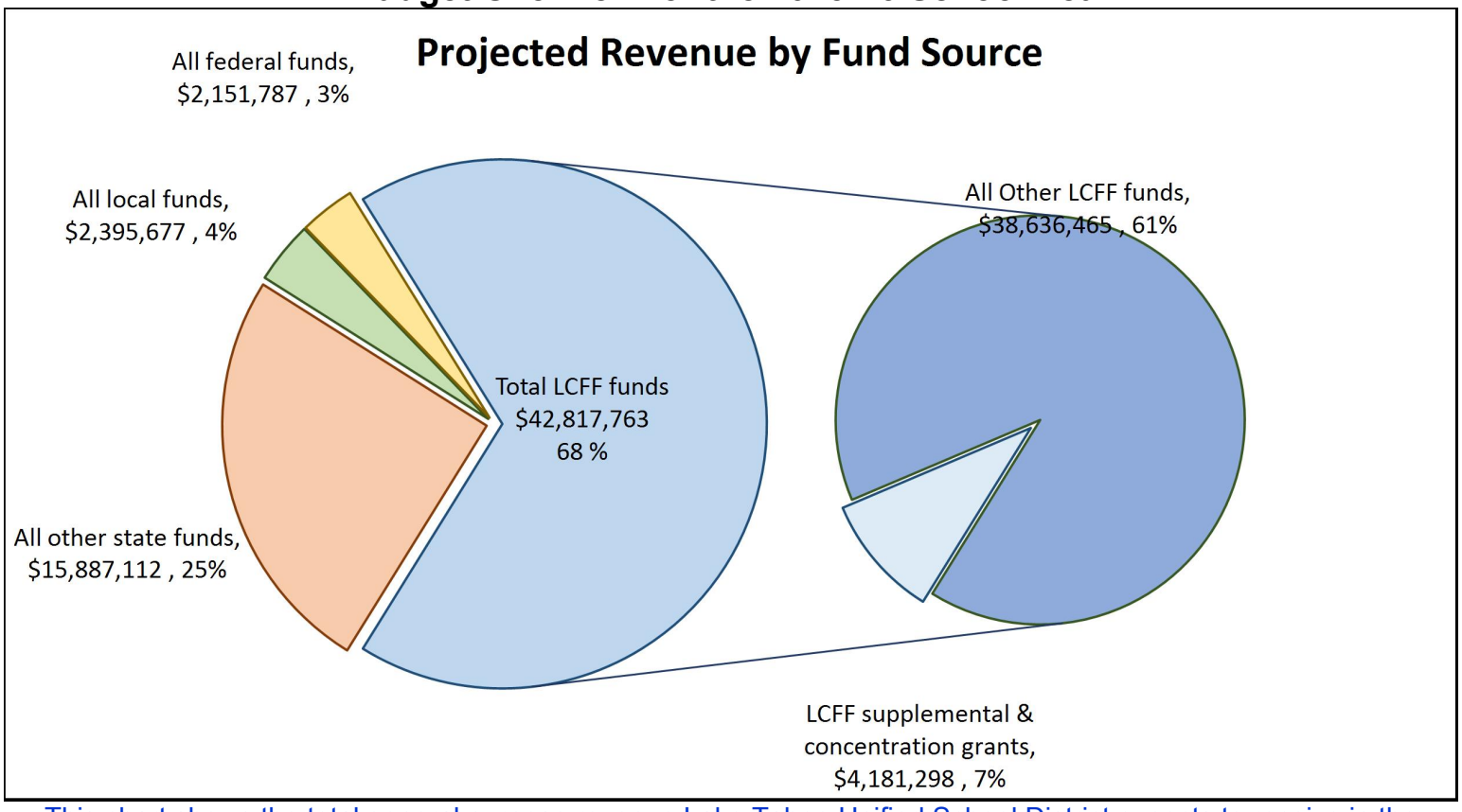
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake Tahoe Unified School District
CDS Code: 09619030000000
School Year: 2025-26
LEA contact information:
Dr. Todd A. Cutler
Superintendent
tcutler@ltusd.org
530-541-2850

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

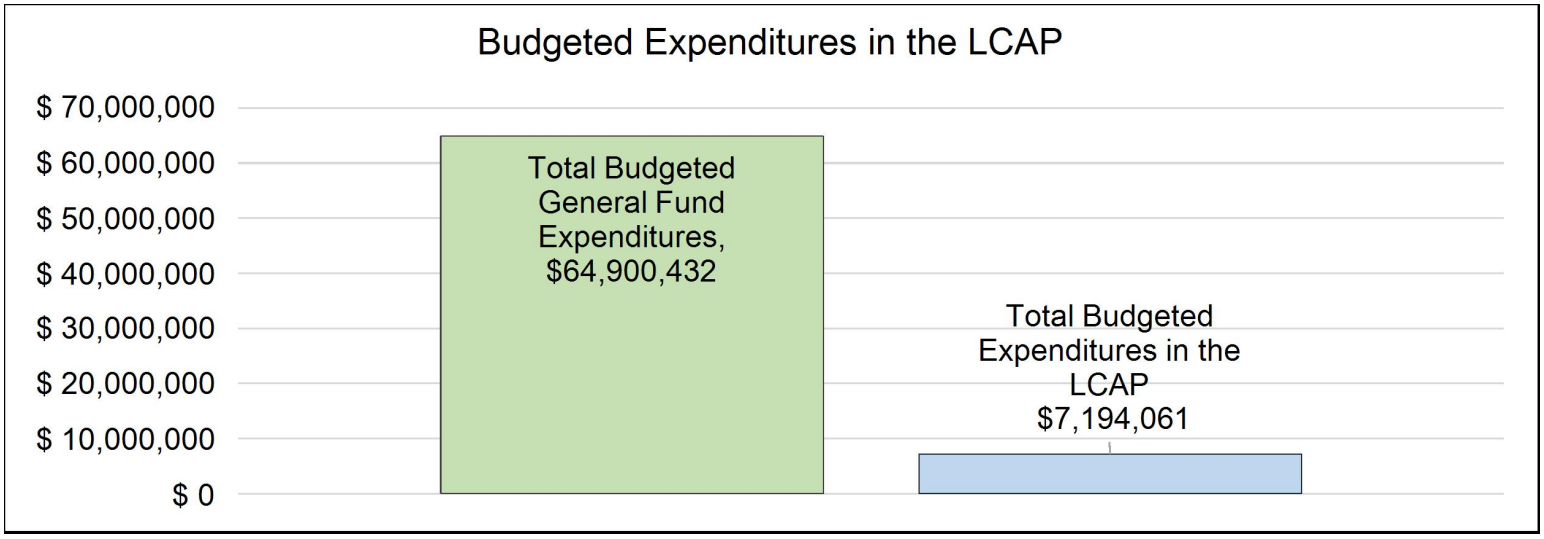


This chart shows the total general purpose revenue Lake Tahoe Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lake Tahoe Unified School District is $63,252,339, of which $42,817,763 is Local Control Funding Formula (LCFF), $15,887,112 is other state funds, $2,395,677 is local funds, and $2,151,787 is federal funds. Of the $42,817,763 in LCFF Funds, $4,181,298 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lake Tahoe Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lake Tahoe Unified School District plans to spend $64,900,432 for the 2025-26 school year. Of that amount, $7,194,061 is tied to actions/services in the LCAP and $57,706,371 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

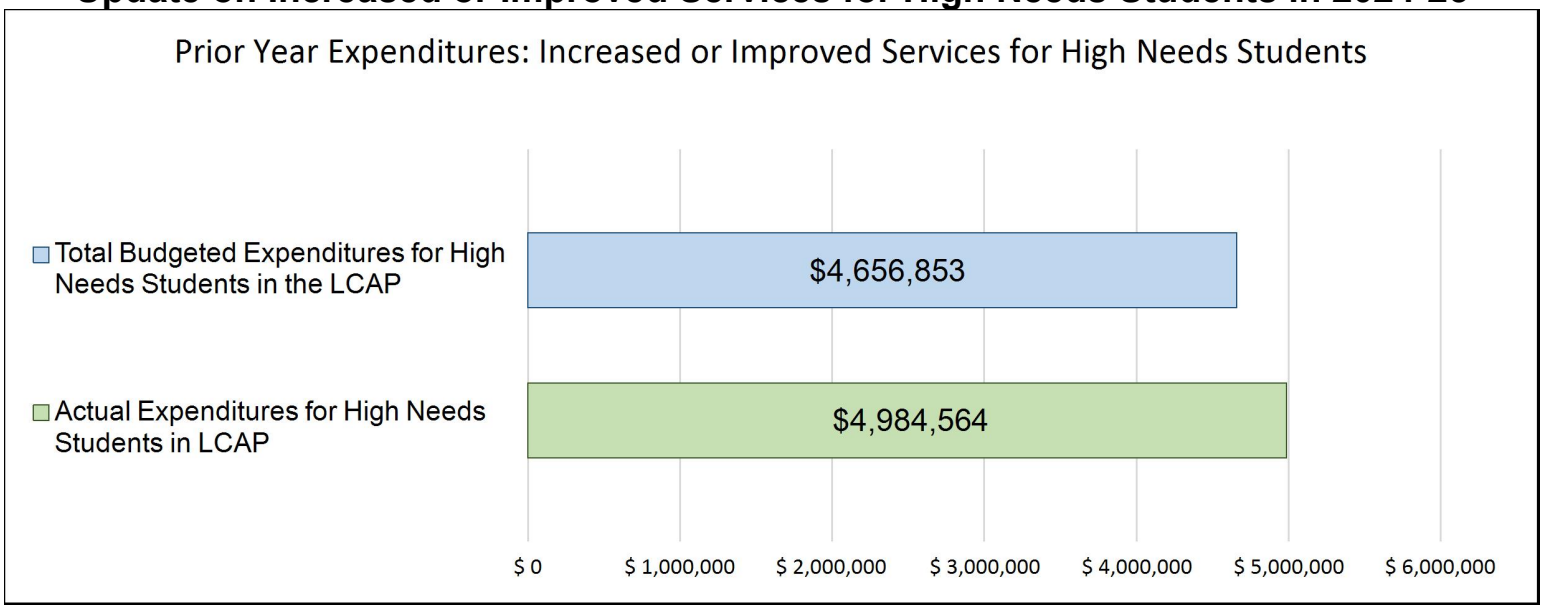
Not included in the LCAP are budgeted expenditures for food services and general operating costs such as utilities, legal fees, technology services, facilities maintenance, transportation, and communications. Budgeted expenditures partially included in the LCAP are salaries and benefits, program and contract costs, professional development, instructional materials, and curriculum.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lake Tahoe Unified School District is projecting it will receive $4,181,298 based on the enrollment of foster youth, English learner, and low-income students. Lake Tahoe Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lake Tahoe Unified School District plans to spend $5,610,417 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Lake Tahoe Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lake Tahoe Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Lake Tahoe Unified School District's LCAP budgeted $4,656,853 for planned actions to increase or improve services for high needs students. Lake Tahoe Unified School District actually spent $4,984,564 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake Tahoe Unified School District	Dr. Todd A. Cutler Superintendent	tcutler@ltusd.org 530-541-2850

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

LTUSD Mission
Cultivating a collaborative, nurturing environment which embraces diversity, promotes equity and develops confident lifelong learners resulting in academic excellence, civic responsibility, and emotional and physical wellness.

LTUSD Vision
Discover and foster the unique talents and potential of all students.

Located in a rural, mountainous region of the Sierra Nevada mountains on the south shore of Lake Tahoe, South Lake Tahoe spans over 10 miles with a population of approximately 21,000 according to the 2023 U.S. Census. The current population reflects a decline of 1.14 percentage points since the 2020 census [1]. Lake Tahoe is a premier, year-round tourist destination with South Lake Tahoe being the largest city in the Tahoe basin. Commerce in the south lake area primarily centers on visitor-related activities to sustain local businesses and services. The largest industries in South Lake Tahoe are accommodations and food services, arts/entertainment/recreation, and retail, which combined employ 42% of the working population and are also the lowest paid [2]. Heavenly Ski Resort, the highest resort around Lake Tahoe and straddling the California-Nevada border, offers mountain access and base operations out of South Lake Tahoe and Stateline, Nevada, attracting visitors worldwide and offering employment opportunities for local residents. The city of South Lake Tahoe borders Stateline, Nevada which boasts four corporate casinos and caters to national and international travelers. This also draws more tourist dollars to the south lake area and provides jobs for South Lake Tahoe and Stateline residents. The major employers in South Lake Tahoe are tourism-based businesses, grocers, community college, and city government [2.1].

Lake Tahoe Unified School District (LTUSD) serves families and students residing in the city of South Lake Tahoe and surrounding unincorporated communities of El Dorado County. In 2023, the average household income in South Lake Tahoe was $128,072 [3] and median household income was $73,940 with a poverty rate of 12.4% [1]. Monthly rental costs range from $1,350 for a studio unit to $3,350 for a 4-bedroom unit [4] with significant variation based on location and property type. The median home price in January 2025 was $700,000 [5]. More than half of single-family residences in South Lake Tahoe are second homes and 46.1% were owner occupied in 2023 [1] leaving the Tahoe basin with more vacant and second homes than resident-occupied homes. The shift from renting second homes to long-term tenants (residents) to short-term vacationers coupled with the median sales price of $700,000 perpetuates a shortage of affordable housing for local residents. Additionally, over 40% of households in the Tahoe Basin are “cost-burdened” meaning they spend more than 30% of their income on housing [6].

Agencies have explored and implemented various strategies to alleviate the housing shortage facing the community. Phase I of Sugar Pine Village; a multi-family, mixed-use affordable housing development constructed on state-owned surplus land within the city limits, was completed with the first residents taking occupancy in October 2024. There are 68 units in three buildings in the first group. Each unit will be leased based on income levels with residents earning 30 to 60 percent of the area median income depending on household size [7]. State grant funding provided financial assistance towards infrastructure necessary for the housing development [6]. The development will consist of 248 units in nine residential buildings, including studio and one- to three-bedroom units, all of which will be deed-restricted affordable housing [8]. Future phases will include playgrounds, on-site laundry facilities, bike storage, on-site maintenance, and live-in managers [7]. The Tahoe Regional Planning Agency (TRPA), responsible for balancing development and conservation in the Tahoe basin, changed its codes aiming to incentivize more affordable housing development. It has expanded the number of properties that can build accessory dwelling units (in-law suites or granny flats), which can only be rented for a minimum of 30 days, and now allows motels to keep their density (i.e., number of units per standard measure of land area) when under consideration for redevelopment into residential units [8]. The agency passed housing amendments only available for deed-restricted housing units in and near town centers and close to transit services with flexibility on building height, land coverage, parking, and the number of units allowed per parcel [9]. TRPA has discussed requiring 10% of new condominium developments to have a deed-restricted mix of affordable or moderate income housing units [10]. It also continues to move through the phases of its affordable and workforce housing program to help address the housing crisis in the Basin while maintaining and improving environmental protections. The City of South Lake Tahoe approved funding for a rental assistance program to provide security deposit assistance to individuals or households at or below 60% of the area median income and offers grants for rental application fees [11]. The City approved Live Violence Free's contract relative to housing, is reviewing a contract for Tahoe Coalition for the Homeless, and addresses homelessness through El Dorado County's Continuum of Care program [12]. In an effort to recruit and retain front-line resort employees and provide housing options for key year round employees, Vail Resorts made improvements to its local housing assets as well as maintaining long-term master leases on multiple motel properties in South Lake Tahoe [13]. The local community college is expected to open a 100-bed low income student housing facility in 2025 [14].

LTUSD enrollment for the 2024-25 school year was 3,528 students (CBEDS day). Demographics consisted of 50.7% socioeconomically disadvantaged (SED), 17.8% English Learners (EL), 0.2% foster youth (FY), 2.0% students experiencing homelessness, and 13.8% students with disabilities (SWD). The largest student ethnic groups are 46.4% Hispanic, 44.6% white non-Hispanic, and 2.4% Filipino. Based on annual state data collection of student demographics, enrollment and student group concentrations were relatively stable from 2010 through 2024 with decreases in the number of English Learners, socioeconomically disadvantaged students, and students experiencing homelessness. Overall, the Hispanic student population has increased modestly while the white non-Hispanic student population has

decreased. According to the SchoolWorks 2022-23 Demographics and Enrollment Projections report published in January 2023 for Lake Tahoe Unified School District, student enrollment is projected to decline through 2028-29 (projection time for the study) which will impact District funding.

The District employs approximately 430 staff at school sites; various departments including Transportation, Facilities, Food Services, Educational Services, and Business Services; Early Childhood Special Education program; and employee and parenting student infant and daycare. LTUSD collaborates with Alpine County Unified School District to form the Tahoe Alpine SELPA (Special Education Local Plan Area) and hires district employees who serve SELPA wide programs, specifically Occupational and Physical Therapists, School Psychologists, and birth to three infant programs staff. LTUSD has four traditional elementary schools serving over 1,500 students. In 2022-23 Bijou Community School expanded to serve Transitional Kindergarten through fifth grade (previously K-5) and enrollment in 2024-25 was 422 students. The school offers a Spanish Two-Way Bilingual Immersion Program which was initially implemented in 2007. Bijou's mission is to prepare students to attain high academic achievement in Spanish and English, become bilingual and bi-literate, and develop positive cross-cultural attitudes. Meyers Elementary School serves grades Kindergarten through 5 with enrollment of 334 students in 2024-25. It focuses on environmental Science education that is project-based, thematic, interactive, and integrated into core subject areas throughout the grade levels. The school's vision is to discover and nurture every student's unique talents and potential through personalized relationships. Sierra House Elementary School serves grades Kindergarten through 5 with 2024-25 enrollment of 418 students. The school theme is connecting students to the outdoors with an emphasis on fitness, health, gardening, and mountain sports. Tahoe Valley Elementary School is the centralized location for the majority of Transitional Kindergarten students through the Early Childhood Learning Center, and serves up to grade 5 with enrollment of 395 in 2024-25. Focusing on creative and performing arts, the school's vision is to develop well-rounded students who embody 21st Century skills through the arts. Elevated Digital Learning Academy opened at the beginning of the 2020-21 school year offering fully online learning to District students in grades Kindergarten through 8, expanding to grade 9 in 2021-22, grade 10 in 2022-23, and grade 12 in 2023-24. Elevated students use the same standards-aligned, Board-approved curriculum as brick and mortar schools with instruction delivered in a structured, online classroom setting by District teachers. Elevated enrollment in 2024-25 was 116 students serving grades 1 through 12 and is WASC (Western Association of Schools and Colleges) accredited through June 2027. Elevated also administers the long-term independent study program which offers a standards-based, student-focused alternative academic option to District students from Kindergarten through 12th grade. The independent study schedule accommodates travel and athletics. South Tahoe Middle School (STMS) serves grades 6 through 8 with 2024-25 enrollment of 716 students. The school offers comprehensive instructional programs in core subjects and various electives including music, Spanish, leadership, technology, yearbook, art, and other academic and enrichment courses. South Tahoe High School (STHS) is the District's comprehensive high school for grades 9 through 12 with enrollment of 1,077 students in 2024-25. The school follows a 4X4 schedule allowing students choices and flexibility in their high school schedules as well as providing greater options in preparing for career and college. Numerous support programs are available to students and they can explore career paths in a wide array of Career Technical Education (CTE) courses and elective classes. STHS is fully WASC accredited through June 2029. Mt. Tallac Continuation High School serves students aged 16 and older in grades 10 through 12 at-risk of not graduating due to credit deficiency, working full-time, or pregnant and parenting. Enrollment in 2024-25 was 50 students which varied throughout the school year. The school offers a morning program enabling students to work full-time and/or parent, and an individualized afternoon program to meet student academic needs. The majority of Mt. Tallac students come from families that are at-risk, live below the poverty line, and/or have experienced varying levels of need. Introduced in the 2023-24 school year, Mt. Tallac students visit Lake Tahoe Community College every Friday for workshop day. They are exposed to a college campus environment and participate in workshops demonstrating how they could pursue college after graduation. In 2023-24, Mt. Tallac was awarded $78,932 in Equity Multiplier state funding for utilization in the 2024-25 school year. The school met funding criteria with the prior year (2022-23) non-stability rate greater than 25% and the prior year (2022-23)

socioeconomically disadvantaged pupil rate greater than 70%. A student is considered non-stable at a school when the student is continuously enrolled for less than 245 days or when they exit the school with a disqualifying event of truancy, expulsion, or unknown reason. A student is considered socioeconomically disadvantaged if neither of the student's parents received a high school diploma, the student is eligible for free or reduced meals, migrant, homeless, foster youth, and/or directly certified for free meals. In 2022-23, Mt. Tallac had a 66.7% non-stability rate and 71.4% of students were identified as socioeconomically disadvantaged. Mt. Tallac did not meet Equity Multiplier criteria in 2023-24 and Equity Multiplier funding will not be available for utilization in 2025-26.

[1] U.S. Census QuickFacts South Lake Tahoe city. United States Census Bureau, accessed 9 April 2025, census.gov/quickfacts/southlaketahoecitycalifornia.
[2] U.S. Census American Community Survey 2022. United States Census Bureau, accessed 8 April 2024, census.gov/quickfacts/southlaketahoecitycalifornia.
[2.1] Employment Development Department State of California. Major Employers in El Dorado County, accessed 28 May 2025, https://labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000017
[3] 96150 Average Household Income. Income by Zip Code, accessed 9 April 2025, incomebyzipcode.com/california/96150
[4] Sacramento-Roseville-Arden-Arcada, CA HUD Metro FMR small area FY 2025 Fair Market Rents. Office of Policy Development and Research HUD User, accessed 9 April 2025, huduser.gov/portal/datasets/fmr/fmrs/FY2025_code/2025summary.odn
[5] South Tahoe Association of Realtors MLS Statistics Single Family Residential Market Analysis, January 2025.
[6] Jaramishian, E. (2022, May 19). El Dorado County Planning Commission, Supervisors talk affordable housing. Tahoe Daily Tribune, 19 May 2022.
[7] Peterson, P. (2024 October 9). First residents move into Sugar Pine Village in South Lake Tahoe. Tahoe Daily Tribune, 9 October 2024.
[8] McArthur, C. (2021 August 15). South Tahoe housing project seeks funding; Code amended to incentivize similar development. Tahoe Daily Tribune, 15 August 2021.
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[10] Welsh, K. (23 February 2024). Tahoe Regional Planning Agency new consideration for affordable housing. Tahoe Daily Tribune, 23 February 2024.
[11] Welsh, K. (26 March 2024). South Tahoe rental assistance program moves forward, rental registry halted. Tahoe Daily Tribune, 26 March 2024.
[12] Ramos, E. (2025 April 4). A closer look at housing around the Basin. Tahoe Daily Tribune, 4 April 2025.
[13] Sabo, R. (26 November 2023). Trying to meet needs: Resorts providing more housing options for employees. Tahoe Daily Tribune, 26 November 2023.
[14] Cowen, J. Agencies tackling housing issue from all angles. Tahoe in Depth, Winter 2023 Issue 25.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CALIFORNIA SCHOOL DASHBOARD
California's public education accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School

Dashboard (Dashboard). The Dashboard reports student performance on state indicators of academic performance based on ELA and Math state assessment results, chronic absenteeism, college and career readiness, English Learner progress, graduation rate, and suspension. Local indicators are self-reported by LEAs for basic services, which include appropriately assigned and credentialed teachers, sufficient instructional materials for every student, school facilities maintained in good repair, implementation of state academic standards, parent and family engagement, and student access to a broad course of study.

2024 CALIFORNIA SCHOOL DASHBOARD
LTUSD's greatest area for growth based on 2024 Dashboard results is overall English Learner progress with 52.1% of EL students making progress toward English Language proficiency or maintaining the highest level, a decline of 6.5% from 2023. Districtwide student performance improved from 2023 to 2024 in English Language Arts and Math state assessment results, chronic absenteeism for grades K through 8, suspension rate, college/career preparedness, and graduation rate. Notwithstanding these improvements, room for growth continues in English Language Arts with average student scores 13.8 points below standard reflecting an increase of 5.5 points, average student scores on Math assessments at 45.5 points below standard reflecting a 13.7 point increase, and a 6.5% decline to 28% for grades K-8 chronic absenteeism rate. The overall graduation rate increased 3.3% from 89.0% in 2023 to 92.3% in 2024.

Districtwide the following students groups received a red (lowest) performance level on state indicators:

- ELA: English Learners
- Chronic absenteeism K-8: long-term English Learners (LTEL), two or more races
- College/career: English Learners, LTEL, SWD

School sites and site student groups that received a red performance level on state indicators were:

Tahoe Valley Elementary School
- Suspension rate: overall, SED, Hispanic, White, SWD

Elevated Digital Learning Academy
- Chronic absenteeism: overall, SED, White
- ELA: overall
- Math: overall

South Tahoe Middle School
- Chronic absenteeism: overall, EL, LTEL, SED, White, SWD
- Suspension rate: EL, LTEL, SED, Hispanic, SWD
- ELA: EL, LTEL, SWD
- Math: LTEL, SWD

South Tahoe High School
- EL Progress: overall, EL, LTEL
- ELA: EL

- College/career: SWD

Mt. Tallac Continuation High School
- College/career: overall, SED

Districtwide the following students groups received a blue (highest) performance level on state indicators:

- Suspension rate: Asian, Filipino
- ELA: Filipino
- Graduation rate: SED

School sites and site student groups that received a blue performance level on state indicators were:

Bijou Community School
- EL Progress: overall, EL
- Suspension rate: White
- ELA: White
- Math: White

Meyers Elementary School
- Suspension rate: overall, SED, White, SWD
- ELA: overall, SED, White

Sierra House Elementary School
- ELA: White
- Math: White

Tahoe Valley Elementary School
- EL Progress: overall, EL

Elevated Digital Learning Academy
- Suspension rate: overall, SED, Hispanic, White

South Tahoe High School
- Graduation rate: overall, SED, White

Mt. Tallac Continuation High School
- Suspension rate: overall, SED, Hispanic

Based on 2024 California School Dashboard results, the District met all local dashboard indicators for basic services.

2023 CALIFORNIA SCHOOL DASHBOARD
LTUSD areas for growth based on 2023 California School Dashboard results are overall student performance in English Language Arts (ELA), suspension rates, chronic absenteeism for grades Kindergarten through 8, and graduation rates. LTUSD received an orange (second to lowest) performance level color for these indicators except chronic absenteeism, which received the lowest performance level of red. From 2022 to 2023, student performance on SBAC ELA assessments maintained with average scores at 19.3 points below standard, suspension rates increased from 3.5% to 4.3%, chronic absenteeism maintained at 34.5%, and graduation rate declined from 92% to 89%. Districtwide the following students groups received a red performance level on state indicators (required actions to improve student outcomes are indicated in parentheses):

- Suspension rate: English Learners (2.1, 2.2, 2.6, 2.8)
- ELA: students experiencing homelessness (1.1, 1.2, 1.5, 4.2 - 2024-25 LCAP, 4.3 - 2024-25 LCAP)
- Graduation rate: students experiencing homelessness (2.6, 4.2 - 2024-25 LCAP, 4.3 - 2024-25 LCAP, 5.1- 2024-25 LCAP, 5.2 - 2024-25 LCAP)
- Chronic absenteeism: socioeconomically disadvantaged, Hispanic, Filipino, students experiencing homelessness (2.1, 2.2, 2.4, 2.5, 2.6)

School sites that received a red performance level on state indicators were:

Bijou Community School
- Chronic absenteeism (2.1, 2.2, 2.4, 2.5, 2.6)
- Suspension rate (2.1, 2.2, 2.6, 2.8)

Meyers Elementary School: chronic absenteeism (2.1, 2.2, 2.4, 2.5, 2.6)
Sierra House Elementary School: chronic absenteeism (2.1, 2.2, 2.4, 2.5, 2.6)
Tahoe Valley Elementary School: suspension rate (2.1, 2.2, 2.6, 2.8)
Elevated Digital Learning Academy: chronic absenteeism (2.2, 2.4, 2.5)

School site student groups that received a red performance level on state indicators were:

Bijou Community School
- Chronic absenteeism: overall, EL, SED, Hispanic (2.1, 2.2, 2.4, 2.5, 2.6)
- Suspension: overall, EL, SED, Hispanic, SWD (2.1, 2.2, 2.6, 2.8)

Meyers Elementary School
- Chronic absenteeism: overall, SED, White (2.1, 2.2, 2.4, 2.5, 2.6)

Sierra House Elementary School
- Chronic absenteeism: overall, EL, SED, Hispanic, White, SWD (2.1, 2.2, 2.4, 2.5, 2.6)

- Math: SWD (1.1, 1.2, 1.3, 1.5, 3.2)

Tahoe Valley Elementary School
- Suspension: overall, Hispanic, white (2.1, 2.2, 2.6, 2.8)
- Chronic absenteeism: SWD (2.1, 2.2, 2.4, 2.5, 2.6)
- ELA: EL (1.1, 1.2, 1.5, 3.2)

Elevated Digital Learning Academy
- Chronic absenteeism: overall, White (2.2, 2.4, 2.5)

South Tahoe Middle School
- Suspension: EL, SED, Hispanic (2.2, 2.8)
- ELA: SWD (1.2, 1.5)

South Tahoe High School
- ELA: SWD (1.2, 1.5)

The state indicator for which LTUSD received a blue performance level (highest) per 2023 Dashboard results was English Learner Progress, as did Sierra House Elementary, South Tahoe Middle School, and South Tahoe High School. Elevated Digital Learning Academy and Mt. Tallac also received blue performance levels for suspension rate.

