies for new teachers and teachers who wanted a review.

Instructional Coaches also trained new teachers in Step Up to Writing, Close Reading, and Academic Discourse. Coaches offered optional after-school sessions on Daily Five, Step Up to Writing, and other relevant topics. Coaches were available for one-on-one coaching and lesson modeling as requested by teachers MS teachers at both sites engaged in a PDSA inquiry cycle focused on school-wide literacy strategies and bridging gaps (specifically) with SED focus students which the coaches also supported.

Action #2:
Implemented as planned.

Action #3:
The CTE team was able to help support CTE programs when COVID hit by quickly developing a list of Virtual Guest Experts willing to provide industry expertise and support virtually with online resources; They also immediately switched the CTE exploration event

known as the CTE & STEAM Fair to a virtual event that provided four high-quality virtual experiences where students were able to digitally join experts in the field and ask them questions.

Action #4:
Successes at NTHS include plans to integrate Naviance more into their CCR classes in 2021-22. With students recently returned to the classroom, NTHS 9th grade students are completing a project integrating the Strengths Explorer tool and connecting it to college and career goals. The LIFE and CCR classes are slowly integrating it back into their programs; Older students utilize Naviance at a higher level.

Action #5:
CTE Technician was hired and began on March 12, 2020; connections with PCOE & TTUSD CTE staff were established virtually; school building closures provided an opportunity for the CTE Technician to learn the role, connect with the team lead, and organize and develop online resources for CTE teachers.

Action #6:
Implemented as planned.

Action #7:
Improvement science methods were partially implemented at the following schools: GES, TES, THS, ACMS; new actions were implemented, as a result of school building closures with the biggest focus on engaging SED parents in their child's education via parent education, community resource support, etc.

Action #8:
District/community partnerships were strengthened as teams worked to provide summer programming for Tahoe-Truckee youth; a small group of EL students participated in a district virtual summer program; teachers of this EL summer program worked with Jeff Zweirs, a senior researcher at the Stanford Graduate School of Education and the director of professional development for Understanding Language, to enhance academic discourse; engaging choice boards were created.

TTUSD held an elementary Summer Program for English learners in 2020. This program was for digital learning in ELD where teachers provided fun and rigorous project-based curriculum focused on authentic communication. This was supported by Jeff Zwiers (Author of Academic Conversations) and teachers participated in weekly meetings with Jeff and district leaders where they shared a video of their students engaged in academic conversations and used the PLC structure to improve their practices.

In the K-Ready program, incoming kindergarten and TK students and families were placed with a “promotora” or community educator to learn how to best support their children in the transition to TK and kindergarten. This program is a collaboration between four community non-profits and the district. The district provides outreach, selection of families, and weekly professional learning for the community educators who work with families in a “coach-like” way. This program is provided in Spanish.

AimHigh offered a virtual program; an extensive resource bank of online learning links was created to support families over breaks and the summertime; schools "ramped" up summer reading challenges.

Action #9:
Implemented as planned.

Action #10:
It was helpful having these supports in place during school closure. The ELD teachers and coordinators were able to connect with and support students who were struggling to access the core curriculum due to language or circumstances beyond their control. ELD teachers and coordinators as well as bilingual aides set up regular check-ins with students and connected with classroom teachers to ensure that accessible content and scaffolding were provided.

Challenges
Action #1:
Time to train new teachers was one of the challenges as new teachers were learning so much already in terms of the school procedures, curriculum, and then the additional strategies and support curriculum. Another challenge was finding the best time to conduct these training sessions. We wanted to maximize the time and include all teachers in the content area, yet the number of substitutes and time out of the classroom was a hardship for the school and the students. Initial training and follow-up does not always lead to full, school-wide implementation.

Action #2:
Release days were not held which slowed the work of communicating grant requirements and planning actions as a result of an assessment of the High-Quality CTE Program Evaluation rubric.

Action #3:
Consistent use of Naviance at all high schools; finding time to train school users; lack of a district lead; Student advisory times did not happen during COVID and students have only recently returned to the classroom where teachers have felt an urgency to make up learning of core academic content.

Action #4:
The CTE Technician was hired and started while school buildings were closed. This impacted her ability to make in-person connections with district staff and community partners; the development of Work-Based Learning (WBL) opportunities was slowed significantly.

Action #5:
Implemented as planned.

Action #6:
Some planned actions (walkthroughs related to predominant strategies, PD that supports High Expectations for All) had to be set aside, adjusted, or delayed.

Action #7:
AimHigh offered a virtual program that engaged significantly fewer students than the normal program; in-person district summer programs were not offered.

Action #8:
Collaboration impacted by school building closures.

Action #9:
Intervention schedules were interrupted; teaching reading via virtual platform.

Goal 2

TTUSD will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology, and utilizing data to actively engage each scholar to learn at the highest levels and gain 21st-century skills in order to be prepared for college, career, and life. (TTUSD Pathways 2020 Goals 1 and 2)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	TTUSD Pathways 2020 Goals 1 and 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. High Reliability Schools Level 2 measures Expand the capacity of effective teaching in every classroom as measured by HRS Level 2 surveys, interviews and observations. 2. Quality Professional Development: Create, implement and use data from professional development sessions to improve the quality of learning opportunities available for teachers and staff. 3. Basics Indicator- Teachers Maintain 99% or higher Highly Qualified Teachers. **19-20**	Due to COVID-19, school building closures, TTUSD was not able to implement assessments #1, #2, #4 to measure growth. TTUSD continues to maintain 99% or above Highly Qualified Teachers.

Expected	Actual
1. High Reliability Schools Level 2 & 3 measures: Implement and use data from TTUSD surveys that collect information from teachers and administrators to inform progress toward LCAP Goal 2, implementation of the TTUSD Instructional Framework and other information for identified lagging indicators that will increase effective implementation of instructional strategies in all classrooms and ensure a districtwide guaranteed and viable curriculum. Administer, collect and analyze data from the teacher's TTUSD Reflective Survey. Goal: Both overall and disaggregated by group, increase lagging indicator survey results at or above a 4.0 average by 10% over the prior year's results on Level 2, Level 3 and the TTUSD Reflective surveys. 2. Quality Professional Development: Implement PD evaluation "exit ticket." Analyze and make adjustments to PD based on results from the "exit tickets." 3. Basics Indicator- Teachers: Maintain 99% or higher Highly Qualified Teachers. 4. Baseline data was established via the Brightbytes annual assessment of technology integration. The following question was identified as a key area of focus: “Teachers ask students to develop or present multimedia presentations." Baseline results for this question indicate that 41% of teachers never ask their students to develop or present multimedia presentations. 2019-2020 Goal: Decrease in this area by 5% points (41% to 36%). **Baseline** Since this goal and the metrics are new, baseline data is: 1. High Reliability Schools Level 2 measures:	

