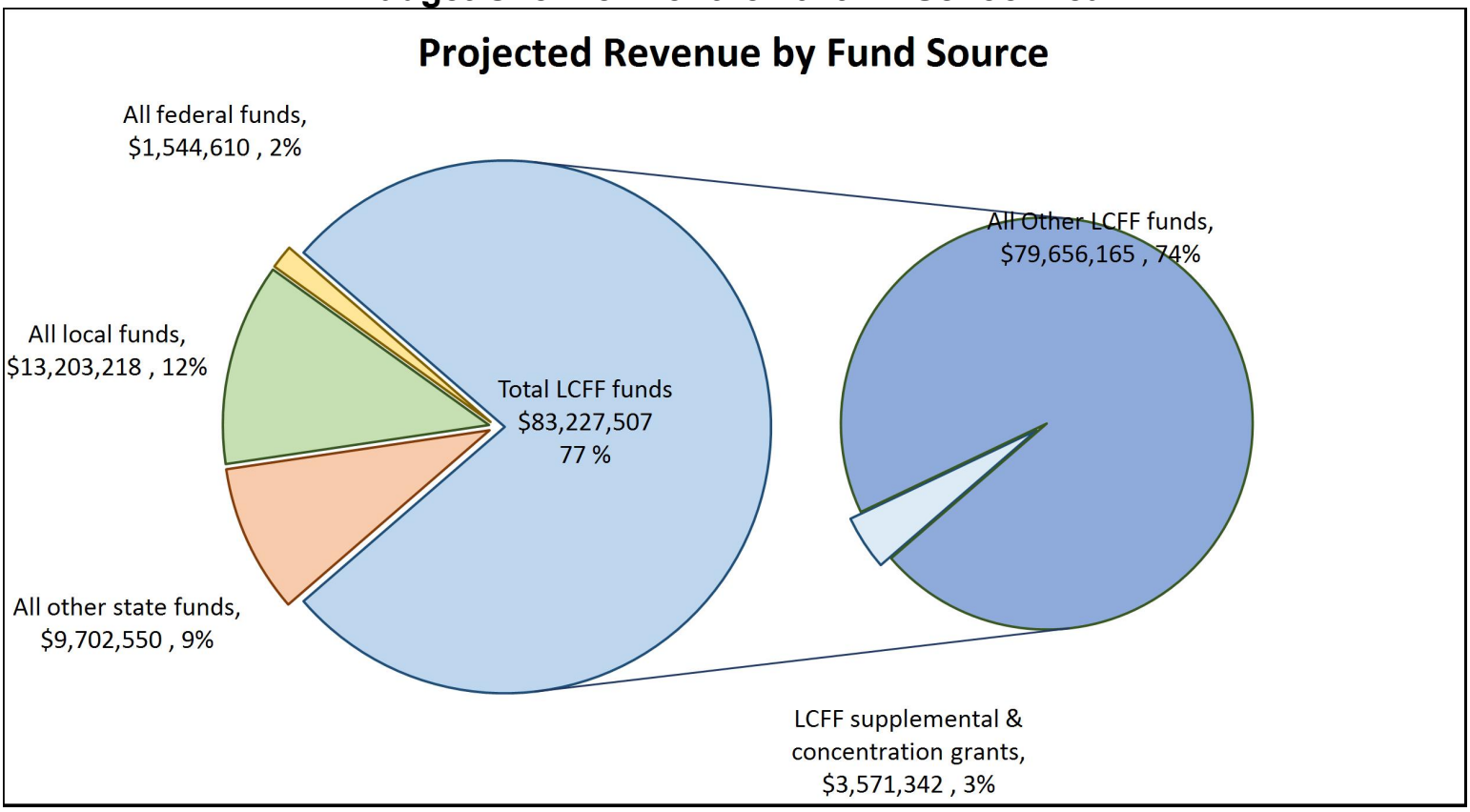
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tahoe Truckee Unified School District
CDS Code: 31 66944 0000000
School Year: 2026-27
LEA contact information:
Shaun Roderick
Assistant Superintendent of Educational Services
sroderick@ttusd.org
(530)582-2531

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 2026-27 School Year

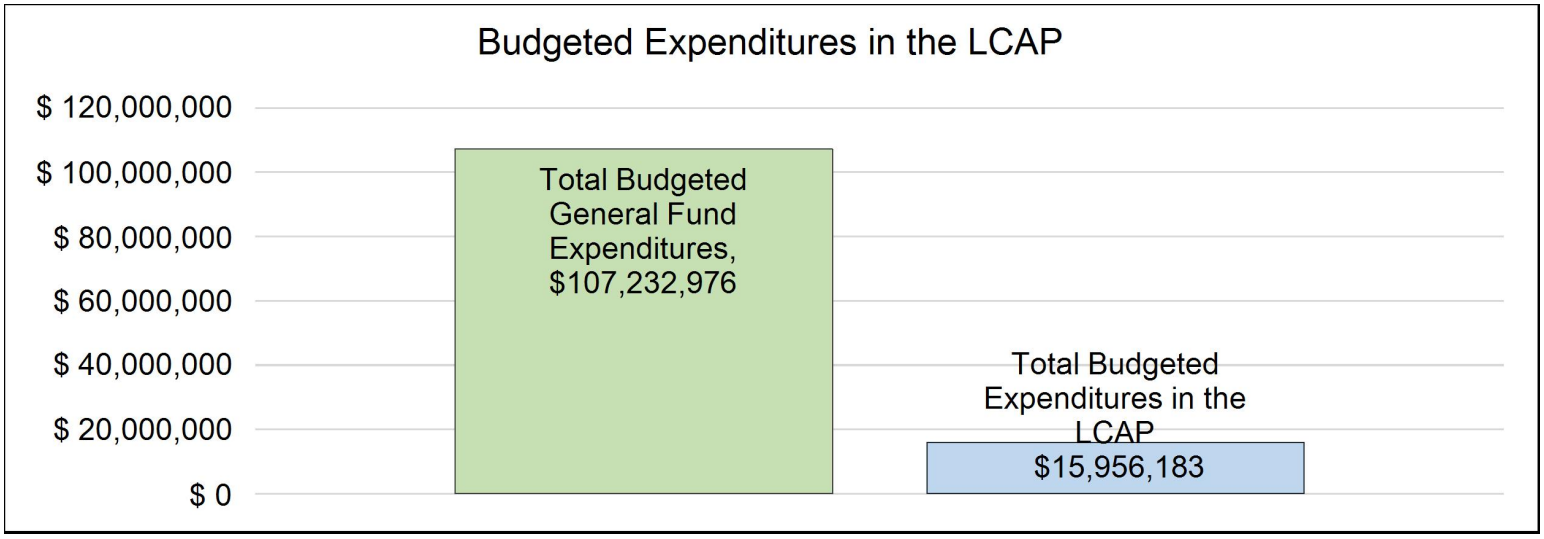


This chart shows the total general purpose revenue Tahoe Truckee Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tahoe Truckee Unified School District is $107,677,885, of which $83,227,507 is Local Control Funding Formula (LCFF), $9,702,550 is other state funds, $13,203,218 is local funds, and $1,544,610 is federal funds. Of the $83,227,507 in LCFF Funds, $3,571,342 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 Tahoe Truckee Unified School District plans to spend for 2026-27. 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: Tahoe Truckee Unified School District plans to spend $107,232,976 for the 2026-27 school year. Of that amount, $15,956,183 is tied to actions/services in the LCAP and $91,276,793 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

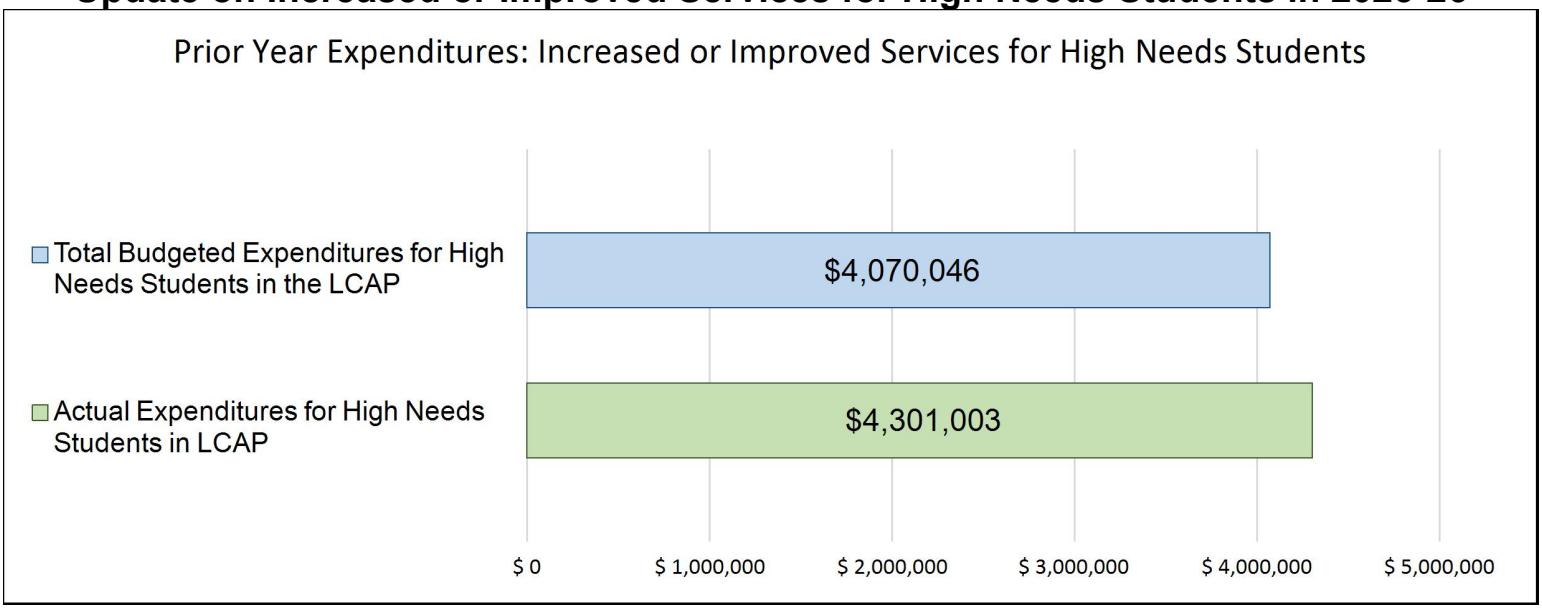
The LCAP does not include expenditures for District Office staff and administration, general education teachers, Special Education, Classified support staff, donations,One-time grant expenditures, and specialized certificated staff not associated with CTE or supplemental services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Tahoe Truckee Unified School District is projecting it will receive $3,571,342 based on the enrollment of Foster Youth, English learner, and low-income students. Tahoe Truckee Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tahoe Truckee Unified School District plans to spend $5,493,505.00 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 2025-26



This chart compares what Tahoe Truckee 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 Tahoe Truckee 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 2025-26, Tahoe Truckee Unified School District's LCAP budgeted $4,070,046 for planned actions to increase or improve services for high needs students. Tahoe Truckee Unified School District actually spent $4,301,003 for actions to increase or improve services for high needs students in 2025-26.

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
Tahoe Truckee Unified School District	Shaun Roderick Assistant Superintendent of Educational Services	sroderick@ttusd.org (530)582-2531

Plan Summary [2026-27]

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.

Our Region and District
The Tahoe Truckee Unified School District is in the historic Tahoe Truckee region of the Sierra Nevada Mountains, 100 miles northeast of Sacramento and 35 miles west of Reno, Nevada. This community is caring, active, and dedicated to the vibrant ecosystem. The region is best known for beautiful Lake Tahoe, winter sports, music, arts, and a pristine environment that provides year-round fun and adventure. TTUSD has grown to approximately 4,000 students in 11 schools and spans three California counties: Nevada, Placer, and El Dorado. The District encompasses more than 720 square miles, and its boundaries stretch from Sierra County, eight miles north of Truckee, south to Emerald Bay, and from Yuba Gap, twenty miles west of Truckee, to Floriston, fifteen miles east of Truckee.

Tahoe Truckee Unified is a basic aid District recognized for its commitment to providing challenging and engaging learning opportunities that enable scholars to thrive and succeed in a globally competitive age. Extensive partnerships with community members and agencies allow the District to provide additional programs that enhance students' overall education. TTUSD schools have been recognized as Gold Ribbon, California Distinguished, Title I High Achieving, and Honor Roll for Academic Achievement schools in recent years.

Elected Board of Education

The TTUSD Board of Education places students at the center of all decisions. The Board collaborates with students, parents, staff, and the community to sustain a culture of quality, accountability, responsibility, and respect. In November 2023, two new board members were elected. Simultaneously, in 2022-2023, TTUSD completed a strategic planning process, which included input from Trustees, leadership

teams, teachers, staff, students, families, and community partners. Throughout the planning process, we consistently heard from our community how much they value our schools, teachers, staff, and the local area in which we are fortunate to live. Our new strategic plan framework is based on community input from in-person focus groups across the District, more than 800 parent and community survey responses, and more than 105 pages of student input from across TTUSD school sites. We especially appreciate our 47-person Task Force, including all educational partners, for their year-long work to review community input, research opportunities, and consolidate ideas for Board review. The TTUSD Board of Education adopted the strategic framework and action initiatives to be implemented over three years, from 2023 to 2026. Since approval, the Superintendent and Leadership Teams have refined annual action plans for implementation and provided periodic updates (mid-year and year-end) for Board review and community information.

In summary, the overall strategic framework is organized around the following foundational statement to help the District focus its efforts and capture the spirit of our strategy for the next three years as we work together to engage and empower students, educators, and staff to achieve their potential. The three main areas of focus, Academic Achievement, Support Systems, and Community Connections, guide presentations to the Board and District leadership. In the 2024 LCAP, TTUSD has aligned the new goals with the strategic plan area of focus and the SPSA site goals, and has reviewed the metrics listed below to determine whether the actions are working to meet the LCAP goals, which would ultimately meet the priorities listed within each area of focus.

Our Students
Tahoe Truckee Unified School District serves students from transitional kindergarten through 12th grade. We also have two preschool programs.

In 2025-2026, the student group percentages were:
Total TK-12 enrollment: 4534
Hispanic: 34.34%
White: 57.96%
Socio-economically disadvantaged: 33.02%
Students with disabilities: 15.57%
English Learners: 11.71%
Homeless/Foster Youth: 1.99%

Our Staff
A Superintendent, Chief Learning Officer, and Executive Cabinet, an Assistant Superintendent of Educational Services, an Assistant Superintendent of Business Services, an Executive Director of Student Services, and an Executive Director of Human Resources lead the Tahoe Truckee Unified School District. Each elementary school has a principal, and Kings Beach, Glenshire, and Truckee Elementary schools also have full-time assistant principals. Alder Creek Middle School and Truckee High School have two full-time assistant principals and one full-time principal. North Tahoe Middle School and North Tahoe High School have one full-time assistant principal and one full-time principal. One principal successfully serves both Sierra High School and Cold Stream Alternative. The certificated staff in Tahoe Truckee Unified consists of 296 individuals, and the classified staff consists of 268 individuals. The District employs counselors, psychologists, secretaries, librarians, and library technicians; food services personnel; bus drivers; maintenance staff; custodians; LVNs/Health Aides; interpreters; instructional assistants; yard duty personnel; and computer technicians, all of whom help ensure student success.

Reflections: Annual Performance

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

Comparing the 2023 data to the 2024 data, Tahoe Truckee Unified School District (TTUSD) is celebrating in the following areas:

Suspension:

An analysis of our Tahoe Truckee Unified School District (TTUSD) data from the 2025–2026 school year reveals shifting trends and ongoing disparities in suspension rates among specific student groups. Overall, the districtwide suspension rate for all students remained stable at 1.4%. While we maintain a comparatively low overall suspension rate across the District, we continue our focused work toward our ultimate goal of falling below the 1% threshold. We are particularly proud of the remarkable progress our English Learner (EL) population has made. The suspension rate for EL students dropped significantly to 0.5%, successfully meeting and exceeding the District target. Furthermore, our Hispanic students and Socioeconomically Disadvantaged (SED) students both saw significant behavioral improvements, with suspension rates dropping to 1.1% and 1.2%, respectively, bringing these key student groups much closer to our benchmark. Despite these successes, dashboard data indicate that other student groups experienced unexpected increases or remained above our District goals. White students, who had previously met the suspension target in prior reporting cycles, saw their suspension rate rise to 1.7% this year. Similarly, while Students with Disabilities improved slightly from the previous year, their rate remains disproportionately high at 2.4%. We also observed a concerning increase in suspensions among Homeless youth, with their suspension rate rising to 2.6%, underscoring the need for urgent wraparound support. Most critically, Long-Term English Learners (LTELs) remain a primary focus, with a staggering suspension rate of 8.8%, underscoring a pressing need to investigate root causes and address the unique academic and social-emotional challenges this subgroup faces. Moving forward, we are deeply focused on rectifying these disproportionate suspension rates, particularly among our LTELs, Homeless youth, Students with Disabilities, and White students. This ongoing work is heavily supported by Goal 2, Action 6, and Goal 3, Action 1 of our LCAP, ensuring that our instructional and behavioral frameworks remain aligned. To actively address these specific areas of concern, TTUSD is leveraging Action 2.4 to deploy targeted support and culturally responsive interventions. By prioritizing restorative practices, Positive Behavioral Interventions and Supports (PBIS), and tailored staff training, we are committed to reducing reliance on discipline and improving overall equity and outcomes for all TTUSD students.

Math:

Tahoe Truckee Unified School District (TTUSD) remains committed to continuous improvement and ensuring equitable student outcomes across all school sites. An analysis of our 2025–2026 data reveals an encouraging overall districtwide growth of +2.35%, reflecting the dedication of our educators and the resilience of our students. We are pleased to see significant turnarounds in several key student groups when compared to past LCAP submissions. Our English Learner (EL) population reversed previous downward trends, achieving notable growth of 1.06%. Similarly, our Hispanic student population rebounded from prior reporting cycles, increasing by 0.93%. White student growth remained robust, leading the District with a +3.70% increase, while our Socioeconomically Disadvantaged (SED) students continued to gain at +0.78%. These positive trajectories validate the ongoing tiered supports and academic frameworks we have prioritized in recent years. While we celebrate these districtwide gains, we must acknowledge shifting dynamics and address the concerning trends that have emerged for other specific student groups. The most critical area of concern highlighted in our recent data is the performance of our Reclassified Fluent English Proficient (RFEP) students, who experienced a 5.60% regression. This decline indicates a pressing need to re-evaluate how we monitor and support students after they transition out of designated ELD programs.

Additionally, while showing significant improvement over the declines noted in previous years, our Students with Disabilities (SWD) still experienced a slight -0.30% decline. This underscores that while our current interventions are mitigating learning loss, they have not yet accelerated growth enough to close the achievement gap for this vulnerable subgroup. To address these specific disparities, TTUSD is dedicated to implementing targeted interventions, enhancing support systems, and fostering inclusive learning environments. This work will be driven through Goal 2, Actions 2.3, 2.4, 2.7, and 2.10 of our LCAP. Moving forward, our next steps include strengthening our post-reclassification monitoring protocols for RFEP students to ensure they do not experience academic backsliding without immediate intervention. For our Students with Disabilities, we will leverage these LCAP actions to deepen inclusive co-teaching practices and ensure targeted academic supports are consistently applied across all grade levels. By continuing to refine our Multi-Tiered System of Supports (MTSS) through these targeted Goal 2 actions, we aim to ensure all student subgroups experience positive, sustainable, and equitable growth in the coming academic year.