Student groups within school sites that received a blue performance level on state indicators were:

Meyers Elementary School
- Suspension: Hispanic

Sierra House Elementary School
- Suspension: Hispanic, White

Elevated Digital Learning Academy
- Suspension: SED, Hispanic, white

South Tahoe High School
- Suspension: Filipino

Mt. Tallac Continuation High School
- Suspension: SED, Hispanic

Based on 2023 California School Dashboard results, the District met all local dashboard indicators for basic services.

CHRONIC ABSENTEEISM
Chronic absenteeism rate is a state indicator for academic engagement on the Dashboard. Rates have increased significantly, both for the District and school sites, since reported on the 2019 Dashboard; 2020 and 2021 Dashboards were suspended due to the COVID pandemic. Per the 2019 Dashboard, overall the District received a yellow (middle) performance level with 11.7% of K-8 students reported as chronically absent, meaning they were enrolled a minimum of 31 days and absent 10% or more of the school days in the school year during which they were enrolled. This percentage climbed to 34.8% per the 2022 Dashboard with a very high rating, dropped slightly to 34.5% for 2023 with a red performance level, and dropped significantly in 2024 to 28% with a yellow performance level. District chronic absenteeism rates have varied by student group across the years:

- 2019 red performance level: students experiencing homelessness 27.3%, foster youth 36.4%
- 2022 very high (20.1% or greater): EL, socioeconomically disadvantaged, Hispanic, White, students with disabilities, Filipino, students experiencing homelessness, Asian, two or more races
- 2023 red performance level: socioeconomically disadvantaged 42.0% , Hispanic 40.0%, Filipino 34.0%, students experiencing homelessness 56.3%
- 2024 red performance level: LTEL 54.7%, two or more races 31.3%

Rising chronic absenteeism was trending across the state from 2019 through 2023 with 10.1% of K-8 students missing 10% or more of their enrolled instructional days per the 2019 Dashboard and an orange performance level, climbing to 30.0% in 2022 and a very high rating, then declining to 24.3% and a yellow performance level as reported through the 2023 Dashboard. Student attendance improved significantly with a decline of 5.7% in chronic absenteeism to 18.6% statewide and a yellow performance level per the 2024 Dashboard.

For LTUSD, the average number of school days missed for grades Kindergarten through 12 rose by a minimum of 6 days per grade span from 2018-19 pre-pandemic to 2022-23 post-pandemic, driving up chronic absenteeism rates by at least 16 percentage points per grade span. Excluding grades seven and eight, students on average attended at least one more day of school in 2023-24 than 2022-23 with the greatest increase for TK/K students attending 3.6 more days of school. Per the California Department of Education online data reporting resource Dataquest (Absenteeism by Reason, Chronic Absenteeism Rate):

Overall
- Average number of days missed: 2018-19 10.4, 2022-23 17.0, 2023-24 15.4
- Chronic absenteeism rate: 2018-19 16.5%, 2022-23 37.6%, 21.1 percentage point increase; 2023-24 32.7%, 4.9 percentage point decrease from 2022-23

Transitional Kindergarten/Kindergarten (TK/K)
- Average number of days missed: 2018-19 9.7, 2022-23 17.5, 2023-24 13.9
- Chronic absenteeism rate: 2018-19 13.7%, 2022-23 41.5%, 27.8 percentage point increase; 2023-24 28.9%, 12.6 percentage point decrease from 2022-23

Grades 1-3
- Average number of days missed: 2018-19 8.5, 2022-23 14.5, 2023-24 12.0

- Chronic absenteeism rate: 2018-19 10.0%, 2022-23 30.7%, 20.7 percentage point increase; 2023-24 22.2%, 8.5 percentage point decrease from 2022-23

Grades 4-6
- Average number of days missed: 2018-19 8.5, 2022-23 14.8, 2023-24 12.6
- Chronic absenteeism rate: 2018-19 9.2%, 2022-23 31.2%, 22.0 percentage point increase; 2023-24 24.2%, 7.0 percentage point decrease from 2022-23

Grades 7-8
- Average number of days missed: 2018-19 10.3, 2022-23 17.2, 2023-24 17.3
- Chronic absenteeism rate: 2018-19 16.7%, 2022-23 39.5%, 22.8 percentage point increase; 2023-24 40.5%, 1.0 percentage point increase from 2022-23

Grades 9-12
- Average number of days missed: 2018-19 13.7, 2022-23 19.8, 2023-24 18.8
- Chronic absenteeism rate: 2018-19 28.0%, 2022-23 44.0%, 16.0 percentage point increase; 2023-24 42.0%, 2.0 percentage point decrease from 2022-23

Kindergarten absenteeism rates showed the greatest increase of 27.8 percentage points from 13.7% in 2018-19 to 41.5% in 2022-23 while grades 9-12 had the highest chronic absenteeism rates of all grade spans at 28.0% in 2018-19 and 44.0% in 2022-23. With the exception of grades 7 through 8, chronic absenteeism rates declined by at least 2.0 percentage points from 2022-23 to 2023-24 across all grade spans with the most significant drop in TK/K of 12.6 percentage points from 41.5% to 28.9%. Grades 9 through 12 continued to have the highest chronic absenteeism rate in 2023-24 at 42.0% yet dropping 2.0 percentage points from 2022-23.

Further analysis of chronic absenteeism Dataquest statistics for the District overall, largest ethnicity/race populations, and at-risk student groups in grades K through 12 showed a significant rise in absenteeism and slightly widening, yet continuing, gap between chronic absenteeism rates from 2018-19 pre-pandemic to 2022-23 post-pandemic. Student attendance improved for all groups in 2023-24 from the prior year:

- Overall: 2018-19 - 3,872 student enrollment and 16.5% rate, 2022-23 - 3,649 student enrollment and 37.6% rate, 21.1 percentage point increase; 2023-24 - 3,604 student enrollment and 32.7% rate, 4.9 percentage point decrease from 2022-23
- Socioeconomically disadvantaged: 2018-19 - 57.8% of enrollment and 19.7% rate, 2022-23 - 50.5% of enrollment and 45.7% rate, 26.0 percentage point increase; 2023-24 54.1% of enrollment and 38.0% rate, 7.7 percentage point decrease from 2022-23
- Foster youth: data not available for 2022-23, omitted from analysis; 2023-24 0.2% of enrollment and 70.6% rate
- Students experiencing homelessness: 2018-19 4.8% of enrollment and 36.1% rate, 2022-23 - 1.9% of enrollment and 64.0% rate, 27.9 percentage point increase; 2023-24 1.9% of enrollment and 53.9% rate, 10.1 percentage point decrease from 2022-23
- EL: 2018-19 - 23.4% of student enrollment and 16.5% rate, 2022-23 - 19.9% of enrollment and 41.9% rate, 25.4 percentage point increase; 2023-24 17.8% of enrollment and 36.2% rate, 5.7 percentage point decrease from 2022-23
- Students with disabilities: 2018-19 - 12.2% of enrollment and 23.7% rate, 2022-23 - 12.3% of enrollment and 45.0% rate, 21.3 percentage point increase; 13.3% of enrollment and 38.9% rate, 6.1 percentage point decrease from 2022-23

- Hispanic: 2018-19 - 43.2% of enrollment and 18.1% rate, 2022-23 - 45.5% of enrollment and 42.7% rate, 24.6 percentage point increase; 2023-24 45.7% of enrollment and 35.3% rate, 7.4 percentage point decrease from 2022-23
- White: 2018-19 - 47.6% of enrollment and 14.7% rate, 2022-23 - 45.5% of enrollment and 33.1% rate, 18.4 percentage point increase; 2023-24 45.5% of enrollment and 30.0% rate, 3.1 percentage point decrease from 2022-23
- Filipino: 2018-19 - 3.5% of enrollment and 16.4% rate, 2022-23 - 2.4% of enrollment and 36.7% rate, 20.3 percentage point increase; 2023-24 2.2% of enrollment and 35.7% rate, 1.0 percentage point decrease from 2022-23

Absenteeism rates for K-12 students rose significantly from 2018-19 to 2022-23 with percentage point increases of 21.1 for the District overall, 26.0 for socioeconomically disadvantaged students, 27.9 for students experiencing homelessness, 25.4 for EL, 21.3 for students with disabilities, 18.4 for White, 24.6 for Hispanic, and 20.3 for Filipino. Homeless students had the highest absenteeism rate of 36.1% in 2018-19 and 64.0% in 2022-23, exceeding the District overall rate by 19.6 percentage points in 2018-19 and 26.4 in 2022-23. SED student absenteeism rates exceeded the District by 3.2 percentage points in 2018-19 and 8.1 in 2022-23. English Learners were chronically absent at the same rate as all students in 2018-19 at 16.5% which jumped to 41.9% in 2022-23 and exceeded all students by 4.3 percentage points. Absenteeism rates for students with disabilities remained consistent in the gap from all students at 23.7% in 2018-19 and 7.2 percentage points higher than the District overall and 7.4 percentage points higher at 45.0% in 2022-23. Hispanic student absenteeism rates were slightly higher than students overall in 2018-19 at 18.1% and 1.6 percentage points above the District, rising to 42.7% in 2022-23 and 5.1 percentage points above all students. White students had the lowest absenteeism rate in 2018-19 of 14.7%, 1.8 percentage points below the District overall, and again in 2022-23 at 33.1% with 4.5 percentage points below the District.

The overall District chronic absenteeism rate declined from 2022-23 to 2023-24 by 4.9 percentage points from 37.6% to 32.7%, with absenteeism rates declining across all students groups in 2023-24. The most significant increase in attendance was students experiencing homelessness with a decline of chronic absenteeism by 10.1 percentage points from 64.0% in 2022-23 to 53.9% in 2023-24, followed by SED decreasing 7.7 percentage points from 45.7% to 38.0%, and Hispanic students decreasing 7.4 percentage points from 42.7% to 35.3%. Absenteeism rates for students with disabilities at 38.9%, English Learners at 36.2%, and White students at 30.0% declined by at least 3.1 percentage points over the same time period and Filipino student absenteeism declined by one percentage point to 35.7%. Foster youth had the highest chronic absenteeism rate in 2023-24 at 70.6% and 37.9 percentage points above students districtwide; prior year data were not available.

Several factors may contribute to high absenteeism rates. Distance learning during the pandemic showed students and families schoolwork could be accomplished through online resources and outside of the traditional school day, diminishing the perceived value of students attending class in person. This would also erode student and family engagement by weakening relationships with teachers, peers, and support staff. For lower grades, most notably Kindergarten, families may be confused about when to send their students to school when they are not feeling well, family priorities, transportation, and families with older students having different attitudes towards kindergarten attendance [1]. Further fallout from the pandemic includes concerns about student physical health, anxiety about attending school in person, and negative impacts on student mental health and engagement [2]. Chronic absenteeism is an indicator of academic, developmental, and social-emotional risk for students. Chronically absent students are less likely to read proficiently by third grade, have lower achievement in middle school, and are less likely to graduate high school. Additionally, absenteeism is associated with lower levels of educational engagement, social-emotional development, and executive functioning [3]. California has provided significant funding for learning recovery efforts which expired in September 2024. Students cannot access these programs and supports when consistently missing school thereby reducing the likelihood of improving overall achievement and outcomes. LTUSD, as with other California school districts, receives funding

based on student average daily attendance. High (yet declining) chronic absenteeism rates, in conjunction with an ongoing state budget deficit, expiration of one time COVID relief funds, and declining enrollment the District experienced over the past few years has caused significant budget constraints.

ADDITIONAL TARGETED SUPPORTS AND IMPROVEMENTS (ATSI)
Four of eight District schools were identified for federally designated Additional Targeted Supports and Improvement (ATSI) based on student performance reported through the 2022 and 2023 Dashboards. In order to be eligible for ATSI, a school must have at least one student group of at least 30 students in the 2022 and 2023 Dashboard years and meet the following criteria:

2023 Dashboard
- At least one state indicator with a performance color
- All red indicators
- All red indicators except one of another color
- Five or more indicators where the majority are red

2022 Dashboard
- At least one state indicator for a student group of 30 or more students
- All indicators at the lowest Status level
- All indicators except one at the lowest Status level
- Five or more indicators where the majority are at the lowest Status level

Sites were identified for ATSI based on the following student groups:

- Meyers Elementary School: SED
- Elevated Digital Learning Academy: White
- Bijou Community School: SWD
- Tahoe Valley Elementary School: SWD

All but one qualifying school met ATSI criteria per the 2022 Dashboard for all indicators at the lowest status level except one and per the 2023 Dashboard for all red indicators except one. The District notified sites of their ATSI status and sites are required to collaborate with educational partners to develop and implement a school-level plan, which will be monitored by the District, to improve student outcomes. School Plans for Student Achievement (SPSA) may serve this purpose by including actions/services, additional supports, and resources to improve outcomes for their respective student groups.

Sites remaining in ATSI for the 2024-25 school year were:

- Elevated Digital Learning Academy: White
- Tahoe Valley Elementary School: SWD

CAASPP RESULTS 2021-22, 2022-23, 2023-24
LTUSD administered CAASPP assessments in spring 2022 after a 2-year break due to the COVID-19 pandemic. The following analysis addresses the largest District races/ethnicities and student group performance on mandatory state assessments in the District. Additional student group data may be viewed on the California Department of Education CAASPP and ELPAC webpage at caaspp-elpac.ets.org. Overall 2019 student performance data is referenced for pre-pandemic conditions.

Overall student performance in ELA remained consistent with or nearly 44.0% of all District students meeting state standards in 2019 (pre-pandemic), 2022 (post-pandemic), and 2023. In 2022, White non-Hispanic students performed better than students districtwide and all other student groups with 59.2% meeting state standards and 15.4 percentage points higher than the District overall at 43.8%. White non-Hispanic students again performed better than students districtwide and all other student groups in 2023 with 58.4% meeting state standards and 14.3 percentage points higher than the District overall at 44.1%, and 60.0% meeting standards in 2024 at 14.4 percentage points higher than the District overall at 45.6%. Hispanic students were the second highest performing group in 2022 with 27.6% meeting state standards yet falling 16.1 percentage points below the District overall. Their performance improved slightly in 2023 to 29.0% meeting state standards and 15.1 percentage points below students districtwide. In 2024, Hispanic student performance increased 1.2 percentage points to 30.2% meeting standards yet 15.4 percentage points below students districtwide. SED student performance fell slightly below Hispanic on 2022 ELA assessments with 27.0% meeting standards and 16.8 percentage points below the District overall. Their performance improved in 2023 with 30.3% meeting standards and 13.8 percentage points below all students and again in 2024 with 33.1% meeting standards and 12.4 percentage points below all students. The lowest performing student group on ELA state assessments in 2022 and 2023 were English Learners and students with disabilities (SWD). In 2022, 14.9% of SWD met state standards and were 28.8 percentage points below all students. Performance dropped slightly in 2023 to 14.7% meeting standards and 29.4 percentage points below the District overall, improving moderately in 2024 with 17.4% meeting standards and 28.2 percentage points below all students. Only 10.1% of EL students met ELA state standards in 2022 at 33.6 percentage points below all students, dropping to 9.1% in 2023 and 35.0 percentage points below all students. Scores improved slightly in 2024 with 12.2% of EL students meeting ELA state standards and 33.4 percentage points below students Districtwide. Data was not reported for Homeless students and Foster Youth due to a low number of scores.

Overall student performance in Math varied moderately from 2019 with 33.2% of all students meeting state standards, dropping to 27.9% in 2022, with slight improvement in 2023 to 30.3% and 34.0% in 2024. As with ELA, White non-Hispanic students performed better than students districtwide and all other student groups in 2022 with 42.0% meeting state standards and 14.1 percentage points higher than the District overall. In 2023, their performance rose slightly to 44.8% of White students meeting Math state standards and 14.5 percentage points higher than students overall, again improving in 2024 with 48.6% meeting standards and 14.6 percentage points above all District students. SED students were the second highest performing student group in 2022 and 2023 with 13.4% meeting standards in 2022 and 14.4 percentage points below all students, rising to 17.3% in 2023 and 13 percentage points below the District overall. In 2024, their scores improved moderately with 23.2% meeting Math state standards and 10.7 percentage points below students Districtwide. Hispanic students performed slightly below SED students in 2022 and 2023 with 12.5% meeting standards in 2022 and 15.4 percentage points below all students, improving slightly to 14.5% in 2023 and 15.8 percentage points below District students overall. Their scores improved in 2024 with 18.3% meeting state standards and 15.6 percentage points below all students. English Learners and SWD were the lowest performing students on Math assessments in 2022 and 2023. In 2022, 9.5% of SWD met Math state standards and were 18.4 percentage points below the District overall improving slightly to 11.3% in 2023 and 19.0 percentage points below all students. SWD scores improved moderately in

2024 with 15.3% of students meeting standards and 18.6 percentage points below all District students. In both 2022 and 2023, 4.6% of EL met Math state standards and were 23.3 and 25.7 percentage points below the District overall, respectively. EL student scores improved slightly to 5.8% meeting state standards in 2024 and 28.1 percentage points below all students. Data was not reported for Homeless students and Foster Youth due to a low number of scores.

Overall student performance in Science varied slightly from 2019 with 26.1% of all students meeting standards, increasing to 27.6% in 2022 and again in 2023 to 31.4%, and dropping to 29.5% in 2024. White non-Hispanic students performed the highest with 43.4% meeting state standards in 2022 and 15.7 percentage points above all students, increasing to 47.4% meeting standards and 16.0 percentage points above all students in 2023, and dropping to 44.5% meeting standards in 2024 and 15 percentage points above all students. SED students were the second highest performing student group with 17.6% meeting Science state standards and 10.1 percentage points below the District overall in 2022. Their performance improved in 2023 to 18.1% meeting state standards and 13.4 percentage points below all students with continued growth in 2024 to 20.7% meeting standards and 8.8 percentage points below students districtwide. Hispanic students performed slightly lower than SED with 13.2% meeting state Science standards and 14.5 percentage points below all students in 2022 with slight improvement in 2023 to 15.2% meeting standards and 16.2 percentage points below the District overall. The same percentage of Hispanic students met state Science standards in 2024 at 15.2% and were 14.3 percentage points below students Districtwide. In 2022, 9.4% of students with disabilities met standards and were 18.2 percentage points below all students. Their performance declined to 6.4% meeting standards in 2023 and 25.0 percentage points below the District overall with moderate improvement in 2024 to 9.8% meeting standards and 19.7 percentage points below all students. English Learners were the lowest performing student group with 1.5% meeting state Science standards in 2022 and 26.1 percentage points below the District with some improvement in 2023 to 3.7% meeting standards and 27.7 percentage points below all students. EL performance continued to decline in 2024 with 2.1% meeting state standards and 27.4 percentage points below students districtwide.

ENGLISH LEARNER PROGRESS
Significant improvement was realized for English Learner Progress with an increase of 14.4% of EL students making progress towards English language proficiency from 44.2% and a low rating per the 2022 Dashboard to 58.6% and a blue performance level for 2023. Growth slowed moderately as reported through the 2024 Dashboard with 52.1% of EL students progressing towards English language proficiency reflecting a 6.5% decline. The English Learner Progress Indicator shows the percentage of current English Learners making progress toward English language proficiency or maintaining the highest performance level (of 4) on the summative English Language Proficiency Assessments for California (ELPAC). ELPAC is the mandated state test for determining a student's English language proficiency administered to students whose primary language is not English. ELs who score level one on the ELPAC have minimally developed oral and written English skills, level two their skills are somewhat developed, level three indicates moderate development, and level four the student has demonstrated well developed skills and requires occasional and light support. For Dashboard reporting, the four ELPAC performance levels are divided into six ELPI (English Learner Progress Indicator) levels to allow students enough time to progress toward English language proficiency in the ELPI. ELPI levels are 1 (least proficient), 2L, 2H, 3L, 3H, and 4 (most proficient). Per the 2023 Dashboard, 57.3% of District English Learners progressed at least one ELPI level, up from 42.5% in 2022, which dropped to 49.4% in 2024; 1.2% maintained an ELPI level of 4, down from 1.7% in 2022, and increased to 2.7% in 2024; 26.0% maintained ELPI levels of 1 through 3H, down from 30.2% in 2022, and increased to 29.8% in 2024; and 15.4% decreased at least one ELPI level, down from 25.6% in 2022, which increased to 18.2% in 2024. School sites receiving a blue performance level for EL Progress on the 2023 Dashboard were Sierra House Elementary School, South Tahoe Middle School, and South Tahoe High School. Bijou Community School and Tahoe Valley Elementary School received blue

performance levels for EL progress on the 2024 Dashboard. The District was identified for Differentiated Assistance (DA) in 2023-24 partly based on English Learner very low academic performance and very high chronic absenteeism as reported through the 2022 Dashboard. Both academic performance and chronic absenteeism improved sufficiently per the 2023 Dashboard for English Learners to no longer qualify the District for DA based on their performance.

LONG TERM ENGLISH LEARNER (LTEL) SUPPORT
With enrollment of 643 EL students during the 2022-23 school year, 16.6% were identified as Long-Term English Learners (LTEL) and 7.4% were identified as at risk of becoming LTEL. English Learner enrollment declined to 605 students in 2023-24 with 10.8% identified as LTEL and 8.7% at risk of becoming LTEL. Supports for LTELs and students at risk of becoming LTELs include differentiated instruction within Designated English Language Development (ELD) classes; ELD teacher/student progress check-ins; counselor conferences; and parent engagement through Cafecitos, English Language Advisory Committee meetings, and the partnership between LTUSD and the South Lake Tahoe Family Resource Center. Structural intervention at the high school level includes year-long classes designed to support student achievement in content area coursework. In response to the continuing academic challenges facing LTELs and students at risk of becoming LTELs, and the resulting need for highly effective differentiated instruction, LTUSD provides professional learning opportunities targeting research-based instructional strategies and best practices for improving the performance of LTELs and students at risk of becoming LTELs.

BOND MEASURE
Constituents passed a $127.0 million school facility improvement bond measure in November 2024. Bond funds will be utilized to repair and replace outdated facilities at District sites. Planned improvements include:

- Updating classrooms, science labs, art and music centers, school libraries, and career-training facilities and equipment
- Repairing deteriorating roofs, plumbing, gas lines, sewers and electrical systems
- Replacing aging portable classrooms with modern, permanent classrooms
- Improving fire safety, water quality, and school security
- Replacing outdated heating and cooling systems and removing hazardous materials

Improvements are scheduled to begin in 2025.

LTUSD was successful in implementing programs, supports, monitoring, professional development, and engagement activities proposed in 2024-25 year 1 of the 2024-27 LCAP. Multiple positions proposed in the 2024-25 LCAP were, or remained, filled with the exception of six (6) new paraprofessionals, McKinney Vento Instructional Assistant, 0.5 FTE Elementary Counselor, 0.5 FTE Social-Emotional Intervention Teacher, and 1.0 FTE School Nurse. The positions remained vacant due to budget constraints:

- Filled positions: 6.0 FTE (of 5.5 FTE proposed) Academic Intervention Teachers, 1.0 FTE Career Technical Education (CTE) Specialist, 0.50 FTE each ELA/ELD (English Language Development) and Math Content Area Specialists, 3.5 FTE Elementary Counselors (0.5 FTE shared with Alpine County Unified School District/County Office of Education), 5.0 FTE School Nurses, 1.0 FTE Foster Youth/Homeless Student Advocate, 0.5 FTE Career Coach, 2.0 FTE Social-Emotional Intervention Teachers, and contracted Student Advocate (South Tahoe High School)

- Ongoing partnership with CA Education Partners to improve Math instruction and student learning, expanded to grade 9; Math strategies and Critical Concepts implemented at all elementary sites
- CTE Provider/Specialist coordinated hands-on, place-based learning experiences both in and outside the classroom
- Evidence-based instructional strategies were implemented districtwide as evidenced by successful implementation of Site Single Focus plans; sites reviewed and refined instructional strategies to develop and reinforce best practices
- SEL practices were provided districtwide through elementary and secondary Counselors, Wellness Centers, high school Student Advocate, SEL Intervention Teachers, partnering agencies, utilization of Kelvin SEL assessments and 123 Wellness curriculum, and site-specific programs such as FLEX period and RTI Scheduler
- Content Area Specialists provided direct student and teacher support for ELA/ELD and Math and offered structured sequential and targeted training opportunities to certificated staff individually and in groups after regular school hours to promote participation
- Maintained schedule of dedicated time for teacher collaboration and professional learning communities (early out Wednesdays)
- Elementary Counselors provided Tier II and social-emotional instruction and practices at elementary schools including offering weekly SEL resources and utilizing Kelvin SEL assessments and 123 Wellness Curriculum
- School Nursing Services maintained and available at all sites
- Ongoing parent engagement opportunities, resources, and support - including parents of unduplicated students - were available through District partnerships with local agencies; continued implementation of PIQE (Parent Institute of Quality Education) at South Tahoe Middle School; and participation in site and District committees and events
- Professional development survey was administered to certificated staff, results of which guided Staff Professional Development day training opportunities, expanded to classified staff; PD was driven by individual, site, and District needs and initiatives
- Sites successfully implemented their Site Single Focus Plans
- Attendance and suspension interventions and supports were ongoing at all sites through utilization of PBIS practices, School Attendance Review Board, student incentive programs, and outreach to families and students to address suspendable behavior and barriers to attendance
- Foster Youth/Homeless Student Advocate worked directly with Homeless students and their families to coordinate wraparound academic, mental, social-emotional, and physical health services; addressed students' basic needs including housing, food insecurity, clothing, and transportation
- Career Coach coordinated Mt. Tallac student exposure to career and college opportunities through job shadowing/internships with LTUSD departments and partnering agencies and on-site visits to vocational schools, regional community colleges, and Lake Tahoe Community College

Schools have fully implemented their Site Single Focus Plans:

- Tahoe Valley Elementary School - Thunderbird SMARTS: Systems Movement Arts Relationships Targeted instruction: examine Math practices; how to best engage students in their Math education and increase their achievement; research and best practices; sharing data, learning, and ideas; utilizing resources; maintaining components of SMARTS
- Elevated Digital Learning Academy - SMARTE Specific Measurable Achievable Relevant Time Equity: level up with experiential learning
- Sierra House Elementary School - Let's Grow - Get Results with Objectives and (hard) Work: teaching to student learning objectives
- Bijou Community School: Improving Research-Based Instructional Practices in English and Spanish Language Development with an emphasis on English Language Learners

- Meyers Elementary School: building and nurturing relationships of mutual support and high expectations among students, families, and educators
- South Tahoe Middle School: student and family engagement
- South Tahoe High School: develop a collaborative culture
- Mt. Tallac Continuation High School: create a Mt. Tallac graduate profile

Learning Recovery Emergency Block Grant
Lake Tahoe Unified School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-26 school year. LREBG funded actions are found in goal 3 action 3.4 Site Single Focus Plans.