Expected	Actual
Create, implement and use data from a TTUSD survey that collects information from teachers, administrators, parents and students to inform progress toward LCAP Goal 2, implementation of the TTUSD Instructional Framework and other information for identified lagging indicators that will increase effective implementation of instructional strategies in all classrooms: Currently, only a survey has been created and implemented for teachers and administrators. Survey results indicate: Administrators - 1/20 indicators average score of 4.0 or above Elementary Teachers - 5/20 indicators average score of 4.0 or above Secondary Teachers* - 7/20 indicators average score of 4.0 or above *high school representation low 2. Quality Professional Development: Create, implement and use data from professional development sessions to improve the quality of learning opportunities available for teachers and staff: Currently, there is not a districtwide instrument to measure this element. 3. Basics Indicator- Teachers Maintain 99% or higher Highly Qualified Teachers: The district currently employs 100% at the level of HQT.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Ensure the development, effectiveness, and retention of highly qualified staff by creating, implementing and using data from professional development session surveys to improve the quality of learning opportunities and support available for teachers and staff. Learning topics will be aligned to the TTUSD Instructional Framework for Student Learning	Substitute teachers for 2 release days for H/SS, Science and Math (approx. 142 release days x $150/day/sub.) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II $21,300 Meeting supplies (approx $25/meeting) 4000-4999: Books And Supplies Title II $9,450 PCOE facilitators for H/SS, Science and Math 5800: Professional/Consulting Services And Operating Expenditures Title II $5000	Substitute teachers for 2 release days for H/SS, Science and Math (approx. 142 release days x $150/day/sub.) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II $36,209 Meeting supplies (approx $25/meeting) 4000-4999: Books And Supplies Title II $6,000 PCOE facilitators for H/SS, Science and Math 5800: Professional/Consulting Services And Operating Expenditures Title II $0.00
2. Publish a district/county PD document that is a result of learning from Action 1 (above) and aligns with the TTUSD Instructional Framework for Student Learning.	Printing cost, possible graphic support 5800: Professional/Consulting Services And Operating Expenditures Basic Funding $1,000	Printing cost, possible graphic support 5800: Professional/Consulting Services And Operating Expenditures Basic Funds $1,000
3. Continue to expand the capacity of Instructional Coaches, Coordinator of EL Programs and Accountability and the Accelerated Learner Lead Teacher to fulfill their role with a high level of skill and effectiveness. Monitor the effectiveness of Instructional Coaches in expanding the capacity of others and make adjustments, as needed.	Instructional Coaches (7.0 FTE) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $791,423 Literature for book studies, meeting supplies 4000-4999: Books And Supplies Title II $1000 Accelerated Learner Lead Teacher 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $117,008	Instructional Coaches (7.0 FTE) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $688,179 Literature for book studies, meeting supplies 4000-4999: Books And Supplies Title II $1,000 Accelerated Learner Lead Teacher 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $118,047

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Ensure effective professional development via increasing teacher-directed collaboration time, providing relevant and supportive professional development resources and utilizing improvement science methods to monitor and adjust professional development sessions and topics.	Improvement Science Consultant 5800: Professional/Consulting Services And Operating Expenditures Basic Funding $15,000	Improvement Science Consultant 5800: Professional/Consulting Services And Operating Expenditures Basic Funding $11,097
5. Maintain 99% or higher compliance with Highly Qualified Teacher (HQT).	1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding $23,410,283	1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding $24,220,429
6. Regularly scheduled PD will be provided at each school. The focus will be on integrating technology skills including supporting teachers with providing students with opportunities to show their learning via multimedia presentations. As part of this, school administrators will be taught and asked to model technology during meetings and PD.	LITE release days 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds $5,000.00	LITE release days 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding $5,000

Goal Analysis

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

Action #2: Publish a district/county PD document that is a result of learning from Action 1 (above) and aligns with the TTUSD Instructional Framework for Student Learning was the only action not implemented. Funds were reallocated to support teacher professional development focused on distance learning platforms, pedagogy and preparation.

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

To avoid repetition, starting on March 13, 2020, TTUSD closed all school buildings and pivoted to distance learning. From this date to the end of the school year and through the summer of 2020, all actions were impacted by COVID 19.

Successes
Action #1: A common exit ticket was used, results analyzed, and adjustments made based on the analysis results;

Action #2: Coaches were able to establish team and personal goals and started to develop ways to measure their impact on teaching and learning; an Instructional Coach survey to measure the impact and "use" of coaches at the schools was administered three times (BOY, EOY and then BOY 2020) the Literacy Instruction and Design Coach was the team leader and created safe and trusting conditions for the team to learn, celebrate and address challenges; the Literacy Instruction and Design Coach met 1:1 with each coach

every month to provide support and practice coaching skills; each month the team met as a whole and as an elementary team and secondary team; the Team Coach model was used on multiple occasions, this model is one in which the entire team plans for and facilitates PD for a school or at a district-wide event; coaches attended monthly meetings with the principals to coordinate and plan for common districtwide PD to be facilitated at the school level.

Action #3: Teacher feedback was used to develop and guide PD sessions; a release day format was used most often; after school PD sessions (non-paid) were attended by 43 teachers; the TTUSD Reflective survey was created and implemented, this survey measured instructional strategy growth and aligns with The New Art and Science of Teaching Design Questions and Elements and the TTUSD Instructional Framework for Student Learning; the TTUSD Reflective survey was administered twice to teachers. Results were anonymous and provided to each school site for review and action. in support of the TTUSD Instructional Framework: Learning Goals, Relationships, and High Expectations student surveys were created so that a teacher could gather more data to inform their growth and progress toward reaching/exceeding the "applying level" of implementation with framework elements that were identified via yearly professional goals; student surveys were solely for the teacher's growth, therefore, were not administered or collected by the district; professional development/release days were focused on HRS Levels 1-3 by structuring time so that certificated staff could continue to collaboratively (HRS Level 1) work on creating and refining a Guaranteed and Viable Curriculum (HRS Level 3) and improving Effective Teaching in Every Classroom (HRS Level 2). Progress on Levels 2 and 3 was accomplished through the identification of common priority standards and proficiency scales for many content areas. PCOE supported H/SS PD at the middle and high school grades. It was focused on the California H/SS and C3 Frameworks. High school teachers were able to apply this learning as they reviewed H/SS instructional materials for the upcoming pilot process.

Action #4: Virtual professional development was implemented once school buildings were closed. Virtual PL was successful in supporting teachers with the shift to distance learning. 95% of our teachers participated in the DL Playlist during the transition to distance learning. Prior to this event, professional learning was provided in-person and PL exit surveys indicated that the in-person sessions were relevant and supported teacher needs.

Action #5: TTUSD remains 100% HQT compliant

Action #6: Although it was a shift from what was intended PD that integrated technology was created and TTUSD had high participation by teachers in the online sessions. Topics included but were not limited to how to engage your students virtually, use SeeSaw, create breakout rooms, create choice boards, etc.

Challenges
Action #1: Implementing the common exit ticket with the DL PD sessions did not occur because everything was happening so quickly that this assessment was not implemented.

Action #3: Instructional Coaches were not utilized to their full potential; survey participation was low; some schools did not take the survey because they did not have an instructional coach; the ways the schools use their coaches varies; vacancies.