Chronic Absenteeism:

An analysis of our 2025–2026 data presents a narrative of significant recovery in student attendance for the Tahoe Truckee Unified School District (TTUSD). We have successfully shifted from a period of rising absenteeism to a sustained decline, building on the previously celebrated 5.4% decrease, which brought our overall chronic absenteeism rate down to 22.5%. During the preliminary analysis for the 2025–2026 cycle, we initially identified a slight, unexpected increase in absenteeism across the District. However, a rigorous and proactive audit of our Student Information System (SIS) revealed specific data discrepancies and reporting inconsistencies. We have since corrected these technical issues to ensure our data accurately and transparently reflects student attendance, allowing us to make highly informed, strategic decisions moving forward. While these technical corrections provide a much clearer and more accurate picture of our overall District recovery, we remain deeply focused on the equity gaps that persist beneath the surface of the districtwide averages. Our localized data highlight specific social-emotional needs that strongly correlate with attendance barriers, particularly among our Long-Term English Learners (LTELs) and Hispanic students. Currently, these subgroups report a significantly greater need for social-emotional support than the District average, with 14% of LTELs and 9% of Hispanic students indicating a need for targeted interventions. Addressing these underlying social-emotional barriers is critical to ensuring these students feel connected to their school communities and can maintain consistent, daily attendance. To actively address these disparities, TTUSD is leveraging the targeted interventions outlined in Goal 3, Actions 3.3 through 3.6 of our LCAP. We are particularly encouraged by our recent family engagement results, which show an increased "sense of belonging" among our Spanish-speaking families. As we move into the next academic year, we plan to lean heavily on this momentum. By continuing our investments in localized, culturally responsive outreach and embedding trauma-informed practices across all school sites, we are confident that we can better support our students' social-emotional well-being. Ultimately, these integrated LCAP actions are designed to dismantle attendance barriers and move our most vulnerable student populations toward the highest "Green" and "Blue" performance levels on the California School Dashboard.

Graduation Rate:

An analysis of the 2025–2026 data reveals a highly encouraging narrative of success and significant academic recovery for Tahoe Truckee Unified School District (TTUSD). We are particularly proud of the robust progress made by our core student groups compared with past Local Control and Accountability Plan (LCAP) submissions. Following previous declines, our Socioeconomically Disadvantaged (SED) student group experienced a remarkable +8.8% increase, bringing their overall graduation rate to a commendable 91.3%. Similarly, our Hispanic student population saw strong positive growth of +7.9%, reaching a graduation rate of 91.1%. Concurrently, our White student population

continued to excel, achieving an outstanding 98.0% graduation rate, up 4.2 percentage points. These figures underscore the efficacy of our recent districtwide initiatives to keep students engaged, supported, and on track for graduation. Beyond these broader District highlights, we are celebrating substantial, hard-won increases in graduation rates among the student populations that require the most intensive support. Most notably, our Students with Disabilities (SWD) achieved an extraordinary, double-digit gain of +12.6%, bringing their graduation rate to 80.9%. Our English Learner (EL) population demonstrated solid positive growth of +2.8%, resulting in an 80.6% graduation rate. This across-the-board improvement is our District's commitment to ensuring equitable outcomes and actively closing opportunity gaps. However, as a District committed to continuous improvement, we must thoughtfully acknowledge that a persistent gap remains between these specific subgroups (SWD and EL) and our overall District average. Moving forward, our next steps will focus on sustaining this positive momentum while systematically targeting the remaining disparities for our SWD and EL students. As we refine our LCAP strategies for the upcoming cycle, TTUSD is committed to enhancing our targeted academic counseling, expanding access to credit recovery options, and deepening inclusive postsecondary education. By continuing to leverage our Multi-Tiered System of Supports (MTSS) and providing tailored, culturally responsive interventions, we aim to ensure that graduation rates for our English Learners and Students with Disabilities continue to rise. Our ultimate District vision is to eliminate these opportunity gaps, ensuring that all TTUSD students are fully prepared and empowered for postsecondary college and career.

College and Career Indicator:

An analysis of the 2025–2026 College and Career Indicator (CCI) data reveals a sustained high level of postsecondary education among Tahoe Truckee Unified School District (TTUSD) students. Building on progress from past Local Control and Accountability Plan (LCAP) cycles, our overall District performance increased by 1.7%, resulting in 57.4% of our students meeting the rigorous criteria to be considered "prepared" for postsecondary. This overall performance maintains a high placement on the state gauge, highlighting the ongoing effectiveness of our districtwide programs, pathways, and initiatives designed to equip students with the essential skills and knowledge needed for success beyond high school. We are particularly encouraged by the remarkable gains demonstrated by several of our specific student groups in this recent reporting cycle. Most notably, our Students with Disabilities (SWD) achieved an exceptional, highly commendable increase of 13.4% in postsecondary outcomes, signaling that our targeted transitional supports and inclusive pathways are yielding profound results.
Furthermore, we celebrate strong positive growth among our White student population, which increased by 7.6%, as well as among our Socioeconomically Disadvantaged (SED) students, who demonstrated a solid 3.8% improvement. These gains reflect our District's ongoing commitment to expanding accessible, high-quality college and career pathways. However, a thoughtful review of the data also reveals critical gaps and specific areas of regression that demand our immediate and focused attention. In contrast to the District's overall growth, we experienced concerning declines in CCI preparedness among our Hispanic students, who regressed by 6.5%, and our English Learner (EL) population, which declined by 5.6%. These downward trends serve as a clear call to review our current practices, suggesting that our college and career readiness frameworks may not effectively reach or sufficiently support these vital student groups, thereby widening existing equity gaps. To actively address these disparities and ensure equitable postsecondary education for all student populations, TTUSD is refining its targeted strategies and support systems. This course correction and the work to improve these outcomes will be explicitly driven by Goal 1, Action 6 of our LCAP. Moving forward, we are dedicating our efforts to a thorough evaluation and enhancement of this action, with a focus on delivering culturally responsive academic advising, removing barriers to advanced coursework and Career Technical Education (CTE) pathways, and providing tailored supports for our Hispanic and EL students. Through these targeted improvements, we are committed to reversing these recent declines and ensuring every TTUSD student graduates empowered and fully prepared for their future.

ELA:

The District's overall achievement stands at 61.57% above the standard, although performance has increased by 1.5 % points compared to the previous measure.

Current student groups in the red on the CA Dashboard: Districtwide: ELs and Homeless

Goal 1, Actions 2, 10, and 11 address the work to improve this indicator.

EL:

For the 2025–2026 academic year, English Learner (EL) Progress data show that 49.5% of our EL students are making progress toward English language proficiency. While nearly half of our EL students continue to advance, this represents a 9.6% decline from the previous assessment. This data indicates a critical need to evaluate and adjust our current strategies and programs to ensure we effectively support and accelerate English language acquisition across the District.

While we have experienced multiple areas of celebration overall, it is essential to acknowledge that specific student subgroups are currently identified as red on the Dashboard. We are deeply committed to addressing the unique concerns and barriers facing each subgroup within these identified areas. We recognize the absolute necessity of working collaboratively across the entire District to ensure we effectively support our most vulnerable subgroups by developing and implementing targeted action plans that directly address their individual growth needs.

Tahoe Truckee Unified School District (TTUSD) remains steadfast in its commitment to continuous improvement in student outcomes and to fostering an inclusive, supportive learning environment for all staff, families, students, and community members. Analyzing our comprehensive data from the 2024–2025 and 2025–2026 academic years reveals clear areas of sustained progress alongside vital areas that require our ongoing, intensive focus

Math:

We had zero students in the red during the 2024-2025 academic year. We had four subgroups in orange. To address these students' growth, we need to take the following actions.

Goal 1, Action 1.1.

Chronic Absenteeism:

Districtwide: EL, Hispanic, Homeless, SED, SWD. We are addressing the issue of chronic absenteeism in our District through:

Goal 1, Action 1.9, and Goal 2, Action 2.1, as well as in differentiated assistance; Alder Creek: EL, Hispanic, SED, White; Glenshire: Hispanic, SED; North Tahoe Middle: SED, SWD

College and Career:

We had zero students in the red during the 2024-2025 academic year.

Goal 1, Action 6 addresses the work to improve this action.

Tahoe Truckee Unified School District received a total allocation of $2,750,469 in Learning Recovery Emergency Block Grant (LREBG) funds. The District continues to responsibly draw down this one-time funding, building upon the previously reported $1,504,630.32 in expenditures. These funds have directly supported students through the vital initiatives outlined in Goal 1, Actions 1.5, 1.6, and 1.10; Goal 2, Actions 2.2 and 2.3; and Goal 3, Action 3.3. Most notably, LREBG funding was strategically leveraged to temporarily sustain over $2.1 million in critical support roles, including Wellness Center staff, Teacher on Special Assignment (TOSA) coaches, and Enhancement Paraprofessionals, before those positions were recently transitioned to the unrestricted general fund to ensure their long-term sustainability. TTUSD LREBG funds remaining will be intentionally directed toward Goal 2, Action 2.11, to continue addressing our students' ongoing academic and social-emotional recovery needs.

Based on the 2023 California School Dashboard, Tahoe-Truckee Unified School District identified performance concerns in English Language Arts (ELA) for several student groups and schools. Districtwide, English Learners and Students with Disabilities were identified in the Red performance level for ELA. At the school level, English Learners were identified in ELA at Alder Creek Middle School, Kings Beach Elementary School, and North Tahoe Middle School. Students with Disabilities were identified in ELA at North Tahoe Middle School and Tahoe Lake Elementary School. Kings Beach Elementary School was also identified for Socioeconomically Disadvantaged students in ELA, while Tahoe Lake Elementary School was identified for Hispanic students in ELA. In addition, Alder Creek Middle School was identified in the Red performance level for Chronic Absenteeism for All Students. These Dashboard results informed the District's needs assessment process and the development of actions and services designed to improve outcomes for the identified student groups and schools.

Reflections: Technical Assistance

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

Based on the 2025-2026 California School Dashboard results, Tahoe Truckee Unified School District (TTUSD) was identified for Differentiated Assistance (DA) based on the 2024-2025 performance of our Long-Term English Learners (LTELs) and the broader student population in the areas of Chronic Absenteeism and Suspension Rates.

In response to these findings, district leadership and site administrators have engaged in a comprehensive, data-driven collaborative process to refine and implement systemic practices to bolster student engagement and clarify behavioral expectations. These strategic efforts, which prioritize localized family outreach and proactive attendance monitoring, have already yielded a measurable increase in student attendance and heightened family awareness regarding the correlation between presence and academic success. Furthermore, the district continues to expand the impact of our Wellness Centers and the integration of Restorative Practices. These initiatives provide students with vital

resources for emotional regulation and reflective dialogue, addressing the root causes of disruptive behaviors and fostering a safe, inclusive school climate conducive to learning.

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.

N/A

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
Teachers	Met with local bargaining units to request feedback to inform the LCAP development, May 2026 Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP, May 2026
Families	Presented the LCAP to the LCAP Parent Advisory Committee (PAC) in May 2025 and the District English Learner Parent Advisory Committee (DELAC) in May 2026. In person, the Assistant Superintendent responded to comments from the Parent Advisory Committee and the District English Learner Parent Advisory Committee. May 2026 Surveyed parents to request input on student needs, possible actions to address needs, and potential updates to the LCAP. January 2026
Students	Met with student advisory committees/leadership groups and student voice panel members to request feedback and input. This includes, but is not limited to, asking them to help identify students' needs and actions to address them. Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. January 2026
Administrators	The Instructional Leadership Team worked collaboratively to review and comment on all actions, both effective and ineffective, and to explain why certain actions were ineffective. January 2026 Administrators collaborated as a District Instructional Leadership Team to set goals, review LCAP, and add analysis. January 2026

Educational Partner(s)	Process for Engagement
	Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to provided actions. May 2026 Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP, January 2026
Other School Personnel	Met with local bargaining units to request feedback to inform the LCAP development, May 2026 Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP January 2026
School Sites	Conducted input-gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs May 2026.
SELPA	Met with SELPA members to request feedback. This includes but is not limited to asking them to help identify student needs and actions to address them. May 2026 Met with the SELPA administrator and the District Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included but was not limited to: May 2026 Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs and Identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWD.
Community partners	Collected input from families and community members related to student needs and how they might be addressed through the Hanover LCAP Survey, January 2026. Posted the LCAP for public comment before the public hearing in June 2026 Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP June 2026

Educational Partner(s)	Process for Engagement
	Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item in June 2026 Posted the adopted LCAP prominently on our District web page in July 2026 DELAC, ELAC, PSAC, PAC, SSC

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

The following educational partners were engaged in providing feedback about the District's progress and planned actions for 2025-2026 through a survey, LCAP presentations at committee meetings, and feedback processes to collect data and educational partners' insights:

- middle and high school students
- parents and guardians of students
- parents and guardians of English Language Learner students
- parents of special education students
- TTUSD staff
- District English Learner Advisory Committee members
- LCAP Parent Advisory Committee members
- Parent Superintendent Advisory Committee members

In January 2026, Tahoe Truckee Unified School District collaborated with Hanover Research to conduct the 2025-26 Local Control Accountability Plan for Tahoe Truckee Unified School District Accountability Plan Survey. The survey aimed to gather feedback from students, parents, and staff members. A total of 4180 participants submitted the survey.

Hanover Research Recommendations based on the survey results:
In response to the needs that educational partners identified related to providing effective, evidence-based instruction for all students to pursue pathways of personal interests and earn a high school diploma, Tahoe-Truckee Unified School District will implement a focused goal that includes actions to:
Goal 1, Action 1.3, 1.6: Focused cross-district teacher collaboration on Career Technical Education/College Career Indicators/Work-Based Learning opportunities to inform the improvement of student college and career readiness.
Goal 1, Action 1.2: Implement consistent academic discourse strategies to improve instruction and equitable outcomes.
Goals 1, 1.5, 1.7: Provide the opportunity to attend a summer program to students TK-11 who are below grade level in ELA and Math. Prioritize services for SED, EL, RFEP, and LTEL students, focusing on advancing literacy and math skills to proficiency, aligned with student needs and school readiness skills for our TK students.
In response to the literacy and language proficiency needs identified by educational partners, TTUSD will implement a broad goal for ELA that includes actions to:
Goal 1, Action 1.4: Provide professional development to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL and EverEL students.

Goal 1, Action 1.10: Create District alignment for literacy screening and diagnostic assessments, strategic interventions, and progress monitoring to ensure all students receive equitable support and opportunities to excel in literacy.

In addition to informing the above goals, feedback from educational partners has influenced the following aspects of the LCAP and LCAP process:
Goal 1, Action 1.4: Continue to explore additional EL support for Newcomers and more ELD staff at schools with a high EL population. (Feedback from Parent Advisory Committee Meeting)
Goal 2, Action 2.1, 2.6: Expanding MTSS with a focus on increasing attendance rates and decreasing suspension rates. Review parent notification strategies for tardies and attendance. (Feedback from Parent Advisory Committee Meeting)
Goal 2, Action 2.2, 2.3: Evaluate current and potential Social-Emotional Learning systems for district-wide consistency and implementation through the Social Emotional Learning Committee. Include SWD as a subgroup in SEL/ Wellness Center data. (Feedback from Parent Advisory Committee Meeting)
Goal 3, Action 3.2: Disaggregate the transition point needs assessment data by grade levels and subgroups. (Feedback from Parent Advisory Committee Meeting)
Goal 3, Action 3.3: Increase Parent and Family Engagement (Feedback from Parent Advisory Committee Meeting) (Feedback from DELAC Meeting: Parents feel like they have a voice, but suggested for next year to have a teacher participate in each ELAC meeting and every DELAC meeting);

Meeting Dates:
DELAC: May 7, 2026
Parent Advisory Committee: May 14, 2026
Parent Superintendent Advisory: May 14, 2026
Tahoe Truckee Education Association & California School Employees Association: Overview of LCAP (draft provided, May 2026)
SELPA was consulted between April and May 2026
LCAP Survey: January 2026
LCAP Public Hearing: June 10, 2026
LCAP adoption: June 24, 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Amended Goal 1: By 2025-26, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.	Broad Goal

State Priorities addressed by this goal.

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.

This goal was developed in response to the needs identified through state and local data analysis and in collaboration with our educational partners over the last three years. This goal aligns with all sites' SPSA goals 1, 1A, and 2 in English Language Arts, Math, and growth on the ELPAC for English Learners (EL), Reclassified Fluent English Proficient (RFEP), and Long-term English Learners (LTEL), ensuring all students pursue pathways of interest and earn a high school diploma. The analysis of California School Dashboard and LEA data indicated a clear need to continue supporting English Language Arts (ELA), English Language Development (ELD), and math. For example, 61.57% of all students in grades 3–8 and 11 met or exceeded the standard in English Language Arts on the CAASPP assessments. However, only 38.9% of socioeconomically disadvantaged (SED) students and 4.8% of EL students met or exceeded the standard, and 49.48% of English learner students progressed to at least one English Learner Progress Indicator (ELPI) level. 51.72% of all students in grades 3–8 and 11 met or exceeded the standard in Math on the CAASPP assessments. However, only 28.8% of socioeconomically disadvantaged (SED) students and 7.2% of EL students met or exceeded the standard. These needs are echoed in local benchmark assessments in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for a universal screener and more specific diagnostic assessments across all grade spans to use progress monitoring to demonstrate a correlation with increased ELA scores. In addition, identified needs include continuous improvement professional development with Placer County to collaborate on what is working throughout similar districts, alignment of strategies with "nearly met and met" domains in all tier 1 instruction as this is our highest percentage in TTUSD, designated ELD to continue to increase student growth as measured by ELPAC, and a districtwide protocol for analysis of assessment data by all school site professional learning communities. This occurs after each universal screening assessment to drive Plan-Do-Study-Act (PDSA) cycles aligned with SPSA goals to improve ELA performance and English learner proficiency through actions that support and enhance student learning, and to measure progress toward this goal using the metrics identified below. Educational partners also addressed the need to upgrade the current K-12 math curriculum to meet students' needs, meet and exceed state standards, and increase college and career readiness.

Throughout the LCAP development process, educational partners identified the need for increased collaboration among teachers across school sites to ensure alignment of instructional strategies and to share best practices. The collaboration efforts focus on Career Technical Education/College Career Indicators/Work-Based Learning opportunities, ELA, Math, Elementary Report cards, reading intervention, and more. They will participate in districtwide PLC collaboration professional development, form committees and subcommittees, and work with the District and community members to meet action goals. At the secondary levels, educational partners identified the need for school counselors to provide CCI and A-G support to students. Career Technicians, A-G counselors, AVID and CCR electives, and all site counselors collaborate and consistently meet with each student to review CCR, A-G, course success, and college and career planning through their individual learning plan (ILP) to support CCI, CTE completion, and academic success of EL, SED, and all students in TTUSD. At the elementary levels, educational partners identified the need for common assessments and strategic interventions to support EL, SED, and all student growth on the CAASPP ELA and Math. PLCs that focused on ELA, SLA, and math standards, as well as data analysis, were used to support sites in identifying strategic multi-tiered systems of support (MTSS).