The District LREBG needs assessment, completed during the 2024-25 school year, identified areas for growth in student attendance and improving Math and ELA/literacy outcomes. Bijou Community School, Tahoe Valley Elementary School, South Tahoe Middle School, Elevated Digital Learning Academy, and South Tahoe High School received a low or very low status in ELA and were identified for schools in greatest need of learning recovery supports. Student groups in the greatest need of ELA learning recovery supports based on low or very low status were students overall, Hispanic, SED, SWD, EL, and Homeless. Bijou Community School, Tahoe Valley Elementary School, South Tahoe Middle School, Elevated Digital Learning Academy, and South Tahoe High School also received a low or very low status in Math and were identified for schools in greatest need of learning recovery supports. Student groups in the greatest need of learning recovery supports based on low or very low status in Math were students overall, Filipino, Hispanic, two or more races, SED, SWD, EL, Homeless, and Long Term English Learners. All sites, with the exception of Meyers Elementary School, were identified as in the greatest need of learning recovery supports to address high and very high chronic absenteeism rates. Student groups identified as in the greatest need of learning recovery supports with high and very high chronic absenteeism were EL, LTEL, Homeless, SED, SWD, two or more races, Filipino, and Hispanic.

Sites are reviewing ELA curriculum to assess content, alignment, and rigor. Traditional elementary schools plan to pilot Math curriculum aligned with the new state Math frameworks during the 2025-26 school year. LREBG funding will maintain implementation of Site Single Focus Plans, which aim to foster positive school climates and improve academic outcomes. These funds will allow sites to purchase program materials and provide professional learning to strengthen instructional strategies and increase student engagement. New and supplemental instructional materials, integrated into rigorous, engaging lesson plans, will accelerate 1) academic and English language proficiency and 2) progress to close learning gaps by expanding and/or enhancing learning supports. LREBG funds will be partially utilized in 2025-26 and future expenditures may include funding before and after school learning opportunities and purchasing program supplies for hands-on, experiential learning. Metrics to monitor impact of implementation of the action are: 3.4 CAASPP results - ELA, 3.5 CAASPP results - Math, 3.6 Climate survey, 3.15 Dashboard - distance from standard of average score - ELA, and 3.16 Dashboard - distance from standard of average score - Math.

Further explanation of successes will be included in goal updates where applicable.

[1] Keep Learning California Survey Report (2023). Family Needs Assessment September 2023.
[2] Rosales, B.; Toness, B.; Blume, H. (10 August 2023). Why are more students chronically absent in California, U.S.? Study examines troubling trend. Los Angeles Times, 10 August 2023.

[3] CSBA Research and Policy Governance Brief (2024 March). Seize the Data: Using Chronic Absence Data to Drive Student Engagement, A Joint Publication of CSBA and Attendance Works.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

DIFFERENTIATED ASSISTANCE (DA)
LTUSD was identified for state designated Differentiated Assistance (DA) due to low academic performance on mandatory ELA and Math state assessments, high chronic absenteeism, and low graduation rates of students experiencing homelessness as reported through the 2023 California School Dashboard. To be eligible for assistance, the same student group must meet the criteria in two different priority areas. State and local indicators were used for 2023 differentiated assistance determinations. Homeless students were initially identified for DA in the 2022-23 school year based on results reported through the 2022 Dashboard with a very high chronic absenteeism rating and very low rating on ELA and Math academic performance. They received a red performance level on the 2023 Dashboard for chronic absenteeism, ELA and Math academic performance, and graduation rate. Goal 4 was developed for the 2024-25 LCAP to increase achievement and attendance of Homeless students through collaboration of District and Site leaders and identifying students who were, or were at risk of becoming, chronically absent. Homeless student chronic absenteeism and ELA and Math performance improved to orange performance levels on the 2024 Dashboard. Accordingly, LTUSD no longer qualifies for Differentiated Assistance and goal 4 will be removed from the 2025-26 LCAP; see goal 4 analysis. Actions and services targeting specific student groups, including students experiencing homelessness, remain in the LCAP to provide ongoing support for unduplicated and underrepresented students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No LTUSD schools have been identified for Comprehensive Support and Improvement

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee (LCAP PAC)	• Comprised of parents representing student groups including unduplicated pupils and students with disabilities • Developed schedule with meetings held via videoconferencing; agendas, minutes, and supporting documents developed to record progression of educational partner input and LCAP revisions • Three meetings held: January 27; March 19 State of the District; April 28, 2025 • Provides input to LCAP Task Force for consideration during LCAP development
LCAP Task Force	• Comprised of certificated and administrative staff representing all school sites; employee associations and two student representatives; and District administration • Coordinated and supported efforts to solicit, collect, and synthesize educational partner input for consideration in developing 2025-26 year 2 of the 2024-27 LCAP • Developed monthly schedule with meetings held via videoconferencing; agendas, minutes, and supporting documents developed to record progression of educational partner input and LCAP revisions • Three meetings held: December 9, 2024; January 27, April 28, 2025

Educational Partner(s)	Process for Engagement
Community Conversation	• Open to all educational partners and community members • Developed schedule with meetings held in-person, facilitated by the Superintendent and panels of experts • Tabletop conversation format with guiding questions and/or topics • One meeting held: January 14, 2025 • Publicized through District social media posts, District newsletter, and Aeries Communications messaging system
State of the District/Community Conversation	Meeting included: • State of the District presentation on vision, mission, and priorities; bond and facilities; budget; and educational programs • Interactive tabletop conversations led by school Principals and District staff • Partner panel discussion with local community and support agency leaders • In-person meeting held after work hours at South Tahoe High School; childcare and Spanish translation services provided to promote attendance • Publicized through District social media posts and newsletter, newspaper article, and Aeries Communications messaging system
South Tahoe Educators' Association (STEA) LCAP Input	• Comprised of certificated and administrative staff representing all school sites, employee association representatives, and District administration • Three meetings held: March 17, April 15, and May 19, 2025 • Developed schedule with meetings held via videoconferencing and in-person; agendas, minutes, and supporting documents developed to record progression of educational partner input and LCAP revisions • Provided input for consideration in development of the LCAP

Educational Partner(s)	Process for Engagement
Special Education Services	• SELPA (Special Education Local Plan Area) Director and Special Education staff participated in LCAP Task Force and STEA LCAP input meetings • Collected educational partner input through Special Education Update meetings: October 16, 2024; April 29, 2025 • Collected Community Advisory (CAC) input at each monthly CAC meeting during the LCAP development process • Parents of students with exceptional needs were invited to LCAP PAC meetings
LCAP Surveys	Surveys administered 12/18/24-1/24/25 using SurveyMonkey online survey tool; accessible through computer and mobile devices, available in English and Spanish • Educational partners notified through site and District communications • Student TK-2 and 3-12: 1,737 responses representing approximately 49% of student population • Staff: 208 responses representing approximately 48% of staff • Parent/community: 270 responses • Gathered input on equity, school safety, student achievement, community engagement, student engagement, and social-emotional learning
School Climate Surveys	Contracted outside agency to provide survey access and site and District reports • 24/25 administered 3/3-4/14/25 to grades 5, 7, 9, 11; response rates grade 5 - 61%, grade 7 - 73%, grade 9 - 79%, grade 11 - 74%, NT - 53% • Accessible through computer and mobile devices, available in English and Spanish • Student: ELEMENTARY collected input on school climate, connectedness, and learning engagement; perceived school safety, harassment and bullying at school; developmental supports; experiences of caring adult relationships, high expectations, and opportunities for meaningful participation

Educational Partner(s)	Process for Engagement
	at school; mental health, supports for social-emotional learning, and positive behavior; and health-related and behavioral learning barriers; SECONDARY collected input on school engagement; developmental supports; experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school; perceived school safety, bullying, and victimization; and violence perpetration, substance use, and crime-related behavior • Staff, districtwide: collected input on supportive and inviting learning and working environment; norms and standards; staff supports, professional respect, and collegiality; safety; student developmental supports; equity; behaviors that facilitate learning; problems the school experiences; discipline; and professional development needs • Parent, all sites: collected input on student supports and school conditions, how welcoming the school is to parents, scope/nature of parent involvement and school communications, parent involvement in their child's education, and student risk behaviors • Results inform the California School Dashboard Local Climate Survey local indicator; available on the California School Dashboard website • Results published on CalSCHLS website
English Learner Advisory Committee (ELAC)	• Formal group of elected and trained parent officers with membership representing English Learners for each school site • Remote and in-person monthly meetings held at each site • Provides EL parent input on site and District programs
District English Learner Advisory Committee (DELAC)	• Formal group composed of ELAC site representatives • Meets at least two times per year • Provides EL parent input on site and District programs

Educational Partner(s)	Process for Engagement
Cafecitos	• Provides Spanish-speaking families resources and opportunities to meet with District and site representatives • In-person meetings held weekly for each elementary site; serves as monthly ELAC meetings for middle and high schools
Chat with the Superintendent	• Open meetings to discuss questions, concerns, and District updates with the Superintendent • Virtual, 18 meetings held for staff members
Board of Education Meetings	• 25 in-person meetings with virtual option • Held on the 2nd and 4th Thursday of every month (excluding holidays and school breaks) • Opportunity for public to provide input and comment on site and District programs and operations • Includes two student Board members
Citizen's Bond Oversight Committee	• Comprised of seven members in accordance with California education law • Provides oversight of bond/taxpayer money, ensures bond expenditures align with specific projects outlined in the bond measure, informs the public of the status and details of bond funded projects, reviews and reports the use of bond funds • One in-person meeting held March 27, 2025; all meetings open to the public; meetings will be held throughout the bond cycle
Superintendent Student Advisory Committee	• Superintendent met monthly with South Tahoe High School Student Advisory Committee • Comprised of 11th and 12th grade students representing the student body

Educational Partner(s)	Process for Engagement
	• Informal, open meetings for student representatives to bring forward and discuss questions and concerns with the Superintendent

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

LCAP Parent Advisory Committee
January 27, 2025 meeting
Reviewed LCAP goals, actions/services, metrics, student demographics, and CAASPP results; reviewed LCAP survey results. PAC members provided the following input based on LCAP survey results:

- Concerns regarding students' negative online experiences
- Staff concerns about safety systems and structure
- Need to increase percentage of students feeling they have a trusted adult at their school
- Address bullying
- Disaggregate results by school and grade
- Breakdown question regarding students being treated fairly and respecting each other’s differences
- Schools utilize remote meeting options differently
- Percentage of staff agreeing community communications are translated and accessible to all community members has increased, hope to continue increasing in the future
- Students may be focusing on “motivated” when responding to question regarding motivated and prepared to learn, may create discrepancy between student and parent responses
- Breakdown responses to “I like going to school every day” by grade
- Encouraged by high percentage of staff agreement on the importance in building trusting relationships
- High percentage of agreement for staff having tools and strategies to engage students
- Social-emotional learning supports increased through Wellness Centers and Community Schools Grant funding for Elementary Counselors
- Only two categories showed 25% or higher disagreement for Student Achievement and SEL
- Need for greater focus on staff professional development
- More than 25% of parents disagree that their student’s school provides students with a strong foundation for future careers and/or college; what is causing declining agreement?
- 75% of TK-2 students agreed they felt safe at school, 84% have friends at school; all students of this age group/grade span should feel safe and have friends at school

The PAC expressed concern about low student performance on state assessments potentially resulting from the test itself and lack of opportunity for SWD to take tests appropriate to their skill levels and needs. They provided prioritization of proposed goals, actions, and services. Members were regularly updated on SEL, academic, bilingual, and career supports implemented in 2024-25 through Community Schools Grant funding.

LCAP PAC input was collected during the State of the District/Community Conversation meeting. See State of the District and Community Conversation in the following section.

LCAP Task Force
The Task Force reviewed LCAP funding sources, goals, metrics, actions/services, and LCAP survey results. They provided input on goal and action/service development in consideration of overall site specific and districtwide needs.

Task Force members recommended minor revisions to student, staff, and parent/community LCAP survey questions. They provided the following input and observations based on analysis of LCAP survey results:

Safety and Equity
- Breakdown results by grade level to observe how student responses vary across grades
- Staff feeling listened to and supported has not met or exceeded 75%, how can this be addressed?
- What is causing discrepancy between student response to all students are treated fairly and respect each other's differences at 69% agreement and staff response to students are treated with respect and taught to positively embrace diversity at 88% agreement

Engagement: Community, Student
- Parents feel welcome to participate/attend school meetings and events at 87% agreement while 60% agree they have opportunities to provide input on school and district decisions, why don't parents feel heard on school/district decisions?
- 93% of parents agreed their students attend class regularly while 50% of students agree they like going to school every day, how should the District and sites convey accurate attendance information to parents?
- 83% of parents agreed their students were motivated and prepared to learn while 26% of students disagreed they were motivated and prepared
- Although at 77% agreement and improving, nearly one in four students did not agree they had trusted adults at their school

Student Achievement, Social-emotional Learning (SEL)
75% or higher agreement
- 80% of students agreed they get additional help they need
- 90% of students agreed they knew what they needed to do to succeed in school
- 82% of staff were confident in their ability to deliver rigorous curriculum
- 79% of staff agreed they had access to tools and resources (to support their students' SEL needs/learning)
- 80% of students knew they could get help and where to go at school when they felt sad, anxious

25% or higher disagreement
- 54% of staff agreed, 33% disagreed the current professional development in which they were participating helped them to meet the academic needs of their students
- 73% of parents agreed they received useful information about their student's progress from teachers/school

The Task Force discussed the need to convey accurate attendance information to parents, students having a trusted adult at school, and improving student preparedness and motivation to learn. Committee members concurred on removing goals 4 and goal 5 from the 2025-26 LCAP. Goal 4, focusing on Homeless student attendance and achievement, was originally required based on low academic performance and high chronic absenteeism thereby qualifying LTUSD for differentiated assistance (DA). LTUSD no longer qualifies for DA and supports contained in the first three goals also encompass those in goal 4. Goal 5 was required in the 2024-25 LCAP due to award of Equity Multiplier funds to Mt. Tallac Continuation High School based on high 1) student mobility (instability) rates and 2) percentage of students designated as socioeconomically disadvantaged. Mt. Tallac did not meet criteria to receive these funds for utilization in 2025-26. Task Force member/Mt. Tallac Principal provided input that goal 5 actions/services align with Mt. Tallac's Site Single Focus Plan, the site would likely qualify for Equity Multiplier funds periodically, and removing the goal would have minimal, if any, impact on student supports. Members agreed to exclude goals 4 and 5 from the 2025-26 LCAP, yet, targeted supports for Homeless and Mt. Tallac students would continue. The Task Force was also regularly updated on SEL, academic, bilingual, and career supports implemented in 2024-25 through Community Schools Grant funding.

Community Conversation

- January 14, 2025
- Participation: over 25 community members and staff
- Focus area: student mental health
- Baseline data was used to inform actions in the LCAP, professional development, programs, and services

Community Conversations provided educational partners and the community at large opportunities to engage in meaningful conversations regarding District students and programs. Approximately 30 community members attended the January 2025 meeting addressing mental health challenges students encounter. The Superintendent hosted the event and a panel composed of District staff and local agency members with expertise in student mental and social-emotional health were available for questions and group discussion. The event featured a trailer screening of Hiding in Plain Sight: Youth Mental Illness. The preview highlighted mental health challenges students face and set the stage for vital conversations. During the event, the District LTUSD Alternative Education Counselor discussed common challenges seen in LTUSD schools, such as alcohol and drug abuse, bullying, gender identity struggles, self-harm, and suicidal ideation. The Alt-Ed Counselor explained these behaviors are often rooted in trauma and emphasized the importance of addressing underlying causes while providing students with the support they need. The event underscored the strong sense of community in South Lake Tahoe, identifying many resources available to support students and families facing mental health struggles. Together, the community remains dedicated to prioritizing student well-being and fostering a nurturing, resilient environment. The District is committed to raising awareness, offering support, and empowering students with the knowledge to make healthy, informed choices. Attendees engaged in group discussions addressing shared concerns and challenges, including academics, peer pressure, cultural isolation, and growing fears surrounding documentation and deportation issues. Participants praised the District's Wellness Centers, the Soul Shoppe SEL learning program, and the new group therapy Flex class at South Tahoe High School (STHS). Parents expressed a need for more education on mental health issues and substance abuse for their students. The STMS Principal shared about the site's efforts to reduce bullying and support students struggling with mental health. Staff regularly assess all students, ensuring that even the quietest or most discrete students receive help if needed. At the start of the school year, students learned behavior expectations, which were reinforced throughout the year. Mountain High Recovery has seen a significant increase in referrals from STMS, with vaping being a major concern. The Executive Director of Mountain High emphasized

the hidden nature of substance abuse in the community and growing numbers of students experimenting with substances without understanding the risks. In response to these challenges, one of Mountain High Recovery's primary goals is educating students about substance use dangers. Sierra Child and Family Services manages three Wellness Centers across LTUSD campuses, serving over 200 students. Schools have options to refer students to external counseling services when needed. The STHS Student Advocate provides targeted care for students, including social-emotional support, attendance, and family challenges. A Balanced Life, a local therapy and counselling center, offers free counseling services through grant funding. The LTUSD Foster Youth/Homeless Student Advocate noted that some students live independently as early as sophomore year. With strong community support, the advocate addresses their basic needs in order to focus on resolving larger challenges these students face.

State of the District/Community Conversation

- March 19, 2025
- Participation: over 100 community members and LTUSD staff
- Focus area: responses to specific 2024-25 LCAP survey questions
- Dually served as LCAP PAC meeting
- Baseline data was used to inform actions in the LCAP, professional development, programs, and services

Community members provided the following feedback:
LCAP Parent/Community Member survey question: Parents have opportunities to provide input on decisions about the (their student's) school and District
Strongly agree/agree: 60.4%
Disagree/strongly disagree: 29.6%
What suggestions would you provide staff to improve this area?

- Create a link website parent page for parents to enter suggestions on a spreadsheet
- More/better text/calling for tardy notifications and grade notification: lost in too many emails, flag emails as important, streamline communication from teachers and Administration, too many Parent Square emails, more parent notifications containing questions
- Survey "are you receiving texts?"
- Cannot over communicate
- PTA involvement/numbers/ask for input, committees and clubs, events
- Honoring students with parents in attendance, student performances and highlights
- Opportunities to provide input during regularly scheduled events: Back to School Night/Open House – provide posters to collect family input
- Express the need for parent support: engage smaller groups of parents to improve communication and receive feedback, evening meetings are difficult for parents to attend, ensure parents are informed in order to promote participation, more parent involvement - communicate that parents are wanted and needed
- Spanish-speaking office staff to promote family engagement
- Assign classroom parents at the beginning of the school year, start with art volunteers
- Weekly newsletter schoolwide, teachers send their own updates
- Meyers: PTA and good community engagement, School Site Council, access to Administration
- Use Gala event as an opportunity to share what is happening, more opportunities to share out what is working at each site

- Attending school board meetings: open comments at board meetings, communicate via text with bullet points, simplify communication process, distribute YouTube link of recorded board meetings in Aeries (Student Information System)
- Multiple information/communication platforms: not everyone receives information the same way
- No opportunities to provide input
- To what degree should parents be involved in some decisions?
- Opportunities are available for those that want to be involved: personal connection/invitations, listen to input
- Parent Square has been a great tool, improve and update websites regularly
- Hold meetings that create alignment, monthly surveys, provide food at family nights
- Implement change based on feedback, follow stated processes related to education, accurate data, transparency with monitoring level, clarify input being sought
- Transparent compliance improvement process for the entire educational system
- Access for students, parents at home are not heard
- Shorter questions

LCAP Parent/Community Member survey question: My student is challenged academically
Strongly agree/agree: 65.2%
Disagree/strongly disagree: 26.3%

- Increase 1:1 focus with staff and students with technology and iPhones, Artificial Intelligence
- Increase mentors in the District, individualized instruction
- Assure students have opportunities to extend and apply, choices
- Increase expectations for all students, students are motivated when they know it counts, grade level classes have minimal expectations, requiring unengaging and unchallenging grade level classes
- 4x4 schedule, evaluate graduation requirements, class structure, concurrent classes, dual enrollment, offer more Advanced Placement classes, Flex schedule, challenging Honors programs, CTE courses are the most challenging, more classes available, more underclassmen encouraged to take 5.0 (AP) classes, keep opportunity by class consistent
- Some classes are not sufficiently challenging - AP classes covering basic concepts, lower expectations post-COVID, improvement over the past five years, bar (expectations) are higher, "give out" As, surprise at D as a passing grade
- Parent/family involvement: more resources for parents, bring awareness to the community, involve parents/families in selecting curriculum and class choices
- Staffing issues, too many teacher absences, substitute inaction
- Teacher engagement, collaborative training, Wednesday collaboration is helpful
- Increase hands-on Math resources, focus on writing skills, less worksheets, schoolwide AR incentives
- Peacemaker playground - buddy program, parent volunteer-run small groups, freshmen meet with STMS students/provide information
- Utilize data, follow metrics, proper metrics regarding students receiving special services based on abilities, improve tools to identify specific abilities
- Too hard to meet everyone's needs in public school

LCAP Parent/Community Member survey question: I receive useful information about my child's progress from the teacher(s) and/or school

Strongly agree/agree: 72.6%
Disagree/strongly disagree: 19.6%

- Aeries: not helpful due to grading method, not updated, does not include dual enrollment, ignore due to lack of alignment
- Individual Education Plans
- More advice on how to help my child or where to find resources
- Report cards: send routine communications monthly regarding my child's progress, generic comments are insufficient, grade reports sent out weekly by teachers, text message and progress reports, quarterly parent/teacher conferences, explain academic updates in parent-friendly manner, need explanation of test results and what scoring means
- iReady reports with activities to challenge students, not understandable; Canvas is difficult
- Too many apps: Aeries, Parent Square, Class Dojo etc.; invest in one and use it efficiently
- Significant parent contact by teachers, insufficient information on social-emotional well-being/bullying behaviors, difficult for teachers to provide daily communication regarding interaction of every child, personal contact is appreciated, engaged parents understand and feel they can talk to teachers, expecting a lot from teachers, teachers only communicate if there is or could be an issue, weekly updates are great - Aeries grade check available daily, teacher communication in a manner to which parents will engage
- Student responsibility
- Parent Square, determine who is not receiving messages

Any additional suggestions for us to support students in their success?

- Break down surveys by school
- Add an optional comment section
- Differentiate teacher/school/District
- Continue wellness opportunities at Elevated Digital Learning Academy
- How can we be assured this feedback will be taken into consideration and shared with school sites?
- More instructional support for our students
- Special Education has strong family relationships, but there are some language barriers
- Increase number of Intervention Teachers
- Flex: less homework
- Assist student athletes and graduating seniors (senioritis)
- Dual enrollment accessibility awareness
- Streamline communication to parents
- Notifying parents only when there is an issue
- Ensure families and younger students are aware of Lake Tahoe Community College opportunities

South Tahoe Educators' Association (STEA) LCAP Input
Committee members shared input from their site staff on prioritizing LCAP actions and services:

Meyers
Goal 1
1. Academic intervention

2. Paraprofessionals for targeted Reading and Math skills improvement
3. Social-emotional (SEL) Counselors
4. CTE Provider
5. Site Single Focus Plan

Goal 2
1. and 2. Schools Nurses, Academic Intervention Teachers
3. Elementary Counselors
4. Attendance interventions and support
5. Suspension interventions and support
6. Student Advocate
7. SEL (high school)
8. Family engagement

Goal 3
1. Early out Wednesday: collaboration and professional development schedule
2. Professional Development: staff survey, design, implementation
3. Content Area Specialists
4. Site Single Focus Plan

Tahoe Valley
- Full time School Nurse substitutes when needed
- Community Schools growth, expansion of SEL and academic supports
- After school enrichment programs and academic support
- Transportation for after school academics and enrichment
- Proposition 28 Funds for Arts program – expand and enhance
- Bilingual Instructional Aides
- Special Education/Speech appropriately staffed in adherence to state mandates
- Small class sizes: TK 20:2, K-1: 22, 2-3: 24, 4-5: 28

South Tahoe Middle School
Goal 1
1. Interventions for failing students
2. Instructional Aides RSP (Resource Support Program)/Special Education
3. TIPP (trauma-informed professional practice)/Alternative education programs
4. Schoolwide safety procedures and practices (systems and procedures)
5. Electives

Goal 2
1. TIPP/Alternative education programs

2. Increased security/parent volunteers
3. Additional School Resource Officer time to build trusting relationships with students
4. Release time for vertical articulation and planning
5. Revisit standards-based grading, trainings and support

Goal 3
1. TIPP/Alternative education programs
2. Subject collaboration time, full days to align content and practices
3. Trio and Wellness Center trainings, focus on parameters of those services – passes, authority, etc.
4. Home visits
5. School Attendance Review Board (SARB) services

South Tahoe High School
- Social and emotional support - drugs
- Academic, mental health support
- More aides/support staff for classes
- In-class language support for students
- Vending machines
- More novels in Spanish for library
- Paid (in full) professional development - conferences (i.e. CATE)
- Onsite tech support
- Saturday school for truancy
- Summer school
- School Attendance Review Board – (SRO) officer on campus

Committee members expressed concerns about fewer Intervention Teachers and suggested increasing their numbers and eliminating Content Area and/or CTE Specialist positions. They further expressed concern about the SEL Intervention Teacher title not identified as Community Schools. The group discussed Intervention Teachers at the high school and leadership conversations regarding staffing based on STEA input.

The STEA LCAP Input committee was regularly updated on SEL, academic, bilingual, and career supports implemented in 2024-25 through Community Schools Grant funding.