Action #4 & #6: Virtual professional development was implemented once school buildings were closed. Prior to this event, professional learning was provided in-person and PL exit surveys indicated that the in-person sessions were relevant and supported teacher needs. In-person PD was not offered after March 12, 2020.

Goal 3

TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	TTUSD Pathways 2020 Goals 3, 6, 7 and 8

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Suspension Rate Indicator: Suspension rate will remain at or below 1.5%. 2. Expulsion Rate Indicator: Expulsions will remain below 0.5%. 3. Chronic Absenteeism: Reduce and maintain overall chronic absenteeism to 5% or below. 4. High School Dropout Rate: Maintain the Cohort Dropouts Rate below 3% and continue to decrease it. 5. Create, implement and use data from TTUSD Annual Parent, Staff and Student Surveys that collect information to inform	1. Suspension Rate Indicator (TK-12): 19/20 data not reported. 2. Expulsion Rate: 19/20 data not reported local data indicates 0% expulsions. 3. Chronic Absenteeism (TK-8): 19/20 data not reported. 4. Four Year High School Cohort Dropout Rate. High School Dropout Rate Results: 8% (24 students) Decreased 2% points from 2019 5. Local Climate Surveys/HRS Level 1: Not administered in 19/20 due to school building closures. 6. Basics Indicator - Facilities: Goal Met All facilities continue to be in good or exemplary condition according to the Facilities Inspection Tool.

Expected	Actual
progress toward LCAP goals and provides detailed information for identified lagging indicators related to Goal 3. Increase parent participation in the survey overall and increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD). For students, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD). For staff, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD). For teachers, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD). For administrators, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD). 6. Basics Indicator - Facilities: Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool. 7. Use data from the California Healthy Kids biennial survey to improve actions and services in support of Goal 3. 8. Maintain middle school drop out rate at 0%. **19-20** 1. Suspension Rate Indicator: Suspension rate will decrease and remain at or below 1.5%. 2. Expulsion Rate Indicator: Expulsions will remain below 0.5%. 3. Chronic Absenteeism: Reduce and maintain chronic absenteeism to 5% or below. 4. High School Dropout Rate:	7. California Healthy Kids Surveys: 2019-2020 was not a CHKS administration year therefore no data is available. 8. Maintain middle school drop-out rate at 0%: Goal Met

Expected	Actual
Maintain the Cohort Dropout Rate below 3% and continue to decrease it. 5. Local Climate Surveys/HRS Level 1: Increase parent participation in the survey overall and increase and maintain an average of 4.0 or above agree/strongly agree on HRS Level 1 survey questions. Administer the HRS Level 1 survey to students. Collect, analyze and implement actions based on the results to increase and maintain an average of 4.0 or above agree/strongly agree on HRS Level 1 survey questions. Administer the HRS Level 1 survey to teachers and administrators two times a year. Collect, analyze and implement actions based on the results to increase and maintain an average of 4.0 or above agree/strongly agree on HRS Level 1 survey questions. 6. Basics Indicator - Facilities: Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool. 7. California Healthy Kids Surveys: Increase to and maintain above 80% agree and strongly agree on student connectedness, motivation and safety. 8. Maintain middle school drop out rate at 0%. **Baseline** 1. Suspension Rate Indicator 2016: 2.6% 2017: 3.3% 2. Expulsion Rate: 2016: .03%	

Expected	Actual
2017: .02% 3. Chronic Absenteeism Rate: 2016: NA via CDE data 2017: 11% 4. Cohort High School Dropout Rate: 2016: 3% 2017: NA 5. Local Climate Surveys/HRS Level 1 (parents, staff, teachers, administration and students): Baseline data for the revised survey will be collected during the Winter of 2018. 6. Basics Indicator-Facilities 2017: 9/10 facilities are in good condition 7. CHKS 2016 Baseline 5th 7th 9th 11th Connectedness: 59% 66% 49% 49% Motivation: 43% 41% 29% 25% Safety: 82% 74% 74% 71% 8. Maintain middle school drop out rate at 0%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue implementation and expansion of positive behavior intervention & supports to schools throughout the district by integrating related topics into meetings with principals, assistant principals and counselors. Outcomes from these meetings will include actionable items that result in a more positive and safe school climate.	4000-4999: Books And Supplies Med- Cal Admin Account $5000	4000-4999: Books And Supplies Med- Cal Admin Account $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide safe and well maintained facilities.	Maintenance and custodial staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $3,319,572 Maintenance and custodial supplies 4000-4999: Books And Supplies Basic Funding $324,674 Repairs and services for maintenance and custodial 5000-5999: Services And Other Operating Expenditures Basic Funding $976,807	Maintenance and custodial staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $3,275,685 Maintenance and custodial supplies 4000-4999: Books And Supplies Basic Funding $416,380 Repairs and services for maintenance and custodial 5800: Professional/Consulting Services And Operating Expenditures Basic Funding $1,073,303
Implement the 2nd Annual Parent Academy in November and increase outreach to ensure more parents attend this coming school year.	Materials and supplies for the Parent Academy; 4000-4999: Books And Supplies Title I $1,000 Extra duty for staff to increase parent outreach via personal phone calls or home visits (approx. 50 additional hours) 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Title I $2,000	Materials and supplies for the Parent Academy; 4000-4999: Books And Supplies Title I $0.00 Extra duty for staff to increase parent outreach via personal phone calls or home visits (approx. 50 additional hours) 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Title I $0.00
Provide safe and efficient transportation for students.	Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $1,295,846 Transportation Materials and Supplies 4000-4999: Books And Supplies Basic Funding $179,640 Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding $27,897	Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $1,220,222 Transportation Materials and Supplies 4000-4999: Books And Supplies Basic Funding $163,664 Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding $27,989

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide free, safe, and efficient transportation for targeted students.	Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $1,841,795 Transportation materials and supplies 4000-4999: Books And Supplies Basic Funding $255,322 Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding $39,651	Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Program $1,734,311 Transportation materials and supplies 4000-4999: Books And Supplies Basic Funding $232,618 Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding $39,780
Continue to provide School-Based Therapy for struggling students at all sites and social skill interventions at elementary sites.	Therapy Services 5800: Professional/Consulting Services And Operating Expenditures Grant $50,000	Therapy Services 5800: Professional/Consulting Services And Operating Expenditures Grant $50,000
Continue to provide interpretation and translation support for our Spanish-speaking families. Community Liaisons are also providing to assist families and students.	Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $492,660 Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Grant $176,871	Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental $436,531 Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Grant $121,011
In partnership with Tahoe Forest Hospital and other community agencies, continue to develop and expand wellness opportunities for students and staff.	Wellness Contract 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $60,000	Wellness Contract 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding $51,776

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue systematic character education in grades K-8 and purchase curriculum in grades 9-12.	4000-4999: Books And Supplies Basic Funding $18,000 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding $10,000	4000-4999: Books And Supplies Basic Funding $9,802 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding $9,666
Provide ongoing funding for 12.7 counselors.	Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $846,637 Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Measure A $594,778	Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental $789,946 Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Measure A $642,012
Student Services, Principals, and Assistant Principals will collaborate to identify and implement actions to decrease chronic absenteeism rates.		
HRS Level One Surveys will be administered two times a year to TK-12 teachers and principals. Students will be administered the survey once a year. Results will be analyzed at a district and school level and actions to sustain/improve school and district culture will be implemented, as appropriate.		
The Annual Parent Survey will be administered in the winter. Results will be analyzed at a district and school level. Actions to sustain/improve in identified areas will be implemented, as appropriate. As a result of survey comments received from parents this past year, survey results and any accompanying actions will now be shared with stakeholders.		