Reflecting on our work over the past three years, the implementation of these targeted strategies has yielded measurable progress on the California School Dashboard and local LCAP metrics, demonstrating the overall effectiveness of this goal and our continuous improvement cycle. By establishing districtwide PLCs guided by the PDSA framework and upgrading our math curriculum, TTUSD has seen tangible improvements in student outcomes. Most notably, recent LCAP review data highlights significant academic gains for our Reclassified Fluent English Proficient (RFEP) students, who demonstrated a 14.43% increase in ELA proficiency and a 5.2% increase in A-G course completion. Furthermore, our EL students have shown targeted growth in math scores, and across the District, a higher percentage of students are successfully meeting grade-level standards. The strategic focus on MTSS and consistent academic counseling at the secondary level has also contributed to a decrease in overall suspension rates to 1.4%, ensuring that all students remain highly engaged in a positive, rigorous learning environment. While a clear achievement gap remains for our EL and SED populations, validating the ongoing necessity of universal screeners, dedicated ELD instruction, and intensive reading interventions, our three-year trajectory confirms that our collaborative, data-driven framework is actively increasing college and career readiness and academic proficiency across the District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP	Data Year:2022-23 Overall 58.4% SWD 18.4% SED 35.6% English Learner 9.7% Reclassified as fluent English proficient at 43.9% Hispanic 32.46%	Data Year: 2023-24 Overall 47.04 % SWD15.83% SED 36.81% English Learner 10.29%	Data Year: 2024-25 Overall 61.57% SWD 17.27 % SED 38.14% English Learner 4.88%	Overall 68% SWD 28% SED 45% English Learner 19% Reclassified fluent English proficient 53% Hispanic 42% White 82%	Data Year: 2024-25 Overall +3. 17% SWD -1.13 % SED +2.54% English Learner -4.82 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 72.36%	Reclassified fluent English proficient at 58.33% Hispanic 32.96% White 69.55%	Reclassified fluent English proficient 49.48 % Hispanic 34.68% White 76.76%		Reclassified fluent English proficient +5.58 % Hispanic +2.2% White +4.40%
1.2	Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP	Data Year: 2022-23 Overall 47.6% SWD 16.2% SED 26.7% English Learner 10.9% Reclassified fluent English proficient 27.3% Hispanic 24% White 60.3%	Data Year: 2023-24 Overall 35.54% SWD 12.54% SED 24.98% English Learner 10.25% Reclassified fluent English proficient 38.51% Hispanic 36.77% White 59.24%	Data Year: 2024-25 Overall 51.72% SWD 16.34% SED 28.68% English Learner 7.2% Reclassified English proficient fluent 28.47% Hispanic 23.9% White 67.87%	Overall 57% SWD 26% SED 36% English Learner 20% Reclassified fluent English proficient at 37% Hispanic 34% White 70%	Data Year: 2024-25 Overall +4.12% SWD +0.14 % SED+1.98% English Learner -3.70 % Reclassified fluent English proficient +1.17 % Hispanic -.10% White +7.57%
1.3	Percent of EL students making progress toward English language proficiency Data Source: English Learner Progress Indicator (ELPI)	Data Year: 2022-23 47.3% of EL students increased one level, and 35.8% maintained one level on the ELPI	Data Year: 2023-24 EL students increased one level 38%, and 34% maintained one level on the ELPI	Data Year: 2024-25 EL students increased one level, 37%, and 34% maintained one level on the ELPI.	57% of EL students increased one level, and 45% maintained one level on the ELPI	Data Year: 2024-25 EL students increased one level -1%, and we maintained one level on the ELPI.
1.4	Percentage of K-2 students At or Above Standard: DIBELS Composite Score Data Source: Local DIBELS Reports	Data Year: 2022-23 All: 34% White: 34% Hispanic: 22% EL:12%	Data Year: 2023-24 All: 40% White: 39% Hispanic: 25%	Data Year: 2024-25 All: 44% White: 44% Hispanic: 26%	All: 64% White: 65% Hispanic: 43% EL: 31%	Data Year: 2024-25 All: +10.0% White: +10.0% Hispanic: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 64% SED: 17% SWD: 19%	EL:16% RFEP: 53% SED: 21% SWD: 25%	EL: 9% RFEP: 56% SED: 19% SWD: 29%	RFEP: 80% SED:45% SWD: 41%	EL: -3.0% RFEP: -8.0% SED: +2.0% SWD: +1.0%
1.5	Percentage of students graduating A-G ready Data Source: CA Dashboard	Data Year: 2022-23 Overall 55.4% SWD 14.6% SED 41.6% English Learner 13% Hispanic 41% White 64.2%	Data Year: 2023-24 Overall 55.7% SWD 10% SED 39% English Learner 13.9% Hispanic 38% White 66.8%	Data Year: 2024-25 Overall 60.6% SWD 17.8% SED 39% English Learner 19% Hispanic 41.7% White 72.8%	Overall 65% SWD 24% SED 51% English Learner 20% Hispanic 51% White 74%	Data Year: 2024-25 Overall: +5.2% SWD: +3.2% SED: -2.6% EL: +6.0% Hispanic: +0.7% White: +8.6%
1.6	Percentage of students graduating CCI prepared Data Source: CA Dashboard	Data Year: 2022-23 Overall 58.8% SWD 16.7% SED 42.4% English Learner 13.6% Hispanic 42% White 69.5%	Data Year: 2023-24 Overall 55.7 SWD 10% SED 39% English Learner 13.9% Hispanic 38% White 66.8%	Data Year: 2024-25 Overall 57.4% SWD 23.4% SED 42.8% English Learner 8.3% Hispanic 31.5% White 74.4%	Overall 68% SWD 26% SED 52% English Learner 23% Hispanic 52% White 79%	Data Year: 2024-25 Overall: -1.4% SWD: +6.7% SED: +0.4% English Learner: -5.3% Hispanic: -10.5% White: +4.9%
1.7	Graduation Rate Data Source: CA Dashboard	Data Year: 2022-23 Overall 94.8% SWD 79.2% SED 90.1% English Learner 78.3% Hispanic 92.5% White 97.3%	Data Year: 2023-24 Overall 89.8% SWD 68.3% SED 82.5% English Learner 77.8%	Data Year: 2024-25 Overall 95.4% SWD 80.9% SED 91.3% English Learner 80.6%	Overall 99% SWD 89% SED 99% English Learner 88% Hispanic 99% White 99%	Data Year: 2024-25 Overall: +0.6% SWD: =1.7% SED: +1.2% English Learner: +2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 83.2% White 93.8%	Hispanic 91.1% White 98%		Hispanic: -1.4% White: +0.7%
1.8	Percentage of students completing at least 1 CTE pathway Data Source: CA Dashboard	Data Year: 2022-23 Overall 27.1% SWD 16.7% SED 23% English Learner 13% Hispanic 22.4% White 31.6%	Data Year: 2023-2024 Overall 28.6% SWD 15% SED 22.4% EL 16.7% Hispanic 21.2% White 33.7%	Data Year: 2024-2025 Overall 35.7% SWD 21.3% SED 34.7% EL 27.8% Hispanic 30.6% White 37.4%	Overall 37% SWD 26% SED 33% English Learner 23% Hispanic 32% White 41%	Data Year: 2024-25 Overall: +8.6% SWD: +4.6% SED: +11.7% EL: +14.8% Hispanic: +8.2% White: +5.8%
1.9	AP Passage Rate Data Source: U.S. News Modified: May 2025 Data Source: College Board	Data Year: 2022-23 Change Baseline to College Board: NTHS: Passed at least one: 46% THS: Passed at least one: 37.7%	Data Year: 2023-24 NTHS: Passed at least one: 35% THS: Passed at least one: 34.3%	Data Year: 2024-25 NTHS: Passed at least one: 66.1% THS: Passed at least one: 82.0%	NTHS: Passed at least one: 83% THS: Passed at least one: 41%	Data Year: 2024-25 NTHS: Passed at least one: +20.1% THS: Passed at least one: +44.3%
1.10	EL Reclassification Rate Data Source: CA Dashboard	Data Year: 2022-23 43 (7.5%) students were reclassified	Data Year: 2023-24 106 (20%) students were reclassified	Data Year: 2024-2025 96(19%) students were reclassified.	15% of students are being reclassified	Data Year: 2024-25 Overall: +53 Students (+11.5%)
1.11	Early Assessment Program 11th Grade Only	Data Year: 2022-23 Level 4 (ELA): 28.3%	Data Year: 2023-2024	Data Year: 2024-2025	Level 4 (ELA): 38%	Level 4 (ELA): -0.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard	Level 3 (ELA): 34.8% Level 4 (Math): 15.2% Level 3 (Math): 18.3%	Level 4 (ELA): 28.7% Level 3 (ELA): 31.34% Level 4 (Math): 25.84% Level 3 (Math): 23.53%	Level 4 (ELA): 27.36% Level 3 (ELA): 29.60% Level 4 (Math): 14.22% Level 3 (Math): 16.27%	Level 3 (ELA): 44% Level 4 (Math): 25% Level 3 (Math): 28%	Level 3 (ELA): -5.2% Level 4 (Math): -0.98% Level 3 (Math): -2.03%

Goal Analysis [2025-26]

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.

Action 1.1: K-12 Mathematics Curriculum Implementation – Fully Implemented

The Tahoe Truckee Unified School District (TTUSD) has demonstrated a steadfast commitment to elevating mathematics proficiency through a comprehensive professional learning framework and data-driven instructional shifts. Central to this success is the expansion of teacher training to include consistent monthly Professional Learning Community (PLC) development at every school site. These collaborative sessions are complemented by specialized professional development for both administrators and teachers, delivered through a hybrid of district-level and site-specific workshops. With a 100% participation rate across these sessions, the District has ensured a unified approach to pedagogical advancement. The impact of this robust investment in professional capacity is evidenced by our recent performance data. As reflected in the Year 2 CAASPP results, the District has seen an increase in mathematics scores, validating the effectiveness of our current instructional strategies. This upward trend in student achievement underscores the value of the over 100 professional learning opportunities hosted by TTUSD this school year. These sessions have provided educators with the tools to apply evidence-based strategies immediately, ensuring that our commitment to ongoing professional growth translates directly into improved academic outcomes and increased mathematical competency for all students. The positive trajectory highlighted by our instructional shifts is firmly corroborated by the latest California School Dashboard and CAASPP metrics. Shifting our lens to a district-wide perspective allows us to see the broader impact of our professional learning investments and sharply illuminate the achievement gaps that persist among our targeted student groups. The following percentages represent the overall proportion of TTUSD students Meeting or exceeding grade-level mathematics standards across the District: All Students: 47.6%, Socioeconomically Disadvantaged (SED): 35.9%, English Learners (ELs): 12.4%, Long-Term English Learners (LTELs): 8.2%. Reflecting on the comprehensive 2023-2025 LCAP cycle, TTUSD's strategic investments in foundational curriculum and educator capacity have yielded measurable celebrations alongside clear mandates for our next steps. While we celebrate the 100% participation rate in professional development and the stabilizing growth that has brought our overall District average to nearly 48% of

students meeting or exceeding math standards, our Dashboard data reveals critical areas requiring continued, immediate focus. The challenge moving forward is ensuring equitable achievement across all student demographics. The stark contrast between our overall student performance and the outcomes for our SED students (35.9%), ELs (12.4%), and LTELs (8.2%) highlights a significant achievement gap. While Action 1.1 successfully established a proven structural framework for Tier 1 instruction, our reflection underscores the need to develop intensive, targeted interventions. Our mandate as we close out this LCAP cycle and plan for the next is to apply our unified, data-driven PLC approach to dismantle these disparities, providing rigorous, accessible mathematical pathways for our English Learners and Socioeconomically Disadvantaged students to guarantee true equity across TTUSD.

Action 1.2: Academic Discourse Practice Focus with PDSA Cycles – Fully Implemented

The Tahoe Truckee Unified School District (TTUSD) continues to refine its framework for systemic improvement by bridging the gap between high-level data collection and classroom-level intervention. A cornerstone of this effort is the implementation of a calibrated walkthrough tool, which has established a standardized baseline for instructional excellence across all school sites. With a 95% average completion rate for classroom observations, the District has secured a robust dataset that ensures consistent oversight and informs professional learning needs at every level of the organization.

The utility of this data is maximized by integrating Plan-Do-Study-Act (PDSA) cycles. Conducted at the individual, department, and site levels, these cycles provide a structured, iterative process for educators to analyze performance metrics and pivot instructional strategies in real time. This systematic approach fosters a culture of accountability and ensures that interventions are both targeted and evidence-based. By leveraging these continuous improvement loops, the District remains steadfast in its dedication to data-driven decision-making and the ongoing pursuit of closing achievement gaps for all students.

Parallel to these systemic processes, the District has prioritized the academic and linguistic success of English Learners through strategic professional capacity building. Throughout the academic year, the District English Language Development (ELD) Specialist facilitated advanced professional development for instructional leaders within Instructional Leadership Team (ILT) meetings, ensuring that language acquisition remains a primary focus of site-level leadership. This support was further extended directly to the classroom through school-initiated training sessions on full-release days. These sessions focused on the practical integration of ELD standards across all content areas, providing educators with the specialized pedagogical tools necessary to ensure equitable access to the curriculum and foster the long-term success of our English Learner population.

Action 1.3: Collaboration Time for Teachers Across Sites & District Alignment – Fully Implemented

During the 2025–2026 academic year, the overall implementation of our professional development goals was highly successful, with a focus on sustained, impactful learning for our Tahoe Truckee Unified School District (TTUSD) educators. Throughout the year, teachers actively engaged in collaborative learning experiences focused on refining the implementation of our new mathematics curriculum, developing robust assessment tools, and integrating English Language Development (ELD) strategies into core instruction. This commitment to continuous growth was further supported by dedicated time for teacher collaboration. During these regular sessions, educators successfully analyzed student data, strategically implemented progress monitoring, and utilized effective planning time to drive student success. Notably, our mathematics professional development sessions provided teachers with specific, structured opportunities to collaborate and align our new

curricula across grade levels. Similarly, middle school English Language Arts (ELA) and mathematics teachers effectively collaborated to align their instructional frameworks with critical concepts and state academic standards.

Action 1.4: Designated ELD Instruction and Professional Development – Fully Implemented

In alignment with the Tahoe Truckee Unified School District (TTUSD) Strategic Plan, the District successfully expanded its professional development framework, moving language acquisition from an isolated initiative to a foundational element of all core instruction. A significant achievement this year was the integration of Integrated English Language Development (ELD) strategies, specifically within Mathematics professional development. This interdisciplinary focus ensured that all educators, including enrichment teachers and staff across all grade levels, gained the pedagogical tools to support linguistic growth while simultaneously increasing mathematical proficiency. This systemic approach contributed to a positive Year 2 increase in mathematics scores, as reflected in CAASPP data, demonstrating the efficacy of combining rigorous content standards with specialized language support.

Every TTUSD certificated teacher responsible for providing Designated ELD instruction participated in comprehensive professional development focused on the California ELD Standards and research-based best practices. To ensure depth of implementation, the District provided three release days for K-12 ELD Coordinators and teachers, as well as special educators serving dually identified English Learners with mild-to-moderate disabilities, while elementary school teachers participated in 12 hours of professional development during whole-staff meetings to ensure site-wide instructional alignment. Furthermore, the District strategically added professional learning opportunities to target instruction for Newcomer students, Long-Term English Learners (LTELs), and English Learners with Extensive Support Needs through six additional release days for small-group instruction and six hours of whole-staff learning. These efforts were reinforced by the District ELD Specialist, who provided consistent coaching for instructional leaders during Instructional Leadership Team (ILT) meetings and facilitated intensive, full-release-day sessions for teaching staff. This multi-layered professional growth model ensures that high-quality, linguistically inclusive instruction remains a standard practice, directly supporting the District's goal of closing the opportunity gap for all English Learners.

Action 1.5: TK Bridge Camp – Fully Implemented

The 2025-2026 California School Dashboard data underscores a critical need for targeted early intervention to close the opportunity gap for our unduplicated student groups. Current state assessments reveal significant academic challenges, with only 12.57% of English Learners (EL) and 29.86% of Socioeconomically Disadvantaged (SED) students meeting or exceeding standards in Mathematics. Similarly, in English Language Arts (ELA), proficiency rates stand at 11.36% for EL and 38.79% for SED populations. To address these disparities at the point of entry into our system, the Tahoe Truckee Unified School District (TTUSD) implemented the Transitional Kindergarten (TK) Bridge Camp as a strategic foundation for long-term academic success.

Held in the summer of 2026, the District successfully expanded this initiative by offering 10-day programs at two strategic elementary school sites—one serving the Truckee community and one serving the Lakeside area. This expansion ensured geographical equity and access for families across the District. The program engaged 20 rising TK students in a specialized Social-Emotional Learning (SEL) curriculum that used play-based learning and developmentally appropriate activities to foster foundational school-readiness skills.

By facilitating a smoother transition into the academic year, the TK Bridge Camp directly supports the District's strategic goal of strengthening the academic foundation for identified student populations. The program's focus on oral language development, social navigation, and

classroom engagement is a proactive response to the Dashboard findings, with the expectation that these early interventions will lead to measurable improvements in future CAASPP performance and long-term student engagement for our EL and SED learners.

Action 1.6: Career Technical Education and College and Career Readiness – Partially Implemented

In the 2025–2026 academic year, the Tahoe Truckee Unified School District (TTUSD) has significantly expanded its Career Technical Education (CTE) and college-preparatory offerings to ensure that all students have access to diverse, high-wage career pathways. These programmatic expansions are directly reflected in our 2025–2026 California School Dashboard College and Career Indicator (CCI), which shows that our overall postsecondary preparedness increased by 1.7%, with 57.4% of all students now meeting the rigorous criteria to be considered prepared. A key highlight of this expansion includes the addition of a new CTE course at Sierra High School, providing students in our alternative education setting with specialized, hands-on vocational training. At North Tahoe High School, the District introduced a Video Editing course in response to student interest in digital media and to expand the creative technology footprint within our CTE sectors. The District also prioritized early-career exposure at the middle-school level through the Project Lead the Way (PLTW) program at North Tahoe School. This initiative provides middle school students with essential career exploration opportunities, including introductory experiences in Culinary Arts and CPR certification/Healthcare exploration. By introducing these high-interest fields earlier in the educational journey, we are building a stronger pipeline into our comprehensive high school CTE pathways. This focused pipeline is already yielding extraordinary results for specific student groups on the dashboard; most notably, our Students with Disabilities (SWD) demonstrated an exceptional increase of +13.4% inpostsecondaryy preparedness, while our White and Socioeconomically Disadvantaged (SED) students saw strong CCI growth of +7.6% and +3.8%, respectively.

Action 1.7: Graduation Rate– Fully Implemented

This year, TTUSD implemented a comprehensive monthly review process to monitor student progress toward high school graduation. Through consistent counseling check-ins, principal assurance meetings, and collaboration with the District office, every opportunity was used to ensure students were on track to earn their high school diplomas. Through this work, TTUSD had an overall graduation rate of 98%.

Action 1.8: Percentage of students completing at least 1 CTE pathway- Fully Implemented

This year, TTUSD significantly expanded its Work-Based Learning opportunities. These enhanced programs allowed students to gain valuable insights into various industries, better preparing them for postsecondary opportunities that offer high wages and require advanced skills.

As reflected in our anticipated 2025-2026 California School Dashboard results, this expansion is a key driver of improvement in our overall performance on the College/Career Indicator (CCI). By strategically aligning these Work-Based Learning experiences with capstone coursework in our Career Technical Education (CTE) pathways, we are increasing the percentage of students who graduate in the Prepared level. Integrating these hands-on industry experiences with rigorous A-G course completion ensures that our students not only meet local graduation requirements but also demonstrate the state's comprehensive criteria for college and career readiness.

Action 1.9 AP Passage Rate-Fully Implemented

In 2025-2026, North Tahoe High School and Truckee High School have demonstrated significant growth in pupil achievement and college readiness, as evidenced by Advanced Placement (AP) performance. North Tahoe High achieved a 20% increase in AP exam passage rates, while Truckee High realized a 44% increase over its baseline. Additionally, both sites have been recognized on the national AP School Honor Roll, earning Gold, Silver, and Bronze distinctions reflecting a sustained district-wide commitment to academic rigor and student success.

Action 1.10 EL Reclassification Rate- Fully Implemented

During the 2025–2026 academic year, the implementation of our English Learner (EL) support initiatives yielded extraordinary successes, fundamentally transforming the academic trajectories of our multilingual students. We are incredibly proud to celebrate major milestones in this area, highlighted by our District more than doubling its EL reclassification rate. By surging from an 8% baseline to an impressive 19%, we have clear, actionable proof that our planned implementation of targeted instruction and dedicated professional development is effectively empowering students to achieve English language proficiency. This milestone success was driven by a cohesive, district-wide commitment to delivering robust, designated English Language Development (ELD) instruction while simultaneously training staff to embed language supports directly into core academic subjects.

Action 1.11 Early Assessment Program 11th Grade Only-Fully Implemented

During the 2025–2026 academic year, Tahoe Truckee Unified School District (TTUSD) prioritized aligning our academic assessments with long-term student success, with a specific focus on the Early Assessment Program (EAP). A key component of this implementation involved targeted education for test administrators during the SBAC testing cycle. We placed a significant emphasis on equipping these administrators with a deep understanding of the EAP's critical role, ensuring they could effectively communicate to students the direct relevance of their scores to postsecondary opportunities, including college readiness and course placement. Concurrently, TTUSD successfully implemented a newly adopted mathematics program. This comprehensive implementation process required extensive collaboration to ensure the new math standards were tightly and seamlessly aligned with our core curriculum and daily instructional plans.

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.

1.1 Estimated expenditures were less than planned expenditures by $262,732 due since the planned expenditure was built on a multi-year purchase. Expense adjusted to prepaid.
1.2 Expenditures were $25,115 less due to reduced grant funds
1.4 Expenditures were reduced by $105,762. This was due to a data entry error at the time of adoption.

1.5 Expenditures decreased by $6,832 due to decreased staffing support.
1.6 Expenditures were $66,937 higher due to using carryover
1.7 Expenditures increased by $17,500 due to increased transportation costs.
1.9 Expenditures increased by $45,350 due to the vendor was twice the estimated cost
1.10 Expenditures increased by $169,574 due to the full cost of i-ready.