Special Education Services
- Based on educational partner input and data analysis, actions and services appropriate for students with exceptional needs were included in LCAP goal and strategy development
- Input from sites and Special Education Staff identified needs in the areas of staffing in accordance with state mandates, full-time nurse substitutes, and instructional assistants

LCAP Surveys

- Questions were grouped into categories and aligned across student, staff, and parent/community member surveys: safety, equity, community engagement, student engagement, student achievement, and SEL
- Majority of responses were positive
- Survey results revealed areas for growth in equity; safety systems and structures; staff perception of campus safety; staff support from administration and leadership; student perception of being treated fairly and respecting each other's differences; staff's ability to differentiate instruction to meet students' needs and their schools demonstrating high expectations for students; opportunities for parents to provide input on site and District decisions; parent perception of students being challenged academically; effective monitoring of student attendance; student motivation and enjoying going to school; professional development to support teachers in meeting their students' academic needs; and student perception of their community wanting them to succeed
- Grade 3-12 students were asked to best describe their school experience in one word; of 1,545 responses the most common answers were good, fun, okay, and boring

School Climate Surveys

- 23/24 Parent Survey: parents had the highest level of agreement for teachers being responsive to students' social and emotional needs, schools provided them with advice and resources to support their child's social and emotional needs, and parents were involved in school; areas of need were schools actively seeking input from parents
- 23/24 Student Survey secondary (grade 7 only): students had the highest level of agreement for adults having high expectations of them, they had caring adult relationships, and they were academically motivated; areas of need were students feeling school was boring and facilities upkeep
- 23/24 Student Survey elementary (grade 5): students had the highest level of agreement for adults having high expectations of them, they were academically motivated, they felt safe on their way to and from school, and rules were clearly defined; areas of need were being called names/target of mean jokes and boredom with school
- 23/24 Staff Survey: staff had the highest level of agreement for adults in school having high expectations of students, school was a safe place for students, and there was respect for diversity; areas of need were student depression was a moderate/severe problem, professional development for students exposed to trauma, sufficient resources to create a safe campus, and cutting classes/truancy was a moderate/severe problem
- 24/25 Parent Survey: parents had the highest level of agreement for teachers being responsive to students' social and emotional needs, schools provided them with advice and resources to support their child's social and emotional needs, and parents were involved in school; areas of need were schools actively seeking input from parents
- 24/25 Student Survey secondary (grades 7, 9, 11): students had the highest level of agreement for adults having high expectations of them, they were academically motivated, and they had caring adult relationships; areas of need were students feeling school was boring, harassment, bullying, and having mean rumors spread about them
- 24/25 Student Survey elementary (grade 5): students had the highest level of agreement in feeling safe on their way to and from school, were academically motivated, and adults had high expectations of them; areas of need were students being called bad names/targets of mean jokes and having mean rumors spread about them, and boredom with school

- 24/25 Staff Survey: staff had the highest level of agreement for adults at school having high expectations of students, students had caring adult relationships, students were provided adequate counseling and support services, and overall instructional school environment and supporting student well-being and development; areas of need were student readiness to learn and motivation to complete schoolwork, cutting classes/truancy and harassment/bullying were moderate/severe problems, availability of sufficient resources to create a safe campus, and overall student substance use and mental health
- Survey results are published on the CalSCHLS website

ELAC, DELAC, and Cafecitos
LCAP Task Force committee members participated in ELAC, DELAC, and Cafecitos meetings, gathering and conveying input to the LCAP Task Force for consideration during LCAP development. The DELAC reviewed LCAP implementation in December 2024, March 2025, and June 2025. Members provided the following input:

- Schools should be more accepting of all cultures and teaching, promoting, and including positive messages about multiple cultures and backgrounds
- Physically and emotionally safe schools
- Attention to restrooms as safe spaces free of bullying, vandalism, substance use, and long waits
- More in-class student support regardless of language fluency
- Support students in discovering their interests at a younger age and development of skills in those areas
- Prepare graduating students for post-secondary career and/or college
- Need for greater involvement of non-native English speaking parents in their student's education through teachers, schools, and the District
- Determine methods to best support a positive climate that engages parents such as culturally relevant activities

DELAC input was taken into consideration during revision and development of LCAP goals, actions, and services.

Citizen's Bond Oversight Committee
Comprised of seven members in accordance with California education law
- Provide oversight of bond/taxpayer money, inform the public on the status and details of bond funded projects, ensuring bond expenditures align with specific projects outlined in the bond measure, and review and report the use of bond funds
- One in-person meeting held March 27, 2025; all meetings open to the public, meetings will be held throughout the bond cycle

The Superintendent met with staff at their sites twice during the school year for informal, open discussion. Staff input during these meetings was taken into consideration during development of the LCAP.

Educational partner input influenced all aspects of the LCAP. Various LCAP actions and services have been developed and/or modified

based on efficacy and educational partner input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Inspire lifelong learning by fostering curiosity, critical thinking, and problem-solving skills to increase achievement among all students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need for:

- Tier I (appropriate grade level) instruction for all students
- Standards/critical concepts and alignment
- Common formative assessments and checking for understanding
- Student-centered
- High expectations of students
- Cohesion between core instruction and intervention supports
- Engaging, rigorous grade level instruction with relevant lessons
- Student access to rigorous curriculum
- Intervention supports for academic and social-emotional learning
- Instructional Aides
- Improve attendance through student and family engagement and accountability
- Strong and supportive relationships among students, teachers and staff
- Teaching students critical thinking and problem solving skills
- Strengthening Math and Reading instruction
- Maintaining courses and activities beyond core instruction

Academic success and access to relevant, rigorous curriculum are prioritized through actions focused on academic support. Progress will be evaluated based on metrics related to academic achievement, course enrollment, and basic services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of EL, RFEP, SED, and FY students enrolled in AP classes	23/24 EL: 8 RFEP: 63 SED: 80 FY: 0 Source: Aeries	24/25 EL: 11 RFEP: 83 SED: 86 FY: 1 Source: Aeries		Increase from previous year annually	EL: +3 students RFEP: +20 students SED: + 6 students FY: +1 student
1.2	Number of EL and RFEP students earning Seal of Biliteracy upon graduation	22/23 EL: 0 RFEP: 18 Source: internal tracking	23/24 EL: 0 RFEP: 21 Source: internal tracking		Increase from previous year annually	EL: no difference RFEP: +3 students
1.3	Percentage of graduates completing UC/CSU requirements: Overall*	22/23: 48.7% Source: CalPads	23/24: 41.5% Source: CalPads		Increase from previous year annually	-7.2 percentage points
1.4	Percentage of EL students making progress toward English language proficiency (score of 3 or 4 on summative ELPAC)	22/23: 52.0% Source: caaspp-elpac.ets.org	23/24: 50.0% Source: caaspp-elpac.ets.org		Increase from previous year annually	-2.0 percentage points
1.5	Percentage of students passing an AP exam with a score of 3 or higher: Overall*	22/23: 84.2% Source: Aeries	23/24: 77.9% Source: Aeries		Increase from previous year annually	-6.3 percentage points
1.6	Dashboard - distance from standard of average score - ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 19.3 points below standard FY: data not displayed for privacy SED: 50.2 points below standard EL: 71.9 points below standard	23/24: 13.8 points below standard FY: data not displayed for privacy SED: 42.7 points below standard		Zero points below standard	Overall: +5.5 points FY: not reportable SED: +7.5 points EL: -0.1 points SWD: +6.7 points Homeless: +21.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 91.9 points below standard Homeless: 109.1 points below standard 23/24 LTEL: 106.0 points below standard (new for 25/26 LCAP) Source: California School Dashboard	EL: 72.0 points below standard SWD: 85.2 points below standard Homeless: 87.4 points below standard Source: California School Dashboard			LTEL: report in 25/26
1.7	Dashboard - distance from standard of average score - Math: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26), LTEL (new for 25/26 LCAP)	22/23: 59.3 points below standard FY: data not displayed for privacy SED: 91.7 points below standard EL: 111.0 points below standard SWD: 120.3 points below standard 23/24 Homeless: 111.0 points below standard (added for 25/26 LCAP) LTEL: 166.5 points below standard (new for 25/26 LCAP) Source: California School Dashboard	23/24: 45.5 points below standard FY: data not displayed for privacy SED: 75.7 points below standard EL: 101.4 points below standard SWD: 106.9 points below standard Source: California School Dashboard		Zero points below standard	Overall: +13.8 points FY: not reportable SED: +16.0 points EL: +9.6 points SWD: +13.4 points Homeless: report in 25/26 LTEL: report in 25/26
1.8	CAASPP results ELA: Overall* Disaggregated by EL, FY, SED, SWD,	22/23: 44.1% met/exceeded standards	23/24: 45.6% met/exceeded standards		Increase from previous year annually	Overall: +1.5 percentage points FY: not reportable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Homeless, LTEL (new for 25/26 LCAP)	FY: too few scores to report SED: 30.3% EL: 9.1% SWD: 14.7% Homeless: data suppressed because fewer than 11 students tested 23/24 LTEL: 4.3% (new for 25/26 LCAP) Source: caasp-elpac.ets.org	FY: too few scores to report SED: 33.1% EL: 12.2% SWD: 17.4% Homeless: too few scores to report Source: caaspp-elpac.ets.org			SED: +2.8 percentage points EL: +3.1 percentage points SWD: +2.7 percentage points Homeless: not reportable LTEL: report in 25/26
1.9	CAASPP results Math: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 30.3% met/exceeded standards FY: too few scores to report SED: 17.3% EL: 4.6% SWD: 11.3% 23/24 Homeless: too few scores to report (added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 34.0% met/exceeded standards FY: too few scores to report SED: 23.2% EL: 5.8% SWD: 15.3% Source: caasppp-elpac.ets.org		Increase from previous year annually	Overall: +3.7 percentage points FY: not reportable SED: +5.9 percentage points EL: +1.2 percentage points SWD: +4.0 percentage points Homeless: report in 25/26 LTEL: report in 25/26
1.10	EL reclassification rate	22/23: 13.7% Source: LTUSD EL Services records,	23/24: 14.4%		Increase from previous year annually	+0.7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP (TOMS) reports	Source: LTUSD MLE Services records			
1.11	iReady growth Reading (K-8): Overall	Fall 2023: 26.9% early or mid/above grade level Spring 2024: 45.9% early or mid/above grade level Source: iReady	Fall 2024: 30.0% early or mid/above grade level Winter 2025: 47.0% early or mid/above grade level Spring 2025 results pending Source: iReady		Increase from previous year annually	Fall: +3.1 percentage points Spring: pending
1.12	iReady growth Math (K-8): Overall	Fall 2023: 13.2% early or mid/above grade level Spring 2024: 39.2% early or mid/above grade level Source: iReady	Fall 2024: 29.0% early or mid/above grade level Winter 2025: 31.0% early or mid/above grade level Spring 2025 results pending Source: iReady		Increase from previous year annually	Fall: +15.8 percentage points Spring: pending
1.13	Prepared for college (EAP) - ELA: Overall* (11th graders meet/exceed standards CAASPP)	22/23: 50.5% Source: caaspp-elpac.ets.org	23/24: 44.0% Source: caaspp-elpac.ets.org		Increase from previous year annually	-6.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Prepared for college (EAP) - Math: Overall* (11th graders meet/exceed standards CAASPP)	22/23: 22.7% Source: caaspp-elpac.ets.org	23/24: 24.5% Source: caaspp-elpac.ets.org		Increase from previous year annually	+1.8 percentage points
1.15	CTE pathway completion rate: Overall*	22/23: 20.2% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report	23/24: 26.4% Source: California School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report		Increase from previous year annually	+6.2 percentage points
1.16	School facilities maintained in good repair	23/24: Yes with the exception of South Tahoe High School which received a school rating of Poor Source: SARC, FIT	24/25: Yes with the exception of South Tahoe High School and South Tahoe Middle School which both received a school rating of Fair Source: SARC, FIT		Yes	+1 school did not receive good rating
1.17	School Plan for Student Achievement implementation	23/24: Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education Source: LTUSD Educational Services	24/25: Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education Source: LTUSD Educational Services		Yes Developed and approved annually	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Percentage of teachers that are fully credentialed and appropriately assigned	23/24: 96.8% Source: LTUSD Human Resources Department	23/24: 97.0% Source: LTUSD Human Resources Department		100% of teachers are fully credentialed and appropriately assigned	+0.2 percentage points
1.19	Percentage of students who have successfully completed courses that satisfy UC/CSU requirements and CTE sequences or programs of study	22/23: 11.9% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report	23/24: 14.8% Source: California School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report		Increase from previous year annually	+2.9 percentage points
1.20	CAASPP results Science: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 31.4% met/exceeded standards FY: too few scores to report SED: 18.1% EL: 3.7% SWD: 6.4% 23/24 Homeless: too few scores to report (added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 29.5% met/exceeded standards FY: too few scores to report SED: 20.7% EL: 2.1% SWD: 9.8% Source: caaspp-elpac.ets.org		Increase from previous year annually	Overall: -1.9 percentage points FY: not reportable SED: +2.6 percentage points EL: -1.6 percentage points SWD: +3.4 percentage points Homeless: report in 25/26 LTEL: report in 25/26
1.21	Programs and services have been developed and are provided to unduplicated students	23/24: Yes Source: LTUSD Educational Services	24/25: Yes Source: LTUSD Educational Services		Yes	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	District offers a broad course of study	23/24 Yes Source: LTUSD Educational Services	24/25: Yes Source: LTUSD Educational Services		Yes	No difference
1.23	Student access to standards-aligned materials	23/24: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	24/25: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution		All students have access to standards-aligned materials	No difference
1.24	English Learner Progress Indicator (current EL students making progress towards English language proficiency or maintaining the highest level)	22/23: 58.6% Source: California School Dashboard	23/24: 52.1% Source: California School Dashboard		Increase from previous year annually	-6.5 percentage points
1.25	Number of students enrolled in dual enrollment courses	23/24: 689 students Source: Aeries	24/25: 741 Source: Aeries		Increase from previous year annually	+52 students
1.26	CAASPP results ELA: Grade 3 Overall (new for 25/26 LCAP)	23/24: 49.3% met/exceeded standards (new for 25/26 LCAP) Source: caaspp-elpac.ets.org			Increase from previous year annually	Report in 25/26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services were implemented as planned with the exception of:

1.1: 6.0 of 5.5 FTE Academic Intervention Teacher positions were filled
1.2: 6.0 new paraprofessional positions remained vacant, existing paraprofessional positions were retained

Positions remained vacant due to budget constraints.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted expenditures and estimated actual expenditures are as follows:

Budgeted expenditures exceeded estimated actual expenditures:

- 1.4 CTE Provider/Specialist salary costs lower than projected

Estimated actual expenditures exceeded budgeted expenditures:

- 1.1 Academic Intervention Teachers: Additional 0.5 FTE Academic Intervention teacher salary cost with duties split between a high performing and high need elementary school
- 1.2 Paraprofessionals: Six new paraprofessional positions remained vacant, estimated actual expenditures reflect salary costs for existing general education paraprofessional positions in continuing direct student support
- 1.3 CA Ed Partners partnership: activities were funded through CA Ed Partners grant which exceeded budgeted funds, utilization of budgeted LCFF supplemental funds was not required; estimated actual expenditures reflect CA Ed Partners grant expenditures
- 1.5 Evidence-based Instructional Strategies: salary step and column adjustments

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1.1 Academic Intervention Teachers
LTUSD filled 6.0 of 5.5 FTE proposed Academic Intervention Teacher positions that were based out of elementary school sites; 4.5 FTE Intervention Teachers were assigned to the highest need schools and 1.5 FTE to the highest performing school. A 0.5 FTE Intervention Teacher located at Tahoe Valley Elementary also served as Community Schools Coordinator. Teachers' combined caseload was approximately 250 students.

Academic Intervention Teachers provided tier II and III targeted support for students underperforming in Math and English, and participated in collaboration to review student performance data. They pulled out students during scheduled enrichment/intervention time established for each grade level and delivered ongoing intervention support in small group settings for struggling learners primarily in ELA and limited Math. Teachers worked as a collaborative team to assist with assessing and determining student groups and focus areas based on assessment results to ensure continuity of practice districtwide. In collaboration with families, site staff, Wellness Centers, and other service providers, they developed and implemented intervention plans and activities aligned with California state academic standards specific to students' Reading and Math needs. Teachers met regularly with students and tracked their academic results to monitor progress and guide intervention and support practices. They were responsible for assessing students frequently; examining student assessment data; and developing, implementing, and refining lesson plans and activities individually tailored to student academic needs. Teachers explored and employed methods to engage families in their student's education and provided teachers, students, and families with regular and timely updates on student progress.

1.2 Paraprofessionals
Six new proposed paraprofessional positions remained vacant during the 2024-25 school year. Existing paraprofessional positions were maintained for intervention and targeted student support in all subjects, including English and Math skills improvement.

1.3 California Education Partners Partnership
Since inception in 2021-22, collaboration with California Education Partners (CA Ed) has gained significant momentum in implementing high leverage strategies supporting Math instruction for grades TK through 3. The District-CA Ed partnership centered on examining and improving District systems to better support coherent Math teaching and learning and forming methods to support students in developing thinking strategies.

Grade span teams expanded to include teachers from TK through ninth grade from six schools with site teams participating in monthly meetings to review new strategies in instruction, grading, and assessments. Instructional strategies developed with CA Ed Partners have been implemented at all brick and mortar District elementary schools, South Tahoe Middle School, and South Tahoe High School. Sierra House Elementary School has been the lead in applying instructional strategies developed through the CA Ed partnership by dedicating time for Math collaboration and discussing Math learning objectives daily, having purposeful and focused collaboration on student work and strategies, developing common assessments, and embracing high-level pedagogical practices. Sierra House student performance on Math state assessments has improved with four percentage points more students meeting/exceeding state standards from 2021-22 to 2023-24 and, most notably, 13 percentage points more 3rd grade students meeting/exceeding standards over the same time period. El Dorado County Office of Education hosted a site visit at Sierra House in spring 2025 for EDCOE leadership and district superintendents to observe

the school's Math instruction model for consideration of implementation across the county. With the support of California Education Partners, in 2023-24 South Tahoe Middle School (STMS) and South Tahoe High School (STHS) developed a 5-year plan to improve Math instruction and learning. Plan implementation is ongoing with Site Administrators, staff curriculum leaders, and teachers leading instructional changes in the way Math is taught and learned, focusing on creating a streamlined transition between the two sites' Math programs and ensuring students have a strong foundation and subject matter mastery through graduation. Teachers utilized new ways of engaging and motivating students and analyzed common formative assessment results to monitor student progress and adjust teaching strategies. STHS eliminated the Fundamentals of Math class and moved toward rigorous, integrated instruction. Teachers have been successful in closing student learning gaps and providing support to improve student outcomes. This is exemplified by a drop in the D/F rate of 8th grade Math by over 30% since 2022-23, a drop in the high school D/F rate for Math I by 15%, and improved performance on state assessments with seven percentage points more STMS students meeting/exceeding state Math standards from 2022-23 to 2023-24 and eight percentage points more STHS 11th grade students meeting/exceeding state standards from 2021-22 to 2023-24.

Districtwide focus for 2025-26 will be pacing, exploring and aligning instruction to new state Math frameworks, and utilizing the eight Math practices of:

- Establish Math goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect Math representations
- Facilitate meaningful Math discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning Math
- Elicit and use evidence of student thinking

In addition to partnering with CA Ed Partners, student Math performance improvement efforts continued with staff participating in the El Dorado County Office of Education Math Institute training. This professional development aligned with the new California Math Framework being implemented across California.

1.4 Career Technical Education Provider (Specialist)
The CTE Specialist (CTE Technical Provider) position was maintained for the 2024-25 school year. An LTUSD CTE Elementary Pathway Program Strategic Plan for 2021-25 was developed to guide introduction of career and technical pathways and education to grades K-5 (discover) and 6-8 (explore).

Work continued to create districtwide K-12 community events in conjunction with local, state, and federal agencies such as South Tahoe Public Utility District, Tahoe Institute for Natural Science, Sugar Pine Foundation, South Tahoe Refuse, USDA Forest Service, South Lake Tahoe Fire Rescue, Tahoe Regional Planning Agency, and League to Save Lake Tahoe. CTE teams promoted and strengthened the program through outreach initiatives including collaboration, ongoing and new agreements with partnering agencies and businesses, and support of the career focused/curriculum pathway planning MajorClarity program. Events and activities in which the CTE Specialist

collaborated and/or coordinated included, but were not limited to:

- Expansion of U.C. Master Gardeners program to include all elementary schools, middle school students attending Boys and Girls Club, and the STHS Culinary program; various flora were donated for students to plant at elementary sites, mushroom kits were donated to 5th grade classes accompanying their NGSS (Next Generation Science Standards) instruction about decomposers
- Enviro Day held at South Tahoe High School; 280 high school students participated in a range of workshops hosted by South Tahoe Environmental Education Coalition (STEEC) offering hands-on experiences in forestry, wildfire behavior, waste disposal and recycling, tree planting, wildlife sketching, and water quality analysis
- Coordinating with STEEC for grade K-5 students to participate in the annual Wonders of Water and Environmental Education (WOWEE) program providing hands-on, place-based learning about water molecules, water pollution, waste sorting, best management practices, Meandering Meadows, Web of Life, All the Water on the Planet, aquatic invasive species, fish adaptations, microinvertebrates, watersheds, mindfulness art, and photosynthesis; 6th grade WOWEE program teaching students about fire prevention, Wetland in a Bottle, water quality testing/analysis, planting Sugar Pine trees, and reforestation
- Coordinating with STEEC for a 7th and 8th grade student field trip aboard the M.S. Dixie paddleboat; students interacted with various local organizations and engaged in handling giant sugar pinecones, practicing home gardening, learning to identify and prevent the spread of aquatic invasive species, geological history lessons about Lake Tahoe, and exploring local mammal and bird life
- CTE Community Event hosted at South Tahoe Middle School introducing students and the community to CTE pathways offered at South Tahoe High School during which attendees could discover, explore, and engage with students and teachers from the four CTE-focused pathways: Allied Health, Media Arts, Hospitality and Tourism, and Environmental Science and Engineering
- CTE Trout in the Classroom where three of four traditional elementary schools housed a fish tank specifically designed to raise Cutthroat trout; trout were raised from eggs and released into Taylor Creek, a local waterway that enters Lake Tahoe, during a class field trip
- Woods, Water, Wildlife grade K-2 field trip to Sugar Pine State Park providing students lessons on groundwater, Animals are Amazing, No New Water, Animal Adaptation, and water pollution/methane gas trap
- Children's Forest grade 3-4 field trip to the Mt. Tallac Historic site providing students lessons on Washoe history, native plants, common water, dendrochronology, aquatic invasive species, founding families of Tahoe, tree biology, and living with fire
- Snowshoe field trip for grade 8 students with on-site presentations by Heavenly Ski Resort snow park team and Ski Patrol
- Dental health lessons for grade K-5 students at two elementary sites (remaining elementary schools will receive lessons during the 2025-26 school year)
- Organizing at least one outdoor field trip for every grade K-8 student

The CTE Specialist partnered with District and local agency staff in securing funding from Lake Tahoe Educational Foundation to reintroduce the BATS (Bringing Arts to Schools) art program in 2025-26, creating a more equitable ski program for next school year, securing two years of dental supplies from El Dorado County Division of Public Health, and resurrecting the third grade districtwide swim program through the City of South Lake Tahoe.

1.5 Evidence-based Strategies
Multilingual Learner Equity

Work of the Multilingual Learner Equity (MLE) department, also referred to as English Learner department, was driven by the District vision to discover and foster the unique talents and potential of all students with a focus on comprehensive literacy, innovation, and a whole child approach. The program promotes equity in service to lifelong learning and academic excellence through embracing the asset of multilingualism. The MLE department oversees coordination of ELD supports districtwide, administration of initial and summative ELPAC assessments, Reclassification as Fluent English Proficient of students meeting state criteria for English language proficiency, and monitoring and supporting those students for four years following exit from the MLE program and English Language Development course of study supports.

With 2.14% of English Learners meeting/exceeding state Science standards in 2023-24, improving performance in Science was a focus for the 2024-25 school year through professional learning and continued implementation of a system of districtwide language protocols. Target strategies in these language protocols included direct vocabulary instruction through practice and play, required oral language practice through a variety of think/pair/share strategies, consistent use of sentence frames with increasing levels of difficulty, mandatory participation, and introduction of oral practice and sentence frames. The number of LTELs (long-term English Learners), students identified as EL for seven years or more, dropped from 367 in 2022 to 357 in 2023 and again in 2024 to 322. This was partly due to successful reclassification with students mastering the English language earlier in their academic path. Similarly, the EL population declined from 725 students in fall 2022 to 643 in fall 2023 and again to 605 in fall 2024. EL and LTEL student performance on state Math assessments improved slightly from 2022-23 to 2023-24 with 4.57% and 5.81% of students meeting/exceeding state standards, respectively. Best practices, such as through the work with California Education Partners in improving Math instruction and learning, have introduced resonant academic strategies which supported all students, including English Learners.

The MLE department facilitated professional learning across the District through participation in grade level collaboration, advancing instructional strategies for English language development, and teacher one-on-one and team meetings with the ELA/ELD Content Area Specialist (CAS). Collaboration included a minimum of two all staff professional learning sessions at each school site focused on sites' individual needs, analyzing student data, lesson planning, modeling strategies in the classroom, and co-teaching. Additionally, in 2024-25 the MLE Director and ELA/ELD CAS held a three-part article study on "The Opportunity Myth" focusing on data, high academic standards, and quality instruction for all students.

The District retained a highly experienced Director of Multilingual Learner Equity who also provided support for family engagement and basic needs as Director of South Lake Tahoe Family Resource Center (FRC) for the 2024-25 school year. The FRC is a well-established, nonprofit organization which enables any community member in need to access wraparound supports and services. All services are free and bilingual, allowing the FRC to work toward its mission of enabling individuals and families to achieve self-sufficiency, economic stability, develop resilience in parents and children, and assist families in becoming a contributing part of the community. Sharing Director duties between the two organizations reinforced wraparound services for the Spanish-speaking community and provided ongoing targeted support for District families and students. Multilingual learner services goals and planning were driven by the District vision to discover and foster the unique talents and potential of all students. The Director developed program goals aligned with LCAP goals and oversaw implementation guided by the California English Learner Roadmap. Following MLE services guiding principles of valuing home language fluency as an essential component of bilingualism, family engagement enhancing student learning, all educators supporting ELs, and best instructional strategies to support all students, the Director oversaw and was actively involved in:

- Developing, sustaining, and supporting districtwide implementation of EL systems in aligning all programs and services

- Supporting teachers directly with instruction
- Comprehensive planning and implementation of systematic, districtwide professional learning including an optional paid article study on "The Opportunity Myth" in addressing lack of student access to resources and the impact on their post-secondary success, especially for underrepresented and underserved student groups
- Ongoing implementation of CA EL Roadmap best practices through teacher self-reflection surveys to design targeted professional development and monitoring efficacy utilizing an observation tool and classroom walkthrough protocol
- Making data-driven decisions based on ELPAC results, CAASPP state assessments, and California School Dashboard (specifically English Learner Progress Indicator) results
- Promoting and monitoring EL and RFEP (Reclassified Fluent English Proficient) students earning the State Seal of Biliteracy and enrollment in AP (advanced placement), honors, and dual enrollment classes
- Coordinating and providing monthly ELD training and leading team collaboration for shared outcomes and planning including vertical articulation
- Introducing new and reinforcing existing best practices for a master schedule built around protected ELD instruction, designated ELD based on standards, integrated ELD to support access across curricula, alignment of programs and practices for dually identified students, and intervention
- Effective communication of MLE priorities, programs, strategies, and supports including updates at all District leadership meetings; regular communication with site leaders; consistent outreach to site leaders and site visitation schedule by CAS; District website postings; increasing in-person ELAC and DELAC participation
- Maintaining resource access through the Ellevation EL management program, expanding EL services through professional development and student materials funded by the Dual Language Immersion grant, providing EL Roadmap toolkits
- Significantly expanding translation services both orally and in writing, in remote and in-person settings, and reinforcing formalized procedures for translation requirements, through both the school district and in support of families at the FRC

The District/FRC partnership continued to be successful in increasing the number of families involved in parent outreach meetings and community forums, parents accessing the high school career and college counselor based out of FRC, and multiple other well-attended programs and partnerships with local agencies in addressing family health, wellness, nutrition, healthy relationships, and prevention of substance abuse. Families regularly received support for basic needs, access to community services, career advancement, advocacy, and enrichment from the Center. Under the MLE/FRC Director's purview is ongoing utilization of the Ellevation English Learner web-based management platform for monitoring progress of students learning English, as well as that of students who exited the EL program as RFEP within the previous four years, with teachers providing classroom-level assessments of student achievement.

iReady Assessments
Online assessment and instruction program iReady was fully implemented in 2024-25 with reading and math tests administered to grades K through 8 in fall, winter, and spring. Site administrators and teachers analyzed results; specifically student performance in each grade-level placement (on, below, or above grade level) and domain performance; to identify areas of potential focus, student growth during and across years, setting goals, planning learning experiences for Administrators and teachers, adjusting curriculum pacing, and individualizing instruction. The adaptive diagnostic assessment adjusts questions to meet student needs in determining how to best support individual student learning. The instruction component provided students with lessons based on their individual skill level and needs to reach grade level, allowing students to learn at their optimal pace using engaging, interactive lessons. iReady is aligned with California state standards with a high correlation to CAASPP state assessments covering phonological awareness, phonics, high-frequency words, vocabulary,

comprehension in literature and informational text, numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Student performance on iReady assessments improved from 2023-24 to 2024-25 and throughout each school year. In fall 2023, 26.9% of students districtwide were early (partially at) or mid/above grade level in reading increasing to 45.9% in spring 2024. Similarly, fall 2023 math assessment results showed 13.2% of students districtwide were early or mid/above grade level increasing to 39.2% in spring 2024. Assessment results for 2024-25 revealed the same trend with higher percentages of students partially at/mid/above grade level earlier in the school year. Fall 2024 assessment results showed 30.0% of students overall were early or mid/above grade level in reading, rising to 47.0% in winter 2025, and 29.0% early or mid/above grade level in math rising to 31.0% in winter 2025; spring 2025 results pending.