Goal Analysis

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

The following action was not implemented:

Action #2: Implement the 2nd Annual Parent Academy in November and increase outreach to ensure more parents attend this coming school year was not implemented for Goal #3. The funds allocated toward this action were reallocated to support parent outreach and education completed by the Community Liaisons and Interpreters.

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

Successes

Action #1, #6, #9, #10:
The rates for suspension indicators went down for the 19/20 and trending down for the 20/21 school years (based on local data); increased social-emotional learning opportunities and support provided to students and families; more mental health support provided to students and families.

Action #2:
Facility projects completed.

Action #3:
Implemented two Parent Academies with increasing success; Used parent feedback from the first Parent Academy to improve on the second one.

Actions #4/5:
Implemented as planned.

Action #7:
Increased coordination between Community Liaison's and community partners; Community Liaisons now attend monthly Tahoe Truckee Community Foundation meetings to exchange knowledge and improve systems to serve families; intake form was created to help track contacts and supports for families; More connections with our Spanish-speaking community partners to educate parents on social-emotional and mental health needs; increased parent participation on district e-surveys.

Action #11:
In an effort to reduce chronic absenteeism and increase student attendance and engagement, schools have developed coordinated care teams to monitor students on a “watch list” that are close to chronic absenteeism; Caring Connections process is used at all schools; increased wellness classes to support substance abuse; each school site operates a School Attendance Review Team (SART), which monitors students closely who are frequently absent; the TTUSD School Attendance Review Board (SARB) continues to provide additional school and home support.

Action #13:

HRS Level One questions were added to the revised Annual Parent Survey to monitor the following school/district conditions: Safety & Support; Year One results from the Annual Parent Survey: 10/11 indicators averaged at or above 3.0/4.0.

Challenges

- EXTREME LACK OF MENTAL HEALTH & SUBSTANCE ABUSE RESOURCES IN OUR COMMUNITY, ESPECIALLY FOR SPANISH-SPEAKING STUDENTS AND FAMILIES.
- Limited data for two school years.
- Ability to provide in-person support to students and families.
- Student engagement via virtual support services.

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
Targeted support and instruction will be provided to scholars with special needs, English Learners and all other students who need additional support. Total funds for this action may overlap with another action in this section or in other sections.	$673,376	$547,917	Yes
New foster youth in the district will continue to receive immediate access to school services. Staff will continue outreach to homeless and foster youth to ensure positive connections are established, maintained and support is provided. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$200,101	$203,339	Yes
All students will be provided necessary instructional materials and support including but not limited to a device and access to the internet. Total funds for this action may overlap with another action in this section or in other sections.	$1,490,007	$1,387,946	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers, counselors, and principals will continue to make regular contact with students who have additional needs. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$6,259,762	$7,004,865	No
Teachers, counselors, and principals will continue to make regular contact with students who have additional needs. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$1,099,439	$1,040,508	Yes
PPE and health and safety mitigation for return to in-person teaching and learning. Total funds for this action may overlap with another action in this section or in other sections.	$260,000	$260,000	No
Special Education providers will offer high-quality services and learning opportunities during distance learning to support the diverse needs. Services include 1:1 support, small group instruction, whole class instruction, and independent work through virtual lessons/sessions. Special Education providers will also provide consultation and support for general education teachers to ensure students with an IEP have the necessary accommodations/modifications in place for all general education work.	$1,480,301	$1,419,192	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providers will maintain regular contact with parents to ensure questions, concerns, and needs during distance learning were addressed. Total funds for this action may overlap with another action in this section or in other sections.			

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.

Reduced extra duty hours and instructional coaching staffing for targeted instruction, savings from vacant Community Liaison in instructional materials na support category, vacant 0.5FTE program specialist position under Special Education.

Analysis of In-Person Instructional Offerings

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

Successes

- Transitions were smooth.
- Returning to 5-days in person was smooth and relief since it increased instructional time for students.
- Mitigation resources arrived in time.
- Staff worked together to rearrange furniture, put down striping, etc. to address mitigation.
- Many students returned from Cohort C (DL platform).
- Special education student engagement was high.
- Staff was able to collaborate together to offer support for the various providers.
- The District was able to implement multiple mitigation measures to provide safe in-person instruction including MERV-13 filtration, plexiglass barriers for all student desks and work areas with high traffic, air purifiers for all classrooms, increased disinfection and cleaning protocols, cloth and disposable masks/face coverings for all students and staff (including KN95 and N95 masks for staff), additional interior and exterior wash stations, and ample signage and barriers for schools to encourage mask-wearing, handwashing, directional paths, and safety protocols.

Challenges

- Still many students in Cohort C.
- When Cohort A and B were in effect, students had less instructional time.
- Securing resources to address mitigation.
- Ongoing vacancies across the classified staff.

- TTUSD was not able to meet all special education IEP minutes due to school closures.
- The timing and availability of some of the mitigation supplies were challenging at times. Additional temporary staffing positions to support these mitigation measures have been difficult to fill, particularly for custodial.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Targeted support and instruction will be provided to scholars with special needs, English Learners and all other students who need additional support. Total funds for this action may overlap with another action in this section or in other sections.	$431,067	$380,820	No
Targeted support and instruction will be provided to scholars with special needs, English Learners and all other students who need additional support. Total funds for this action may overlap with another action in this section or in other sections.	$506,995	$474,420	Yes
Special Education providers will offer high-quality services and learning opportunities during distance learning to support the diverse needs. Services include 1:1 support, small group instruction, whole class instruction, and independent work through virtual lessons/sessions. Special Education providers will also provide consultation and support for general education teachers to ensure students with an IEP have the necessary accommodations/modifications in place for all general education work. Providers will maintain regular contact with parents to ensure questions, concerns, and needs during distance learning were addressed. Total funds for this action may overlap with another action in this section or in other sections.	$1,480,301	$1,419,192	No
Professional development will be provided to improve distance learning instruction. Total funds for this action may overlap with another action in this section or in other sections.	$390,123	$165,305	No
PPE and health and safety mitigation for return to in person teaching and learning. Total funds for this action may overlap with another action in this section or in other sections.	$25,000	$25,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
New foster youth in the district will continue to receive immediate access to school services. Staff will enhance outreach to homeless and foster youth to ensure positive connections are established, maintained and support provided. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$326,295	$314,551	No
School staff will implement intervention procedures for re-engaging students who are absent for more than 60% of instruction/time value of student work per week and will follow regular school attendance procedures for students who do not respond to interventions. Total funds for this action may overlap with another action in this section or in other sections.	$6,860,411	$7,220,113	No
Teachers, counselors, and principals will continue to make regular contact with students who have additional needs. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$7,419,386	$8,178,375	No
Students will have access to school counselors for academic/social-emotional support. Total funds for this action may overlap with another action in this section or in other sections.	$775,334	$773,971	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development will be provided to improve distance learning instruction. Total funds for this action may overlap with another action in this section or in other sections.	$44,417	$24,683	Yes
All schools will coordinate and communicate a process for students and parents to pick up materials, books, devices, etc. Support staff will be leveraged to provide additional support for parents, teachers, and students to ensure all resources are received, including a device and internet access. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$1,540,928	$1,601,421	No
New foster youth in the district will continue to receive immediate access to school services. Staff will enhance outreach to homeless and foster youth to ensure positive connections are established, maintained and support provided. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$29,613	$29,821	Yes
Teachers, counselors, and principals will continue to make regular contact with students who have additional needs. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.	$200,000	$200,000	Yes