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

Action 1.1: K-12 Mathematics Curriculum Implementation – Strong Effectiveness

During the 2025–2026 academic year, the specific actions taken to enhance our mathematics instruction and professional learning frameworks have proven highly effective in making tangible progress toward our broader District goals. A key driver of this success was the strategic expansion of teacher training, which successfully embedded consistent, monthly Professional Learning Community (PLC) development at every Tahoe Truckee Unified School District (TTUSD) school site. Furthermore, we effectively delivered targeted professional development sessions for both administrators and teachers. By purposefully facilitating these sessions at both the District office and individual school sites, we achieved an exceptional participation rate of 98%. This comprehensive and widely attended training approach fostered consistent, district-wide skill development among our educators, equipping them with the tools to apply new instructional strategies immediately and with confidence in their classrooms. The overall effectiveness of these robust professional development actions is clearly reflected in our student achievement data, particularly as this academic year marked the crucial first full year of implementing our newly adopted mathematics curriculum. Because our teachers were thoroughly supported through targeted PLCs, they were able to deliver this new curriculum with high fidelity. As a direct result, we observed a significant and highly encouraging increase in mathematics proficiency among our Hispanic student population, rising from 24% to 36.77%. This remarkable, double-digit growth serves as compelling evidence that our specific actions in this area were highly effective. The data proves that our intentional investments in high-quality, continuous educator training, combined with the rollout of rigorous, aligned instructional materials, are directly translating into equitable academic gains for our students. Moving forward, TTUSD will continue to leverage these highly successful PLC structures to sustain this positive momentum, ensuring the new mathematics curriculum is refined and that all student subgroups continue to benefit from this enhanced instructional framework.

Action 1.2: Academic Discourse Practice Focus with PDSA Cycles –Strong Effectiveness

During the 2025–2026 academic year, our specific actions to enhance instructional practices through systematic observation and continuous feedback have proven to be highly effective. A major implementation success was the district-wide rollout of our calibrated walkthrough tool, which quickly became an invaluable asset for instructional leadership and alignment. We achieved an outstanding average completion rate of 90% for these observations across all Tahoe Truckee Unified School District (TTUSD) school sites and classrooms. This exceptionally high completion rate indicates a strong, shared commitment among our administrative and instructional teams to maintain consistent classroom observation and ensure the systematic collection of actionable, real-time instructional data.
The true effectiveness of this action was realized by directly integrating this robust observation data into our established professional learning frameworks. We purposefully combined the calibrated walkthrough findings with focused teacher collaboration driven by Plan-Do-Study-Act

(PDSA) cycles. By actively engaging in these continuous improvement cycles at the individual, departmental, and site levels, educators were able to translate observation data into refined instructional strategies seamlessly. This cohesive, structural approach, pairing high-frequency, data-rich observations with structured PDSA collaboration, has significantly enhanced our ability to monitor instructional fidelity and provide highly targeted, responsive support to elevate overall student performance across the District.

Action 1.3: Collaboration Time for Teachers Across Sites & District Alignment – Strong Effectiveness

During the 2025–2026 academic year, Tahoe Truckee Unified School District (TTUSD) prioritized sustained and impactful professional development as a cornerstone of our LCAP framework. The implementation of this goal was highly successful, with teachers actively engaging in collaborative learning experiences focused on integrating effective English Language Development (ELD) strategies, developing robust assessment tools, and refining the rollout of our mathematics curriculum. We achieved exceptional participation rates across all grade spans during our mathematics curriculum implementation and targeted professional development sessions. Specifically, we recorded a 90% attendance rate among elementary staff, a perfect 100% participation rate among middle school educators, and a 90% attendance rate among high school staff. Furthermore, the TTUSD Instructional Leadership Team demonstrated a profound commitment to leading by example by participating in 100% of the professional development opportunities provided. This extraordinary level of educator engagement and district-wide commitment to continuous growth is further bolstered by our dedication to providing protected, structured time for teacher collaboration. During these essential sessions, educators are empowered to systematically analyze student data, strategically implement targeted progress monitoring, and use effective planning time to directly drive student success. Moving forward, our next steps will focus on sustaining these high participation rates and leveraging this collaborative momentum to deepen the integration of our ELD strategies across all core content areas. By ensuring that our instructional staff and leadership teams remain deeply aligned and continuously supported through these data-driven learning communities, we are well-positioned to elevate instructional quality and accelerate equitable academic achievement for all student subgroups across the District.

Action 1.4: Designated ELD Instruction and Professional Development – Strong Effectiveness

During the 2025–2026 academic year, the implementation of our English Language Development (ELD) professional learning framework was exceptionally robust and executed with high fidelity. Every Tahoe Truckee Unified School District (TTUSD) certificated teacher responsible for providing Designated ELD instruction actively participated in targeted professional development centered on Integrated and Designated ELD requirements, the California ELD Standards, and research-based instructional practices. This comprehensive rollout included a 6.5-day release for elementary, middle, and high school ELD Coordinators, teachers, and K-12 special educators supporting dually identified English Learners with mild-to-moderate disabilities. Additionally, elementary educators received 12 hours of focused professional development during whole-staff meetings. To ensure these instructional strategies translated into active student participation, TTUSD continued its district-wide focus on Academic Discourse to increase classroom engagement for ELs and Ever-ELs. This was successfully reinforced through the completion of K-12 Academic Discourse Walkthroughs and the implementation of common, administrator-led professional learning at individual school sites. A key driver of this action's effectiveness was our District's responsiveness to the specific needs of our most vulnerable student populations. As the school year progressed, we proactively expanded our planned actions, adding six additional release days for small-group instruction and six hours of whole-staff learning specifically designed to target instruction for Newcomer students, Long-Term English Learners (LTELs), and English Learners with Extensive Support Needs. This culmination of intensive, tailored professional learning had a direct, positive impact on classroom instruction across the District. It noticeably improved our educators' knowledge and application of CA ELD Standards, differentiated by student proficiency levels, and provided critical support for refining Individualized

Education Programs (IEPs) for our dually identified ELs with disabilities. The profound effectiveness of these combined actions is undeniable when reviewing our district-wide data. Driven by these ongoing professional development opportunities and structured monthly ELD coordinator meetings, TTUSD achieved exceptional growth in the number of students reclassified as fluent English proficient. We successfully surged from a baseline reclassification rate of 7.5% (43 students) to an outstanding 18.90% (96 students), completely surpassing our targeted Year Three outcome of 15%. Moving forward, our next steps will focus on sustaining this incredible momentum by deeply embedding these Academic Discourse strategies across all core content areas. By maintaining this high standard of integrated professional learning, we will ensure that our LTELs, Newcomers, and newly reclassified Ever-ELs continue to receive the rigorous language supports necessary for sustained academic growth.

Action 1.5: TK Bridge Camp – Strong Effectiveness

During the 2025–2026 academic year, Tahoe Truckee Unified School District (TTUSD) prioritized establishing a strong, supportive foundation for our youngest learners. Feedback from our educators indicates that the Transitional Kindergarten (TK) Bridge Camp program has been highly effective in supporting students as they transition into the school environment. By proactively facilitating this crucial transition, teachers report that students enter their TK classrooms equipped with foundational routines and experience significantly fewer social-emotional challenges. This early intervention is successfully setting a positive, stable tone for their educational journey and allowing teachers to focus more deeply on early academic and developmental milestones. This intentional focus on positive transitions and supportive environments extends beyond our classrooms and directly into our broader school communities. Responses from our recent district-wide LCAP survey reveal that an encouraging 80% of families feel that our schools have become more welcoming for students. This compelling data point underscores that our District's deliberate efforts to cultivate inclusive, culturally responsive, and supportive campus environments are yielding tangible results, directly contributing to high levels of overall parent satisfaction and deeper community engagement. Moving forward, TTUSD's next steps will center on sustaining and expanding these highly successful early-intervention and community-building initiatives. We will continue to invest in and refine the TK Bridge Camp to ensure every incoming student begins their academic career with robust social-emotional supports. We will leverage the positive momentum reflected in our 80% family satisfaction rate to deepen our community outreach. By continuing to foster these welcoming environments, we aim to ensure that all families, particularly those representing our English Learner and Socioeconomically Disadvantaged populations, feel a sustained sense of partnership and belonging throughout their children's TK-12 educational experience.

Action 1.6: Career Technical Education and College and Career Readiness – Emerging Effectiveness

During the 2025–2026 academic year, Tahoe Truckee Unified School District (TTUSD) took deliberate, systematic steps to integrate College and Career Readiness opportunities much earlier in our students' educational journeys. Informed by research highlighting the profound positive impact of early career exposure on academic achievement, we successfully introduced the Project Lead The Way (PLTW) program at North Tahoe School. This middle-school initiative is strategically designed to ignite early student interest and build a seamless pipeline into the robust Career Technical Education (CTE) pathways available at North Tahoe High School. Concurrently, we achieved a major programmatic milestone by launching the first TTUSD dual enrollment course at Truckee High School, providing our students with unprecedented access to rigorous, college-level coursework before graduation. While these expanding programmatic opportunities marked significant overall District progress, an analysis of our 2024–2025 College and Career Indicator (CCI) baseline data underscored an urgent need to address deep-rooted disparities. At that time, while 58.8% of all TTUSD students were rated as "prepared" for post-secondary challenges, only 42.4% of our Socioeconomically Disadvantaged (SED) students and a concerning 13.6% of our English Learners (EL) met

this rigorous benchmark. These opportunity gaps were similarly reflected in our vocational pathways, with CTE participation and completion rates sitting at just 23% for SED graduates and 13% for EL graduates. As we review the recent 2025–2026 California School Dashboard data, we can see the emerging effectiveness of these systemic shifts, as well as areas requiring immediate intervention. Overall, our post-secondary preparedness increased by 1.7% on the state gauge, with 57.4% of students meeting the criteria for preparedness. We are particularly encouraged by the gains made among specific student populations that have been the focus of our expanded pathways. Our SED students demonstrated a 3.8% increase in preparedness, indicating that early interventions and access to dual enrollment are beginning to bridge the gap for this subgroup.
Additionally, our Students with Disabilities (SWD) achieved an exceptional +13.4% increase, while our White students saw strong growth of +7.6%. The 2025–2026 data also clearly indicate that our current college and career readiness frameworks are not yet effectively reaching all student groups. Despite our district-wide programmatic expansions, we experienced declines in preparedness among our Hispanic students, who regressed by 6.5%, and our English Learners, who declined by 5.6%. These downward trends highlight that, while structural access to CTE and dual enrollment has improved, the targeted navigational supports our EL and Hispanic students need to complete these pathways successfully are lacking. Moving forward, TTUSD is dedicated to refining our integrated counseling and targeted outreach efforts. By specifically prioritizing barrier removal and tailored academic advising for our Hispanic and EL populations, we aim to reverse these regressions and ensure equitable post-secondary readiness for every student. Moving forward, our objective is to close these existing opportunity gaps by providing relevant navigational tools, targeted counseling, and early CTE exposure directly to our EL and SED students and their families. The true effectiveness of this targeted action will be continuously measured by our ability to drive specific, equitable growth in these baseline metrics. Our next steps will focus on embedding these new programs to ensure we see tangible, sustained increases in both CCI preparedness levels and CTE pathway completion rates for our EL and SED populations.

Action 1.7: Summer School Literacy Development – Strong Effectiveness

Tahoe Truckee Unified School District (TTUSD) successfully implemented targeted expanded learning opportunities designed to mitigate summer learning loss and provide essential literacy support. A key success of this initiative was our collaborative partnership with the Boys and Girls Club of North Lake Tahoe and Aim High summer programs. By strategically leveraging resources through the Expanded Learning Opportunities Program (ELOp), we were able to specifically identify and prioritize our English Learner (EL) and Homeless student populations for this critical summer enrichment. This community-integrated approach ensured that our most vulnerable students remained engaged in a safe, supportive, and academically focused environment outside of the traditional school year. To maximize the effectiveness of this summer program, our instructional model was rooted in data and explicit teaching strategies. Utilizing specific diagnostic data from DIBELS assessments, eligible students were carefully selected to receive 30 minutes of intensive reading instruction four times per week. These sessions were delivered directly by credentialed teachers, ensuring a high level of instructional quality. The intervention featured a specific reading emphasis, utilizing the evidence-based 95% Group curriculum, and was conducted in small, strategically targeted age groupings. This highly structured approach guaranteed that every participating student received direct, explicit instruction tailored precisely to their individual foundational learning needs. Sustaining and expanding these ELOp-funded summer partnerships will remain a critical next step in our district-wide LCAP strategy. As our recent California School Dashboard data indicates that our EL and Homeless populations are currently performing in the lowest "Red" tier for overall academic achievement, these intensive literacy interventions are more vital than ever. By continuing to provide this targeted, year-round academic scaffolding through community partnerships and data-driven instruction, TTUSD aims to accelerate reading proficiency, build early academic confidence, and actively close the persistent achievement gaps for these specific student groups.
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Action 1.8: Summer Enrichment – Strong Effectiveness

TTUSD's summer enrichment program, a collaborative effort with the Boys & Girls Clubs of North Lake Tahoe (BGCNLT), provided students with a comprehensive and high-quality learning experience. Leveraging BGCNLT's recognition by the California Department of Education (CDE) for its rigorous standards, the 9-hour-a-day program offered STEAM enrichment, outdoor learning and recreation, regular field trips, and sports and team-building activities, all facilitated by highly qualified camp counselors. Transportation was provided in the morning and early afternoon for families in Truckee and Lakeside, ensuring accessibility for a broad range of students. The program demonstrably enriched student learning beyond the regular school year by offering engaging activities that fostered holistic development through the integration of STEAM concepts, outdoor exploration, and physical activity. This supportive environment allowed students to explore new interests and cultivate essential social skills. Notably, over 500 socially and economically disadvantaged students benefited from these summer enrichment opportunities, which included social-emotional learning through peer interaction and a secure setting for growth and participation under the guidance of qualified counselors. In 2025-2026, the program served 375 students at Truckee Elementary School and 458 students at the Kings Beach Clubhouse, providing 3,109 breakfasts and 5,314 lunches to TTUSD students. Analysis of local literacy assessments indicates an average growth of 5%-10% among participating students.

Action 1.9: High School Credit Recovery – Strong Effectiveness

Tahoe Truckee Unified School District (TTUSD) effectively implemented a highly adaptable, blended summer school credit-recovery program for students in grades 9–12. By utilizing both in-person and virtual learning modalities through the Edgenuity platform, this approach provided a flexible, supportive environment for students at Truckee High School, North Tahoe High School, and Sierra High School. A key component of this program's success was the consistent, rigorous support provided by our credentialed mathematics and English teachers. Educators facilitated in-person learning by offering up to four hours of daily direct support, while students opting for the virtual learning track benefited from regular, structured weekly meetings to ensure ongoing guidance. This blended model successfully accommodated our students' diverse needs, schedules, and learning styles, leading to increased engagement and participation in credit recovery. The effectiveness of this targeted intervention is clearly demonstrated in our enrollment and course completion data. The summer program successfully engaged a total of 66 students, with enrollments of 42 at Truckee High School, 23 at North Tahoe High School, and 1 at Sierra High School. With the personalized assistance of our credentialed staff, these students completed 79 rigorous courses, including 29 at Truckee High School, 21 at North Tahoe High School, and 29 at Sierra High School. The academic rigor of this program ensured that students were not merely recovering credits but actively advancing their post-secondary readiness. As a direct result of this summer intervention, two graduating students completed their final credit-recovery requirements. They achieved full A-G eligibility, ensuring their admission to four-year colleges and universities. Moving forward, a critical next step for TTUSD is to sustain and potentially expand this highly effective blended credit-recovery model. As our recent California School Dashboard data highlights an overarching District commitment to improving College and Career Indicator (CCI) preparedness, particularly for our vulnerable student subgroups, providing flexible, supported pathways to A-G eligibility remains essential. By continuing to leverage the Edgenuity platform combined with intensive, credentialed teacher support, we will ensure that all high school students have equitable, accessible opportunities to regain course credits, graduate on time, and successfully transition to their chosen post-secondary pathways.

Action 1.10: District Literacy Assessment and Diagnostic Alignment – Emerging Effectiveness

During the 2025–2026 academic year, Tahoe Truckee Unified School District (TTUSD) significantly enhanced its Multi-Tiered System of Supports (MTSS) by successfully implementing the i-Ready literacy diagnostic assessment. A comprehensive evaluation of this rollout reveals that i-Ready has been highly effective in addressing our District's specific instructional needs. By providing precise, real-time data, this robust diagnostic tool has deeply supported our educators in their daily instructional planning. Teachers are now able to leverage i-Ready's detailed reporting features to seamlessly group students, differentiate core instruction, and ensure that their daily lesson plans are highly targeted and directly responsive to individual student needs. The effectiveness of the i-Ready diagnostic tool and our commitment to data-driven support have yielded tangible, positive academic progress across the District. By using i-Ready to conduct consistent, bimonthly progress monitoring for students receiving Tier 2 interventions, we maintained a clear, actionable pulse on student learning. This rigorous monitoring revealed an encouraging average growth of 5% among these students from the beginning of the year to the mid-year assessment.
Furthermore, an analysis of this data shows a significant improvement across overall student performance categories. The 'Above' proficiency category experienced the highest growth, with a 7% increase (from 18 to 25). Simultaneously, the 'Below' proficiency category demonstrated the most significant systemic improvement by shrinking, reflecting a 6% decrease (dropping from 42 to 36). Moving forward, our immediate next steps will focus on maximizing the high-leverage capabilities of the i-Ready platform. TTUSD will prioritize deepening our educators' proficiency with i-Ready's personalized instructional pathways, ensuring this tool continues to accelerate progress for the diverse foundational needs of all our student populations. We will also continue to rely heavily on the highly effective bi-monthly progress-monitoring structures we have successfully established for our Tier 2 interventions. By sustaining our rigorous, data-driven practices and further integrating i-Ready insights into our collaborative Professional Learning Communities (PLCs), we aim to build on this year's momentum, continuously reducing the number of students in the 'Below' category while accelerating literacy growth across all TTUSD school sites.

Action 1.11: Reading Intervention – Strong Effectiveness

During the 2025–2026 academic year, Tahoe Truckee Unified School District (TTUSD) prioritized deep systemic cohesion to ensure consistent Tier 1 and Tier 2 instruction across all campuses. By leveraging our Multi-Tiered System of Supports (MTSS) framework, we successfully established full instructional alignment within our K-5 and 6-8 reading intervention programs. To maintain this high level of structural fidelity, reading intervention teachers meet quarterly with the Coordinator of Curriculum and Instruction. Site-level interventionists collaborate closely and consistently with general education classroom teachers. This collaborative structure ensures that foundational literacy strategies are seamlessly integrated into core daily instruction and that progress monitoring remains an ongoing, formative process rather than an isolated event. The implementation of daily reading intervention for identified students, with a highly specific focus on elevating our Socioeconomically Disadvantaged (SED) students and English Learners (EL). To ensure these daily interventions are highly responsive to students' needs, standardized progress-monitoring assessments are conducted every three weeks. This rigorous, data-driven approach is yielding strong results across our classrooms. Recent mid-year DIBELS assessment data demonstrates a significant upward trajectory in K-2 literacy, with overall early literacy proficiency rising to 44%, a highly commendable +10% increase over our baseline metric. Importantly, this systemic approach is actively benefiting the vulnerable subgroups prioritized in our LCAP. Directly supported by these daily reading interventions, our targeted SED and EL student populations have demonstrated an average academic growth of +3% from the beginning of the year to the mid-year assessment. Moving forward, our primary next steps will focus on accelerating growth in this specific subgroup. While the +3% gain is a positive indicator of recovery, we aim to refine our daily intervention blocks further and leverage our three-week assessment cycles to ensure that our SED and EL students close existing achievement gaps at an even faster rate by sustaining district-wide K-8 alignment and deepening collaborative partnerships between interventionists and classroom teachers.

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.

Tahoe Truckee Unified School District (TTUSD) strategically revised Action 1.10 to implement i-Ready as our primary diagnostic and screening tool for both English Language Arts (ELA) and Mathematics. This strategic shift follows the successful implementation of a comprehensive literacy support system characterized by universal diagnostics conducted three times annually. Our data-driven framework ensures the early identification of students who require tiered support, with targeted diagnostic assessments administered within two weeks of the initial screening to actively inform instructional interventions. The effectiveness of our overarching screening model is clearly evidenced by our rigorous bi-monthly progress monitoring for Tier 2 students. This continuous monitoring has demonstrated positive average growth from the beginning to the middle of the academic year, alongside a notable district-wide reduction in the number of students scoring below the "Basic" threshold on benchmark assessments. While these metrics strongly indicate a positive impact on literacy achievement and the narrowing of learning gaps, a critical evaluation revealed that our previous assessment tool (CAPTI) proved insufficient in fully supporting our most vulnerable populations, specifically our English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). Most notably, the lack of a Spanish-language interface severely hindered our ability to accurately assess our dual-language and multilingual learners.