Site Single Focus Plans
Evidence-based instructional strategies were successfully administered districtwide for general and special education students as demonstrated through implementation of Site Single Focus Plans.

Bijou Community School
Improving research based instructional strategies in English and Spanish language development to improve student outcomes, particularly for English Language Learners

The Bijou Single Focus Team expanded in 2024-25, comprised of teachers from each grade level and the site Principal. Bijou's Single Focus plan centered around an asset-based approach, including home language as an asset for all students. All students are considered language models and language learners in the belief that no student should have to relinquish their first language to learn a second. The school supported an additive bilingualism environment for students to retain their first language and cultural identity. Bijou's three goals are bilingualism and biliteracy, grade-level academic achievement in English and Spanish, and socio-cultural competency in understanding and valuing other cultures. Through a collaborative process, the school identified language development as the single focus for instruction and, in spring 2022, began program alignment with the work of ATDLE (Association of Two-Way and Dual Language Education). Ongoing collaboration with ATDLE improved alignment and cohesion with a focus on the pillars of dual language education. Professional development and technical assistance from ATDLE have been provided since plan inception and three instructional strategies were identified for implementation in classrooms by teachers and paraprofessionals across all content areas. The ELD model was modified for grades TK-2 to ensure English Learners received both integrated and designated ELD meeting their specific needs in a dual language program. Thinking Maps was implemented in 2023-24 as was the continuation of refining use of the three instructional strategies. Bijou began their work with CA Ed Partners which supported the increase of academic language development in Math instruction. Rubrics were also applied to calibrate student writing and analyze student strengths and needs in students' written work.

In 2024-25, Bijou expanded Thinking Maps implementation and maintained student writing alignment and calibration. The site continued to develop shared performance tasks in creating authentic writing experiences for students. Additionally, guiding principles of dual language rubrics were utilized to identify programmatic instructional strengths and weaknesses at Bijou. Bijou maintained high expectations for all students with a focus on equity and access, with the goal that achieving bilingualism and biliteracy was possible for all students. Three high-yield, research-based instructional strategies were implemented schoolwide: Thinking Maps, Think/Pair/Share, and Random Calling. These strategies supported active language output, increased the number of students engaged simultaneously, and allowed teachers to actively monitor students and determine what they were understanding through content. Thinking Maps created consistency across the school by generating a shared language for learning. They were used for understanding reading content, understanding the structure of text, and

thinking critically and talking about writing through content. Think/Pair/Share is a comprehensive engagement strategy which promoted oral language and allowed students processing time for new content; provided time for teachers to observe how students were using language; and assisted student development of social skills in talking, listening, and speaking clearly. Teachers used equity sticks or digital programs to randomly select students to answer questions, rather than calling on students with raised hands. Random calling supported a culture of participation and permitted teachers to check for understanding with a random sample of students. Bijou spent over 50 cumulative hours supporting the implementation of Thinking Maps, beginning with learning the basic eight maps and classroom implementation. After the initial eight-week implementation period, professional development was followed up with additional training components such as summaries to maps. The trainer met individually with grade level teams to plan for instruction and watch model classes. Implementation continued to include additional components such as Path to Proficiency which provided skills in supporting students to talk and write using these maps. Maps were used to write paragraphs and essays with staff consensus on a shared language and maps for each genre of writing.

Bijou advanced its improvement of the instructional model for ELD through targeted work with ATDLE. The TK-2 program was adjusted to provide dedicated time for ELD in tandem with strategies to emphasize oral language in English and Spanish. Complementary, non-repetitive, and engaging ELD units were developed during early out Wednesday collaboration time. ELD is written as the school's master schedule. Students have expressed their excitement in participating in the program and developing their bilingual skills. Bijou's aim is for students to be proficient in oral language by third grade, which also supports reclassification in middle school. English and Spanish are incorporated into Math instruction utilizing strategies such as Counting collections, Number Talks, and Three Reads Protocol; developed in collaboration with CA Ed Partners. Additionally, a 15-minute English Math block was added to grades 3-5 in which students participated three times per week. The block served to cover Math topics in English that were taught in Spanish during regular classroom instruction. This also benefitted students who were administered state assessments in English.

The 2025-26 focus will continue on language development and writing instruction using Thinking Maps to support instruction and elements of effective writing for all genres and strategies for narrative writing. Bijou also plans to continue developing engagement strategies in all content areas.

South Tahoe Middle School
Maximize engagement of South Tahoe Middle School students, families, and staff to create a positive school culture

South Tahoe Middle School's Single Focus Plan was supported and facilitated by a team of curriculum representatives across departments who guided the work collaboratively. Members represented Special Education, Social Studies, Science, ELA, Physical Education, Math, Language/Electives, and Administration. STMS's focus spanned across student, staff, and family engagement asserting that meaningful engagement drives success. Student engagement included PBIS (Positive Behavioral Interventions and Supports) implementation, improving attendance, and leveraging the RTI (Response to Intervention) scheduler to better meet student needs. In supporting staff, STMS deepened work with the High Reliability Schools framework, strengthened restorative practices, worked with El Dorado County Office of Education on foundational conditions for teaching and learning, and prioritized staff wellness and collaboration. Family engagement expanded through school events and continuation of the PIQE (Parent Institute for Quality Education) program which assisted parents in navigating academic expectations and supporting their students. The PBIS framework significantly enhanced school climate by promoting positive behavior through the school motto PRIDE: Positive, Respect, Integrity, Determined, and Engagement. The preventative approach to student behavior increased student engagement while fostering learning. PBIS implementation included supportive systems such as social probation and accountability projects through which STMS utilized student discipline as learning opportunities. Students have learned from their actions and

remained connected to the campus. STMS plans to continue to improve behavior support through the PBIS Committee.

Different platforms were used to communicate the importance of daily student attendance, including Timberwolf Television, Smore parent newsletters, Aeries Communications ParentSquare school messaging system, and infographics. Additionally, multi-tiered student support teams met biweekly to discuss attendance challenges, SARB (School Attendance Review Board) referrals, intervention supports to address chronic absenteeism, scheduled family conferences to better understand individual student attendance challenges, develop attendance contracts, and collaborate on support plans. STMS student average attendance improved since 2021-22 with 2024-25 generally having the highest attendance rates. STMS will continue to develop and implement targeted interventions for increasing student attendance. A daily 30-minute FLEX Period was continued in 2024-25 providing for enrichment, intervention, and student choice. The flexibility allowed teachers to target support based on student needs and afforded students opportunities to explore interests and extend their learning. RTI Scheduler was introduced in 2024-25 to enhance the FLEX period. The software is a digital logistics tool that assists in organizing student groups dynamically and responding to student data in real time. Combination of FLEX period and RTI Scheduler facilitated in-time student support reinforcing STMS's commitment to individualized support in academic areas.

iReady local assessment results showed growth in ELA growth fall 2024 to winter 2025, with students at three or more grade levels below grade level dropping from 39% to 31%, and those at or above grade level increasing from 18% to 24%. Similarly, iReady Math assessment results showed students three grade levels below grade level decreasing from 35% to 29%, those at or above grade level increasing from 7% to 10%, and students at early grade level increasing from 17% to 19% over the same time period.

The STMS athletics programs thrived with 524 athlete entries and 259 unique participants exemplifying strong student interest and multi-sport involvement. Participation rates showed 29% of 6th graders, 47% of 7th graders, and 46% of 8th graders took part in at least one sport. STMS offered a variety of enrichment clubs including arts, academics, and athletics providing students with diverse opportunities for exploration and engagement. The Mathletes and Ballet Folklorico Clubs were added in the 2024-25 school year to existing clubs, including Ally Club, Art Club, Club Live, Dance Club, META Club, recreational athletics, and Seasonal Crafts Club. STMS organized events supporting students and families with both an academic and community building focus. The PIQE program continued efforts in empowering parents to help their students achieve their full academic and social potential in middle school. The program's focus in 2024-25 was supporting academic achievement; self-management, academic standards, and standardized testing; building relationship skills and accessibility resources; fostering social awareness and understanding the school system; preparing for college and other post-secondary options; Principal's dialogue; and graduation ceremony. Two major community events organized by STMS META Club were Carnaval and Dia de los Muertos; student club members manned several interactive booths around campus and both events were highly attended by the community.

South Tahoe Middle School staff engagement continued in 2024-25 through ongoing work with the Marzano's High Reliability Schools (HRS) model by revisiting level 1 in creating a safe, supportive, and collaborative culture. Focus shifted to HRS level 2 of effective teaching in every classroom. Various professional development opportunities were provided including a Districtwide Staff Professional Development day, early out Wednesdays focused on engagement, and curriculum leader committee led sessions introducing key instructional elements with all efforts guided by Marzano's book, The New Arts and Science of Teaching. STMS identified key engagement elements in the areas of feedback, content, and context. The main focus for 2024-25 was feedback in using informal assessments. Curriculum leaders reviewed the framework through The New Arts and Science of Teaching, administered and analyzed a staff survey to identify priorities, identified and prioritized the top ten elements based on staff input, and departments prioritized the top three elements upon which strategies were developed. Curriculum leaders then facilitated learning and sharing opportunities to practice strategy implementation. A full planning day has

been scheduled for 2025-26 preparations and continuing work on HRS level 2. The STMS Wellness Center team led after school “Educators Embracing Educators” sessions encouraging staff wellness with a focus on support, connection, and self-care. Staff were provided a PD book and each week a topic was highlighted in the Smore newsletter. Department collaboration was a key focus of early out Wednesdays as well as individual department planning days to support instructional alignment within STMS and across elementary and high schools. These efforts supported the HRS work including common assessments and review of scope and sequence for departments.

Elevated Digital Learning Academy
Level up with experiential learning
SMARTE: Specific, Measurable, Achievable, Relevant, Time, Equity

The Single Focus Plan for Elevated Digital Learning Academy was initially grounded in Kolb’s Learning Cycle of concrete - experience, reflective – observation, abstract – conceptualization, and active – experimentation, in which it remained for 2024-25. Part of the program involved concrete learning such as tutorials and mastery tests. Students also engaged in abstract and active work through the curriculum. Reflection was embedded in student curriculum along with the site gathering input from students and families through surveys. Ethnic Studies and Financial Math courses were added in alignment with LCAP goal 1 in inspiring lifelong learning, fostering curiosity, and critical thinking. Student feedback indicated a desire to participate in courses and experiences related to real life and response to the Financial Math course was positive with students becoming more engaged in Math.

Elevated partnered with local organizations, such as Blue Granite Climbing Gym and Boys and Girls Club, which offered enrichment programs, STEM (Science Technology Engineering Math), and SEL learning activities. Winter Wildlands Alliance provided Elevated students curriculum and equipment for snow school lessons. Students had opportunities to participate in outdoor activities, build community, and apply their learning in real-life settings. Experiential learning activities included community service, graduation requirements, and several courses containing lessons requiring critical thinking and reflection. Elevated continued to utilize Edmentum, a digital curricula program offering fully functional instructional modules, tracking systems for managing curriculum and educational standards, custom course creation, real-time data collection, and analysis and reporting. The program provided students pathways within course content in order to improve in areas for growth.

Professional development involved Elevated teachers learning and using resources within the Edmentum curriculum platform including technical support, data collection, and creating custom courses. Staff trained on Exact Path custom diagnostics incorporated in Edmentum which provided teachers and students instructional reinforcement, support for accelerated students, and remediation for those struggling with or requiring a refresher on content. Elevated was proactive in addressing significant challenges related to generative AI (Artificial Intelligence) in education with teachers utilizing free webinars and other resources offered in the field of education.

In engaging Elevated families, parents were able to view their student's assignment progress and completion, grades, and the amount of time spent in the courseware through Parent Sensi, a communication feature of the curriculum software. Staff communicated directly with families through the platform and information about student progress based on curricular diagnostic tools was regularly conveyed to parents. The school offered several question and answer nights providing opportunities for families and students to discuss the school’s programs.

Elevated aligned their program with LTUSD’s vision and mission through experiential learning by helping students recognize and reach their potential as a cycle of learning, allowing them to move through the active learning process at their own pace, and utilize supports based on

individual needs. A testing timeline was developed to collect data for informing instruction and assessing program efficacy. In 2024-25, the school was successful in implementing best practices, evaluating use and effectiveness of these practices, expanding strategies for online learning and engagement, and developing plans for data collection/analysis and future funding.

Mt. Tallac Continuation High School
Build the Mt. Tallac Graduate Profile

The Mt. Tallac Continuation High School Single Focus Plan concentrated on increasing attendance, graduation rate, and student employability. Students were required to clock in upon arrival to school, spend accountability time after school for tardiness, staff communicated with students about tardiness and absenteeism in seeking solutions to attendance barriers, and a quarterly incentive program was established for students attending 90% of or more of their instructional days. Attendance interventions and supports were provided to students through a progressive tiered scale with tier 1 offering incentives and recognition; tier 2 providing attendance coaching, SARB referrals, and student/family meetings; tier 3 requiring a contract meeting, home visits, graduation date extension, wraparound services, and impact on employment/internship opportunities; and tier 4 students potentially transitioning into Adult Education for not attending class or not on track to earn their diploma by the age of 18. The school was successful in improving graduation rates with 76.7% of students graduating per the 2023 California School Dashboard increasing to 82.0% per the 2024 Dashboard.

Mt. Tallac continued to hold its annual meet and greet where various community organizations met with students and families, organization representatives participated in mock student interviews, and students engaged with community members in a different format. Friday visits to Lake Tahoe Community College (LTCC) continued during which students attended their regular classes on LTCC's campus, were exposed to the college campus environment, and attended presentations on department programs.

Exploration of student values, interest, and skills was significantly expanded in 2024-25 through students attending job fairs and enrolling in dual enrollment courses, increased guidance in securing and maintaining employment, collaboration with CTE through a Strong Workforce grant, and staff visiting alternative schools to observe curriculum and programs. Students visited various business and sites to explore and prepare for post-secondary career and college opportunities:

- Universal Technical Institute: explored vocational programs
- Recreation Center construction: toured new local recreation center construction site
- Bank of the West: completed initial setup of student finances
- Department of Motor Vehicles: applied for Real IDs and inquired about driving requirements
- Sierra Academy of Style: explored cosmetology school program
- Western Nevada College: explored trade programs
- Truckee Meadows Community College: explored degree and certificate programs

Students also participated in internships and job shadowing with the LTUSD maintenance department, Al Tahoe preschool, and South Lake Tahoe Family Resource Center. Future plans include reviewing and revising curriculum to meet individual student needs, attending conferences focused on continuation school programs, and ongoing collaboration with the high school CTE department through a Strong Workforce grant. The Mt. Tallac program will continue to increase career exposure and opportunities through job shadowing and internships along with updating the current dual enrollment career course.

Sierra House Elementary School
Let's grow - Getting Results with Objective and (hard) Work

Sierra House Elementary School's Single Focus Plan targeted Math instruction. The plan established clear objectives aligned with California state standards utilizing Marzano Critical Concepts, a focused set of critical concepts for each K-12 grade level in ELA, Math and Science designed to streamline curriculum planning by defining the learning progression students need to master. Teachers posted daily learning objectives in Math ensuring that both students and teachers were clear about the learning intention every day. Staff utilized innovative strategies and challenged previous approaches to Math instruction while expanding their understanding of how students learned Math effectively. Instructional strategies transformed as did the school's commitment to fostering an engaging and effective Math learning experience. Math instruction and learning were viewed from an asset-based perspective to foster the unique talents and potential of all students. Feedback throughout the year was positive with Math being the favored subject of students and staff resulting in greater confidence and deeper engagement in student learning and teacher instruction. Staff met monthly and engaged in regular conversations to ensure fidelity across the school and vertical alignment with other grade levels. Sierra House also partnered with CA Ed Partners to enhance their understanding of research-based best practices. In 2024-25, focus targeted how teachers could learn from reflecting on student work by asking follow up questions specific to what the student said or did, and instilling in students that they were capable mathematicians. The site developed a yearlong implementation planning document to which staff could add information as objectives were met. Regular collaboration sessions were held with customized guiding documentation sheets identifying specific outcomes and where staff could note their thoughts, learning, questions, and discoveries. These documents also served as reference materials designed to support growth and develop professional practices. Two days per month were set aside for teacher collaboration involving consecutive meetings with targeted focus on Math data, analyzing student work, and planning instruction based on student performance.

Three key insights from Sierra House student Math growth were relationships in learning to value all learners and the unique ways they approach Math; relevance with an emphasis on hands-on learning, story problems, and warm ups making every task relevant and engaging; and rigor by learning about student capabilities and challenging them. Sierra House also developed the LTUSD Elementary Math Google site which provides Math activities for staff and students districtwide.

Sierra House invested in Wipe Books for every classroom during the 2024-25 school year. Engagement increased through utilizing this resource with students being out of their seats and collaborating on a concept. Teachers moved amongst student groups to ask questions and observe how students approached each task. Highly beneficial to students was the practice of not erasing their work/thinking in order for them to experience that struggles could be productive with persistent rewards.

iReady local Math assessment results showed significant growth with 6% fewer students performing two or more grade levels below grade level and a 7% increase of students performing at or above grade level from winter 2024 to winter 2025. Schoolwide iReady Math results from September 2024 to January 2025 showed a consistent positive trend of students moving from below to near grade level and near to meeting/exceeding grade level benchmarks. Similarly, state Math assessment results improved from 45.6% of 3rd grade students meeting/exceeding standards in 2021-22 to 59.2% in 2023-24. With support from CA Ed Partners, Sierra House utilized the Learning from Children data collection resource which analyzes six California state Math standards and what strategies students use to solve problems. Students are given the same question at the beginning of the year and after each trimester; results showed a higher percentage of students correctly answering the same question over the progression of the school year and strategies used. Sierra House's Math model was featured

in the article “Scalable Systems for Adult Capacity Building,” published by Pace through Stanford University, proposing it serve as a blueprint for building adult capacity and fostering instructional coherence. The study highlighted roles of leadership, strategic resource use, and collaborative structures in improving Math instruction and scaling practices. Sierra House was also recognized by the Educational Results Partnership for making gains in closing student achievement gaps based on state assessment results. El Dorado County Office of Education leadership and district Superintendents visited Sierra House in spring 2025 to observe the school’s Math instructional model with the intent to consider implementation across the county.

To continue expanding and refining the school’s Math systems, Sierra House plans to:

- Commit to posting daily objectives
- Continue ongoing collaboration with CA Ed Partners
- Participate in professional development
- Continue monthly Tuesday-Wednesday collaborations
- Utilize research-based strategies
- Utilize Learning from Children Assessment and Dashboard analysis
- Continue Learning Labs and classroom visits

Meyers Elementary School
Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators

Meyers Elementary School’s Single Focus Plan addressed building and nurturing relationships with educational partners and student safety emphasizing mutual support and high expectations, both academically and socially. The school developed the Pawsitive Tickets student incentive program to recognize students for practicing safety, acting responsibly, working together, and showing respect. Tickets were distributed daily and the program aligned with school awards assemblies. This system helped build positive school culture and encouraged consistent respectful behavior. Meyers Kindness Club shared a positive quote and cheer before each assembly, recognized PAWS winners at assemblies and sat with younger students to model positive behavior, created schoolwide kindness bulletin boards, assisted staff and PTA with schoolwide Random Acts of Kindness week and other school events, and served as peer buddies during grade K-2 recess and reading times. Each month a new character trait was used to promote positive behavior with students in each grade level acknowledged and awarded for respect/safety, growth mindset, problem solving, acceptance, curiosity, friendship/kindness, empathy, integrity, and responsibility; the site also developed a school song to reinforce character values.

Outreach to families and community included fundraisers for fire victims, donations to the local abuse and violence prevention organization Live Violence Free, and provided gifts for underserved children. Students developed a sense of empathy and civic responsibility through real world action. Local law enforcement personnel visited with students on-site monthly providing opportunities for students to become comfortable and develop trusting relationships with officers. Additionally, school staff served free meals to community members through the Bread and Broth program, whose mission is to ease hunger in the Lake Tahoe South Shore community. Transparent communication through weekly Smore parent newsletters and Meyers Elementary social media postings supported relationship building with families by keeping them informed of and involved in school events and activities. Meyers PTA partnership promoted family engagement and student morale by coordinating family events, fundraisers, Spirit Wear sales, and school dress up days. They also provided financial support for classroom supply purchases.

Meyers students overall realized significant growth in ELA with state assessment scores increasing from 68% of students meeting/exceeding state standards in 2022-23 to 75% in 2023-24. Math state assessments results declined from 68% of students meeting/exceeding state standards in 2022-23 to 61% in 2023-24 but remained above the state average. Science state assessments results also declined from 69% in 2022-23 to 59% in 2023-24 yet were almost twice the state average. Student performance on local iReady Reading assessments from fall 2024 to winter 2025 showed positive growth with the percentage of students early on/mid or above grade level increasing from 47% to 70%. In kind, iReady Math assessments results showed 27% of students were early on/mid or above grade level in fall 2024 increasing to 56% in winter 2025. Strong performance on state and local assessments indicate student readiness for post-secondary career and college, less remediation, and long-term success.

Student attendance improved slightly from 2023-24 at 94.37% to 95.07% in 2024-25 to date, exceeding the 95.00% goal. In context of instructional days, this equated to 500 additional days of learning with positive impacts on student learning, student and family engagement, and funding.

Tahoe Valley Elementary School
SOARS: Systems, Movement, Arts, Relationships, Targeted Instruction, STEM

Tahoe Valley Elementary Single Focus Plan centered on helping all students embrace their Math education, grow overall academically and socially while keeping arts at the heart of Tahoe Valley. School staff and administration assembled modern, research-based curriculum to teach students to think mathematically and gain profound understanding of concepts paired with fundamentally sound reading development practices that explored phonics, decoding, comprehension, and writing based on what students had read. Students experienced the interrelationship of reading and writing along with interconnectedness of Mathematical ideas, reading, thinking, calculating, analyzing, writing, and sharing in daily instruction.

Tahoe Valley students overall showed significant growth in Reading from fall 2024 with local iReady assessment scores increasing from 24% of students early on/mid or above grade level to 48% in winter 2025. The same trend was observed for iReady Math assessments with 9% of students early on/mid or above grade level in fall 2024 increasing to 25% in winter 2025. The results of utilizing iReady assessments, monitoring student progress and providing targeted supports, data meetings, interventions, classroom instruction, and using collaboration time and staff meetings to continue to improve and refine instructional practices were reflected in student state assessment results. The percentage of students meeting/exceeding state standards from 2022-23 to 2023-24 increased across all assessed subjects: 28% in 2022-23 to 38% in 2023-24 for ELA, 23% in 2022-23 to 27% in 2023-24 for Math, and 25% in 2022-23 to 33% in 2023-24 for Science.

Programs utilized by classroom and Intervention Teachers at Tahoe Valley included:

- Leveled reading rooms for all grades offering a large variety and volume of books available to students organized by grade level
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program used by lower grade teachers as curriculum for small reading groups
- Wonders program reading curriculum utilized by K-5 teachers
- Sonday System, scientifically-based structured literacy program

- iReady online educational software program to assess students and provide an individualized set of lessons for personalized instruction
- Step Up to Writing program offered teachers a flexible, strategy-based program to teach foundational writing skills including crafting effective sentences and paragraphs and skillful use of standard English

Tahoe Valley Intervention Teacher support for staff and students included:

- EL Newcomer small groups, expanded and included bilingual paraprofessional targeted support
- Assisting teachers with administering iReady local assessments and reevaluating individual student needs for flexible groupings
- Utilizing CAASPP Tools for Teachers lessons for testing preparation
- Supporting group self-monitoring for iReady personalized instruction
- Push in for Math and guided Reading
- Surveying and assisting in selection of reading difficulty screeners
- Engaging students in reading through various activities including a schoolwide Read-A-Thon, reading buddies, and grade level musical productions
- Promoting and supporting ongoing utilization of Learning Ally, an online platform providing audiobooks for struggling readers and access to content material, and Renaissance Accelerated Reader digital program to monitor student reading practice and progress

Tahoe Valley developed their 2025-28 Single Focus Plan for Charting a Course for Success: Implementing a New Math curriculum, a three-year journey to continued enhanced Math learning. Future plans include piloting state-approved Math curriculum during the 2025-26 school year followed by implementation and refinement over the subsequent two years. The goal is to select materials which offer a strong foundation emphasizing deep thinking, conceptual understanding, and provide consistent warm ups and trimester assessments across all grade levels. Curriculum selection criteria include alignment with state standards, Math practices, and critical concepts; space for students to engage in open problems; critical thinking; cognitive guided instruction; meaningful number choice throughout a unit; hands-on learning; and utilization of real-world problems to which students can relate.

South Tahoe High School
Develop a collaborative culture

South Tahoe High School's efforts toward developing a collaborative culture, upon which their Single Focus Plan is based, are firmly anchored in the development and implementation of Professional Learning Communities (PLCs) and the High Reliability Schools (HRS) framework. The school has made significant strides by focusing on level 3 of the HRS model, which emphasizes a guaranteed and viable curriculum. This includes ongoing collaboration with an HRS coach, expanding work across four additional departments, and identifying critical concepts aligned with PLC Step 1 (IDENTIFY/DETERMINE). Furthermore, the faculty is actively developing student-centered proficiency scales (PLC Step 2: DESIGN) and crafting both formative and summative common assessments tailored to these critical concepts.