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

Extra duty and supplies for targeted instruction was not expended, 0.5FTE Program specialist position vacant, Distance Learning materials and supplies budget for $230,000 not fully utilized, increased cost for teachers for intervention strategies, additional technology purchases for Distance learning instruction.

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.

Continuity of Instruction

Successes
Students in grades TK through 12 have access to a device to check out yearly as part of our district one-to-one program. Students access devices checked out to them whether they are attending in-person or virtual instruction. Hotspots and/or reduced-cost internet were provided to all students if families do not have adequate connectivity at home.
The district offered a substantial amount of social-emotional support at an individual level, group level, family level.
Supports included counseling, social skills lessons, social-emotional lessons.
Local agencies supported the students and families
Bilingual Services spent endless hours on the phone supporting families and students on how to navigate these platforms.
Bilingual Services provided virtual appointments to support families.
Bilingual Services provided families with educational videos in Spanish on how to navigate these platforms.
Continued instruction virtually when schools closed. Collaboration among general education teachers and special education teachers regarding student learning, IEP needs, and progress in class.
Bilingual Services worked with teachers to provide as many instruction translations as possible to support parents at home on assignments
Schools coordinated staff to drive thru the neighborhoods.
Home/school relationship strengthen.
TTUSD staff gained an increased awareness of the conditions in which our students live.
Two platforms specifically for EL students, Listenwise and Nearpod, were added.

Challenges
Instructional time was reduced due to school closures.
Latino families struggled to navigate the schools' several, mostly English-language platforms (Google Classroom/Seesaw, etc.). Many parents had to learn how to use these platforms before helping their children access schoolwork.

It was a challenge to submit assignments to teachers or other times; the assignments were difficult to find.
It was also a challenge for parents to attend Google Meets for a conference with the teacher, IEP meetings, etc.
If the parents' home language wasn't English, parents faced another barrier in understanding the instructions that teachers were sending out for young children to be able to access learning.
Engaging students on virtual platforms.
Home learning environments that were loud or distracting.
Assessing student progress.
Focusing instruction on the focus priority standards.
Tech difficulties.

Access to Devices and Connectivity
Successes
For students in TK-4, our one-to-one program was expanded due to distance learning in Spring 2020.
Beginning in August 2020, all students in grades TK through 12 have access to a device to check out yearly as part of our district one-to-one program.
Current service infrastructure for repairing and replacing damaged or non-working devices is in place, and any student with a damaged or non-working device is provided a loaner when needed.
Device checkout and replacement are facilitated by front office clerical staff and librarians/library technicians regardless of whether the student is in a distance or in-person learning program.
Principals and teachers identified 120 students that did not have reliable access or no access at all in the Spring of 2020.
TTUSD continued service for those hotspots checked out during the initial lockdown and procured another 200 T-mobile hotspots granted through the T-Mobile Project 10 Million project.
Teams signed up families with Charter/Spectrum, Suddenlink/Altice, or AT&T internet programs for SED students.
All students who need access are served.
Bilingual Services spent endless hours on the phone supporting families and students on how to navigate these platforms.
Bilingual Services provided virtual appointments to support families.
Bilingual Services supported the coordination of devices, making sure every student had access to their Chromebooks.
Bilingual Services collaborated with the technology department to allocate and deliver hotspots to qualifying families.
Bilingual Services worked with local internet providers to support families on "covid low-income plans".
Since March 2021, our tech team worked with school sites to facilitate checking out a device to our lower elementary students (in addition to upper elementary and secondary grades). This facilitates the quick pivot between distance, hybrid, and full-time in-person programs.
Working closely with these broadband providers as well as new wireless "mesh" providers and cellular networks, TTUSD provided a matrix with low to no-cost solutions for our families.
The bilingual services team coordinated outreach to targeted communities and ensured that families had working devices and a network connection that was sufficient for online learning.

Challenges
Being a rural area, there are limited choices for broadband services.
Upon the pivot to distance and hybrid learning, TTUSD found that in addition to Tahoe-Truckee communities that were underserved with broadband, there were “poorly” served communities as well where the broadband provider had not upgraded infrastructure to deal with the influx of population to our area in addition to students learning from home.
Latino families struggled to navigate technology.
Latino families did not have regular internet access at home. Among those who had internet, a small percentage accessed it through a cell phone, which is not ideal for Homeschooling/Distance learning.
Simply providing a Chromebook and hot spot wasn’t enough to help students access online learning.
Parents who weren’t familiar with the Internet ran into barriers accessing the learning platforms teachers shared with students.
While our schools have provided one device for each child since 2016, students in grades TK-2 had access to these devices in the classroom, and they were not typically checked out to go home.

Pupil Participation and Progress
Successes
SWD Students overall had a high degree of participation and progress, despite the change to distance learning.
Using Caring Connections data to coordinate outreach from TTUSD staff to the student who listed them as a "trusted adult".
Tracking sheets to coordinate student re-engagement supports.
Increased parent education across all student groups and specifically for the SED & EL parents.
Remote administration of assessments.
The district-wide coordinated effort to reach and re-engage students increased student engagement.
Monitoring and improving the participation and progress of ever-EL students was held up as an expectation at all levels in the district.
District and School leaders looked carefully at disaggregated data to determine the needs of students and implemented strategies to improve student outcomes.

Challenges
LACK OF MENTAL HEALTH AND SUBSTANCE ABUSE RESOURCES IN THE COMMUNITY
PARTICULARLY FOR SPANISH-SPEAKING FAMILIES.
Trying to pinpoint the progress made or lost on all IEP goals.
Some goals were written for “in-person” school,” so it’s been difficult to assess student progress on some goals.
Juggling DL and In-person attendance.
Learning the new Aeries DL attendance.
Connecting with students who were disengaged and working with them to re-engage back into school.
Remote administration of assessments.