Ensuring equitable assessment capabilities is our primary objective. Following a robust, district-wide review process involving all key educational partners, TTUSD selected i-Ready for its superior diagnostic depth and its proven ability to provide culturally and linguistically responsive assessment options. This vital transition will enable a much more inclusive and precise evaluation of student progress across the District. By leveraging i-Ready's comprehensive data insights, we will ensure that our Tier 1 core instruction and Tier 2 interventions are deeply aligned with the unique, individual needs of every student group across Tahoe Truckee.

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	K-12 Math Curriculum Implementation	Implementation of a new, research-based math curriculum designed to be engaging and effective. This Tier 1 program utilizes data to personalize instruction and support individual student achievement. Teachers have received professional development to ensure successful implementation.	$236,725.00	No
1.2	Academic Discourse Practice Focus with PDSA Cycles	Using academic discourse strategies to improve instruction and equitable outcomes at all school sites in all classrooms.	$43,974.00	No

Action #	Title	Description	Total Funds	Contributing
		Focused teacher collaboration through PDSA cycles at the individual, department, and site level to monitor and support student performance using the TTUSD data analysis protocol, sharing best practices, and planning instructional strategies to address student needs better.		
1.3	Collaboration time for teachers across sites & district alignment	To support our EL and SED students, we will facilitate teacher collaboration to develop effective strategies across grade levels. During these collaboration sessions. teachers will analyze disaggregated student data from state and district assessments/reports using a data protocol to ensure equitable access and achievement for all students with a focus on student groups (SED, EL & SWD).	$0.00	No
1.4	Designated ELD instruction and Professional Development	Through feedback and analysis of student data, teachers, support staff, and administrators will participate in ongoing professional development to improve the implementation of integrated and designated ELD instructional strategies to address the needs of EL students.	$1,186,857.00	Yes
1.5	TK Bridge Camp	Providing a 10-day play-based curriculum to promote social-emotional learning and assess students on an ongoing running record of the child's development. Bridge camp provides a comprehensive and engaging program to prepare students for their first year at TTUSD. Our Early Learning program has ensured we communicate and work with our EL and SED families to fill our TK summer programming spots.	$11,000.00	Yes
1.6	Career Technical Education and College and Career Readiness	Expanding CTE and enrichment will offer K-12 students with a focus on SED, SWD, and EL pathway completion to increase opportunities to explore areas of academic and personal interests that prepare them for college, career, technical, trade, and workforce readiness. Continue providing an A-G High School counselor to increase the college and career readiness of SED, SWD, and EL students.	$376,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Summer School Literacy Development	TTUSD will offer a summer school program focused on Literacy Development and acceleration to students in grades TK-5. All TTUSD students are eligible to attend. In partnership with AIM High, TTUSD will offer a summer program for rising 6th through rising 9th graders.	$72,500.00	Yes
1.8	Summer Enrichment	Through the ELOP program, TTUSD unduplicated students will have the opportunity to attend a five-week enrichment program focusing on STEAM and outdoor recreation. TTUSD has communicated and worked with our community partner to ensure that our EL and SED students were given priority registration.	$945,482.00	No
1.9	High School Credit Recovery	High School students in grades 9-12 will have the opportunity to participate in a 5-week hybrid online and in-person credit recovery program aimed at helping them recover credits and get back on track to graduate. SEL and SED students will also have the opportunity to meet with instructors weekly for individualized support.	$89,750.00	Yes
1.10	District Literacy Assessment and Diagnostic Alignment	Create district alignment for literacy screening and diagnostic assessments, strategic interventions, and progress monitoring to ensure all students receive equitable support and opportunities to excel in literacy. The assessments will be used as a diagnostic screener and progress monitoring tool throughout the school year.	$5,250.00	No
1.11	Reading Intervention	All elementary and middle schools will provide a reading intervention program to address the learning needs of students who are below grade level in reading, with a specific focus on SED and EL students.	$1,629,783.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.	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)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from our educational partners during the 2023-2025 LCAP cycle. While previous LCAP submissions successfully established foundational frameworks for Multi-Tiered Systems of Support (MTSS) and targeted English Language Development, our review of the 2025-2026 California School Dashboard data indicates a clear need to deepen and sustain these multi-tiered supports. The 2025 data show that 69.8% of Reclassified Fluent English Proficient (RFEP) students met or exceeded CAASPP ELA standards. Although these students demonstrated proficiency at the time of their redesignation, this metric underscores the need for ongoing, targeted resources to ensure they remain at or above grade-level standards. Furthermore, the 2025 data reveal that 48% of socioeconomically disadvantaged students met UC/CSU (A-G) readiness requirements. This signals to all educational partners that continued focus and enhancements in academic counseling, resource equity, and effective learning environments remain urgent priorities to support our highest-needs students.

Reflecting on the programmatic improvements made during the 2023-2025 LCAP cycle—including the successful expansion of the Community Engagement Initiative (CEI) and initial behavioral interventions educational partners have identified the need to further expand mental health services and thoroughly evaluate current Social-Emotional Learning (SEL) systems. Implementing a robust MTSS framework remains the primary driver of student success and of addressing individualized academic, social-emotional, and behavioral/attendance needs. By developing opportunities that strengthen student voice, increase engagement, and encourage individual responsibility, the District aims to foster inclusiveness and emphasize relationship-building through restorative practices. Furthermore, educational partners recognize the importance of safe, well-maintained facilities to support the holistic well-being of the school community.

The continued development of employees, systems, infrastructure, and facilities managed in a fiscally sustainable manner will support effective learning and equitable outcomes districtwide. Educational partners will continue to identify priority projects in the facilities master plan using available funding. We will also sustain the Collective Action of Labor & Management (CALM) committee, which remains uniquely focused on staff morale and well-being, and collaborate with the Safety Committee to refine emergency plans and update District safety

priorities. By providing these highly supportive learning environments and resources at school for English learners and socioeconomically disadvantaged students, the District plans to aggressively improve academic performance and English learner proficiency through actions that enhance student learning. The District will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage Identified Special Education and Related Services Data Source: Calpads	Data Year: 2023-24 All: 14% Hispanic: 20% EL: 22%	Data Year: 2024-2025 All: 14% Hispanic 35.5% EL: 12.5%	Data Year: 2024-2025 All: 16.28% Hispanic: 23.06% EL: 30.93%	All: 12% Hispanic: 35% EL: 15%	Data Year: 2024-2025 All: +2.28% Hispanic: +3.06% EL: +8.93%
2.2	Basics: TTUSD Teachers meet California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Data Source: Local Data	Data Year: 2022-23 90.7 % of teachers are highly qualified	Data Year: 2023-24 89.5 % of teachers are highly qualified	Data Year: 2024-25 82.8%of teachers are highly qualified	98% of teachers are highly qualified	Data Year: 2024-2025 Highly qualified teachers: -7.9%
2.3	Basics: Instructional Materials Data Source: Local Data	Data Year: 2022-23 100% of students have access to state-adopted curriculum and materials (No findings in Williams Compliant Protocol)	Data Year: 2023-24 100% of students have access to state-adopted curriculum and materials (No findings in Williams	Data Year: 2024-25 100% of students have access to state-adopted curriculum and materials (No findings in Williams	100% of students have access to state-adopted curriculum and materials	Data Year: 2024-2025 No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Compliant Protocol)	Compliant Protocol)		
2.4	Suspension Rate Indicator Data Source: CALPADS	Suspension Rate Indicator 2023 ALL: 1.5% White: 1.5% Hispanic: 2% EL: 1.7% SED: .8% SWD:3% Homeless: 3%	Suspension Rate Indicator 2024 ALL: 1.4% White: 0.9% Hispanic: 2.1% EL: 2.0% SED: 2.2% SWD: 2.9% Homeless: 1.2%	Suspension Rate Indicator 2025 ALL: 2.8% White: 2.6 Hispanic: 3.2% EL: 2.5% SED: 3.4% SWD: 5.3% Homeless: 3.8%	Suspension Rate Indicator ALL: <1% White: <1% Hispanic: <1% EL: <1% SED: <1% SWD: <1% Homeless: <1%	Data Year: 2024-2025 ALL: +1.3% White: +1.1% Hispanic: +1.2% EL:+0.8% SED: +2.6% SWD: +2.3% Homeless: +0.8%
2.5	Expulsion Rate Indicator Data Source: CALPADS	Expulsion Rate 2023: All: 0%	Expulsion Rate 2024: All: 0%	Expulsion Rate 2025: All: 0%	Expulsion Rate ALL: 0%	Data Year: 2024-2025 All 0%
2.6	Chronic Absenteeism Data Source: CALPADS	Chronic Absenteeism Rate: 2023 ALL:20% White:19% Hispanic:29% EL:30% SED: 34% SWD: 25% Homeless: 45%	Chronic Absenteeism Rate: 2024 ALL: 12.4% White: 9% Hispanic: 17.4% EL: 17% SED: 18.6% SWD: 19.3% Homeless: 20.5%	Chronic Absenteeism Rate: 2025 ALL: 13.8% White: 10% Hispanic: 19.5% EL: 20.4% SED: 20.8% SWD: 18.8% Homeless: 31.1%	Chronic Absenteeism Rate ALL: 10% White: 9% Hispanic: 19% EL: 30% SED: 24% SWD: 15% Homeless: 35%	Data Year: 2024-2025 ALL: -6.2% White: -9.0% Hispanic: -9.5% EL: -9.6% SED: -13.2% SWD: -6.2% Homeless: -13.9%
2.7	Basics: Facilities Data Source: Local Data	Basics Indicators Facilities 2023 Instances Where Facilities Do Not Meet the “Good Repair” Standard: 0%	Basics Indicators Facilities 2024 Instances Where Facilities Do Not Meet the “Good Repair” Standard: 4%	Basics Indicators Facilities 2025 Instances Where Facilities Do Not Meet the “Good Repair” Standard: 4%	Basics Indicators Facilities Instances Where Facilities Do Not Meet the “Good Repair” Standard: 0%	Data Year: 2024-2025 The percentage of classrooms that fell below the "Good" standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						increased by 4 percentage points
2.8	Basics: Transportation Data Source: Local Data	Transportation 2023(fall): # of students All: 2345 SED: 1104 SWD: 76 SED & SWD: 1180	Transportation 2024 (fall): # of students All: 2553 SED: 1094 SWD: 440 SED & SWD: 1534	Transportation 2025 (fall): # of students All: 2938 SED & SWD: 1454	Transportation(fall): # of students All: >2500 SED: >1120 SWD: >150 SED & SWD: >1200	Transportation 2024 (fall): # of students All: +593 (+25%) SED & SWD: +274 (+23%)
2.9	High School Dropout Rate Middle School Dropout Rate Data Source: CALPADS	Data Year: 2022-2023 High School dropout rate - 2.6% Middle School dropout rate - 0%	Data Year: 2023-2024 High School dropout rate - 1.8% Middle School dropout rate - 0%	Data Year: 2024-2025 High School dropout rate -.9% Middle School dropout rate - 0%	High School dropout rate - 2% Middle School dropout rate - 0%	Data Year: 2023-2024 High School dropout rate: -1.7% Middle School dropout rate: 0%
2.10	Mini DESSA Social-Emotional Screener (Elementary sites) Data Source: Local Data	Data Year: 2022-2023 Mini DESSA (percent of students in 'Need' category) ALL: 5% White: 5% Hispanic: 7% EL: 10% SED: 7% SWD:16%	Data Year 2023-2024 Mini DESSA (percent of students in 'Need' category): All:6% White: 3% Hispanic: 9% EL: 14% SED: 10% SWD:18%	Data Year 2024-2025 Satchel Pulse (percent of students in 'Need' category): (NEW 2025-2026 Tier 3 "Need" Category) All: 13.9% White: 13.4% Hispanic: 4.5% EL: 6.6% SED: 14.3%	Mini DESSA (percent of students in 'Need' category) ALL: <3% White: <3% Hispanic:<3% EL: <3% SED: <3% SWD: <6%	Data Year 2024-2025: Satchel Pulse (percent of students in 'Need' category): (NEW 2025-2026 Tier 3 "Need" Category) All: 13.9% White: 13.4% Hispanic: 4.5% EL: 6.6% SED: 14.3%
2.11	Student Support:	Data Year: 2023-2024	Data Year: 2024-2025	Data Year: 2024-2025	ALL: 91% EL: 96%	Data Year 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students, staff, and families who agree or strongly agree that at district schools I understand what types of social-emotional supports are available to students. Data Source: Hanover LCAP Survey	ALL: 81% EL: 86% SED: 83% SWD: 88% staff: 97% families: 76%	ALL: 79% EL: 84% SED: 83% SWD: 83% Staff: 83% Families: 75%	ALL: 79% EL: 92% SED: 86% SWD: 83% Staff:91% Families: N/A	SED: 93% SWD: 98% staff: 99% families: 86%	All students: -2.0% EL students: +6.0% SED students: +3.0% SWD students: -5.0% Staff: -6.0% Families: N/A

Goal Analysis [2025-26]

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.

Action 2.1: Alignment of Attendance and Academic Support Throughout the District Using a Multi-Tiered System of Support – Partially Implemented

The average number of days absent decreased from 2.29 days in the 2023-2024 academic year to 2.09 days in the 2024-2025 academic year, representing a further improvement from 3.68 days in the 2022-2023 academic year. The overall attendance rate across the District rose from 93.8% to 94.9%. Encouragingly, all schools within the District experienced a positive increase in their respective attendance rates. Data analysis continues to indicate that Mondays and Fridays are key days for focused efforts to further improve attendance. Notably, chronic absenteeism rates have also fallen significantly, decreasing from 21.5% to 18% as measured on our Attend platform, indicating the effectiveness of our attendance initiatives.

Overall Attendance Progress & Highlights During the 2024-2025 academic year, Tahoe-Truckee Unified School District (TTUSD) demonstrated significant, measurable improvements in student attendance and engagement. Districtwide data indicate the effectiveness of our recent proactive attendance initiatives, as chronic absenteeism rates fell significantly from 21.5% to 18% as measured on our Attend platform. Concurrently, the average number of days absent decreased from 2.29 days in the 2023-2024 academic year to 2.09 days in the 2024-2025 academic year, continuing the positive trend from 3.68 days in the 2022-2023 academic year. Encouragingly, all schools within the District experienced increases in their respective attendance rates, raising the overall District attendance rate from 93.8% to 94.9%. Continuous data analysis of these trends indicates that Mondays and Fridays remain key days for focused, site-level efforts to further maximize attendance. While we celebrate these districtwide improvements, TTUSD recognizes that our most vulnerable student groups—specifically English Learners (EL), Long-Term English Learners (LTEL), Homeless youth, and Socioeconomically Disadvantaged (SED)

students—require intensive, individualized interventions to overcome systemic barriers to attendance. Because outcomes for our Homeless and LTEL students recently triggered state Differentiated English Learners (EL) & Long-Term English Learners (LTEL) classifications, disaggregated data have shown that LTELs face disproportionate behavioral challenges, including a suspension rate of 8.8%, which directly impacts their classroom attendance and academic engagement. To address the root causes of this disengagement, the District is providing targeted academic and language support through Intervention Teachers and rigorous English Language Development (ELD) instruction. To support overall EL attendance, our bilingual TUPE & Attendance Community Liaison provides intensive case management, conducting home visits and personalized text/phone outreach to bridge language and cultural barriers. This ensures that our communication with EL families shifts from punitive "truancy" warnings to collaborative, relationship-based support.
Furthermore, the District is prioritizing cultural responsiveness training for staff to better understand and support our diverse learners.
Homeless & Socioeconomically Disadvantaged (SED) Youth: To support our Homeless and SED students, TTUSD focuses first on addressing non-academic and basic-needs barriers that prevent students from attending school. We utilize a dedicated Foster Youth/Homeless Student Advocate and a McKinney Vento Instructional Assistant to provide direct case management, academic tutoring, and vital community resource linkages. Our attendance outreach specifically includes "Community Liaison Wellness Checks" to identify and help mitigate external barriers, such as housing instability, food insecurity, and lack of transportation, before addressing absences. TTUSD has refined its data infrastructure using "Strategic Watch Lists" and the SchoolStatus Attend platform to automate supportive notifications and trigger early interventions. Furthermore, these attendance efforts are closely linked to our site-based Wellness Centers, where students across all subgroups receive Tier 1 universal social-emotional learning (SEL) supports, Tier 2 counseling groups, and Tier 3 clinical mental health interventions. By replacing exclusionary discipline with restorative practices and prioritizing the removal of basic-needs barriers, TTUSD continues to foster an inclusive climate where all students feel valued, safe, and eager to attend school.

Action 2.2: Mental Health Supports and Services – Partially Implemented

Tahoe Truckee Unified School District (TTUSD) significantly advanced its commitment to student well-being by expanding its multi-tiered mental health supports and Social-Emotional Learning (SEL) infrastructure. A focus of this implementation was the operationalization of Wellness Centers, which are now firmly established at 9 of the District's 10 school sites. These centers are staffed by dedicated specialists who are highly effective at delivering proactive Tier 1 and targeted Tier 2 support. To ensure that students with more intensive, individualized needs are not left behind, the District simultaneously guaranteed that all 10 campuses have direct access to highly qualified Mental Health Specialists capable of providing acute Tier 2 and Tier 3 interventions. The deployment of these comprehensive, tiered services has been a resounding success, successfully addressing a critical need identified by educational partners. Currently, over 400 students across the District are actively receiving direct services through the Wellness Centers.
The District's proactive approach to the long-term sustainability of these expanded programs. To support the continued growth of mental health services without overextending the general fund, TTUSD successfully applied for and was awarded a California Youth Behavioral Health Initiative (CYBHI) Capacity Grant. This strategic funding allows the District to build robust internal infrastructure, specifically funding a dedicated Medi-Cal Billing Specialist. By expanding Medi-Cal billing options and streamlining the reimbursement process, TTUSD has established a fiscally sustainable model that ensures these crucial mental health resources will remain available to support our highest-needs students throughout the 2025-2026 LCAP cycle and beyond.

Action 2.3: Districtwide SEL Systems for Implementation – Partially Implemented

The District made a concerted effort this year to deepen the implementation of Social-Emotional Learning (SEL) practices and strategies at both the school-site and individual-classroom levels. Modeling and educational sessions on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies were provided during Instructional Leadership Team meetings to build staff capacity. All school sites either developed or further expanded their site-level SEL committees. These committees focused on reviewing universal SEL screeners and implementing relevant curricula and strategies to support student well-being. A significant step forward was the District's review and selection of the Satchel Pulse SEL screener for full implementation in the 2025-2026 school year. Additionally, two elementary school sites piloted SEL curricula aligned with Positive Behavioral Interventions and Supports (PBIS): Toolbox at Truckee Elementary and Social Thinking at Kings Beach Elementary. The Second Step and Peace Keepers programs continue to be utilized across all other elementary school sites.

Action 2.4: Basic Facilities: Continue to Provide Safe and Well-Maintained Facilities –Fully Implemented

Tahoe Truckee Unified School District provides a safe and well-maintained learning environment for all students and staff. While the majority of our facilities remain in good condition, the annual Facility Inspection Tool (FIT) assessment indicated a change in condition from "Good" to "Fair" at one of our school sites: the Truckee River program. This campus is a portable modular unit nearing the end of its expected lifespan. The identified factors contributing to this change primarily relate to cosmetic issues affecting cleanliness, such as water-stained ceiling tiles, chipped paint, and chipped Formica. Importantly, this is not a structural issue.

Action 2.5: Basic Transportation: Continue to Provide Safe and Efficient Transportation and Transportation for Students with Disabilities – Fully Implemented

Tahoe Truckee Unified School District successfully continued to provide safe and efficient transportation services, including specialized transportation for students with disabilities. This year, TTUSD saw an increase in student rider participation among our Socioeconomically Disadvantaged students and Students with Disabilities, ensuring equitable access to transportation. Furthermore, the District successfully hired additional drivers, reaching the highest driver capacity since the pandemic, thereby enhancing our ability to meet our students' transportation needs.

Action 2.6: Analytic Monitoring Systems for Attendance Behaviors and Academic Performance – Fully Implemented

Tahoe Truckee Unified School District (TTUSD) fully implemented its Analytic Monitoring Systems for Attendance Behaviors and Academic Performance during the 2024-2025 school year, successfully embedding these data tools within the District's expanded Multi-Tiered System of Supports (MTSS) frameworks. The primary implementation strategy utilized this monitoring system to drive proactive engagement initiatives rather than strictly reactive measures. This data-driven approach yielded measurable progress in the subsequent 2025-2026 academic year. As highlighted during the mid-year LCAP review and the March 2026 Board of Trustees presentation, the District's overall attendance rate rose from 93.8% in 2024-2025 to 94.9% in 2025-2026.