Progress has been tangible across various departments. For instance, departments such as English, Science, CTE, and VAPA have made substantial headway, with many already having established proficiency scales and critical concepts. The use of PLC cycles has been instrumental, not only in curriculum development but also in enabling data-driven instruction and timely intervention. The 2025-26 action plan

outlines further expansion of proficiency scale implementation, completion of critical concepts for all courses, and continued development of common assessments. These structured, evidence-based practices reflect South Tahoe High School's commitment to ensuring instructional coherence and elevating student outcomes through a strategic, collaborative approach.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.2: 6.0 new paraprofessional positions suspended for 2025-26 LCAP due to budget constraints, action will remain in the LCAP should funding become available; budget reflects general education paraprofessional positions
1.6: Daily Reading Campaign new action for 2025-26 LCAP, this action will address red performance levels in ELA for English Learners districtwide per the 2024 Dashboard and Tahoe Valley Elementary School English Learners per the 2023 Dashboard

Metrics
1.6: added LTEL results
1.7: added Homeless and LTEL results
1.8: added LTEL results
1.9: added Homeless and LTEL results
1.20: added Homeless and LTEL results
1.26: added CAASPP results ELA grade 3 overall to monitor progress of new action 1.6 Daily Reading Campaign

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Intervention Teachers	Hire 5.5 FTE Academic Intervention Teachers (Credentialed Teacher) for Tier II and III support • ITs will be assigned to elementary schools with the highest needs: Meyers 1.0 FTE, Tahoe Valley 1.5 FTE, Sierra House 1.5 FTE, Bijou 1.5 FTE • ITs will work as a collaborative team to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon data analysis and assessment results to ensure continuity of practice at school sites and districtwide	$816,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ITs will utilize instructional strategies to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • Tahoe Valley EL and Homeless students districtwide received a red performance level in ELA and Sierra House SWD received a red performance level in Math on the 2023 California School Dashboard		
1.2	Paraprofessionals	Hire six (6.0) paraprofessionals for targeted English and Math skills improvement (place an emphasis on the need for bilingualism-Spanish/Tagalog speaking aides in the recruitment process) • Paraprofessionals may provide student enrichment opportunities • Paraprofessionals will be specifically assigned to every Elementary site, South Tahoe Middle School, and South Tahoe High School • Paraprofessionals will provide targeted support to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • The following school sites and student groups received red performance levels on the 2023 California School Dashboard for academic performance: District - Homeless ELA; Sierra House - SWD Math; Tahoe Valley - EL ELA; STMS - SWD ELA; STHS - SWD ELA Continue direct student support with Paraprofessionals (existing positions) Six new positions suspended for 2025-26 LCAP due to budget constraints	$958,490.00	Yes
1.3	California Education Partners partnership	Continue Partnership with CA Education Partners for Math alignment • Continuous Improvement partnership to improve Math	$38,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Identify and address challenges and barriers to student progress in Math growth, including English Learners and long-term English learners • Sierra House SWD received a red performance level in Math on the 2023 California School Dashboard No direct cost Associated with Content Area Specialists goal 3, action 3.2 (contributing, revised to Teacher on Special Assignment for 25/26 LCAP) Associated with Academic Intervention Teachers goal 1, action 1.1		
1.4	Career Technical Education Provider (CTE Specialist)	Hire 1.0 FTE Career Tech Education Provider for K-12 to continue expansion of the CTE program down through Elementary Schools. CTE Specialist will support the development of discovery programs at Elementary, exploration at Middle School, and Engagement at High School in order to provide students the opportunity to garner interest in all possible career pathways after High School. Current Pathways that exist in our community and opportunities for expansion down through all Elementary Schools: • Allied Health emphasis on Exercise Science, Sports Medicine, and Dental Assisting • Hospitality and Tourism emphasis on Culinary Arts, Resort and Recreational Management, and Event Planning • Engineering emphasis on Automotive Repair, Construction, and Environmental/Natural Resources • Arts, Media and Entertainment emphasis on Digital Photography, Graphic Design, and Broadcast and Video Production The Specialist will be a districtwide position with a focus on bringing CTE education to all students, beginning the pathway linkage early and have it tie directly to current CTE pathways at South Tahoe High School.	$116,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Evidence-based Instructional Strategies	Emphasis on Tier I instruction with a focus on state standards/critical concepts and alignment across all grades • High expectations of students • Utilization of common formative assessments • Collective efficacy • Ongoing instructional strategies training for teachers, including culturally responsive teaching and addressing the unique needs of English Learners and long-term English Learners in becoming English language proficient • The following school sites and student groups received red performance levels on the 2023 California School Dashboard for academic performance: District - Homeless ELA; Sierra House - SWD Math; Tahoe Valley - EL ELA; STMS - SWD ELA; STHS - SWD ELA	$2,407,810.00	Yes
1.6	Daily Reading Campaign	Explore and participate in Read Tahoe 2025-30 Community Action Plan • Support campaign for grade TK-12 students to read at least 20 minutes outside the regular school day • Collaborate with Read Tahoe partnering agencies in improving student reading proficiency of 3rd grade students by 5% every two years • Implement K-2 Reading Difficulty Screener • Provide Science of Reading professional learning opportunities for Elementary School instructional staff • Host Community Literacy event at each traditional Elementary School: Bijou, Meyers, Tahoe Valley, Sierra House • The student groups received red performance levels on the 2023 and 2024 California School Dashboards for academic performance: District - EL ELA 2024 Dashboard; Tahoe Valley - EL ELA 2023 Dashboard	$37,300.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Establish and maintain a positive climate and culture through an inclusive, connected school community ensuring engagement for all students and families	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need for:

- Student engagement through relevant, challenging and collaborative activities
- Parent engagement opportunities
- Student-centered activities and relationships
- Student social-emotional learning and supports
- Student access to extracurricular and enrichment activities
- Environments and systems that are inclusive for all students
- Counseling and School Nurse services
- Improve attendance through student and family engagement and accountability

Supporting the whole child will be accomplished through actions focused on social-emotional learning and program access. Progress will be evaluated based on metrics related to student attendance and school completion, behavior, and opportunities for families to provide input on and participate in school and District programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate: Overall*	22/23: 37.6% FY: too few to report SED: 45.7%	23/24: 32.7% FY: 70.6% SED: 38.0%		Decrease from previous year annually	Overall: -4.9 percentage points FY: not reportable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disaggregated by EL, FY, SED, SWD, Hispanic, Filipino, Homeless	EL: 41.9% SWD: 45.0% Hispanic: 42.7% Filipino: 36.7% Homeless: 64.0% Source: Dataquest Chronic Absenteeism Rate	EL: 36.2% SWD: 38.9% Hispanic: 35.3% Filipino: 35.7% Homeless: 53.9% Source: Dataquest Chronic Absenteeism rate			SED: -7.7 percentage points EL: -5.7 percentage points SWD: -6.1 percentage points Hispanic: -7.4 percentage points Filipino: -1.0 percentage points Homeless: -10.1 percentage points
2.2	High school dropout rate: Overall* (number of students)	22/23: 21 students Source: CalPads	23/24: 10 students Source: CalPads		Decrease from previous year annually	-11 students
2.3	High school graduation rate: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 89.0% FY: data not displayed for privacy SED: 85.1% EL: 81.4% SWD: 82.1% Homeless: 51.7% Source: California School Dashboard	23/24: 92.3% FY: data not displayed for privacy SED: 92.1% EL: 85.7% SWD: 87.8% Homeless: 82.1% Source: California School Dashboard		Increase from previous year	Overall: +3.3 percentage points FY: not reportable SED: +7.0 percentage points EL: +4.3 percentage points SWD: +5.7 percentage points Homeless: +30.4 percentage points
2.4	Middle school dropout rate: Overall* (number of students)	22/23: 0 students Source: CalPads	23/24: 0 students Source: CalPads		Maintain at 0 students	No difference
2.5	Parent input on decision making for the District and schoolsites	23/24 76.0% of respondents as parents agree they	24/25 67.1% of respondents as		Increase from previous year annually	-8.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		have opportunities to provide input on decisions about schoolsites and the District Source: LCAP Parent/Community Survey	parents agree they have opportunities to provide input on decisions about school sites and the District Source: LCAP Parent/Community survey			
2.6	Parent participation in programs for students with exceptional needs	23/24 88.0% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children Source: LCAP Parent/Community Survey	24/25 77.2% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children Source: LCAP Parent/Community survey		Increase from previous year annually	-10.8 percentage points
2.7	Parent participation in programs for unduplicated students	23/24 86.0% of respondents as parents of unduplicated students agree they are provided opportunities to support their children Source: LCAP Parent/Community Survey	24/25 89.7% of respondents as parents of unduplicated students agree they are provided opportunities to support their children Source: LCAP Parent/Community survey		Increase from previous year annually	+3.7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Student expulsion rate: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 0.0% FY: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Source: Dataquest Expulsion Rate	23/24: 0.0% FY: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Source: Dataquest Expulsion rate		Maintain at 0.0%	No difference overall and for all student groups
2.9	School attendance rate: Overall*	22/23 average daily attendance not yet available 22/23 CBEDS day enrollment: 3649 Ratio: pending Source: EdData, CalPads	22/23 average daily attendance: 3219 22/23 CBEDS day enrollment: 3649 22/23 ratio: 88.2% 23/24 average daily attendance: 3270 23/24 CBEDS day enrollment: 3528 23/24 ratio: 92.7% Source: Ed Data (ADA), CalPads (enrollment)		Maintain ratio of ADA to CBEDS day student enrollment	+4.5 percentage points
2.10	Suspension rate: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 4.3% FY: too few to report SED: 6.1% EL: 6.6% SWD: 5.8% Source: California School Dashboard	23/24: 4.4% FY: too few to report SED: 5.9% EL: 5.3% SWD: 6.4% Source: California School Dashboard		Decrease from previous year annually	Overall: +0.1 percentage points FY: not reportable SED: -0.2 percentage points EL: -1.3 percentage points SWD: +0.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Chronic absenteeism rate K-8: Overall* Disaggregated by EL, FY, SED, SWD, Hispanic, Filipino, Homeless	22/23: 34.5% FY: less than 11 students - data not displayed for privacy SED: 42.0% EL: 37.2% SWD: 38.5% Hispanic: 40.0% Filipino: 34.0% Homeless: 56.3% Source: California School Dashboard	23/24: 28.0% FY: less than 11 students - data not displayed for privacy SED: 33.8% EL: 30.3% SWD: 33.4% Hispanic: 30.3% Filipino: 30.6% Homeless: 41.7% Source: California School Dashboard		Decrease from previous year annually	Overall: -6.5 percentage points FY: not reportable SED: -8.2 percentage points EL: -6.9 percentage points SWD: -5.1 percentage points Hispanic: -9.7 percentage points Filipino: -3.4 percentage points Homeless: -14.6 percentage points

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services were implemented as planned with the exception of:

2.1: 3.5 of 4.0 Elementary Counselor positions filled (one Counselor provided 0.5 FTE services to LTUSD students and 0.5 FTE services to Alpine County Unified School District/Office of Education students)
2.6: 2.0 of 2.5 FTE Social-Emotional Intervention Teacher positions filled

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted expenditures and estimated actual expenditures are as follows:

Budgeted expenditures exceeded estimated actual expenditures:

- 2.6 SEL Intervention Teachers: 0.5 FTE SEL Intervention Teacher position remained vacant
- 2.7 Family Engagement: Parent Institute for Quality Education program cost higher than projected

Estimated actual expenditures exceeded budgeted expenditures:

- 2.4 School Nurse Services: salary step and column adjustments
- 2.5 Attendance Intervention and Supports: teacher substitute costs higher than projected

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 Elementary counselors
3.5 of 4.0 FTE Elementary Counselor positions were filled for the 2024-25 school year providing more targeted social-emotional, behavioral, physical, and mental health support for students. Through a Memorandum of Understanding with a neighboring county, one Counselor provided 0.5 FTE services to LTUSD students and 0.5 FTE services to Alpine County Unified School District/Office of Education students. Serving a combined caseload of over 1,600 students at four elementary schools, Counselors established educational opportunities for equity and cultural responsiveness to promote each student's academic success and overall well-being. Focusing on social-emotional learning, Counselors:

- Designed and built unique SEL slide presentations offering universal curriculum to reach every student daily
- Received training on administering SEL surveys for students and connected students with appropriate interventions
- Promoted development of the five CASEL (Collaborative for Academic, Social, and Emotional Learning) Core Competencies of self awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Delivered SEL lessons to classrooms based on identified needs reinforcing SEL concepts through explicit instruction
- Built PBIS at school sites
- Assisted families seeking psychological evaluation for their student and connected them to mental and behavioral health community resources, worked with site Wellness Center staff on student referrals for mental and behavioral health needs
- Provided SEL professional development, promoted trauma-informed teaching practices, and assisted teachers in implementing programs and strategies
- Conducted suicide risk assessments and developed safety plans with students and their families in accordance with District crisis response protocol
- Spearheaded Kindness Clubs, Lunch Bunch Groups, and Student Leadership Groups to promote positivity and improve school climate
- Continued utilization of an efficient digital school counseling referral process for teachers, caregivers, and student self-referrals
- Participated in the District's Threat Assessment team to prevent and mitigate violence
- Assisted in improving student attendance rates by addressing student's resistance to school, establishing healthy routines, helping students make safe and supportive connections with adults and peers at school, and building a positive mindset about school

Counselors collaborated with site Administration, teachers, pupil services staff, and outside agencies to coordinate case conferences and determine how to best meet student needs, create goals, and monitor student progress. Direct student support involved intervening with students in crisis and implementing de-escalation techniques; utilizing restorative justice practices to resolve conflicts, teach, model, and practice positive social skills; and implementing research-based interventions in small groups and individual counseling. Counselors also

monitored Lightspeed notifications, a classroom device management system for monitoring internet activity, and responded as needed. They identified students at risk of not promoting with their cohort, monitored student progress and attendance, and provided intervention strategies in partnership with site Principals. Counselors provided parent training and support in order to develop effective strategies for improving their student's academic performance, developing healthy routines, managing emotional challenges, and improving overall wellness. They also played a vital role in School Study Teams and developing student Individualized Education Plans, discussing behavioral and academic concerns, goals, accommodations, and interventions. Counselors assisted in administering Kelvin Family Pulse social-emotional surveys and 123 Wellness SEL curriculum. The surveys offered a quick way to provide teachers and school personnel with actionable data that allowed them to understand where their students thrived, and what needed work. Surveys are customizable for pacing and results/resources accessibility, and are short and concise to promote participation. The research-based 123 Wellness program guided students in learning their unique wellness formulas and to develop personalized wellness habits through short, daily smart wellness checks. It offers a wellness toolkit, video courses, digital resources, age-appropriate lesson plans, student e-workbooks, learning workshops and virtual coaching, and a mobile application. Real-time data insights can also assist the District in identifying culture and climate needs and develop organization-wide solutions. Counselors also supported a Wellness 1-2-3 challenge in which staff viewed a set of short videos, completed corresponding activities, and created a personalized self-care plan.

2.2 Social Emotional Learning Practices
In 2024-25, LTUSD maintained social-emotional, mental, and behavioral health supports and services through Wellness Centers, agency partnerships, and curriculum and assessments specifically designed to target districtwide and individual needs of students. In partnership with Sierra Child and Family Services, Wellness Centers were established at South Tahoe High School, South Tahoe Middle School, and Bijou Community School during the 2021-2024 LCAP cycle; all three centers continued to provide direct support and wraparound services to students and families in 2024-25. The centers assisted students and families in navigating community resources, offered a safe space on campus, and improved overall student health and well-being. Wellness Center facility upgrades began in 2024-25 with construction of office space to facilitate confidential student and family meetings and program administration. The District continued to partner with El Dorado County Office of Education which received a grant to assess district needs within El Dorado county. The Student Behavioral Health Program (SBHIP) is intended to address behavioral health barriers for Medi-Cal students through targeted interventions that increase access to preventative early intervention and behavioral health services by school-affiliated providers for TK-12 students attending public schools. Fund utilization will commence in 2025-26.

LTUSD continued to provide training, resources, and services to maintain a school and districtwide environment which is physically and emotionally safe, well disciplined, and conducive to learning. Sufficient student and teacher instructional materials for Positive Prevention Plus, a healthy relationships and sexual health curriculum, have been purchased which will continue as needed. Appropriate grade level teachers are trained in delivering instruction on the curriculum and students have, and will continue to receive, direct instruction in middle and high school. Counselors assisted in administering Kelvin Family Pulse social-emotional surveys and 123 Wellness SEL curriculum. The surveys offered a quick way to provide teachers and school personnel with actionable data that allowed them to understand where their students thrived, and what needed work. Surveys are customizable for pacing and results/resources accessibility, and are short and concise to promote participation. The research-based 123 Wellness program guided students in learning their unique wellness formulas and to develop personalized wellness habits through short, daily smart wellness checks. It offers a wellness toolkit, video courses, digital resources, age-appropriate lesson plans, student e-workbooks, learning workshops and virtual coaching, and a mobile application. Real-time data insights can also assist the District in identifying culture and climate needs and develop organization-wide solutions. Counselors also

supported a Wellness 1-2-3 challenge in which staff viewed a set of short videos, completed corresponding activities, and created a personalized self-care plan.

SEL practices were utilized by various sites which targeted engagement and developing and maintaining a positive climate as their site's single focus. South Tahoe Middle School identified maximizing engagement of students, families, and staff to create a positive school for their focus in 2024-25. This was accomplished through continuing the Parent Institute of Quality Education program; PBIS practices; promoting student attendance; FLEX periods and RTI Scheduler; ongoing work with Marzano's High Reliability School model by revisiting level one in creating a safe, supportive, and collaborative culture; and supporting staff and student wellness. Meyers Elementary School focused on prioritizing, building, and nurturing relationships of mutual support and high expectations among students, families, and educators. Site activities that fostered social-emotional health and well-being during the school year included, but were not limited to, the Pawsitive Tickets student incentive program recognizing positive student behavior, Meyers Kindness Club, Random Acts of Kindness Week and similar events, fundraisers and volunteering for charitable organizations, coordinating school events with Meyers PTA, and transparent communication with families to promote engagement and student morale.

Academic/Social-Emotional Intervention teachers were hired for the 2024-25 school year to provide in-depth support for targeted student skills and SEL improvement. Located in traditional elementary schools and South Tahoe High School, they worked directly with teachers in identifying the unique needs of students, assumed caseloads of students requiring extra support as well as their families, provided student progress updates to families, and developed and implemented intervention plans and activities aligned with CASEL and PBIS strategies. SEL Intervention Teachers also participated in site and department meetings to assist in coordination of intervention services.

See goal 1 analysis 1.5 Evidence-based Instructional Strategies
See goal 2 analysis 2.1 Elementary Counselors, 2.6 Social Emotional Intervention Teachers

2.3 Student Advocate: SEL, Behavioral, and Mental Health
LTUSD continued to prioritize maintaining a contracted Student Advocate, located at South Tahoe High School, who worked in tandem with the Counseling department and School Psychologists to coordinate mental and behavioral health supports and services for students and their families. The Student Advocate identified student needs and provided community linkages and resources to address mental and behavioral health, physical wellness, housing, and food insecurity needs. Services provided by the Student Advocate included:

- Pupil reengagement upon return from suspension, hospitalization, or illness
- Accelerated learning
- Utilization of trauma-informed practices daily when working with all students and, as appropriate and with student permission, shared information with relevant teachers
- Conducting screenings for students at risk of suicide with School Counselors and/or Wellness Center staff
- Reaching out to students requesting a counselor meeting following presentations on Suicide Prevention to Freshman Health classes
- Coordinating student access to mental health services through referrals to El Dorado County Behavioral Health, Sierra Child and Family Services Wellness Center, A Balanced Life, Mountain High Recovery Center, Tahoe Youth and Family Services, Live Violence Free, Barton Grief Counseling
- Facilitating and organizing space for all outside agencies to meet with students on campus

- Referral/access to services for physical/behavioral/reproductive health along with sports physical examinations
- Implicit Bias and positive behavioral support training
- Student incentives to promote positive behavior
- BIP (Brief Intervention Program) when a student was under the influence of or in possession of an illicit substance while at school
- Working to prevent discrimination, harassment, bullying, and intimidation
- Offering restorative conferences for students and teachers
- Daily interactions guided by valuing diverse culture and ethnic backgrounds

2.4 School Nurse Services
5.0 of 6.0 FTE School Nurse positions were maintained at brick and mortar school sites, with nurses providing districtwide health support to staff and students. They supported and cared for students with special healthcare needs and chronic conditions through care management and direct care including medication administration and health procedures. Nurses attended to immediate student needs and were an integral part of coordinating extended student and family health and wellness services.

2.5 Attendance Interventions and Supports
2.8 Suspension Interventions and Supports
District and site leaders collaborated on a monthly basis to track student attendance, chronic absences, SARB processes, and average daily attendance. Additionally, the District continues to utilize Attendance Works to support ongoing improvement actions.

Throughout the 2024-25 school year, two teachers at South Tahoe High School and one teacher at two of the elementary schools dedicated a portion of their time to support students′ social emotional well-being. They targeted specific students to address suspendable behavior and barriers to attendance. Throughout the year, Intervention Teachers regularly met with a caseload of students for check-ins, connected them to school and local resources, and worked with them to manage challenges at home and school. Behavior and attendance support were also provided through implementation of various Site Single Focus Plans prioritizing student engagement and well-being including South Tahoe Middle School – positive school culture, Mt. Tallac Continuation High School – graduate profile, Meyers Elementary School – relationships of mutual support and high expectations among students/families/educators; Elementary and Secondary School Counselors; SEL practices; Student Advocate – STHS; SEL Intervention Teachers; Attendance Monitoring – students experiencing homelessness; and Foster Youth/Homeless Student Advocate. Sites implemented student attendance and behavior incentives, refined instructional strategies and developed more engaging lessons, provided CPI training to support staff and teachers which included behavior de-escalation techniques, and met with and coordinated wraparound services for students and families to address basic and complex needs. Wellness Center services were provided to students struggling mentally and emotionally and chronically absent students were referred to the School Attendance Review Board for high level intervention.

See goal analysis for:
Goal 1 analysis 1.5 Evidence-based Instructional Strategies – Site Single Focus Plans
Goal 2 analysis 2.1 Elementary Counselors, 2.2 SEL Practices, 2.3 Student Advocate, 2.6 SEL Intervention Teachers
Goal 4 analysis 4.1 Attendance Monitoring, 4.2 Foster Youth/Homeless Student Advocate

2.6 Social-Emotional Intervention Teachers
2.0 of 2.5 FTE Social-Emotional Intervention teachers were introduced in the 2024-25 school year with a portion of staff providing dual academic and SEL improvement support. Located at traditional elementary schools and South Tahoe High School, they worked as a collaborative team to assist with assessment and determination of student groups and focus areas based on assessment results in ensuring continuity of practice districtwide. Student caseloads were determined by excessive student absences, tardiness, discipline incidents, and teacher and administrator referrals. SEL Teachers participated in site and department meetings to assist in coordination of intervention services. In collaboration with families, site staff, Wellness Centers, and other service providers, they developed and implemented intervention plans and activities aligned with CASEL (Collaborative for Academic, Social, and Emotional Learning) and PBIS strategies to support students and their families. They were responsible for working with teachers in developing and implementing lesson plans and activities tailored to student social-emotional needs; tracking student information such as attendance, academics, and discipline to guide intervention and support practices; and monitor student progress. SEL Teachers also served as members of Community Schools Steering teams and assisted site administration and District leadership in coordinating Community School efforts.

2.7 Family Engagement: Opportunities, Resources, Support
Various opportunities, resources, and supports were available for parents to develop skills in assisting their children through the educational experience. The District contracted South Tahoe Family Resource Center for family outreach and promoting involvement of Spanish-speaking families. The center facilitated Cafecitos, ELAC, and DELAC meetings; supported student academic and social-emotional learning; offered parent education; provided translation services as needed; and participated in parent night planning and partnering in parent classes. Sites held multiple school and community events which were publicized via Aeries Communications ParentSquare automated messaging system, site and District newsletters, social media platforms, newspaper announcements, and electronic school signage. Parents were invited to join site and District committees such as School Site Council, ELAC and DELAC, School Safety Committee, Citizen's Bond Oversight Committee, LCAP Parent Advisory Committee, PTA (Parent Teacher Association), Booster Club, and volunteer in classrooms and at school functions. Families were offered wraparound services through Wellness Centers, School Nurses, and the McKinney Vento/Foster Youth Advocate to address mental, behavioral, social-emotional, and physical health. Academic and SEL Intervention Teachers, along with School Counselors, engaged with families in addressing their students' academic and social-emotional learning barriers.

The Parent Institute of Quality Education (PIQE) continued in 2024-25 offering South Tahoe Middle School parents learning opportunities on developing skills and techniques to address the educational needs of their students. PIQE is a national organization with evidence-based programs that engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration. The institute provides empowering information, skills development and support systems for low-income families, communities of color, and English Learner and immigrant families. PIQE recruited EL parents to participate in the middle school program, provided a needs assessment, and offered an 8-week evening training session which required parents to attend a 1 and 1/4 hour meeting each week. The institute focus in 2024-25 was supporting academic achievement; self-management, academic standards, and standardized testing; building relationship skills and accessibility resources; fostering social awareness and understanding the school system; preparing for college and other post-secondary options; Principal's dialogue; and graduation ceremony. Up to 50 parents attended more than four meetings qualifying them to receive a certificate of completion. Parents graduated during the school year with a graduation ceremony, South Tahoe High School student guest speaker, and keynote presentations.

In 2024-25, the Student Services department introduced LTUSD Special Education Update public meetings targeting families of students

with disabilities. In-person meetings were publicized through Aeries Communications ParentSquare messaging system. Meetings were held at the District office after regular school and business hours to promote attendance; both the October 2024 and April 2025 meetings were well attended with up to 20 participants per event. Facilitated by the Associate Superintendent of Educational Services and Student Services Coordinator, the open meeting format gave families opportunities to provide feedback on the District's Special Services program and receive updates on SPED staffing, inclusion efforts, and nonpublic school enrollment; processes for students receiving special services to earn a diploma or certificate of completion; adult programs; and conservatorship. To engage families in their student's education, input was sought on trainings they felt would be most beneficial to staff, students, and families; the type of information they were interested in receiving from staff about their students; and topics for future discussion. Family-driven topics were:

- Staff attendance at Individualized Education Plan (IEP) meetings
- Special circumstance instructional aide criteria
- District incentives for instructional assistants to complete RBT (Registered Behavior Technician) training
- Commonalities of disabilities (autism, learning disabilities, speech/language impairment)
- Number of students with IEPs per school
- Special Education staffing at South Tahoe High School
- Improving physical access to school facilities for SPED students
- Classes, programs, and clubs promoting belonging, understanding, and inclusion
- Community outreach to collaborate with the special needs community for after (school) hours and school breaks
- Reducing and responding to bullying

An FAQ was distributed to participants addressing their select topics.

Elementary and secondary schools continued meeting with their representative parent groups to seek input, share site and District goals and plans, and strive for alignment. LTUSD continued to increase oral and written translation services. Site and District documents were translated and provided to families in their native language and a translator was contracted to provide Spanish translation services for parent engagement activities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.1: Elementary Counselors reduced from 4.0 to 3.5 FTE with 0.5 FTE assigned to Meyers Elementary School
2.2: removed Kelvin Family Pulse SEL surveys from action description, surveys embedded in 123 Wellness Curriculum will be utilized in future years
2.3: revised from contracted Student Advocate to Wellness Coach/Student Advocate employee, action description updated to included Wellness Coach duties
2.6: Social-Emotional Intervention Teachers reduced from 2.5 to 1.5 FTE, removed 1.0 FTE SEL Intervention - South Tahoe High School from action description; South Tahoe High School Administration will be restructured in 2025-26 to include a Dean of Students position which will partially absorb SEL Intervention Teacher duties

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elementary Counselors	3.5 FTE Elementary Counselors to support Social-Emotional Learning • SEL Curriculum and Strategies implementation • Utilization of Positive Behavioral Interventions and Supports (PBIS) practices • Implementation of Restorative Practices • Trauma-Informed Practices • Work directly with individuals, student groups, and classes • Counselors will be assigned to elementary schools: 0.5 FTE Meyers, 1.0 FTE Bijou, 1.0 FTE Sierra House, 1.0 FTE Tahoe Valley • Elementary Counselors will serve to expand counseling services to K-12 • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White	$582,890.00	Yes
2.2	Social-Emotional Learning Practices	Ongoing implementation of research and evidence-based Social-Emotional Learning Practices • Implement SEL Curriculum K-12 (123 Wellness Curriculum) • Implement Restorative Practices • Culturally Relevant Social Emotional Learning Practices	$945,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White; STMS - EL, SED, Hispanic • Homeless students districtwide received a red performance level for Graduation Rate on the 2023 Dashboard		
2.3	Wellness Coach/Student Advocate Specialist	Hire a 0.75 FTE Wellness Coach/Student Advocate to provide SEL/Behavioral and Mental Health Services, Supports, Resources • Evaluate, recommend, and execute academic, social, and vocational developmental and/or preventative plans • Corrective support in behavior modification, social skill instruction, SEL objective, and Community School grant implementation • Provide child and youth-centered care including culturally diverse students • Outreach, agency and community resource linkage • Individual and small group direct student support	$94,550.00	Yes
2.4	School Nurse Services	Hire and maintain School Nursing Services for each physical school site and all educational programs throughout the District • Six (6.0 FTE) Nurses Total • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless,	$633,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White		
2.5	Attendance Intervention and Supports	Provide targeted student and family supports to improve student attendance • Family education opportunities to emphasize the importance of daily in-class attendance • Student coaching and supports (home visits) • Attendance review processes (i.e., School Attendance Review Board) • Engaging lessons and classroom environments • Promoting school connectedness which may include visual displays at sites, personal communication from site staff, and site incentive programs • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White	$15,000.00	Yes
2.6	Social-Emotional Intervention Teachers	Hire 1.5 FTE SEL Intervention Teachers (Credentialed Teachers) for targeted social-emotional learning • ITs will be individually assigned to sites to work on specific needs based upon data analysis and needs assessment: 0.5 FTE Tahoe Valley, 0.5 FTE Sierra House, 0.5 FTE Bijou • ITs will work as a collaborative team and with School Counselors to assist all sites with assessment and determination of grouping of students	$217,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ITs will be assigned specific sites and focus areas dependent upon the assessment results to ensure continuity of practice at school sites and districtwide • ITs may provide student enrichment opportunities • ITs will promote the CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White • Homeless students districtwide received a red performance level for Graduation Rate on the 2023 Dashboard		
2.7	Family Engagement: Opportunities, Resources, Support	Provide families the opportunities, resources, and support to develop skills in assisting their children through the educational experience • Continue with Parent Institute for Quality Education (PIQE) that assists parents in effectively supporting their students towards graduation. PIQE is to be implemented at the middle school level for all parents. • Continue to support and engage with parents by providing a platform for collaborative conversation and learning opportunities (i.e., Cafecitos, newsletters, academic nights - Math, Science, Literacy)	$27,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Suspension Interventions and Supports	Reduce suspension rates by: • Review, refine, and fully implement restorative practices and alternative discipline measures • Expand social-emotional learning programs to address suspendable behavior • Continue counseling and mental health support • Reinforce positive behavior intervention systems • Continue to foster a culturally responsive environment • Train staff in de-escalation techniques • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: Overall - Bijou, Tahoe Valley, EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White; STMS - EL, SED, Hispanic	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain a culture of continuous improvement and professional growth for all staff members, ensuring ongoing learning and development to support student success	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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)

An explanation of why the LEA has developed this goal.