Distance Learning Professional Development
Successes

TTUSD has been integrating technology into the classroom through targeted professional development for almost a decade.
In the Spring of 2020, during the initial lockdown, a series of online workshops were created and curated for teachers to access and increase the effectiveness of technology use for instruction.
Teachers were provided time by their school sites as well as compensation for attending these workshops.
Workshops were added as school commenced in Fall 2020, then during a pivot to hybrid instruction in October 2020.
Supporting the online workshops, Educational Technology office hours were offered daily for teachers to ask questions and reinforce best practices in delivering online instruction.
The Technology & Information Services department added a help desk phone line for teachers, parents, and students to call with technical questions during business hours.
TTUSD's LITE (Leaders Integrating Technology in Education) continued monthly Technology Committee meetings discussing hybrid and distance learning challenges, reinforcing best practices, and implementing site-based professional development opportunities.
The annual Educational Technology assessment, Brightbytes, will be given to teachers, parents, students, and administrators in May 2021, in order, to facilitate the assessment of technology practices during the 2020-2021 academic year.
The assessment will support goal setting for the 2021-2022 academic year by each school site and the district technology committee,
Though distance learning provided the opportunity to address areas where there was partial technology adoption. Additional professional development resources were provided to specific school sites, and grade spans to target the greatest areas of need.
Doing this work early facilitated a smooth transition between distance, hybrid, and 5 days per week instruction.
The ELD teachers and EL coordinators received ongoing training on new EL-specific platforms to ensure that they were implemented successfully with students.

Challenges
TTUSD has been integrating technology into the classroom through targeted professional development for almost a decade.
The focus of pre-Covid PD and district improvement efforts stalled or significantly slowed down.

Staff Roles and Responsibilities
Successes
Staff transitioned to DL with ease.
Staff adjusted to the individual needs of their students.
Repurposed bus drivers to support students as we transitioned to distance learning.
Bus drivers delivered school meals to neighborhoods, including doorstep deliveries.
Bus drivers delivered school packets to students in all neighborhoods.
Bus drivers worked with students on Google Classroom to support distance learning.
Bus drivers worked with Maintenance and Facilities to support maintenance and custodial duties at various sites.
A bus driver delivered Covid tests to the Lab in Folsom, CA., to expedite lab results.
Challenges
Difficulty filling classified positions to help offer additional support.

Repurposing staff was challenging because staff had to be trained which took time and in many cases, the new roles were not part of their job description. This last part required union conversations.

Support for Pupils with Unique Needs
Successes
Instructional time was maximized because SPED Staff transitioned (in-person to DL to hybrid, etc.) with ease and quickly.
SPED staff maintained instructional and IEP accountability with their student cases and adjusted to the individual needs of their students.
The ELD teachers and EL coordinators worked with regular classroom teachers to promote practices that ensured access to the core; this means that they provided professional learning, coaching, and modeling around strategies and scaffolding so that EL students were more successful.
Challenges
Support for students was a challenge due to difficulty filling SPED classified positions to help offer additional support.
Language barriers for parents and teachers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All students will be assessed during the first month of school. Total funds for this action may overlap into other actions within this section or other sections.	$386,067	$380,820	No
Using unduplicated student results, TK-8 can use Freckle ELA and Math to design a plan for intervention on key standards. HS will have the resources of IXL Math and Springboard. EL students will also have access to Listenwise. Assessment results will also inform daily teacher instruction. Total funds for this action may overlap into other actions within this section or other sections.	$76,185	$75,430	No
Unduplicated students will be identified based on assessment and past distance learning success for participation in extended-day learning groups. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap into other actions within this section or other sections.	$591,169	$596,667	No
All students will participate in STAR ELA and Math assessments two additional times: Winter and Spring (end of year). Unduplicated results will be analyzed for next steps, adjustments, etc. Total funds for this action may overlap into other actions within this section or other sections.	$120,477	$121,722	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All students will be assessed during the first month of school. Total funds for this action may overlap into other actions within this section or other sections.	$41,280	$41,280	Yes
Unduplicated students will be identified based on assessment and past distance learning success for participation in extended-day learning groups. Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap into other actions within this section or other sections.	$9,425	$9,425	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.

NA

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.

Pupil Learning Loss

Successes

- Returning to five day in-person allowed for increased consistency and instructional time.
- Remote administration of local assessments was conducted.
- A Fall BOY 2019 and Fall BOY 2020 local assessment analysis was completed.
- Increased usage of online platforms to provide differentiated support.
- Freckle Math was used.
- IXL Math was identified as the math support program for 9-12.
- Teacher PD was provided on Renaissance Learning and how to use reports to set goals and create instructional groups.

- Teachers provided multiple opportunities (and creative) ways for students to show proficiency on priority standards.
- Students with disabilities continue to be monitored via IEP goal data tracking and work/test measures in class.
- Opportunities for summer school and online learning to support any learning loss will be increased.
- Schools implemented coordinated systems to ensure students were receiving support to address barriers impacting learning.
- Analysis of disaggregated student group data provided information to identify and implement additional supports 2021 ELPAC and SBAC data will be used to determine which students need additional support for the summer, and the new school year.
- EL and RFEP students will be prioritized for Summer programs, before or after school learning opportunities, and participation in K-ready, a program in partnership with community agencies to provide extra support for Kindergarten students.

Challenges

- Communicating the value of assessments conducted virtually.
- Addressing home learning environments that were not conducive to at home distance learning/assessment.
- Due to staff burnout, TTUSD was not able to implement extended learning times.
- Implementation of Freckle ELA because several elementary sites stayed with using LEXIA-Core 5.
- Engaging the disengaged students.
- Some barriers impacting learning were not resolved/lacked community resource support.

Actions to be included for 21-24 LCAP will be to evaluate learning loss and determine the need for increased special education service (additional learning center time or more “pull-out” time or more “push-in” support), additional accommodations in classrooms for students, and ensuring general education staff has access to each IEP.

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.

Successes

- Transitioned to social-emotional support and behavioral supports virtually for students and staff.
- Continued offering counseling and/or positive behavioral supports for individual students in need.
- The Tahoe Forest Hospital partnership continued and was strengthened despite COVID via virtually regular meetings, collaborating on early intervention support for youth and families, and offering a liaison between the hospital and TTUSD.
- The district developed a social-emotional learning committee, which includes mental health professionals and school personnel. The focus of the group is to discuss, develop and implement social-emotional learning opportunities for students, staff, and families.
- Opportunities include increased social-emotional learning lessons, social skills lessons, counseling, mental health support, parenting classes, and substance abuse education.
- Increased coordination between the Community Liaisons and community partners.
- A substantial amount of social-emotional support at an individual level, group level, and the family level was provided.
- Using Caring Connections data to coordinate outreach from TTUSD staff to the student who listed them as a "trusted adult".
- Tracking sheets to coordinate student re-engagement supports.
- Increased parent education across all student groups and specifically for the SED & EL parents.
- Remote administration of assessment.
- Districtwide coordinated effort to reach and re-engage students increased student engagement.