While the overall implementation of the monitoring system was a success, the ongoing internal data analysis provided ongoing challenges in weekly attendance patterns. The analytic systems revealed that Mondays and Fridays remain the most common days for student absences. Identifying this trend demonstrates the efficacy of the fully implemented monitoring system, allowing the District to pivot its strategies to address these localized dips. To sustain multi-year improvements and overcome this challenge in the upcoming LCAP cycle, TTUSD will leverage these insights to deploy targeted outreach and focused engagement efforts tailored explicitly to Monday and Friday attendance. By

allowing analytical data to directly inform these targeted interventions, the District aims to ensure that all students benefit from consistent, uninterrupted access to their educational programs moving forward.

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.

2.1 Increase of $169,574 due to more purchased tools than anticipated
2.4 Increase of $845,451 due to increased maintenance needs and staffing increases
2.5 Increase of $188,052 due to increased fuel and staffing costs.

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

Action 2.1: Alignment of Attendance and Academic Support – Strong Effectiveness

Tahoe Truckee Unified School District (TTUSD) has demonstrated significant success in fostering student engagement through targeted, data-driven interventions. Recognizing the critical link between attendance and academic achievement, TTUSD continued its comprehensive attendance campaign this academic year, using the Attend platform to monitor and address absenteeism patterns effectively. To cultivate a culture of consistent attendance, families received quarterly information on effective attendance practices. As highlighted during the March 2026 board update, district-wide attendance data was systematically reviewed three times throughout the year via our monitoring platform, resulting in an intentional increase in supportive attendance letters and family conferences compared to the 2023-2024 academic year. Further strengthening our multi-tiered system of supports and interventions, the District invested this year in home-visit training for staff and a dedicated community liaison for attendance and the Tobacco Use Prevention Education (TUPE) program to help address and support our overall decline in 2024-2025. We did see a decline in student attendance across all subgroups in the 2025-2026 Academic year. As evidenced by the 2025-2026 California School Dashboard and validated in our midyear LCAP data review, TTUSD decreased in the following chronic absenteeism rates: a 4% increase for All Students, 3% increase for White Students, 6% increase for Hispanic Students, 6% increase for English Learners, 6%increase for Socioeconomically Disadvantaged Students, 3.4% increase for Students with Disabilities, and an l 10% reduction for Homeless Students. Moving forward, TTUSD's next steps include sustaining these highly successful community liaison and TUPE outreach efforts, scaling our staff home-visit capacity to maintain vital family partnerships, and conducting deeper root-cause analyses to further accelerate attendance growth specifically for our Students with Disabilities, ensuring every student has the comprehensive support needed to thrive.

Action 2.2: Mental Health Supports and Services – Strong Effectiveness

TTUSD has made significant strides in providing comprehensive mental health support and services to our students. Currently, 8 of 11 schools in the District have established Wellness Centers, each staffed by a dedicated specialist who provides Tier 1 and Tier 2 support. Additionally, all 11 schools have access to Mental Health Specialists who offer more intensive Tier 2 and Tier 3 interventions. Over 400 students within the District are actively receiving services through these Wellness Centers, demonstrating their vital role in supporting student well-being. To further enhance our capacity, TTUSD successfully secured a California Youth Behavioral Health Initiative (CYBHI) Capacity Grant, which will increase Medi-Cal billing and reimbursement and fund a dedicated Medi-Cal Billing Specialist to expand our billing options

and ensure the sustainability of these crucial services. Furthermore, the District Wellness Coordinator collaborated directly with school sites to provide professional development opportunities focused on integrating Social-Emotional Learning (SEL) strategies into daily instructional practices. Data from our LCAP survey indicates that, on average, 80% of respondents believe students have a trusted adult to talk to and feel comfortable at school, reflecting the positive impact of our comprehensive mental health supports.

Action 2.3: District-wide SEL Systems for Implementation – Strong Effectiveness

As evidenced by positive school climate indicators on the 2025-2026 CA Dashboard, the mid-year LCAP review, and recent Board presentations, TTUSD's strategic implementation of Social-Emotional Learning (SEL) has demonstrated strong, measurable effectiveness across the District. By intentionally building staff capacity through CASEL competency training and targeted professional development led by the District Wellness Coordinator, TTUSD ensured the effective use of established programs such as Second Step and Peacekeepers, as well as successful PBIS-aligned pilots at Truckee and Kings Beach Elementary. A primary driver of this effectiveness has been our data-informed approach to student well-being. Historical 2023-2024 DESSA screening data revealed significant equity gaps—identifying 14% of English Learners, 18% of Students with Disabilities, and 9% of Hispanic students as "in need" of support, compared to a 6% District average. In response, TTUSD empowered site-level SEL committees to implement targeted strategies and proactively adopted the Satchel Pulse screener for the 2025-2026 school year to equip educators with highly actionable data. As reflected in our mid-year updates, these focused interventions and modernized screening tools are actively closing historical disparities, resulting in a highly supportive, equitable, and effective educational environment for all TTUSD students.

Action 2.4: Basic Facilities: Continue to Provide Safe and Well-Maintained Facilities – Somewhat Effective

Tahoe Truckee Unified School District remained dedicated to providing safe and well-maintained learning environments. In response to the recent Facility Inspection Tool (FIT) report, which indicated a change in status for one school site, Truckee River School, District facilities staff took proactive steps in the 2024-2025 academic year. A detailed list of work orders was compiled from the FIT inspection findings to address identified areas for improvement. Furthermore, TTUSD facilities staff collaborated closely with the custodial teams at each school to ensure a consistently satisfactory level of cleanliness is maintained across all campuses. To proactively address potential issues at the Truckee River Program, facilities staff established a regular schedule for site visits and implemented a preventive maintenance plan. These actions demonstrate the District's commitment to rectifying the identified concerns and ensuring our facilities support a positive learning environment.

Action 2.5: Basics: Transportation: Continue to Provide Safe and Efficient Transportation & Transportation for Students with Disabilities – Strong Effectiveness

TTUSD has successfully provided safe and efficient transportation services, a crucial component in ensuring consistent student attendance and fostering academic achievement, particularly for our unduplicated pupils. Over the past four years, TTUSD significantly expanded its transportation services, increasing the number of Socioeconomically Disadvantaged (SED) students served from 742 to 1,094, and the total number of students transported from 2,086 to 2,553. This strategic expansion has directly contributed to a notable reduction in chronic absenteeism across various student groups. Our unduplicated student group, which comprises over 47% of our ridership, has experienced a significant decrease in chronic absenteeism, underscoring the effectiveness of our transportation services in mitigating attendance barriers. Specifically, the overall student population experienced a 7.60% reduction in chronic absenteeism from 2022-23 to 2023-24. During the same

period, White students experienced a 10% reduction, Hispanic students saw an 11.6% decrease, English Learners (EL) achieved a 13% reduction, Socioeconomically Disadvantaged (SED) students had a 15.4% decrease, and Students With Disabilities (SWD) saw a 5.7% reduction. This data strongly underscores the effectiveness of TTUSD's transportation services in supporting equitable access to education and driving down chronic absenteeism across all student populations.

Action 2.6: Analytic Monitoring Systems for Attendance Behavior and Academics – Strong Effectiveness

TTUSD showed growth in the positive school climate indicators on the 2025-2026 CA Dashboard, the mid-year LCAP review, and recent Board presentations. TTUSD's strategic implementation of Social-Emotional Learning (SEL) has demonstrated strong, measurable effectiveness across the District. By intentionally building staff capacity through CASEL competency training and targeted professional development led by the District Wellness Coordinator, TTUSD ensured the effective use of established programs such as Second Step and Peacekeepers, as well as successful PBIS-aligned pilots at Truckee and Kings Beach Elementary. A primary driver of this effectiveness has been our data-informed approach to student well-being. Historical 2023-2024 DESSA screening data revealed significant equity gaps—identifying 14% of English Learners, 18% of Students with Disabilities, and 9% of Hispanic students as "in need" of support, compared to a 6% District average. In response, TTUSD empowered site-level SEL committees to implement targeted strategies and proactively adopted the Satchel Pulse screener for the 2025-2026 school year to equip educators with highly actionable data. As reflected in our mid-year updates, these focused interventions and modernized screening tools are actively closing historical disparities, resulting in a highly supportive, equitable, and effective educational environment for all TTUSD students.

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.

Action 2.3 District-wide SEL Systems for Implementation- To enhance our support for student well-being, Tahoe Truckee Unified School District implemented a new Social-Emotional Learning (SEL) screener and curriculum in the 2025-2026 school year. This modification was the result of a collaborative effort across the District. All TTUSD school sites have established or expanded site-level SEL committees. These committees were instrumental in reviewing various universal SEL screeners and considering aligned curriculum and strategies to best meet the needs of our students. Following a comprehensive review process, the District selected Satchel Pulse as the new SEL screener for implementation. In preparation for this transition, all students in grades TK-5 participated in the DESSA screener during its final year of district-wide use in 2024-2025. Additionally, two elementary school sites piloted SEL curricula aligned with Positive Behavioral Interventions and Supports (PBIS): Toolbox at Truckee Elementary and Social Thinking at Kings Beach Elementary. Second Step and Peace Keepers programs continue to be utilized across all other elementary sites, providing a foundation for our expanded SEL initiatives.

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	Alignment of attendance and academic support throughout the district using Multi-tiered Systems of Support (MTSS)	Develop and align a basis for alignment and interventions throughout the district to ensure equitable access and opportunities for all students. MTSS will focus on attendance and discipline for this action. This action is designed to create cohesion districtwide amongst attendance personnel and support the identification of tiered interventions for chronically absent students and alternatives to suspension for discipline events.	$0.00	No
2.2	Mental Health Supports and Services	Wellness Centers are open and staffed with a clinician and wellness center specialist. Participate in California Youth Behavior Health Incentive (CYBHI) for sustained Wellness Center Funding. Participate in Medi-Cal Billing opportunities.	$1,464,952.00	No
2.3	District-wide SEL systems for implementation	Evaluate current and potential Social Emotional Learning systems for district-wide consistency and implementation through the Social-Emotional Learning Committee. mini DESSA administration and Data Analysis at the elementary level and What's Up Wellness at the secondary level. Inventory current SEL curriculum and begin evaluation of implementation and fidelity. Determine potential pilot program for adoption.	$51,975.00	No
2.4	Basic: Facilities: Continue to provide safe and well-maintained facilities	Continue to provide safe and well-maintained facilities. Continuous needs assessment for the District and major maintenance components affecting daily maintenance and operations.	$7,555,860.00	No
2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for	TTUSD will keep providing safe and efficient transportation for students. We will focus on giving transportation to special education students as outlined in their individualized education plans (IEPs). Special education, SED, and EL students and those facing unique challenges will get first priority for bussing.	$1,219,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students with disabilities			
2.6	Analytic Monitoring Systems for attendance behavior and academics	TTUSD will use targeted student monitoring strategies by the site to decrease the number of students on the risk levels for attendance, behavior, and academics. The collected data will be disaggregated to provide support for unduplicated students.	$70,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through data analysis and input from educational partners. The analysis included the California Healthy Kids Survey (CHKS), Caring Connections local data, and Parent and Family Engagement local data. This data indicates a clear need to continue supporting students, families, educators, and staff in fostering belonging and inclusion, developing strong community connections, and valuing our region's precious resources. For example, in-progress requests for community liaisons/bilingual services reached 3,800 during the 2025-2026 mid-year update, tracking toward the 2022-2023 baseline of 10,000 requests. The recent wellness board presentation of CHKS data revealed that 86% of 6th-grade students felt connected and 80% felt safe on campus. Educational partners agree that improving school climate and the engagement of students, families, educators, and staff is a necessary goal. The 2026 LCAP Hanover survey of TTUSD families, staff, and students regarding District culture and climate showed that 87% of students felt welcomed at school and 80% felt safe on campus.

Partnering with students, families, educators, staff, and the community will provide an educational experience that is committed to acceptance, inclusion, and equitable outcomes, increasing belonging for all. TTUSD identifies opportunities to increase belonging and inclusion throughout the District. The enhancement of outreach and resources for TTUSD individuals with the highest needs, from underrepresented groups and at transition points, will focus on support and resource development by exploring collaboration opportunities to ensure smooth transitions across all educational settings and programs. The completion of a district-wide language access master plan to ensure effective communication with non-English speaking families.

A need was also identified to expand community partnerships to support student learning and expand opportunities for community-based educational partnerships, immersion in our natural environment, internships, and outdoor education in the area. This need will focus on collaboration with community partners to support student learning and expand opportunities for community-based educational partnerships. TTUSD will also focus on outdoor education opportunities and experiences in the local area for students to engage with and learn from the natural environment. Lastly, TTUSD will focus on expanding access to work-based internships to support increased community connections.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Staff Emotional Climate Percentage of staff who almost never experienced harassment or bullying based on... Data Source: Hanover LCAP Survey	2023-2024 Religion: 94% Disabilities: 92% Race, Ethnicity or Skin Color: 84% Sex: 84%	2024-2025 Religion: 96% Disabilities: 92% Race, Ethnicity or Skin Color: 87% Sex: 90%	2025-2026 Religion: 95% Disabilities: 93% Race, Ethnicity or Skin Color: 86% Sex: 88%	Religion: 99% Disabilities: 99% Race, Ethnicity, or skin color: 94% Sex: 94%	2024-2025 Religion: +1% Disabilities: +1% Race, Ethnicity, or Skin Color: +2% Sex: +4%
3.2	Student Emotional Climate Percentage of ES, MS, & HS students that feel they belong at school. Data Source: Hanover Survey	2023-2024 ALL: 50% EL: 49% SED: 50% SWD: 58%	2024-2025 ALL: 51% EL: 73% SED: 75% SWD: 75%	2025-2026 ALL: 86% EL: 84% SED: 79% SWD: 71%	ALL: 60% EL: 59% SED: 60% SWD: 68%	2024-2025 All students: +36% EL students: +35% SED students: +29% SWD students: +13%
3.3	Parent and Family Engagement: Percentage of families who agree or strongly agree that district schools encourage parent involvement Data Source: Hanover LCAP Survey	2023-2024 All: 76% People of Color/ Multi-racial: 85% White: 76% Race/Ethnicity N/A: 64% EL student: 90% SED: 82% SWD: 74%	2024-2025 All: 77% People of Color/ Multi-racial: 79% White: 76% Race/Ethnicity: 77% EL student: 93% SWD: 86%	2025-2026 All: 77% People of Color/ Multi-racial: 85% White: 84% Race/Ethnicity N/A: 85% EL student: 88% SED: 89% SWD: 82%	All: 86% People of Color/ Multi-racial: 95% White: 86% Race/Ethnicity N/A: 74% EL student: 99% SED: 92% SWD: 84%	2024-2025 All students: +1% People of Color/Multi-racial: No change White:+8 Race/Ethnicity N/A: +21% EL students: -2% SWD students: +8%
3.4	Parent and Family Engagement (Number of completed requests for Community	2023-24 Number of completed tickets by Community	2024-2025 Number of completed tickets	2025-2026 As of 1/25/2026	Number of completed tickets by Community	2024-2025 Number of completed tickets

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Liaison/Bilingual Services tickets) Data Source: Local Data	Liaison/Bilingual Services: 10,000	by Community Liaison/Bilingual Services: 4,000	Number of completed tickets by Community Liaison/Bilingual Services: 3,800	Liaison/Bilingual Services >15,000	by Community Liaison/Bilingual Services: -6,200
3.5	Community Involvement Percentage of students, staff and families who agree or strongly agree that district schools encourage involvement from community members and organizations Data Source: Hanover LCAP Survey	2023-2024 All: 79% EL student: 80% SED: 78% SWD: 81%	2024-2025 All: 89% EL student: 92% SED: 89% SWD: 83%	2025-2026 All: 81% EL: 73% SED: 82% SWD: 89%	All: 89% EL student: 90% SED: 88% SWD: 91%	2024-2025 All students: +2% EL students: -7% SED students: +4% SWD students: +8%
3.6	Student Voice Percentage of students, staff and families who agree or strongly agree that teachers and staff at district schools listen to students Data Source: Hanover LCAP Survey	2023-2024 All: 72% EL student: 81% SED: 78 % SWD: 85%	2024-2025 All: 79% EL student: 89% SED: 82 % SWD: 86%	2025-2026 All: 73% EL: 75%% SED: 79 % SWD: 88%	All: 82% EL student: 91% SED: 88% SWD: 95%	2024-2025 All students: +1% EL students: -6% SED students: +1% SWD students: +3%

Goal Analysis [2025-26]

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.

Goal 3.1: Staff Emotional Climate - Fully Implemented

TTUSD has demonstrated strong progress in fostering an inclusive and supportive work environment, with survey data showing exceptionally few instances of harassment or bullying based on staff identities. According to the 2025–26 Hanover LCAP Survey, the vast majority of staff reported experiencing harassment or bullying "A Few Times a Year" or "Almost Never" regarding their religion (99%), disabilities (99%), race, ethnicity, or skin color (96%), and sex (95%). Furthermore, an overwhelming 97% of staff report having positive relationships with other staff members, and 82% feel they are treated fairly by their supervisor or manager. These metrics indicate that the District's collaborative work with bargaining units to provide ongoing opportunities for inclusion and recognition is effectively maintaining a safe and respectful professional climate. To sustain and build upon these outcomes, TTUSD continues to implement evidence-based strategies aligned with the District's Strategic Plan and past LCAPs. Through Annual Strategic Roadmaps, the District actively collaborates with educational partners, including teachers, classified staff, and administrative leadership, to create, assess, and align yearly action plans that prioritize staff support alongside student success.

TTUSD provides a comprehensive Employee Assistance Program (EAP) at no cost to support the holistic well-being, personal goals, and mental health of all staff and their families. While the District has successfully established a highly respectful work environment, survey data highlight professional development as a key area for ongoing LCAP investment, with 52% of staff reporting they receive enough professional development opportunities. Expanding these targeted learning opportunities and continuing to foster peer collaboration will remain vital steps toward fully implementing our staff support goals.

Goal 3.2: Student Emotional Climate -Fully Implemented

TTUSD continues to make significant strides in fostering a positive school climate and high levels of student engagement. According to the 2025–26 Hanover LCAP Survey, overarching attitudes toward education reflect strong foundational engagement across the District. Notably, 92% of respondents agree that students want to do well in school, and 86% report that students come to class prepared. A strong sense of school connection is evident: 85% agree that students care about their school, and 70% say they like going to school. While we celebrate these achievements, this goal is considered partially implemented as TTUSD actively continues to build upon its tiered supports. By integrating Social-Emotional Learning (SEL) curricula, expanding restorative practices, and utilizing wellness centers, the District is dedicated to providing ongoing opportunities for inclusion, amplifying student voice, and ensuring that all students experience a deep, lasting sense of belonging on our campuses.

Goal 3.3: Parent and Family Engagement - Fully Implemented

TTUSD continues to foster strong partnerships with our community and is experiencing an ongoing increase in positive family engagement. According to the 2025–26 Hanover LCAP Survey, 76% of respondents agree or strongly agree that District schools encourage parental involvement. A significant 89% of parents report they can communicate with teachers and staff when needed, and 86% feel their school keeps them well informed about events and activities. Additionally, 77% of families report regularly receiving direct communication from their child's school, which helps keep them connected and involved. Engagement in foundational events also remains high, with 78% of parents participating in back-to-school nights or open houses and 72% attending parent-teacher conferences. This LCAP goal is noted as fully implemented as we enter the third year of our Community Engagement Initiative. Through this initiative, all schools focused on two-way parent communication during the 2024–2025 academic year, with ongoing support from our engagement initiative mentors. Moving forward, the District will continue to leverage our community's preferred communication channels, such as email, which 81% of parents cited as their

top choice for receiving information, to ensure all families are aware of the diverse ways they can actively participate in their child's education.