There is a need for:

- Continued teacher collaboration including focus on standards/critical concepts and instruction
- Dedicated professional development and collaboration, built into teacher schedules
- High-yield instructional strategies (i.e., Marzano Resources - 43 elements)
- Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District
- Identifying gaps in professional learning and aligning professional development to site strengths and areas of focus
- Districtwide training including classified staff
- Addressing teachers' specific needs

To meet the unique needs of every student, actions focus on providing teachers with resources and professional development in academics, social-emotional learning, behavior management, mental health, and physical well-being. Progress will be evaluated based on metrics related to academic achievement, course access, and school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of EL students at-risk of or are LTEL (starting 3rd grade, EL 4 years or more)	22/23 At-Risk 4-5 years: 7.4% LTEL 6+ years: 16.6% Source: Dataquest EL Data, "At-Risk" and LTEL by Grade	23/24 At-Risk 4-5 years: 8.7% LTEL 6+ years: 10.8% Source: Dataquest EL Data, "At-Risk" and LTEL by Grade		Decrease from previous year annually	At risk: +1.3 percentage points LTEL: -5.8 percentage points
3.2	Number of EL and RFEP students enrolled in AP classes	23/24 EL: 8 RFEP: 63 Source: Aeries	24/25 EL: 11 RFEP: 83 Source: Aeries		Increase from previous year annually	EL: +3 students RFEP: +20 students
3.3	Number of EL and RFEP students earning Seal of Biliteracy upon graduation	22/23 EL: 0 RFEP: 18 Source: Internal tracking	23/24 EL: 0 RFEP: 21 Source: Internal tracking		Increase from previous year annually	EL: no difference RFEP: +3 students
3.4	CAASPP results ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 44.1% met/exceeded standards FY: too few scores to report SED: 30.3% EL: 9.1% SWD: 14.7% Homeless: data suppressed because fewer than 11 students tested 23/24	23/24: 45.6% met/exceeded standards FY: too few scores to report SED: 33.1% EL: 12.2% SWD: 17.4% Homeless: data suppressed because fewer than 11 students tested		Increase from previous year annually	Overall: +1.5 percentage points FY: not reportable SED: +2.8 percentage points EL: +3.1 percentage points SWD: +2.7 percentage points Homeless: not reportable LTEL: report in 25/26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 4.3% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	Source: caaspp-elpac.ets.org			
3.5	CAASPP results Math: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 30.3% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 17.3% EL: 4.6% SWD: 11.3% 23/24 Homeless: data suppressed because fewer than 11 students tested(added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 34.0% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 23.2% EL: 5.8% SWD: 15.3% Source: caasppp-elpac.ets.org		Increase from previous year annually	Overall: +3.7 percentage points FY: not reportable SED: +5.9 percentage points EL: +1.2 percentage points SWD: +4.0 percentage points Homeless: report in 25/26 LTEL: report in 25/26
3.6	Climate survey, biennial: student sense of safety and school connectedness	23/24: CHKS results pending 23/24 LCAP Student 3-12 survey My school is a safe place: 77.9% I feel like I am welcome and I belong at my school: 74.6%	CHKS safety Elementary - feel safe at school Grade 5: 23/24 70%, 24/25 79% Secondary - school perceived as very safe or safe Grade 7: 23/24 49%, 24/25 47%		Increase student sense of safety and school connectedness	CHKS Safety Grade 5: +9 percentage points Grade 7: -2 percentage points Grades 9, 11, NT report in 25/26 CHKS School connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			23/24 results for grades 9, 11, NT not available Grade 9: 24/25 64% Grade 11: 24/25 62% NT: 24/25 96% CHKS school connectedness Grade 5: 23/24 64%, 24/25 70% Grade 7: 23/24 43%, 24/25 48% 23/24 results for grades 9, 11, NT not available Grade 9: 24/25 55% Grade 11: 24/25 51% NT: 24/25 73% LCAP Student 3-12 survey The school campus is physically safe, both inside and outside the classroom: 79.63% I feel like I am welcome and I belong at my school: 78.73%			Grade 5: +6 percentage points Grade 7: +5 percentage points Grades 9, 11, NT report in 25/26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	CTE pathway completion rate: Overall*	22/23: 20.2% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report	23/24: 26.4% Source: California School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report		Increase from previous year annually	+6.2 percentage points
3.8	EL reclassification rate	22/23: 13.7% Source: LTUSD EL Services records, CAASPP (TOMS) reports	23/24: 14.4% Source: MLE Services records		Increase from previous year annually	+0.7 percentage points
3.9	Implementation of academic content and performance standards for Common Core State Standards and English Language Development adopted by the state board	23/24: Implemented Source: LTUSD Educational Services	24/25: Implemented Source: LTUSD Educational Services		Implemented	No difference
3.10	LCAP survey: annual	23/24: Administered Number of parent responses: 522 Students (TK-12): 43.0% completed survey Staff: 36.0% completed survey Source: SurveyMonkey	24/25: Administered Number of parent responses: 270 Students (TK-12): 58.5% completed survey Staff: 47.8% completed survey Source: SurveyMonkey		Administered and increased participation from previous year annually	-252 parent responses +15.5 percentage points student +11.8 percentage points staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Special Education Annual Performance Review	22/23 # targets met: 8 # targets not met: 5 # targets N/A: 3 Source: Annual Determination pursuant to IDEA, Compliance and Improvement Monitoring Process Data and Information	23/24 data (24/25 determination) # targets met: 10 # targets not met: 6 # targets N/A: 0 Source: Annual Determination pursuant to IDEA, Compliance and Improvement Monitoring Process Data and Information		Met all targets	+2 met targets +1 not met target -3 N/A targets
3.12	CTE pathway completion rate - Arts, Media, Entertainment: Overall* (number of students)	22/23: 2 students Source: CalPads	23/24: 0 students Source: CalPads		Increase from previous year annually	-2 students
3.13	CAASPP Science: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 31.4% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 18.1% EL: 3.7% SWD: 6.4% 23/24 Homeless: data suppressed because fewer than 11 students tested (added for 25/26 LCAP)	23/24: 29.5% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 20.7% EL: 2.1% SWD: 9.8% Source: caaspp-elpac.ets.org		Increase from previous year annually	Overall: -1.9 percentage points FY: not reportable SED: +2.6 percentage points EL: -1.6 percentage points SWD: +3.4 percentage points Homeless: report in 25/26 LTEL: report in 25/26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org				
3.14	Annual Staff Professional Development Survey	Baseline will be established in 24/25	24/25: Administered Source: LTUSD Educational Services		Administered	Baseline established in 24/25
3.15	Dashboard - distance from standard of average score - ELA: Overall* disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 19.3 points below standard FY: data not displayed for privacy SED: 50.2 points below standard EL: 71.9 points below standard SWD: 91.9 points below standard Homeless: 109.1 points below standard 23/24 LTEL: 106.0 points below standard (new for 25/26 LCAP) Source: California School Dashboard	23/24: 13.8 points below standard FY: data not displayed for privacy SED: 42.7 points below standard EL: 72.0 points below standard SWD: 85.2 points below standard Homeless: 87.4 points below standard Source: California School Dashboard		Zero points below standard	Overall: +5.5 points FY: not reportable SED: +7.5 points EL: -0.1 points SWD: +6.7 points Homeless: +21.7 points LTEL: report in 25/26
3.16	Dashboard - distance from standard of average score - Math: Overall* disaggregated by EL, FY, SED, SWD, Homeless (added for	22/23: 59.3 points below standard FY: data not displayed for privacy SED: 91.7 points below standard	23/24: 45.5 points below standard FY: data not displayed for privacy		Zero points below standard	Overall: +13.8 points FY: not reportable SED: +16.0 points EL: +9.6 points SWD: +13.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	25/26), LTEL (new for 25/26 LCAP)	EL: 111 points below standard SWD: 120.3 points below standard 23/24 Homeless: 111.0 points below standard (added for 25/26 LCAP) LTEL: 166.5 points below standard (new for 25/26 LCAP) Source: California School Dashboard	SED: 75.7 points below standard EL: 101.4 points below standard SWD: 106.9 points below standard Source: California School Dashboard			Homeless: report in 25/26 LTEL: report in 25/26

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions and services were implemented as planned with no substantive differences in planned actions and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted expenditures and estimated actual expenditures are as follows:

Budgeted expenditures exceeded estimated actual expenditures:

- 3.1 Professional Development: teacher extra duty costs not realized; supplies and professional services costs not fully realized
- 3.3 Early Out Wednesday: teacher extra duty costs not realized

Estimated actual expenditures exceeded budgeted expenditures:

- 3.4 Site Single Focus Plans: Single Focus Plan budgets were significantly reduced in 2024-25, additional LREBG funds allocated to sites to support ongoing plan implementation; estimated actual expenditures reflect supplies, professional services, and professional development travel-related costs

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

3.1 Professional Development Schedule: Staff Survey, Design, Implementation
3.3 Early Out Wednesday: Collaboration and Professional Development

South Tahoe Educators' Association surveyed staff on their training preferences for the annual Staff Professional Development Day, the results of which defined PD options offered during the districtwide training. The 2024-25 Lake Tahoe Unified School District staff professional development day was held in November 2024 offering a multitude of training options in small group settings and led by industry experts and District personnel. Additionally, sessions were expanded to include more training for classified staff:

- The Power of Play: Deepening Trust for Classrooms/Teams
- Sensemaking (grades TK-5): Understanding the Development of Children’s Mathematical Thinking
- Student Engagement and Instruction (grades 6-12)
- AFIRM (Autism Focused Intervention Resources and Modules): Special Education Instructional Assistants
- Crisis Prevention Intervention (CPI): Special Education staff
- 123 Wellness Curriculum, Kelvin training: Elementary School Counselors
- Scopes and Standards of Practice: School Nurses
- Speech-Language Pathologist and School Psychologist collaboration
- New Standards: Elementary Physical Education Teachers
- Secondary Collaboration
- Artificial Intelligence (AI) in the Classroom (grades 4-12)
- Integrating AI into the Classroom (grades 4-12)
- Integrating Performing Arts into the Classroom (grades 6-12)
- Elementary School Counselor training
- Increasing Student Agency by Using Proficiency Scales with Students (grades 6-12)
- Multilingual Learner Newcomer Support Strategies
- The Anxious Generation and Smartphones
- iReady 2.0: Monitoring and Responding to Personalized Instruction
- iReady 2.0: Standards Mastery – Formative Assessments
- Academic Integration of SEL across Content Areas
- Counting Collections 2.0: Deepening Instructional Tasks to Support Number Sense, Understanding of Operations and Place Value
- Early Literacy School Library Tools for Reading and STEAM (Science Technology Engineering Arts Mathematics)
- Supporting Problem-Solving and Promoting Student Conversations (grades TK-5)
- Applied Behavioral Analysis Introduction: Instructional Assistants
- CAASPP Interim Assessment Resources (grades 3-11)

- Implementing Specific Strategies for Increasing Response Rates in the Classroom
- Math Standards Deep Dive (grades 7-12): Find a Partner and Explore a Standard
- Special Education Information System Tracker
- TK New Standards Review
- SEL (inclusive) Yoga for LTUSD Professionals
- Introduction to CPR and First Aid
- Number Sense and Reasoning (grades TK-5): Getting the Most out of Warm-ups, Moves that will Support Meaningful Mathematical Discourse
- Site Debriefs and Surveys

Jennifer Schexnayder, Early Childhood and Elementary Math Coach with the University of California - Los Angeles Math Project, guided teachers through exploring how students' Mathematical thinking naturally evolves from concrete strategies to more abstract reasoning. Teachers gained insight into supporting this progression in the classroom by recognizing and cultivating each student's unique problem-solving strategies. Grade level teachers collaborated and explored how to engage students using the District's current Math curriculum, other resources, and effective strategies aligned to the state's new Math framework.

Dr. Cori Araza, Senior Project Director of Grand Canyon University, presented on empowering students through generative AI tools to develop a more in-depth understanding of a topic and discover how AI could be used as a "thought partner" to problem solve and expand student's thinking. Google Gemini, ChatGPT, and other AI tools were used to demonstrate collaboration, problem-solving, ideation, and iteration.

Victoria Varenza of Meteor Education engaged teachers in hands-on activities, games, and reflective prompts to experience layering vulnerability levels, in turn, leading to building trust through play. She posed the question of how trusting relationships with students can be developed through play, advised teachers on how to use games as a tool for content and how/when/where to apply play, and had them develop an action plan involving games and activities to use in their classrooms.

The District supported professional development for specific needs including curriculum and training for employees in positions supporting districtwide programs. Site professional development was based on site and individual needs and implementation of Single Focus Plans. District leaders and the teachers' employee organization worked collectively to maintain early out Wednesdays and provide teachers dedicated time to participate in collaboration and professional learning communities (PLC). Every Wednesday, students were dismissed early for teachers to participate in collaboration and professional development. These early out days allowed all sites a minimum of one hour each week to focus on District and site initiated professional development, staff collaboration, and individual staff professional learning. District funded professional development included, but was not limited to: CPI, California Education Partners Math P3CC, Opportunity Myth article study, Acellus online curriculum, California Association for Health/Physical Education/Recreation/Dance, new teacher mentoring, 2025 Counselor Spring Institute, and El Dorado County Office of Education Math Institute. Grade and site level lead teachers were established in the 2022-23 school year, continuing in 2023-24, to support grade level collaboration, promote equity and high expectations among all schools, and implement critical concepts. Elementary site level lead teachers continued in 2024-25 while grade level lead positions were suspended due to budget constraints.

3.2 Content Area Specialists
1.0 FTE Content Area Specialist (CAS) positions, 0.5 FTE Math and ELA/ELD each, were filled for the 2024-25 school year. The ELA/ELD CAS also served as a 0.5 FTE SEL Intervention Teacher at the high school, and the Math CAS served as a 0.5 FTE Math Teacher at the middle school. Each specialist had been a teacher in the District and brought comprehensive knowledge of their content area and familiarity with student demographics and barriers to learning. Specialists supported teachers with implementation of targeted ELA, ELD, and Math instruction through curriculum alignment, adoption, and implementation; professional development in conjunction with District and site leaders; testing results and data including iReady and other District and site assessments; instructional best practices to meet student needs; and site-specific PD offerings. They provided in-class instructional support for teachers, as well as lesson modeling and individualized staff training such as Literacy training and support for interim state assessments.

The ELA/ELD Specialist scheduled a minimum of two targeted professional learning opportunities per site with significant EL populations and provided curriculum support, co-planning/teaching, and inventoried EL materials to assure equitable access to EL students. The MLE Director and ELA/ELD Specialist hosted a three-part article study on the “Opportunity Myth” for teachers to reflect on their own practices by assessing the rigor of their instruction and aligning teaching strategies to include higher levels of engagement. Additionally, the Specialist presented on EL newcomer support strategies and interim state assessments during the districtwide staff professional development day.

Sustaining the District’s ongoing Math improvement initiative, the Math CAS provided daily in-class instructional support to elementary teachers in utilizing standards-based alignment, Critical Concepts, and learning progression scales. Students were guided through lessons applying Counting Collections, Three Reads Protocols, and Math Talks instructional strategies. Counting Collections is a structured opportunity for teachers to observe how students count a collection of objects and encourage them to use other strategies through a variety of prompts and tools, which has direct tie-ins to addition and subtraction. The Three Reads Protocol involves students working in a group and reading a Math scenario three times for 1) understanding context, 2) understanding numbers and units, and 3) generating a plan for solving the problem. This practice deepens students' understanding by surfacing linguistic and mathematical clues, focuses attention on the importance of understanding problems rather than trying to solve them quickly, allows for the use of authentic rather than overly simplified text, and favors natural differentiation within a class of diverse learners, including English Learners. Math Talks is a short activity designed to elicit multiple strategies and provide opportunities for students to reason about the relationships in numbers and make connections in Mathematics. Students practice making their thinking visible, constructing viable arguments, and making sense of collective mathematical thinking of the class. Math Talks helps develop a culture of classroom discourse by valuing students' mathematical thinking, fostering meaningful mathematical discussions, and developing students' mathematical flexibility. In applying and reinforcing consistent best practices across the District, the Specialist continued to participate in EDCOE-CA Ed Partners collaboration meetings for Preschool-grade 3 and grades 8-9 to review new teaching strategies, grading, and assessments. The Specialist provided individual teacher professional training and presented on Counting Collections and interim state assessment resources during the districtwide staff professional development day.

3.4 Site Single Focus Plan

See goal 1 analysis 1.5 Evidence-based Instructional Strategies - Site Single Focus Plans

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

3.2 Content Area Specialist position will be replaced by Teacher on Special Assignment (TOSA)
3.4 Site Single Focus Plans: site funding levels adjusted in action description, noted as Learning Recovery Emergency Block Grant funded, Elevated removed from action description

Metrics:
3.5: added Homeless and LTEL results
3.13: added Homeless and LTEL results
3.15: added LTEL results
3.16: added Homeless and LTEL results

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development Schedule: Staff Survey, Design, Implementation	Survey staff annually to determine Professional Development needs Develop a professional development schedule based on survey results to support District and Site needs addressing: • LCAP • Site Single Focus Plans • Standards/Critical Concepts alignment • Evidence-based instructional strategies including culturally responsive teaching and advancing English language development for English Learners and long-term English Learners • Universal Design for Learning (UDL)/Differentiated Instruction/Scaffolded Instruction • PLC (Professional Learning Community) implementation/training • Equity and culturally responsive teaching practices • Trauma-Informed Practices Professional Development Schedule will be implemented districtwide through collaboration with site and District leaders and teachers.	$74,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Teacher on Special Assignment (TOSA)	Hire 1.0 FTE Teacher on Special Assignment (Credentialed Teacher) TOSA will support teacher implementation of targeted Math and ELA/ELD curriculum and instructional practices (K-12). Responsibilities for supporting teachers in the following areas include: • Curriculum alignment, adoption, and implementation • Professional development in conjunction with District and site leaders • Assessment and data; i-Ready and other District and site assessments • Instruction by assisting with best practices to meet student needs including strategies to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • Specialists will support Site Single Focus Plans when deemed appropriate • The following school sites and student groups received a red performance level on the 2023 California School Dashboard: Sierra House - SWD Math, Tahoe Valley - EL ELA	$144,985.00	Yes
3.3	Early Out Wednesday: Collaboration and Professional Development schedule	Collaborate with employee groups to identify time for dedicated Collaboration and Professional Development to occur on a regular basis for the purpose of vertical and horizontal articulation, reflective analysis of teaching and learning, data analysis to monitor student growth, and collaborative planning Cost contained in staff salaries Associated with Professional Development Schedule: Staff Survey, Schedule, Implementation Goal 3, action 3.1 (contributing)	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Site Single Focus Plan	Provide direct funding to all school sites for the purpose of addressing professional development needs to implement Site Single Focus Plans: • Maintain Single Site Focus Plan with one (1) focus goal on student achievement tied to the LCAP goals • Allow flexibility to sites to utilize funds in a manner that will allow for targeted growth • Elementary: $5,000 • Middle school: $10,000 • High school: $10,000 • Mt. Tallac: $2,500 Learning Recovery Emergency Block Grant funding: $10,000 (2025-26 LCAP)	$55,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase achievement and attendance of students experiencing homelessness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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)

An explanation of why the LEA has developed this goal.

To address Differentiated Assistance state designation

Improving Homeless student academic performance and school attendance will be accomplished through identifying and providing support for chronically absent and low performing students along with coordination of basic services; social-emotional, mental, behavioral, and physical well-being supports; and access to community resources coordinated through District personnel. Progress will be evaluated based on metrics related to academic achievement, school completion, and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP results ELA: Homeless	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org	23/24: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org		Increase from previous year annually	Not reportable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CAASPP results Math: Homeless	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org	23/24: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org		Increase from previous year annually	Not reportable
4.3	Prepared for college (EAP) - ELA: Homeless (11th graders meet/exceed standards CAASPP)	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org	23/24: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org		Increase from previous year annually	Not reportable
4.4	Prepared for college (EAP) - Math: Homeless (11th graders meet/exceed standards CAASPP)	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org	23/24: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org		Increase from previous year annually	Not reportable
4.5	High school graduation rate: Homeless	22/23: 51.7% Source: Dataquest 4-year adjusted cohort outcome	23/24: 80.0% Source: Dataquest 4-year adjusted cohort outcome		Increase from previous year annually	+28.3 percentage points
4.6	Percentage of homeless students meeting UC/CSU requirements	22/23: 20.0% Source: Dataquest 4-year adjusted cohort graduation rate	23/24: 35.0% Source: Dataquest 4-year adjusted		Increase from previous year annually	+15.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			cohort graduation rate			
4.7	Suspension rate: Homeless	22/23: 5.2% Source: Dataquest Suspension Rate	23/24: 7.4% Source: Dataquest Suspension rate		Decrease from previous year annually	+2.2 percentage points
4.8	Chronic absenteeism rate: Homeless	22/23: 64.0% Source: Dataquest Chronic Absenteeism Rate	23/24: 53.9% Source: Dataquest Chronic Absenteeism rate		Decrease from previous year annually	-10.1 percentage points
4.9	Student expulsion rate: Homeless	22/23: 0.0% Source: Dataquest Expulsion Rate	23/24: 0.0% Source: Dataquest Expulsion rate		Maintain at 0%	No difference
4.10	High school dropout rate: Homeless (number of students)	22/23: 6 of 21 Source: CalPads	23/24: 3 of 10 Source: CalPads		Decrease from previous year annually	-3 students
4.11	Middle school dropout rate: Homeless (number of students)	22/23: 0 of 0 Source: CalPads	23/24: 0 of 0 Source: CalPads		Maintain at 0 students	No difference
4.12	CAASPP results Science: Homeless	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org	23/24: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org		Increase from previous year annually	Not reportable
4.13	CAASPP results ELA: Homeless distance from standard	22/23: 109.1 points below standard Source: California School Dashboard	23/24: 87.4 points below standard Source: California School Dashboard		Zero points below standard	+21.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.14	CAASPP results Math: Homeless distance from standard	22/23: 126.2 points below standard Source: California School Dashboard	23/24: 111.0 points below standard Source: California School Dashboard		Zero points below standard	+15.2 points
4.15	Chronic absenteeism K-8: Homeless	22/23: 56.3% Source: California School Dashboard	23/24: 41.7% Source: California School Dashboard		Decrease from previous year annually	-14.6 percentage points
4.16	Graduation rate: Homeless	22/23: 51.7% Source: California School Dashboard	23/24: 82.1% Source: California School Dashboard		Increase from previous year annually	-30.4 percentage points

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

With the exception of hiring a McKinney Vento Instructional Assistant, all actions and services were implemented as planned with no substantive differences in planned actions and actual implementation.

4.2 McKinney Vento Instructional Assistant position remained vacant due to budget constraints

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted expenditures and estimated actual expenditures are as follows:

Budgeted expenditures exceeded estimated actual expenditures:

- 4.1 Attendance Monitoring: Administration, Site Leaders, Counselors, SEL Intervention Teachers, and Homeless/Foster Youth Advocate tracked student attendance and coordinated supports for students who were, or were at risk of becoming, chronically absent therefore teacher extra duty was not realized
- 4.2 McKinney Vento Instructional Assistant: position remained vacant, salary costs not realized

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

4.1 Attendance monitoring
District and site leaders collaborated on a monthly basis to track student attendance, chronic absences, SARB processes, and average daily attendance. Student attendance, including those experiencing homelessness, was also addressed through LCAP actions 1.5 Evidence-based Instructional Strategies, 2.1 Elementary (and Secondary) Counselors, 2.2 SEL Practices, 2.3 Student Advocate, 2.6 SEL Intervention Teachers, 2.7 Family Engagement Opportunities, and 3.4 Site Single Focus Plans. The combination of these actions and services contributed to lower chronic absenteeism rates for the District overall and student groups. The chronic absenteeism rate for students districtwide declined from 2022-23 to 2023-24 by 4.9 percentage points from 37.6% to 32.7%. The most significant increase in attendance was among students experiencing homelessness with a decline of chronic absenteeism by 10.1 percentage points from 64.0% in 2022-23 to 53.9% in 2023-24, followed by SED decreasing 7.7 percentage points from 45.7% to 38.0%, and Hispanic students decreasing 7.4 percentage points from 42.7% to 35.3%. Absenteeism rates for students with disabilities at 38.9%, English Learners at 36.2%, and White students at 30.0% declined by at least 3.1 percentage points over the same time period and Filipino student absenteeism declined by one percentage point to 35.7%. Foster youth had the highest chronic absenteeism rate in 2023-24 at 70.6% and 37.9 percentage points above students districtwide; prior year data was not available.

4.2 McKinney Vento Instructional Assistant
Position remained vacant during the 2024-25 school year due to budget constraints.