Challenges

- LACK OF MENTAL HEALTH AND SUBSTANCE ABUSE RESOURCES IN THE COMMUNITY PARTICULARLY FOR SPANISH SPEAKING FAMILIES.
- Not being able to access students in person.
- Not being able to control home environments during school closures.
- Connecting with students who were disengaged and working with them to re-engage back into 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.

Successes

- The district offered a substantial amount of social-emotional support at an individual level, group level, family level.

- Supports included counseling, social skills lessons, social-emotional lessons.
- Local agencies supported.
- Bilingual Services spent endless hours on the phone supporting families and students on how to navigate these platforms.
- Bilingual Services provided virtual appointments to support families.
- Bilingual Services provided families with educational videos in Spanish on how to navigate these platforms.
- Developed a tracking system for COVID absences/participation.
- Meet monthly to discuss attendance and ways to make improvements and/or discuss strategies to implement support.
- Virtual Nurtured Heart Approach training for families (English and Spanish speaking) had high parent attendance and success.
- The Community partnership was strengthened.
- Bilingual Services worked with teachers to provide as many instruction translations as possible to support parents at home on assignments.
- Bus drivers delivered school meals to neighborhoods including doorstep deliveries.
- Bus drivers delivered school packets to students in all neighborhoods.
- Bus drivers worked with students on Google Classroom to support distance learning.
- Free meals provided at school sites and different locations in the community as well as delivered.
- Instructional materials were delivered to homes if the parent was not able to pick them up from the school.
- Home visits were made by teachers, principals, and other school staff to check in with families and connect.
- Increased participation in district online surveys from Spanish speaking families because these parents were taught and supported by the Community Liaisons and other district staff.

Challenges

- Latino families struggled to navigate the schools' several, mostly English-language platforms (Google Classroom/Seesaw, etc). Many parents had to learn how to use these platforms before helping their children access schoolwork.
- It was a challenge to submit assignments to teachers or other times the assignments were difficult to find.
- It was also a challenge for parents to attend Google Meets for a conference with the teacher, IEP meetings, etc.
- If the parents' home language wasn't English, parents faced another barrier in understanding the instructions that teachers were sending out for young children to be able to access learning.
- Engaging students on the virtual platforms.
- Home learning environments that were loud or distracting.
- Assessing student progress.
- Focusing instruction on the focus priority standards.
- Tech difficulties.
- Tracking attendance during COVID has been more challenging due to limited contact with families and students.
- Connecting with students who were disengaged and working with them to re-engage back into school..

Analysis of School Nutrition

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

Successes

- TTUSD Food & Nutrition Services (FNS) provided approximately 330,000 school breakfast and lunch meals during the 2019-2020 school year.
- Of the 330,000, approximately 111,000 meals were provided during the pandemic from March 17, 2020, to June 30, 2020.
- The TTUSD FNS team comprised approximately 17 employees who worked immediately after the district closed on Friday, March 13, 2020, due to the COVID-19 pandemic.
- On Monday, March 16, 2020, we had a district-wide snow day. The TTUSD FNS team immediately came to work and cooked, baked and froze freshly scratch-made foods to ensure no child went hungry during school closures.
- In one weekend, the team went from operating a buffet style, breakfast and lunch at each campus to cooking/freezing meals to reduce food waste for the entire community, including making seven-day meal bags for pick up at school sites once a week, making deliveries to local low-income communities, direct doorstep deliveries for our disabled students, quarantined families, and partnering with the local Food Hub to acquire organic, locally grown produce boxes to deliver weekly to over 70 families.
- The weekly Tahoe Food Hub donations called "the Giving Box" program continues with over 3,000 produce boxes donated since May 2020. We collaborated with local ski resorts and grocery stores to accept their food donations, which supported feeding families of up to 6 people, not just children. The department has not stopped working to feed children 18 and younger since school closed in March 2020.

Challenges

- It was a challenging year, though offering opportunities to experiment with new operational modalities we had not considered due to the National School Lunch Program (NSLP) guidelines.
- With the pandemic, the US Department of Agriculture (USDA) allowed all districts across the nation to move from NSLP to operate under the "Seamless Summer Feeding Program."
- We were able to waive strict guidelines for congregate feeding, locations for meals to be provided, and allow bulk meals to be prepared and provided at once.
- It was a year to appreciate, cherish, and understand the depth of partnerships and giving.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meals continue to be provided to families via delivery and pick up locations across the district.	$57,000	$57,000	Yes
Mental Health and Social and Emotional Well-Being	Increased social-emotional learning lessons and activities provided at every site district-wide. Added mental health supports (counseling, contracts with local mental health, will be provided for students, staff, and families district-wide.			

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.

No substantive differences

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.

Planning for 2020 -2021 from a business services perspective was challenging. As started the fiscal year started, there was uncertainty on the potential financial burden the District could experience as it relates to Distance Learning, the hybrid instructional model, additional supplies, and mitigation measures. This was compounded by ever-changing State, and local guidelines, the dynamic nature of the COVID-19 pandemic, supply chain issues, and the lack of definitive actions a District needed to undertake to safely provide in-person instruction.

Much of the financial burden was relieved with the provision of Learning Loss Mitigation funds, CARES Act Funding, and additional ESSER funds. These sources allowed TTUSD to provide additional support staffing, instructional materials, technology and infrastructure for Distance Learning, and safety mitigation for our staff and students without affecting the district's fiscal solvency. However, the Pandemic, along with limited persons seeking employment in our area, has made it difficult to fill crucial temporary and permanent positions designated to provide additional instructional and operational support needed.

Initially, the transition to distance learning was extremely difficult for many Spanish-speaking families. Many students lacked the internet at home, and parents struggled with supporting young students. Many middle and high school students were put “in charge” of their young siblings’ digital learning. We reached out to families of low participating students to ensure that they had access, providing hot spots, and upgraded Chromebooks as needed.

One critical support was that the bilingual services department reached out to teach parents how to navigate the technology to be able to support their students. As a result of this outreach and parent education, Spanish-speaking parents in the district are far more likely to check emails and join digital meetings than in pre-pandemic times.

Our digital ELAC and DELAC are now breaking records for attendance, and families say that they like the flexibility to join meetings from home. However, another issue that arose during distance learning was that many younger students with a babysitter while parents were working were not allowed to bring their Chromebooks or the babysitter could not provide access to classes. This required outreach about attendance expectations and support for specific providers to ensure that they are making school accessible for all students.

During the shutdown in the spring of 2020, we quickly learned of great disparities between our families with regard to access to technology and the internet. We found out that many families were struggling to provide a space for students to be online and in class. They also struggled to help students and did not know how to check students’ grades and assignments turned in within Aeries.

Many older students were trying to help younger siblings, and many families only had access to one device, so students had to pick and choose who had access and when. TTUSD improved the number of devices in homes and offered ideas for families to help understand and manage their child's workload and classes. Tutorial sessions for ELAC about Google classroom and Aeries were implemented.

Families were taught how to access virtual meetings with their teachers and for ELAC and DELAC, which greatly increased attendance at these meetings. Multilingual families were provided extra support to ensure they could access their email and made sure it was updated in Aeries, and now almost every family is checking email for school communications.