Goal 3.4: Parent and Family Engagement (Number of completed requests for Community Liaison/Bilingual Services tickets) - Fully Implemented

To ensure equitable access to these communication efforts, the Bilingual Services program provides crucial support to families new to TTUSD. It actively contributes to student social-emotional well-being across the District. Demonstrating the robust utilization of this support, the number of completed requests for Community Liaison/Bilingual Services tickets in the 2025–2026 academic year is projected to remain at approximately 4,000, consistent with the significantly high levels observed in the 2024–2025 academic year. Moving forward, the District will continue to leverage our community's preferred communication channels—such as email, which 81% of parents cited as their top choice for receiving information —alongside our dedicated liaisons to ensure all families are fully supported and aware of the diverse ways they can actively participate in their child's education.

Goal 3.5: Community Involvement -Fully Implemented

TTUSD continues to strengthen connections between our schools and the wider community successfully. According to the 2025–26 Hanover LCAP Survey, 81% of respondents agree that the District encourages community members' involvement. Furthermore, 89% of respondents report that they are able to communicate with teachers and staff when they need to. We are particularly proud of the substantial growth and the high levels of agreement on community support and involvement across our key subgroups. Recent data highlights that our English Learner (EL) families report 73% agreement, and our Socioeconomically Disadvantaged (SED) families report 82% agreement. Most notably, we have observed exceptional improvements among our Students with Disabilities (SWD) community, reaching an impressive 89% agreement level. Based on this robust overall growth and our ongoing development of strong community partnerships, this goal is considered fully implemented.

Goal 3.6: Student Voice - Partially Implemented

TTUSD has actively worked to enhance student voice and engagement by implementing dedicated forums and advisory roles. Consistent positive feedback across all student subgroups in the 2025–2026 Hanover LCAP Survey indicates a stable, supportive environment in which student perspectives are deeply valued. Throughout the year, we intentionally included student voices in our Parent Superintendent Advisory Meetings, and Associated Student Body (ASB) representatives from our three high schools presented monthly updates and highlights at our Board meetings. To ensure we are addressing the rapidly changing realities our students face, District leadership facilitated meaningful conversations with students regarding their current concerns about Artificial Intelligence and its potential impact on their future education and careers. Furthermore, we continue to empower student-led action, highlighted by our Sustainability Student Work Group, which represented their environmental initiatives and progress at the April 2026 Board meeting. Together, these efforts reflect our ongoing commitment not only to listening to our students but also to actively partnering with them to shape their educational experience.

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.

3.1 Increase of $47,660 due to renewed SEL screener not budgeted.
3.4 Increase of $26,684 due to an actual first year of an outdoor education program.

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

Action [3.1] [Supporting belonging and inclusion for all] – Strong Effectiveness:

TTUSD focused efforts on increasing access and inclusion for Students with Disabilities, resulting in positive systemic changes in middle school scheduling. To foster a greater understanding of inclusion, we held three district-wide meetings for parents, addressing both school and community-based inclusion. The Parent Advisory Committee collaborated with the Placer County Office of Education (PCOE) Special Education Local Plan Area (SELPA) on inclusive practices and participated in a community forum with the Town of Truckee to discuss accessibility and inclusion for individuals with disabilities at community events. While overall student satisfaction with belonging is at or slightly above 51% for all students, we have observed significant progress in belonging among English Learners (73%), Students with Economic Disadvantage (75%), and Students with Disabilities (75%).

Action [3.2] [Enhance outreach and resources at transition points] – Emerging Effectiveness:

To facilitate smoother transitions for students across all critical grade levels—academically, socially, and emotionally—TTUSD has implemented robust, hands-on transition programs. Starting with our youngest learners, the District offers a TK bridge camp for qualifying families transitioning from TTUSD preschools, helping them acclimate and build a strong foundation for TK readiness.

As students move from 5th to 6th grade, efforts to bridge the gap between elementary and middle school expectations include dedicated school visits for students and an informative parent night. To further support this milestone, the TAHOE outdoor camp brings students together at the beginning of their 6th-grade year. This unique experience allows students to engage in Social-Emotional Learning (SEL) activities and get to know one another as diverse elementary populations blend into unified middle schools. To foster strong, supportive peer relationships during these major campus shifts, TTUSD proudly utilizes the WEB (Where Everyone Belongs) mentorship program for incoming 6th graders and the Link Crew program for incoming 9th graders. These peer-led initiatives, coupled with our reimagined 9th-grade transition night featuring interactive class visits and direct teacher introductions, ensure students feel welcomed, guided, and connected from day one.

Action [3.3] [Increase Parent Engagement] – Strong Effectiveness:

TTUSD aligned with all schools in the 2025–2026 school year to implement strategies from our Community Engagement Initiative (CEI). We identified the critical need to establish robust systems to improve parent meetings and actively cultivate family engagement. Our subsequent efforts have consistently focused on this objective, resulting in significant achievements. A notable success is the substantial growth and seamless integration of our District and School English Learner Advisory Committees (D/ELAC). We have seen a remarkable increase in parent participation within these committees, accompanied by a demonstrably higher level of meaningful dialogue. This positive shift reflects

our intentional efforts to amplify diverse perspectives and foster genuine collaboration. By recognizing D/ELAC as a central parent group and actively nurturing its connection with the District and other key entities, we are intentionally building systems to cultivate a more inclusive and cohesive school community.

Our team has proactively addressed fundamental barriers to parent attendance and participation by strategically incorporating dedicated time for a communal dinner at the beginning of each meeting, creating a space for connection and relaxation before the agenda. Furthermore, to ensure accessibility, we consistently provided on-site childcare, made personalized phone call invitations, sent timely text message reminders, and thoughtfully scheduled gatherings at convenient locations, all informed by valuable feedback from our parent community. A powerful outcome of this genuine partnership with our D/ELAC parent voices has been their inspiring leadership in reviving and expanding our Día del Niño celebrations, now offered equitably across all TTUSD elementary schools. This vibrant cultural tradition fosters an environment rich in understanding and inclusivity, naturally leading to deeper family engagement and stronger community bonds.

As we continue this work, we recognize the crucial distinction between simply informing our community and engaging with them through active listening. By prioritizing genuine engagement, we empower our community members to take ownership of decisions that affect them and view themselves as central to the educational process. This shift from passive recipients of information to active participants is fundamental to building a truly collaborative and thriving school environment. According to the 2025–26 Hanover LCAP Survey, 76% of respondents agree or strongly agree that District schools encourage parental involvement. Internal subgroup data indicate this includes approximately 79% of People of Color/Multi-racial families, 76% of White families, and 77% of families whose race/ethnicity was not available. Engagement levels are particularly high for families of English Learner students (around 93%) and have notably improved for families of Students with Disabilities (around 86%)

Action [3.4] [Support student immersion in our natural environment and outdoor education in the area] – Strong Effectiveness:.

TTUSD continues to expand its robust outdoor education programs, offering students immersive, hands-on learning experiences aligned with the Next Generation Science Standards (NGSS). Our commitment to accessible outdoor education is deeply strengthened by our ongoing partnerships with local organizations, including the Sierra Watershed Education Partnership (SWEP), the Tahoe Institute for Natural Science (TINS), and Headwaters.

A major highlight of our recent progress is the highly successful implementation of our 6th-grade overnight camp, which provides all TTUSD 6th graders with a foundational outdoor experience that fosters social-emotional growth, peer connection, and environmental stewardship. Building on this district-wide success, TTUSD also launched TAHOE LAB, a new residential outdoor education program developed with our community partners.

To ensure continuous improvement and measure the effectiveness of these initiatives, TTUSD actively evaluates stakeholder feedback, which has been overwhelmingly positive. Following the residential camp, a district-administered Google Survey revealed that participating students and families gave the overall experience a perfect average rating of five out of five. Additionally, a separate Headwaters Impact Survey, completed by 100% of participating students, yielded significant findings: 85% reported learning something new they would not have learned in a traditional science class, and an impressive 98% felt the program helped them develop a greater appreciation for and care of nature. Moving forward, TTUSD is actively working to build on this momentum, expanding into even more opportunities for all students

across the District to enjoy enriching day field trips, ensuring that every learner has the chance to connect with their local environment while mastering NGSS standards.

Action [3.5] [Expand community partnerships] – Strong Effectiveness:

TTUSD strategically expanded community partnerships this year to enhance student learning, build mutually beneficial community relationships, and ensure that all students are prepared for postsecondary success. Our commitment to these outcomes is reflected in the 2025–2026 California School Dashboard, which shows that 60% of our students are college- and career-ready, demonstrating our ongoing progress in equipping students for their futures.

To build this readiness from an early age, TTUSD prioritizes career exposure starting in elementary school. This year, with robust support from our families and local community members, both Truckee Elementary and Tahoe Lake successfully hosted engaging Career Fairs. These events allowed our youngest learners to interact with local professionals, sparking early interests in a variety of fields. As students progress to the secondary level, these opportunities expand significantly. Truckee High School hosted a comprehensive Career and College Fair, connecting students with diverse postsecondary educational and vocational pathways. In contrast, North Tahoe High School (NTHS) hosted a targeted Job Fair to connect students with local employers and immediate workforce opportunities directly.

These broad networking events are supplemented by intensive, hands-on learning experiences developed in partnership with our community partners. A prime example is the Truckee North Tahoe Tech Teens program, a free, five-week after-school workforce development initiative implemented in partnership with the Town of Truckee, Truckee Donner Public Utility District, Tahoe Forest Health System, Truckee Tahoe Airport District, North Tahoe Fire Protection District, California Highway Patrol, and the Truckee Chamber of Commerce. This program provided 13 high school students with immersive learning experiences across various technology sectors. Students gained insider perspectives on operations such as Air Traffic Control, surgical robotics, and policing technologies. Culminating in a career-building workshop and a certificate of completion from the Town of Truckee, the program received overwhelmingly positive feedback from stakeholders and has continued as a staple offering.

Similarly, TTUSD high school students participated in a comprehensive work tour in April hosted by Palisades Tahoe. Designed for students interested in engineering, welding, automotive repair, and mountain operations, the event offered a behind-the-scenes look at the resort's complex infrastructure, including electrical systems, lift construction, the Funitel motor room, and vehicle maintenance areas. Ultimately, these expanded partnerships and targeted career events have demonstrably enhanced students' exposure to local industries, culminating in tangible achievements: in the 2024–2025 academic year, the percentage of students who completed at least one Career Technical Education (CTE) pathway increased compared with 2023-2024.

Action [3.6] [Increase student voice and engagement] – Emerging Effectiveness:

TTUSD has actively fostered increased student voice and engagement by implementing dedicated forums, advisory roles, and district-wide platforms. To ensure student perspectives are heard at the highest levels of District leadership, Associated Student Body (ASB) representatives from our three high schools present monthly updates and highlights at our Board meetings. Furthermore, since its successful introduction in the 2023–2024 school year, student representation on the Parent Superintendent Advisory Committee (PSAC) has remained a cornerstone of our engagement strategy. High school students attend all PSAC meetings, offering their perspectives and feedback on district-related topics during focused discussions and open forums. This ongoing initiative fosters vital transparency and two-way communication between the Superintendent, parents, and students.

Beyond formal committees, the District actively facilitates spaces for open, student-led dialogue and action. On May 5, the Superintendent and Chief Learning Officer welcomed attendees to the Community Collaborative of Tahoe Truckee's annual Youth Forum. This event provided a safe, supportive space for local youth to openly share their feelings, discuss challenges, and identify opportunities for social change in a "Living Room Conversation" format. Representatives from TTUSD, the Community Collaborative of Truckee Tahoe, Mountain Gateway Center, and various social support organizations participated as listeners, gaining valuable insights that the District is actively reviewing to inform future collaborative efforts supporting youth well-being. To ensure we are addressing the rapidly changing realities our students face, District leadership also facilitated meaningful conversations with students regarding their current concerns about Artificial Intelligence and its potential impact on their futures. We continue to empower student-led action, brilliantly highlighted by our Sustainability Student Work Group, who proudly presented their environmental initiatives and progress at the April 2026 Board meeting.

These comprehensive efforts to elevate student voices are reflected in our highly positive stakeholder feedback. According to recent survey data, the baseline perception that teachers and staff at District schools listen to students is strong across the board, with 73% of all students in agreement. This stable and supportive environment is particularly well-established among our key student subgroups, with exceptional levels of agreement reported by English Learners (75%), Students with Disabilities (88%), and Socioeconomically Disadvantaged students (79%). Together, these metrics and initiatives reflect TTUSD's ongoing commitment not only to listening to our students but also to actively partnering with them to shape their educational experience.

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.

No changes for the 2025-2026 LCAP Goal 3 Actions.

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	Support belonging and inclusion for all	Create a work group to identify needs related to belonging and inclusion and develop a plan to address student, staff, and community-specific actions.	$53,660.00	No
3.2	Enhance outreach and resources at transition points.	Conduct a comprehensive needs assessment of transition points.	$48,500.00	No
3.3	Increase Parent and Family Engagement	District-wide implementation of Community Engagement Initiative (CEI) systems to transform parent meetings into collaborative spaces for two-way communication and family capacity building. Interpretation services will be provided at all events to ensure all families can participate. Community liaisons are available at sites with over 15% English Learners to provide equitable opportunities for parent engagement with the schools.	$836,803.00	Yes
3.4	Support student immersion in our natural environment and outdoor education in the area	Collaborate on the Workgroup's identified challenges to expanding outdoor education opportunities for all students, with attention to reducing logistical challenges and supporting teachers and school sites.	$56,300.00	No
3.5	Expand Community Partnerships	Evaluate current community partner collaborations that support student learning and community-based educational partnerships.	$0.00	No
3.6	Increase student voice and engagement	Inclusion of High School student representatives on the Parent Superintendent Advisory Committee (PASC) and district initiatives and committees.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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

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.

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		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,571,342	$

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
7.691%	0.000%	$0.00	7.691%

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
1.3	**Action:** Collaboration time for teachers across sites & district alignment **Need:** Through feedback from educational partners and experience, TTUSD has learned that professional learning communities in the District function at a high level, particularly when implementing cycles of instructional improvement, and can share best practices	The National Education Association (NEA) continuously researches the state of achievement gaps and identifies highly effective strategies for closing them. Aligning closely with our District's collaborative model, several of these evidence-based strategies are directly driven by effective Professional Learning Communities (PLCs). These key strategies include using test data and student performance research to inform instruction and identify achievement-boosting programs; employing varied methods to teach diverse	Percentage of K-2 students At or Above Standard: DIBELS Composite Score Data Source: Local DIBELS Reports Percentage of Students Meeting or Exceeding Standard: ELA & Math Data Source: CAASPP

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
	within Tier 1 instruction and in peer-to-peer conversations focused on literacy and math development. Through the provided collaboration, vertically and across grade spans, educators could implement strategies focusing on literacy development and math. Specifically, professional developments that support the academic achievement of EL and SED students, as ELs underachieve by 27% in ELA. EL students underachieve 21%, and SED students underachieve 27% in math. **Scope:**	learners; targeting core literacy and math instruction; safeguarding critical instructional time; and using research to continuously improve teaching practices. Guided by these principles, the TTUSD Educational Services Department will continue to support school instructional leaders and department teams in effectively implementing Plan-Do-Study-Act (PDSA) cycles within their PLCs. By providing targeted collaboration and professional development opportunities, the District ensures educators consistently use evidence of student learning to strengthen core Tier 1 instruction. This systemic approach has already proven highly successful, with Educational Services hosting over 100 PLCs districtwide during the 2025–2026 academic year. Moving forward, these targeted actions will empower sites and staff to set strategic goals, closely monitor results, and learn together as they strive to elevate learning outcomes for our Socioeconomically Disadvantaged (SED) students, English Learners (EL), and all students across the District	Percent of EL students making progress toward English language proficiency Data Source: ELPI
1.4	**Action:** Designated ELD instruction and Professional Development **Need:** Analysis of the 2025-2026 California School Dashboard (Dashboard) data indicates that approximately 45.7% of English Learner (EL) students made progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI). The statewide ELPI performance indicates that 37% of EL students are making progress. Regarding academic achievement, the	TTUSD will maximize Differentiated Assistance and implement professional development to improve instructional practices in the following areas: Academic Discourse to increase student engagement in all content areas and grade levels, with emphasis on the use of the Walkthrough Tool, implementation of PDSA cycles, and refinement of predominant strategies Designated ELD planning and implementation Strong academic discourse skills are essential in all content areas and grade levels. By using the	Percentage of English Learners Making Growth in Listening, Speaking, Reading, and Writing Data Source: Summative ELPAC Percentage of ELs and Ever ELs Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of ELs and Ever ELs reading at or

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
	statewide data for the 2024-2025 Smarter Balanced Summative Assessments for ELA show that approximately 30% of all students exceeded the standard and 31.6% met the standard. **Scope:** LEA-wide	walkthrough tool, staff can observe and analyze classroom interactions to identify areas where students can be more actively engaged in discussions and learning. The PDSA cycles allow educators to test new strategies for fostering academic Discourse, measure effectiveness, and refine their approach based on data. These actions will lead to deeper understanding and improved academic outcomes. EL students require specific instructional strategies to develop their language skills and access grade-level content. Dedicated planning time for ELD teachers and collaboration with mainstream teachers will ensure that EL instruction is aligned with academic standards and effectively supports these students' language development and academic achievement. Academic Discourse and Designated ELD are crucial components of effective education, fostering deeper understanding, critical thinking, and active learning across all content areas and grade levels (Nystrand et al., 1997). These actions empower students to engage with complex ideas, refine their communication skills, and develop a collaborative learning environment.	above the benchmark (TK-12) or demonstrating a reading Lexile above the 25th percentile DIBELS (K-3) I-Ready (4-12)
1.5	**Action:** TK Bridge Camp **Need:** Evidence reveals the persistent and significant academic challenges our English Learner (EL) and Socioeconomically Disadvantaged (SED) students face in the ongoing post-pandemic recovery. Specifically, statewide data indicate that only	The TK Bridge Camp supports our rising TK students with a ten-day SEL program that introduces play-based learning and developmentally appropriate activities. It will serve 20 students during Summer 24. Transitional Kindergarten (TK) is a crucial early learning program designed to support our youngest students. TK focuses on play-based learning, which isn't just fun, but a powerful way to	DIBEL BOY data in Kindergarten

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
	7.20% of EL students and 28.68% of SED students met or exceeded the standard in mathematics. In English Language Arts (ELA), the figures are similarly concerning, with only 5% of EL students and 29% of SED students meeting or exceeding the standard. **Scope:** LEA-wide	build essential language, literacy, pre-math skills, and vital social-emotional development. Research consistently shows that high-quality early education, such as TK, provides significant long-term benefits, especially for our English Learner (EL) and Socioeconomically Disadvantaged (SED) children, leading to better academic achievement, less grade retention, and greater overall life success. TK helps to close long-standing achievement gaps by providing universal, high-quality early learning opportunities. This proactive approach helps level the educational playing field from an early age, rather than waiting for disparities to become more challenging to address. The TK curriculum and teaching methods are thoughtfully designed to be appropriate for younger learners. Play-based learning is a cornerstone of this approach, purposefully enhancing students' creativity, problem-solving skills, and social interactions. The curriculum systematically supports children's language, literacy, and pre-math skill, whilestrongly emphasizing social and emotional developmeny. This comprehensive approach ensures that students develop important cognitive skills and crucial self-regulation and interpersonal abilities vital for success in school and life. This intentional design prioritizes holistic child development, recognizing that non-cognitive skills are fundamental for later academic success, resilience, and overall well-being. This proactive measure ensures children are well-rounded and prepared for formal schooling. The value of TK goes far beyond immediate academic gains,	

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
		fostering social-emotional competencies and foundational learning behaviors through purposeful play, addressing broader developmental needs that underpin long-term educational and life success. This is particularly important for children who may have experienced heightened stress, trauma, or disrupted social development, as it builds the essential non-cognitive skills necessary for engagement and sustained learning. TK is consistently designed and implemented as a "bridge" program, creating a smoother transition from preschool's flexible, exploration-based environment to traditional kindergarten's more structured academic setting. Research shows that a smooth and successful transition to kindergarten is strongly linked to children's academic and social success in the following years. Without adequate transitions, young learners can face significant challenges. Poor transitions can lead to high stress levels, which directly interferes with academic performance and emotional adjustments.. If not managed well, the transition itself can negatively impact a child's entire early school experience, potentially turning them away from learning at an early age. TK programs, by intentionally easing this transition, act as a crucial preventative measure against early school disengagement, academic struggles, and behavioral issues. The effectiveness of Transitional Kindergarten (TK) bridge programs, particularly for English Learner (EL) and Socioeconomically Disadvantaged (SED) students, is strongly supported by extensive	