4.3 Foster Youth/Homeless Student Advocate
The Foster Youth/Homeless Student Advocate partnered with school Administration and Counselors to ensure students had full access to academic resources and were properly placed in appropriate courses. In addressing student academic needs, the advocate provided both individual and group tutoring, met with students regularly to support assignment completion based on their unique needs, guided students in utilizing online educational tools, assisted in closing achievement gaps, and fostered students' sense of trust and connection with their peers and school. The advocate was involved in the El Dorado County Homeless Continuum of Care program which provides case management and housing assistance, resource collaborative meetings, and close working relationships with local and regional agencies. Through close community collaborations, the advocate engaged caregivers and offered coordinated wraparound services to address basic needs such as housing, food insecurity, and healthcare. Additionally, the advocate maintained a resource room of school supplies, emergency food goods, clothing, winter gear, and bikes. These items were primarily available for Homeless students, though they were also accessible to other LTUSD students and families in need. The advocate oversaw implementation of additional services through grant funding such as targeted tutoring services, the addition of a parent workstation in the resource room, projects to create a more comprehensive training program, and increasing summer learning. Responsibilities included systematically tracking student attendance, social-emotional and academic progress,

and disciplinary incidents to monitor outcomes. Appropriate interventions and supports were coordinated through advocate collaboration with teachers, site Administration, School Nurses, student support staff, and partnering agencies.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

LTUSD was identified for state-designated Differentiated Assistance (DA) due to low academic performance on state ELA and Math assessments, high chronic absenteeism, and low graduation rates of students experiencing homelessness, as reported through the 2023 California School Dashboard. To be eligible for assistance, the same student group must meet the criteria in two different priority areas. State and local indicators were used for 2023 differentiated assistance determinations. Homeless students were initially identified for DA in the 2022-23 school year based on results reported through the 2022 Dashboard with a very high chronic absenteeism rating and very low rating on ELA and Math academic performance. They received a red performance level on the 2023 Dashboard for chronic absenteeism, ELA and Math academic performance, and graduation rate. Goal 4 was developed for the 2024-25 LCAP to increase achievement and attendance of Homeless students through collaboration of District and site leaders, and by identifying students who were, or were at risk of becoming, chronically absent.

With the exception of suspension rate and Math, Homeless student performance levels for all state indicators improved from 2023 to 2024 as reported through the Dashboard:

K-8 chronic absenteeism: 2023 - red, 2024 - orange
Suspension rate: 2023 - yellow, 2024 - orange
Graduation rate: 2023 - red, 2024 - green
ELA: 2023 - red, 2024 - orange
Math: 2023 - orange, 2024 - orange
College/Career: 2023 - low (status only), 2024 - yellow

Accordingly, LTUSD no longer qualifies for Differentiated Assistance, and goal 4 will be removed from the 2025-26 LCAP. Actions and services targeting specific student groups, including students experiencing homelessness, remain in the LCAP to provide ongoing support for unduplicated and underrepresented students.

Goal 4 metrics were, in part, added to goals 1 and 3 metrics to maintain ongoing monitoring:
1.7, 3.16: Dashboard - distance from standard - Math, added Homeless
1.9, 3.5: CAASPP results - Math, added Homeless
1.20, 3.13: CAASPP results - Science, added Homeless

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Expand career and college opportunities for Mt. Tallac students through strategic partnerships, employability skills programs, and intern/externship opportunities during the 3-year LCAP cycle as measured locally, by Dashboard results, and student dropout rates	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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)

An explanation of why the LEA has developed this goal.

Goal 5 was created due to award of Equity Multiplier funding to Mt. Tallac Continuation High School for meeting non-stability rate and socioeconomically disadvantaged student concentration criteria. Based on 2022-23 student data, Mt. Tallac was awarded $78,932 in Equity Multiplier state funding for initial utilization in the 2024-25 school year. The school met funding criteria with the prior year (2022-23) non-stability rate greater than 25% and the prior year (2022-23) socioeconomically disadvantaged pupil rate greater than 70%. A student is considered non-stable at a school when the student is continuously enrolled for less than 245 days or when they exit the school with a disqualifying event of truancy, expulsion, or unknown reason. A student is considered socioeconomically disadvantaged if neither of the student's parents received a high school diploma, the student is eligible for free or reduced meals, migrant, homeless, foster youth, and/or directly certified for free meals. In 2022-23, Mt. Tallac had a 66.7% non-stability rate and 84.0% of students were identified as socioeconomically disadvantaged.

With six Mt. Tallac students dropping out of 21 districtwide (CalPads) in 2022-23 and a 76.7% graduation rate (2023 California School Dashboard), there is a need to maintain enrollment for students to complete coursework and meet graduation requirements to receive their high school diplomas. This will increase post secondary employability and better prepare students for college opportunities.

All metrics for this goal will be reported for Mt. Tallac students overall; enrollment ranges from 40 to 60 students and varies throughout the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP results: ELA	22/23: 14.3% met/exceeded standards Source: caaspp-elpac.ets.org	23/24: 6.7% met/exceeded standards Source: caaspp-elpac.ets.org		Increase from previous year annually	-7.6 percentage points
5.2	CAASPP results: Math	22/23: 0.0% met/exceeded standards Source: caaspp-elpac.ets.org	23/24: 0.0% met/exceeded standards Source: caaspp-elpac.ets.org		Increase from previous year annually	No difference
5.3	CAASPP results: Science	22/23: 13.3% met/exceeded standards Source: caaspp-elpac.ets.org	23/24: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org		Increase from previous year annually	Not reportable
5.4	Chronic absenteeism rate	22/23: 91.5% Source: Dataquest Chronic Absenteeism Rate	22/24: 94.0% Source: Dataquest District Chronic Absenteeism rate with school data		Decrease from previous year annually	+2.5 percentage points
5.5	Suspension rate	22/23: 0.0% Source: Dataquest Suspension Rate	23/24: 0.0% Source: Dataquest Suspension rate with school data		Decrease from previous year annually	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Dropout rate (number of students)	22/23: 6 of 21 Source: CalPads	23/24: 1 of 10 Source: CalPads		Decrease from previous year annually	-5 students
5.7	Graduation rate	22/23: 76.7% Source: California School Dashboard	23/24: 82.0% Source: California School Dashboard		Increase from previous year annually	+5.3 percentage points
5.8	Expulsion rate	22/23: 0.0% Source: Dataquest Expulsion Rate	23/24: 0.0% Source: Dataquest Expulsion rate with school data		Maintain at 0 students	No difference
5.9	Non-stability rate	22/23: 66.7% Source: Dataquest Stability Rate Report	23/24: 74.1% Source: Dataquest Stability Rate with school data		Decrease from previous year annually	+7.4 percentage points
5.10	Dashboard - distance from standard of average score - ELA	22/23: 104.8 points below standard Source: California School Dashboard	23/24: fewer than 11 students - data not displayed for privacy Source: California School Dashboard		Zero points below standard	Not reportable
5.11	Dashboard - distance from standard of average score - Math	22/23: 208.7 points below standard Source: California School Dashboard	23/24: fewer than 11 students - data not displayed for privacy Source: California School Dashboard		Zero points below standard	Not reportable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.12	Suspension rate	22/23: 0.0% Source: California School Dashboard	23/24: 0.0% Source: California School Dashboard		Maintain at 0.0%	No difference

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions and services were implemented as planned with no substantive differences in planned actions and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted expenditures and estimated actual expenditures are as follows:

Budgeted expenditures exceeded estimated actual expenditures:

- 5.2 LTCC Partnership: supply and transport vehicle costs not fully realized

Estimated actual expenditures exceeded budgeted expenditures:

- 5.1 Career Coach: underbudgeted Career Coach salary costs, District received $78,932 in Equity Multiplier funds which were fully utilized to partially fund Career Coach and Alternative Education Secondary Counselor salaries

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

5.1 Career Coach
5.2 Lake Tahoe Community College Partnership

Mt. Tallac Continuation High School Single Focus Plan concentrated on increasing attendance, graduation rate, and student employability tying into functions of the Career Coach and partnering with Lake Tahoe Community College (LTCC). Students were required to clock in upon arrival at school, spend accountability time after school for tardiness, staff communicated with students about tardiness and absenteeism in seeking solutions to attendance barriers, and a quarterly incentive program was established for students attending 90% or more of their instructional days. Attendance interventions and supports were provided to students through a progressive tiered scale with tier

1 offering incentives and recognition; tier 2 providing attendance coaching, SARB referrals, and student/family meetings; tier 3 requiring a contract meeting, home visits, graduation date extension, wraparound services, and impact on employment/internship opportunities; and tier 4 involved students potentially transitioning into Adult Education for truancy or not on track to earn their diploma by the age of 18. The school was successful in improving graduation rates with 76.7% of students graduating per the 2023 California School Dashboard increasing to 82.0% per the 2024 Dashboard.

Mt. Tallac held its annual meet and greet where various community organizations met with students and families, organization representatives participated in mock interviews with students, and students engaged with community members in a different format. Friday visits to Lake Tahoe Community College continued during which students attended their regular classes on LTCC's campus, were exposed to the college environment, and attended presentations on departmental programs.

Exploration of student values, interests, and skills was significantly expanded in 2024-25. This was accomplished through students attending job fairs, enrollment in dual credit courses, increased guidance in securing and maintaining employment, site collaboration with CTE through a Strong Workforce grant, and staff visiting alternative schools to observe their curricula and programs. Students visited various businesses and sites to explore post-secondary career and college options:

- Universal Technical Institute: explored vocational programs
- Recreation Center construction: toured new local recreation center construction site
- Bank of the West: completed initial setup of student finances
- Department of Motor Vehicles: applied for Real IDs and inquired about driving requirements
- Sierra Academy of Style: explored cosmetology school program
- Western Nevada College: explored trade program
- Truckee Meadows Community College: explored degree and certificate programs

Future plans include reviewing and revising curricula to meet individual student needs, attending conferences focused on continuation school programs, and ongoing collaboration with the high school CTE department through Strong Workforce funding. The Mt. Tallac program will continue to increase student exposure to career and college opportunities through job shadowing and internships, along with updating the current dual enrollment career course in supporting student enrollment at LTCC.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 5 was created due to award of Equity Multiplier funding to Mt. Tallac Continuation High School for meeting non-stability rate and socioeconomically disadvantaged student concentration criteria. Based on 2022-23 data, Mt. Tallac was awarded $78,932 in Equity Multiplier state funding for initial utilization in the 2024-25 school year. The school met funding criteria with the prior year (2022-23) non-stability rate greater than 25% and the prior year (2022-23) socioeconomically disadvantaged pupil rate greater than 70%. In 2022-23, Mt. Tallac had a 66.7% non-stability rate and 84.0% of students were identified as socioeconomically disadvantaged. Mt. Tallac did not meet criteria to receive Equity Multiplier funding for utilization in 2025-26 with the prior year (2023-24) 66% non-stability rate and 70%

socioeconomically disadvantaged student concentration. Therefore, Goal 5 will not be included in the 2025-26 LCAP. Mt. Tallac students will continue to receive targeted supports and intervention for secondary and post-secondary success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.3				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,181,298	$11,782

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.100%	0.000%	$0.00	11.100%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Intervention Teachers **Need:** • Necessity for Tier II (appropriate grade level) and III instruction for struggling students • Strengthening Math and Reading instruction and learning	• Intervention Teachers (IT) will be individually assigned to sites to work on specific needs based upon data analysis and needs assessments • ITs will work as a collaborative team to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon the	1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.21, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Intervention supports for academic and social-emotional learning • Cohesion between core instruction and intervention supports • Critical thinking and problem solving skills • Engaging, rigorous grade level instruction • Access to rigorous curriculum • Direct academic support for low performing students including foster youth, English Learners, and low income **Scope:** Schoolwide	assessment results to ensure continuity of practice at school sites and districtwide	
1.2	**Action:** Paraprofessionals **Need:** • Strengthening Math and Reading instruction • Intervention supports for academic and social-emotional learning • Cohesion between core instruction and intervention supports • Critical thinking and problem solving skills • Targeted additional support through Instructional Aides • Direct academic support for low performing students including foster	• Targeted English and Math skills improvement • Paraprofessionals may provide student enrichment opportunities • Paraprofessionals will be specifically assigned to every Elementary site	1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.21, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	youth, English Learners, and low income **Scope:** Schoolwide		
1.3	**Action:** California Education Partners partnership **Need:** • Strengthening Math instruction • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts alignment • Engaging, rigorous grade level instruction with relevant lessons • Teaching students critical thinking and problem solving skills • Math support for all students including foster youth, English Learners, and low income **Scope:** Schoolwide	• Continuous Improvement partnership to improve performance in Math • Identify and address challenges and barriers to progress in Math growth • Make necessary shifts in instructional practices	1.7, 1.9, 1.12, 1.21
1.4	**Action:** Career Technical Education Provider (CTE Specialist) **Need:**	• Support the development of discovery programs at Elementary, exploration at Middle School, and Engagement at High School in order to provide students the opportunity to garner interest in all	1.15, 1.19, 1.20, 1.21, 1.22

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Access to courses and activities beyond core instruction • Student-centered • Critical thinking and problem solving skills • Strong and supportive relationships among students, teachers, and staff • Discovery, exploration, and engagement in CTE programs for all students including foster youth, English Learners, and low income **Scope:** LEA-wide	possible career pathways after high school • Bring CTE education to all students, beginning the pathway linkage early and have it tie directly to current CTE pathways at STHS	
1.5	**Action:** Evidence-based Instructional Strategies **Need:** • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts and alignment • Common formative assessment and checking for understanding • Student-centered • High expectations • Engaging, rigorous grade level instruction with relevant lessons • Student access to rigorous curriculum • Critical thinking and problem solving skills • Strengthening Math and Reading instruction	• Improving student academic achievement • Increase student engagement	1.1, 1.2, 1.3, 1.5, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.19, 1.20, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Access to courses and activities beyond core instruction • Direct academic support for all students including foster youth, English Learners, and low income **Scope:** LEA-wide		
1.6	**Action:** Daily Reading Campaign **Need:** • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts and alignment • Student-centered • High expectations • Engaging, rigorous grade-level instruction with relevant lessons • Student access to rigorous curriculum • Critical thinking and problem-solving skills • Strengthening Reading instruction • Direct academic support for all students including foster youth, English Learners, and low income students **Scope:**	- Targeted Reading skills improvement	1.4, 1.6, 1.8, 1.11, 1.13, 1.24, 1.26

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Elementary Counselors **Need:** • Engagement through relevant, challenging and collaborative activities • Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports • Environments and systems that are inclusive for all students • Counseling services • Improve attendance through student and family engagement and accountability • Target engagement and improve attendance of all students including foster youth, English Learners, and low income **Scope:** Schoolwide	Professional development and support in: • SEL Curriculum and Strategies implementation • Implementation of Restorative Practices • Trauma-Informed Practices • Working directly with individual students, student groups, and classes	2.1, 2.7, 2.8, 2.9, 2.10, 2.11
2.2	**Action:** Social-Emotional Learning Practices **Need:**	Ongoing student social-emotional, mental, behavioral, and physical health support districtwide • Identify SEL Curriculum K-12	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Engagement through relevant, challenging and collaborative activities • Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports • Access to extracurricular and enrichment activities • Environments and systems that are inclusive for all students • Counseling and School Nurse services • Improve attendance through student and family engagement and accountability • Support social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income **Scope:** LEA-wide	• Implement Restorative Practices • Culturally Relevant Social-Emotional Learning Practices	
2.3	**Action:** Wellness Coach/Student Advocate Specialist **Need:** • Student-centered activities and relationships	• Provide wraparound services for mental, behavioral, and social-emotional support through community resources and partnerships • Services provided for at risk students grades K-12	2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Student social-emotional learning and supports • Environments and systems that are inclusive for all students • Improve attendance through student and family engagement and accountability • Support social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income **Scope:** LEA-wide		
2.4	**Action:** School Nurse Services **Need:** • Ongoing support of student mental, social-emotional, and physical health • School Nurse services • Provide support for social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income **Scope:** LEA-wide	• Maintain School Nursing Services for each physical school site and all educational programs throughout the District • School Nurses will provide incidental and ongoing basic health services for all students	2.1, 2.9, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Attendance Intervention and Supports **Need:** • Student engagement through relevant, challenging and collaborative activities • Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports • Student access to extracurricular and enrichment activities • Environments and systems that are inclusive for all students • Improve attendance through student and family engagement and accountability • Target engagement and improve attendance of all students including foster youth, English Learners, and low income **Scope:** LEA-wide	• Parent education opportunities • Student coaching and supports (home visits) • Attendance review processes (i.e., School Attendance Review Board) • Engaging lessons and classroom environments • Promoting school connectedness which may include visual displays at sites, personal communication from site staff, and site incentive programs	2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 2.11
2.6	**Action:** Social-Emotional Intervention Teachers **Need:**	• ITs will be individually assigned to sites to work on specific needs based upon data analysis and needs assessment: 0.5 FTE Tahoe Valley, 0.5 FTE Sierra House, 0.5 FTE Bijou	2.1, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Student engagement through relevant, challenging, and collaborative activities • Student-centered activities and relationships • Student social-emotional learning and supports • Improve attendance through student and family engagement and accountability • Parent involvement through engagement opportunities • Support social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income **Scope:** Schoolwide	• ITs will work as a collaborative team and with School Counselors to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon assessment results to ensure continuity of practice at school sites and districtwide • ITs may provide student enrichment opportunities • ITs will promote the CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	
2.7	**Action:** Family Engagement: Opportunities, Resources, Support **Need:** • Family involvement through engagement opportunities • Improve attendance through student and family engagement and accountability • Provide resources to families to support their student's academic achievement	• Continue with Parent Institute for Quality Education (PIQE) that assists parents in effectively supporting their students towards graduation. PIQE is to be implemented at the middle school level for all parents. • Continue to support and engage with families by providing a platform for collaborative conversation and learning opportunities (i.e. Cafecitos, newsletters, academic nights - Math, Science, Literacy)	2.1, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Target engagement and improve attendance of all students including foster youth, English Learners, and low income **Scope:** LEA-wide		
2.8	**Action:** Suspension Interventions and Supports **Need:** • Student engagement through relevant, challenging, and collaborative activities • Parent engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports • Student access to extracurricular and enrichment activities • Environments and systems that are inclusive for all students • Counseling • Targeted engagement for and improve attendance of all students including foster youth, English Learners, and low income • Support social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income	• Alternatives to suspension to maintain student connectedness to school, staff, and peers • Identify causes of suspendable behavior and provide individualized student mental, social-emotional, physical, and basic needs supports	2.8, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Professional Development Schedule: Staff Survey, Design, Implementation **Need:** • Unduplicated pupils are scoring below students districtwide in Reading and Math; additional academic support in core subjects • All students need grade level content exposure and differentiation including foster youth, English Learners, and low income **Scope:** LEA-wide	• Surveys will provide additional information of alignment of systems across the District and help to identify focus areas for professional development • Plan will take into consideration survey results, teacher and site needs, and align with School Plans for Student Achievement • Plan will focus on how to support teachers on best practices to meet the unique needs of targeted student groups	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16
3.2	**Action:** Teacher on Special Assignment (TOSA) **Need:** • Implementation of high-yield instructional strategies for all students including foster youth, English Learners, and low income • Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District	TOSA will be responsible for supporting teachers in: • Curriculum: alignment, adoption, implementation • Professional development (in conjunction with District and site leaders) • Assessment and data • Instruction: assisting with best practices to meet student needs • Support Site Single Focus Plans when deemed appropriate	3.2, 3.5, 3.9, 3.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Early Out Wednesday: Collaboration and Professional Development schedule **Need:** • Implementation of high-yield instructional strategies for all students including foster youth, English Learners, and low income • Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District **Scope:** LEA-wide	• Vertical and horizontal articulation • Reflective analysis of teaching and learning • Data analysis to monitor student growth • Collaborative planning	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16
3.4	**Action:** Site Single Focus Plan **Need:** • Implementation of high-yield instructional strategies for all students including foster youth, English Learners, and low income • Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District	Professional development opportunities for instructional staff to: • Review and refine instructional strategies, develop engaging and relevant lessons • Implement high yield instructional strategies (i.e., Marzano Resources - 43 elements) • Utilize guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District	3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.15, 3.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	• Address gaps in professional learning and align professional development to site strengths and areas of focus • Participate in districtwide training including classified staff	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Concentration funding will partially support a salary of staff providing direct student services at a site with a high concentration of unduplicated students. This may include goal 1 action/service 1.2 Paraprofessionals and/or 1.5 Evidence-based Instructional Strategies.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elevated Digital Learning Academy 1:13.1 Meyers Elementary School 1:51.4 South Tahoe High School 1:41.6 South Tahoe Middle School 1:39.4	Bijou Community School 1:27.4 Mt. Tallac Continuation High School 1:250.0 Sierra House Elementary School 1:29.4 Tahoe Valley Elementary School 1:33.6
Staff-to-student ratio of certificated staff providing direct services to students	Elevated Digital Learning Academy 1:18.3 Meyers Elementary School 1:16.1 South Tahoe High School 1:17.3 South Tahoe Middle School 1:15.4	Bijou Community School 1:15.3 Mt. Tallac Continuation High School 1:8.3 Sierra House Elementary School 1:14.2 Tahoe Valley Elementary School 1:14.1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$37,669,095	$4,181,298	11.100%	0.000%	11.100%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,610,417.00	$1,288,392.00	$10,000.00	$285,252.00	$7,194,061.00	$6,734,635.00	$459,426.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	Ongoing	$816,143.00	$0.00	$688,437.00	$127,706.00			$816,143.00	
1	1.2	Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House, STMS, STHS	Ongoing	$958,490.00	$0.00	$792,398.00	$41,194.00		$124,898.00	$958,490.00	
1	1.3	California Education Partners partnership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley; Secondary: South Tahoe Middle School, South Tahoe High School PreK-3, 8-9	Ongoing	$29,500.00	$9,000.00	$28,500.00		$10,000.00		$38,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Career Technical Education Provider (CTE Specialist)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,632.00	$10,000.00	$63,316.00	$53,316.00			$116,632.00	
1	1.5	Evidence-based Instructional Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,157,810.00	$250,000.00	$2,310,860.00	$13,820.00		$83,130.00	$2,407,810.00	
1	1.6	Daily Reading Campaign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley	Ongoing	$20,000.00	$17,300.00	$20,000.00	$16,300.00		$1,000.00	$37,300.00	
2	2.1	Elementary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	Ongoing	$574,890.00	$8,000.00	$84,235.00	$498,655.00			$582,890.00	
2	2.2	Social-Emotional Learning Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$907,811.00	$38,000.00	$774,903.00	$104,810.00		$66,098.00	$945,811.00	
2	2.3	Wellness Coach/Student Advocate Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$89,550.00	$5,000.00	$12,000.00	$82,550.00			$94,550.00	
2	2.4	School Nurse Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$633,362.00	$0.00	$549,783.00	$83,579.00			$633,362.00	
2	2.5	Attendance Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$5,000.00	$15,000.00				$15,000.00	
2	2.6	Social-Emotional Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tahoe Valley, Sierra House,	Ongoing	$217,673.00	$0.00	$4,000.00	$213,673.00			$217,673.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Bijou									
2	2.7	Family Engagement: Opportunities, Resources, Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$22,126.00	$17,000.00			$10,126.00	$27,126.00	
2	2.8	Suspension Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$5,000.00	$10,000.00				$10,000.00	
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$62,789.00	$12,000.00	$32,000.00	$42,789.00			$74,789.00	
3	3.2	Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$139,985.00	$5,000.00	$144,985.00				$144,985.00	
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
3	3.4	Site Single Focus Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$55,000.00	$45,000.00	$10,000.00			$55,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$37,669,095	$4,181,298	11.100%	0.000%	11.100%	$5,610,417.00	0.000%	14.894 %	**Total:**	$5,610,417.00
								LEA-wide Total:	$4,012,847.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,597,570.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	$688,437.00	
1	1.2	Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House, STMS, STHS	$792,398.00	
1	1.3	California Education Partners partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley; Secondary: South Tahoe Middle School, South Tahoe High School PreK-3, 8-9	$28,500.00	
1	1.4	Career Technical Education Provider (CTE Specialist)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$63,316.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.5	Evidence-based Instructional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,310,860.00	
1	1.6	Daily Reading Campaign	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley	$20,000.00	
2	2.1	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	$84,235.00	
2	2.2	Social-Emotional Learning Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$774,903.00	
2	2.3	Wellness Coach/Student Advocate Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.4	School Nurse Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$549,783.00	
2	2.5	Attendance Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.6	Social-Emotional Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tahoe Valley, Sierra House, Bijou	$4,000.00	
2	2.7	Family Engagement: Opportunities, Resources, Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
2	2.8	Suspension Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,985.00	
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
3	3.4	Site Single Focus Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,326,677.00	$6,842,420.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Intervention Teachers	Yes	$803,615.00	$823,023.00
1	**1.2**	Paraprofessionals	Yes	$444,857.00	$872,911.00
1	**1.3**	California Education Partners partnership	Yes	$2,000.00	$25,616.00
1	**1.4**	Career Technical Education Provider (CTE Specialist)	Yes	$106,494.00	$100,669.00
1	**1.5**	Evidence-based Instructional Strategies	Yes	$2,397,876.00	$2,517,761.00
2	**2.1**	Elementary Counselors	Yes	$541,061.00	$550,507.00
2	**2.2**	Social Emotional Learning Practices	Yes	$601,971.00	$597,154.00
2	**2.3**	Student Advocate: SEL, Behavioral, and Mental Health	Yes	$40,000.00	$53,543.00
2	**2.4**	School Nurse Services	Yes	$557,131.00	$567,524.00
2	**2.5**	Attendance Intervention and Supports	Yes	$10,556.00	$21,978.00
2	**2.6**	Social Emotional Intervention Teachers	Yes	$365,600.00	$298,816.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Family Engagement: Opportunities, Resources, Support	Yes	$13,125.00	$14,500.00
2	2.8	Suspension Interventions and Supports	Yes	$1,000.00	$1,000.00
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	$67,756.00	$47,841.00
3	3.2	Content Area Specialist	Yes	$150,484.00	$152,500.00
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	$6,000.00	$2,751.00
3	3.4	Site Single Focus Plan	No	$23,500.00	$28,120.00
4	4.1	Attendance Monitoring	Yes	$7,336.00	$487.00
4	4.2	McKinney Vento Instructional Assistant	Yes	$30,000.00	$0.00
4	4.3	Foster Youth/Homeless Student Advocate	Yes	$84,599.00	$84,672.00
5	5.1	Career Coach	Yes	$68,390.00	$78,772.00
5	5.2	Lake Tahoe Community College Partnership	Yes	$3,326.00	$2,275.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,062,632.00	$4,656,853.00	$4,984,564.02	($327,711.02)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Intervention Teachers	Yes	$492,395.00	$624,097.80		
1	1.2	Paraprofessionals	Yes	$413,165.00	$732,196.73		
1	1.3	California Education Partners partnership	Yes	$2,000.00	$0.00		
1	1.4	Career Technical Education Provider (CTE Specialist)	Yes	$53,247.00	$50,334.56		
1	1.5	Evidence-based Instructional Strategies	Yes	$2,303,760.00	$2,290,665.14		
2	2.1	Elementary Counselors	Yes	$74,070.00	$75,225.93		
2	2.2	Social Emotional Learning Practices	Yes	$547,531.00	$398,764.67		
2	2.3	Student Advocate: SEL, Behavioral, and Mental Health	Yes	$500.00	$7,787.50		
2	2.4	School Nurse Services	Yes	$448,684.00	$467,905.49		
2	2.5	Attendance Intervention and Supports	Yes	$10,556.00	$20,978.00		
2	2.6	Social Emotional Intervention Teachers	Yes	$75,280.00	$153,736.63		
2	2.7	Family Engagement: Opportunities, Resources, Support	Yes	$4,199.00	$4,524.00		
2	2.8	Suspension Interventions and Supports	Yes	$1,000.00	$1,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	$19,721.00	$6,738.00		
3	3.2	Content Area Specialist	Yes	$85,019.00	$68,051.02		
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	$6,000.00	$2,751.41		
4	4.1	Attendance Monitoring	Yes	$7,336.00	$487.00		
4	4.2	McKinney Vento Instructional Assistant	Yes	$30,000.00	$0.00		
4	4.3	Foster Youth/Homeless Student Advocate	Yes	$76,139.00	$76,205.14		
5	5.1	Career Coach	Yes	$2,925.00	$840.00		
5	5.2	Lake Tahoe Community College Partnership	Yes	$3,326.00	$2,275.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$37,295,509.00	$4,062,632.00	0.00%	10.893%	$4,984,564.02	0.000%	13.365%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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