All of the lessons learned above and more will be used to develop goals and actions for the new LCAP. Families will continue to be supported at this level and we will leverage all of the learning and changes we have made to increase participation and digital access in the future.

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 was assessed via remote and in-person administered STAR assessments. These assessments are districtwide and administered three times a year. Schools and teachers also administer assessments that are common across a grade level or course. SWD students participate in these assessments, and case managers monitor IEP goals.

Districtwide assessment results were analyzed (aggregated and disaggregated) and shared with the school board, superintendent, and school principals. At the start of this school year, an analysis of the 2019 Fall Beginning of the Year and 2020 Fall Beginning was completed.

In March, the local middle of the year assessment was analyzed and shared with the school board, superintendent, and school principals. The current pattern suggests that all students have had a loss of learning; however, the greater loss is seen with student groups such as EL and SED. In the past, LCAP goals and actions have addressed the achievement gap. Based on current data, TTUSD and the nation must implement substantially different or even more targeted actions to address the pre-existing achievement gap and address the negative impact of school building closures on students.

CHKS data this year will be used to determine if our supports and implementations have been helpful and/or areas we need to increase support. All of these measures apply to all of our student groups. EL and RFEP students are prioritized for Summer programs, before or after school learning opportunities, and participation in K-ready, a program in partnership with community agencies to provide extra support for Kindergarten students.

Shortly after the school board approves this plan in June, TTUSD will have CAASPP data and local end-of-year assessment results to analyze and compare with BOY and MOY results. These results will provide further insight into which schools, grades, and groups of students showed growth and those that need additional support to address achievement gaps compounded by Covid 19 school building closures.

With the expansion of funding to create a learning recovery plan, TTUSD will also implement the following supports this summer:
1. Improve the Summer Credit Recovery Program.
2. Implement a during the school day Credit Recovery Program at THS and NTHS.
3. Use Edgenuity instead of APEX to support the credit recovery programs.
4. Improve the traditional summer school model by creating a full-day model (Power Summer) in partnership with BGC and the Truckee Library.
5. Hire and train 6 hour Enhancement Paraprofessional's to support the Power Summer (1st-3rd) program.
6. Hire two 6 hour Community Liaisons to continue to support students and families throughout the summer.
7. Continue the TK/K Ready program in partnership with SCH and KidsZone.

For the 21/22 school year, along with LCAP actions, TTUSD will use expanded funding to implement the following program improvements:

1. Implement a during the school day Credit Recovery Program at THS and NTHS.
2. Use Edgenuity instead of APEX to support the credit recovery programs.
3. Retain the Temporary Community Liaison position to support THS and SHS.
4. Improve the use of district-wide assessments to monitor student progress.
5. Continue to improve summer programming (Summer 2022) based on feedback and data from Summer 2021.
6. Continue the TK/K Ready program in partnership with SCH and KidsZone.

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.

No substantive differences

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.

Instruction: Capitalize on the shift to teaching and learning focused on priority standards.

Assessment: Need to standardize assessment administration and use of the data.

Technology: Ensure equal access; capitalize on the integration of technology.

Mental Health: Continue to "lobby" for more resources and continue to enhance school resources; address resource allocation with the idea of the "family" versus just the "student".

Relationships: Key to ensuring effective teaching and learning; key to effective PLC's.

Parent Learning: Capitalize on the learning that has occurred and ensure that we provide the same level of support to new families and continue to improve the support and education opportunities for current families; virtual meeting structure increased parent attendance.

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	38,965,791.00	40,771,924.00
Basic Funding	31,775,487.00	30,757,411.00
Basic Funds	5,000.00	1,400,996.00
Basic Program	0.00	1,734,311.00
Carl D. Perkins Career and Technical Education	16,667.00	16,667.00
Grant	1,191,163.00	1,026,322.00
Lottery	103,390.00	75,600.00
Measure A	594,778.00	642,012.00
Med- Cal Admin Account	5,000.00	0.00
Supplemental	5,222,556.00	5,074,396.00
Title I	8,000.00	0.00
Title II	43,750.00	44,209.00

* 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	38,965,791.00	40,771,924.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	29,269,335.00	31,401,776.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	7,572,925.00	7,168,427.00
4000-4999: Books And Supplies	943,040.00	948,620.00
5000-5999: Services And Other Operating Expenditures	1,044,355.00	85,196.00
5800: Professional/Consulting Services And Operating Expenditures	136,136.00	1,167,905.00
	136,136.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	38,965,791.00	40,771,924.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Basic Funding	23,420,283.00	24,235,095.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Basic Funds	5,000.00	1,399,996.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Grant	864,292.00	738,877.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Lottery	63,000.00	75,600.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Measure A	594,778.00	642,012.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Supplemental	4,294,682.00	4,273,987.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Title II	27,300.00	36,209.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Basic Funding	6,517,213.00	4,547,683.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Basic Program	0.00	1,734,311.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Grant	176,871.00	121,011.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Supplemental	876,841.00	765,422.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Title I	2,000.00	0.00
4000-4999: Books And Supplies	Basic Funding	777,636.00	822,464.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	16,667.00	16,667.00
4000-4999: Books And Supplies	Grant	70,000.00	99,007.00
4000-4999: Books And Supplies	Lottery	40,390.00	0.00
4000-4999: Books And Supplies	Med- Cal Admin Account	5,000.00	0.00
4000-4999: Books And Supplies	Supplemental	15,897.00	2,482.00
4000-4999: Books And Supplies	Title I	6,000.00	0.00
4000-4999: Books And Supplies	Title II	11,450.00	8,000.00
5000-5999: Services And Other Operating Expenditures	Basic Funding	1,044,355.00	67,769.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Grant	0.00	17,427.00
5800: Professional/Consulting Services And Operating Expenditures	Basic Funding	16,000.00	1,084,400.00
5800: Professional/Consulting Services And Operating Expenditures	Basic Funds	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Grant	80,000.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	35,136.00	32,505.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	5,000.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	4,071,177.00	5,390,267.00
Goal 2	24,376,464.00	25,086,961.00
Goal 3	10,518,150.00	10,294,696.00

* 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	$11,462,986.00	$11,863,767.00
Distance Learning Program	$20,029,870.00	$20,807,672.00
Pupil Learning Loss	$1,224,603.00	$1,225,344.00
Additional Actions and Plan Requirements	$57,000.00	$57,000.00
All Expenditures in Learning Continuity and Attendance Plan	$32,774,459.00	$33,953,783.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,000,063.00	$8,684,057.00
Distance Learning Program	$19,248,845.00	$20,078,748.00
Pupil Learning Loss	$1,173,898.00	$1,174,639.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$28,422,806.00	$29,937,444.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$3,462,923.00	$3,179,710.00
Distance Learning Program	$781,025.00	$728,924.00
Pupil Learning Loss	$50,705.00	$50,705.00
Additional Actions and Plan Requirements	$57,000.00	$57,000.00
All Expenditures in Learning Continuity and Attendance Plan	$4,351,653.00	$4,016,339.00