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
		educational research on early childhood education. These programs offer a critical intervention to address achievement gaps, providing foundational support that yields both immediate and long-term benefits. Offered across the Local Educational Agency (LEA), this program is designed to introduce our most at-promise early learners to the educational setting. Ultimately, the initiative seeks to ensure students feel secure and supported upon beginning their formal, comprehensive education.	
1.6	**Action:** Career Technical Education and College and Career Readiness **Need:** The 2025-2026 College and Career Indicator (CCI) data for the Tahoe Truckee Unified School District (TTUSD) reveal that 58% of all students are rated as prepared. However, significant disparities exist among student subgroups. Notably, only 8.3% of English Learners (ELs) are identified as prepared according to the CCI. 42% of Socioeconomically Disadvantaged (SED) students are rated as prepared, highlighting another area where targeted support is needed. Regarding Career Technical Education (CTE) pathway completion, 51% of all TTUSD graduates complete at least one pathway. However, participation rates are lower for EL and SED students, with 8% of EL graduates	TTUSD will continue to design and implement actions that introduce College and Career Readiness (CCR) opportunities to students earlier in their educational journey. Research indicates that early exposure to CCR experiences significantly improves academic achievement, increases college enrollment rates, and better prepares students for the future workforce. Specifically, studies show that students who participate in CCR activities during middle school are more likely to develop strong college aspirations, tackle rigorous coursework, and graduate high school on time (NCES.ed.gov). By introducing these concepts early, we provide students with the crucial time and space to explore their personal interests, skills, and values as they begin to select potential career paths. Ultimately, TTUSD believes that by deliberately and systematically providing targeted tools and information to our English Learner (EL) and Socioeconomically Disadvantaged (SED) students and families, alongside ongoing progress monitoring, more of our students will successfully	Percentage of students graduating CCI prepared Data Source: CA Dashboard Percentage of students completing at least 1 CTE pathway Data Source: CA Dashboard

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
	and 28% of SED graduates completing a CTE pathway. **Scope:** LEA-wide	achieve the College/Career Indicator (CCI) prepared level.	
1.7	**Action:** Summer School Literacy Development **Need:** Evidence reveals the persistent and significant academic challenges our English Learner (EL) and Socioeconomically Disadvantaged (SED) students face in the ongoing post-pandemic recovery. Specifically, the figures in English Language Arts (ELA) are similarly concerning, with only 5% of EL students and 39% of SED students meeting or exceeding the standard. **Scope:** LEA-wide	TTUSD will offer a summer school program focused on Literacy Development and acceleration to students in grades TK-5. All TTUSD students are eligible to attend. These programs are designed to support EL and SED students, offset summer learning loss, and help them progress academically. Tahoe Truckee Unified School District (TTUSD) provides a comprehensive summer school program designed to support literacy development and acceleration for students in Kindergarten (K) through 5th grade. This program is available to our students who qualify for our Expanded Learning Opportunities grant, serving our unduplicated students. TTUSD, with the support of Boys and Girls Club North Lake Tahoe and AIM High design support, will provide targeted support to English Learners (EL) and Socioeconomically Disadvantaged (SED) students. The overarching goals are to counteract the pervasive phenomenon of "summer learning loss" and foster significant academic progress, ensuring that all students are well-prepared for the upcoming academic year. This intervention is grounded in extensive educational research and established pedagogical principles. Studies consistently demonstrate that summer breaks can lead to a significant decline in academic skills, particularly in reading and mathematics, a phenomenon widely known as the	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP

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
		summer slide. This regression disproportionately affects vulnerable student populations, including EL and SED students, thereby exacerbating existing achievement gaps. Evidence-based summer learning programs, especially those focused on literacy, have proven highly effective in mitigating this loss, narrowing achievement gaps, and delivering substantial long-term academic benefits. The summer program will integrate core instructional principles rooted in the Science of Reading, emphasizing systematic and explicit instruction in foundational literacy skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. It will also incorporate developmentally appropriate pedagogical approaches, such as play-based and collaborative learning, as well as tailored strategies explicitly designed for EL and SED students, ensuring equitable and effective learning experiences. This comprehensive approach aligns directly with California's educational priorities, including the California Literacy Roadmap and English Learner Roadmap, which advocate for evidence-based literacy instruction and targeted support for diverse learners. TTUSD, in partnership with AimHigh, provides a five-week summer program for rising 6-9 grade students to engage in community activities, explore college and career options, and develop social and emotional skills. TTUSD will serve 100 students during Summer 2026.	

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
1.9	**Action:** High School Credit Recovery **Need:** Evidence reveals the persistent and significant academic challenges our English Learner (EL) and Socioeconomically Disadvantaged (SED) students face in the ongoing post-pandemic recovery. Specifically, statewide data indicate that only 8% of EL students and 29% of SED students met or exceeded the standard in mathematics. In English Language Arts (ELA), the figures are similarly concerning, with only 5% of EL students and 38% of SED students meeting or exceeding the standard. **Scope:** LEA-wide	TTUSD will continue the summer credit recovery program at the high school level, offering blended learning and independent study using Edgenuity, an online K-12 curriculum. These programs are designed to support EL and SED students, offset summer learning loss, and help them progress academically. Tahoe Truckee Unified School District is committed to supporting our students' academic success, and our summer credit recovery program at the high school level is a cornerstone of this commitment. Utilizing a blended learning approach and independent study through the Edgenuity online curriculum provides a vital opportunity to address key challenges, such as summer learning loss, and offer effective support for our English Learners (EL) and Socioeconomically Disadvantaged (SED) students. Extensive educational research and sound pedagogical principles strongly support this strategic approach. One of the primary challenges our program directly addresses is the well-documented phenomenon of "summer slide," or summer learning loss. Research consistently shows that students, particularly in reading and math, can lose academic skills over the summer break. This loss is often more pronounced for students from lower socioeconomic backgrounds due to limited access to enriching activities and resources. By offering summer academic opportunities like credit recovery, we directly combat this decline, ensuring continued engagement and learning that helps prevent the accumulation of learning deficits over time.	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP

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
		Our adoption of blended learning, which thoughtfully combines online instruction with essential face-to-face interaction, represents a highly effective model for credit recovery, especially for students who may be considered at-risk. This approach fosters personalized learning, allowing students to progress at their own pace and focus on areas where they need more support. Individualized pacing and differentiated instruction are incredibly beneficial for students who may have struggled in traditional settings and have unique learning styles. Furthermore, giving students some control over their learning environment often increases engagement and motivation, which can be crucial for those who may have previously disengaged from schooling. Critically, our blended learning model incorporates dedicated in-class teachers and mentors who provide supplemental instruction, monitor progress, and offer vital personalized academic and non-academic support. This human element ensures that students are not merely completing online modules but are truly grasping and internalizing the material. The flexibility inherent in combining online and in-person components makes the program accessible to students with work, family, or other commitments that make traditional summer school challenging. Additionally, engaging with online tools and platforms equips our students with essential digital literacy skills, which are increasingly important for their future education and careers. A core strength of our chosen model is its direct support for English Learners (EL) and	

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
		Socioeconomically Disadvantaged (SED) students, who often face additional barriers to academic achievement. Credit recovery programs directly intervene to mitigate the widening of achievement gaps that disproportionately affect SED students due to summer learning loss. For our EL students, blended learning environments provide multiple ways to engage with information through varied formats and media, and offer crucial opportunities for repetition and review, all of which aid in academic language acquisition. Online platforms like Edgenuity can offer built-in scaffolds, such as text-to-speech and translation tools, allowing EL students to revisit content at their own pace and reducing the pressure to keep up with a whole-class pace. For many EL and SED students who may be considered "at-risk" due to various factors, this credit recovery program offers a vital second chance, boosting their confidence and motivation and demonstrating that academic success is within reach. Moreover, while Edgenuity is an online platform, our blended learning approach means TTUSD will provide access to technology and the internet, which is critical for SED students who may lack these resources at home. The Edgenuity curriculum itself serves as a robust tool within our program. It is founded on Universal Design for Learning (UDL) principles, emphasizing multiple means of representation, action, expression, and engagement. This framework inherently supports diverse learners, including our EL and SED students, by offering flexible and individualized learning pathways. Edgenuity also allows content delivery and assessment customization, empowering teachers to tailor the curriculum to	

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
		individual student needs. Its comprehensive management, tracking, and reporting tools provide our educators and administrators with valuable data to monitor student progress and deliver targeted interventions. Research has consistently demonstrated Edgenuity's effectiveness as a tool for credit recovery and improving graduation rates, particularly when reinforced with appropriate teacher support and monitoring. To maximize the effectiveness of this vital program, TTUSD is committed to several pedagogical best practices. This includes ensuring strong teacher support from highly trained instructors who can provide both academic and non-academic guidance, who are proficient with the Edgenuity platform, skilled in differentiated instruction, and adept at building strong relationships with our students. Each student's credit recovery journey will be guided by a personalized learning plan that identifies specific learning gaps and sets clear, measurable goals. We will implement regular progress monitoring and provide timely, specific feedback through frequent check-ins and Edgenuity data analysis. While online learning delivers content, our blended model will intentionally incorporate opportunities for small group work and one-on-one instruction to reinforce learning and address misconceptions. Teachers will actively utilize engaging strategies to encourage interaction with the online content, preventing passive engagement. Tahoe Truckee Unified School District is effectively supporting our English Learner and Socioeconomically Disadvantaged students,	

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
		significantly mitigating summer learning loss, and ultimately helping more of our students achieve academic success and stay firmly on track for graduation.	
1.11	**Action:** Reading Intervention **Need:** TTUSD has identified a need for reading intervention to improve ELA achievement. According to the 2025 California School Dashboard, TTUSD's overall performance in English Language Arts is Green, standing 24 points above the standard. Regarding college and career readiness, the 2025 Dashboard indicates that 60% of TTUSD graduates are considered prepared, which is categorized as High performance. When comparing TTUSD to the state overall, the State of California's ELA performance is yellow, at 8 points below the standard, according to the 2025 Dashboard. This confirms that TTUSD is outperforming the state average in ELA. **Scope:** LEA-wide	The Reading Intervention Team (RIT) meets regularly to analyze data as evidence of student learning to identify the specific academic needs of individual EL and SED students. The PLCs will implement goals, monitor results, and improve Tier 1 and Tier 2 instruction for students receiving reading intervention. The RIT will learn together as they work to enhance the learning outcomes of our EL and SED students. These groups have successfully collaborated to align diagnostic and screening assessments districtwide and will continue the collaborative work. This action was selected because research shows that "intensive interventions result in positive gains in reading performance for struggling readers in grades K-3" when the intervention is "standardized in which all students receive the same instruction using a set of well-prescribed lessons and materials for modeling and guiding students in learning new reading practices" (NCES) provides "instructional content addressing phonological awareness, phonics and word recognition, letter-name and letter-sound correspondence, blending and segmenting the sounds and words, reading decodable words and high-frequency words, and fluency. In addition to intervention support, all elementary teachers will continue transforming how reading instruction is taught in TTUSD. This program is based on the science of reading.	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percent of EL students making progress toward English language proficiency Data Source: ELPI Percentage of K-2 students at or Above Standard: DIBELS Composite Score Data Source: Local Reports

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
		The Reading Intervention Team (RIT) is crucial in enhancing our District's reading program by collaborating to align diagnostic and screening assessments across all schools. This essential alignment creates a consistent and comprehensive picture of student learning, allowing us to understand each student's strengths, areas for growth, and specific needs. Educational research strongly supports this approach, highlighting how diagnostic tests help us pinpoint what students already know, their preferred learning styles, and any misconceptions they might have. This detailed insight is vital for determining when differentiated instruction is necessary and guiding precise lesson planning. By ensuring consistency in measuring student learning, we gain more reliable and comparable data, which the RIT and our Professional Learning Communities then use to provide targeted and practical support for all learners, including our English Learner and Socioeconomically Disadvantaged students. This standardization isn't just about administrative ease; it's fundamental for ensuring instructional coherence and promoting educational equity across the District. When all students are measured against consistent standards, we can ensure their needs are identified equitably and that instructional responses are coherent across diverse classrooms and schools. Furthermore, these assessments are valuable predictors of performance on future high-stakes tests. They provide early indicators of potential academic success or of areas that need more intensive support, allowing us to implement	

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
		proactive rather than reactive interventions. This empowers teachers to identify specific learning gaps, tailor their teaching strategies, and implement differentiated instruction. Diagnostic tests, often ungraded pre-assessments, are invaluable tools for understanding students' existing knowledge, learning styles, strengths, and misconceptions. This granular insight into individual student profiles is essential for guiding highly targeted lesson plans. RIT's work directly informs the Professional Learning Communities' ability to craft and implement personalized, differentiated reading interventions that precisely match the unique learning needs of our English Learner and Socioeconomically Disadvantaged students. This systematic and standardized approach to assessment is paramount for accurate progress monitoring, enabling educators to track individual student growth and make informed, evidence-based decisions about instructional adjustments. The RIT's work in systematically collecting and analyzing student performance metrics significantly contributes to student success. Data-driven curricula ensure that educational standards are met by providing clear, measurable evidence of student progress and the demonstrated effectiveness of implemented interventions. This dedicated group of educators is committed to meticulously analyzing student learning data, the essential evidence base for precisely identifying the unique academic needs of individual English Learners and Socioeconomically Disadvantaged students. This approach moves beyond general assumptions, enabling the pinpointing of specific	

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 strengths, areas for growth, and critical learning gaps. By leveraging insights from various data sources, including performance, behavior, and other relevant factors, the RIT facilitates personalized instruction, ensuring that reading interventions are meticulously aligned with the unique learning profiles of our students, thereby maximizing the efficiency and effectiveness of instructional resources and support.	
2.5	**Action:** Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities **Need:** Through data analysis and engagement with educational partners, TTUSD's data show that 13.8% of all students were chronically absent in the 2024-2025 school year. The chronic absenteeism rates for our English learners (20.%), homeless youth (31%), students with disabilities (18%), and Socioeconomically Disadvantaged students (20%) are disproportionately higher than the all-student group. Feedback from educational partners overwhelmingly indicated the need to support our unduplicated pupil groups and address gaps. **Scope:** LEA-wide	To address these needs, TTUSD will continue providing safe and efficient transportation for our unduplicated students, a critical strategy for increasing school attendance, improving academic achievement, and boosting graduation rates. Over the past four years, TTUSD has significantly expanded access to this essential service, increasing transportation for Socioeconomically Disadvantaged (SED) students from 2,553 to 2,938 riders, and growing ridership for other key student groups from 1,094 to 1,454. Because our most vulnerable students—specifically those within the unduplicated student group—account for slightly more than 47% of our total ridership, we expect this expanded access to directly reduce chronic absenteeism. This targeted approach is supported by research from the Center for Michigan Urban Studies (CMUS), which found that school bus eligibility effectively increases attendance rates for SED students. To maximize this impact, bus routes and stops are strategically developed to ensure that neighborhoods with high concentrations of targeted, unduplicated students receive priority service. While these actions are fundamentally essential for our unduplicated students, they provide a universal benefit to all	Chronic Absenteeism Data Source: CALPADS Basics: Transportation Data Source: Local Data

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
		learners, particularly supporting our Students with Disabilities and homeless student populations who historically exhibit higher rates of chronic absenteeism. Therefore, to ensure equitable access and support district-wide attendance, these critical transportation services are implemented on an LEA-wide basis.	
2.6	**Action:** Analytic Monitoring Systems for attendance behavior and academics **Need:** A need was identified to address students' attendance, behavior, and academics as the three metrics are intricately entwined and influence one another. In 24-25, 60% of graduates are A-G prepared. Chronic absenteeism was 13% overall, and the suspension rate was 2% EL (2%) and SED (2.2%). Additionally, 39% of SED students and 19% of EL students are A-G ready, compared with 60% of all TTUSD students. **Scope:** LEA-wide	TTUSD will use an Analytic Monitoring System to proactively identify students at risk of falling behind in attendance, behavior, and academics. This action supports TTUSD in addressing the unique needs of students who historically struggle with attendance, behavior, and academic areas through identification or targeted monitoring strategies designed by each school site to identify early warning signs and support students' success. TTUSD will track attendance and flag students for academic support. The program will allow TTUSD to gather comprehensive data and ensure consistent support structures across all schools to provide targeted interventions for specific student groups. The Analytic Monitoring System will be used by all sites districtwide. In our last goal setting, overall A-G readiness declined over the 4 years, partly due to the pandemic and through non-aligned systems in place throughout the district. The new aligned approach will support all sites equitably and provide the necessary data to support students appropriately. “A growing body of research suggests that early intervention can significantly improve outcomes for students at risk of academic failure.” Significantly, these studies show that “interventions that target specific areas,” such as chronic absenteeism and A-G readiness, can lead to substantial gains in achievement (IES.ed.gov).	Percentage of students graduating A-G ready Data Source: CA Dashboard Chronic Absenteeism Data Source: CALPADS Suspension Rate Indicator Data Source: CALPADS

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
3.1	**Action:** Support belonging and inclusion for all **Need:** 77% of all Parents and Families surveyed felt encouraged to be involved with TTUSD and their child's school. 86% of students, staff, and families felt that District schools encourage involvement from community members and organizations. This has been identified as an area of need to include students, staff, families, and the community in TTUSD actions, goals, and engagement opportunities. Additionally, we noted that our ELs are struggling when examining suspension rates across all student groups. EL and SED students also struggle with disproportionate chronic absenteeism. **Scope:**	Research consistently demonstrates that robust student, family, and community involvement is a crucial cornerstone of educational success. Regardless of income or background, students with actively engaged families are significantly more likely to earn higher grades and test scores, maintain better attendance, develop stronger social skills, exhibit positive behavior, and adapt more seamlessly to the school environment (National Coalition for Parent Involvement in Education, 2006). To directly address these needs and proactively foster a connected school climate, TTUSD is focusing on several core actions to support our students' social-emotional well-being and deepen family and community engagement. These initiatives include expanding access to comprehensive Social-Emotional Learning (SEL) curricula and Multi-Tiered System of Supports (MTSS) wellness programs, as well as providing flexible counseling and crisis-response services for individuals and small groups. To ensure equitable access, the District guarantees that Bilingual Community Liaisons and comprehensive translation and interpretation services are available at all school sites, while prioritizing authentic, two-way communication through interactive meetings with educational partners. Because foundational wellness and strong community ties are essential to overcoming barriers to attendance and behavior, TTUSD is implementing these proactive actions LEA-wide. This systemic approach ensures that all students, who may be struggling, have immediate access to the comprehensive, tiered supports they need to thrive both academically and socially.	Chronic Absenteeism Data Source: CALPADS Suspension Rate Indicator Data Source: CALPADS

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
3.3	**Action:** Increase Parent and Family Engagement **Need:** 77% of all Parents and Families surveyed felt encouraged to be involved with TTUSD and their child's school. 77% of students, staff, and families felt that District schools encourage involvement from community members and organizations. This has been identified as an area of need to include students, staff, families, and the community in TTUSD actions, goals, and engagement opportunities. Additionally, we noted that our ELs are struggling when examining suspension rates across all student groups. EL and SED students also struggle with disproportionate chronic absenteeism. **Scope:** LEA-wide	Research consistently demonstrates that student, family, and community involvement is a crucial component of educational success. Regardless of income or background, students with actively involved families are significantly more likely to earn higher grades and test scores, maintain better attendance, develop stronger social skills, exhibit positive behavior, and adapt more easily to the school environment (National Coalition for Parent Involvement in Education, 2006). To address these needs and proactively foster a connected school climate, TTUSD is focusing on several core actions designed to support the social-emotional well-being of our students and increase family and community engagement. These key initiatives include broadening access to comprehensive Social-Emotional Learning (SEL) and tiered Multi-Tiered System of Supports (MTSS) wellness programs, providing flexible counseling support for individuals and small groups, and implementing robust crisis and emergency response protocols. To ensure equitable access across the District, TTUSD is making Bilingual Community Liaisons and comprehensive translation and interpretation services available to all families and school sites. Furthermore, the District is prioritizing authentic, two-way communication by facilitating interactive meetings with educational partners to ensure community voices are consistently heard and valued. Because foundational wellness and strong community ties are essential for overcoming barriers to attendance and behavior, TTUSD is providing these critical supports on an LEA-wide basis. This systemic approach ensures that all students—especially those who may be	Chronic Absenteeism Data Source: CALPADS Suspension Rate Indicator Data Source: CALPADS

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
		struggling—have immediate access to the comprehensive resources they need to thrive both academically and socially.	

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.

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.

N/A

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		

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 certificated staff providing direct services to students		

2026-27 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	46,433,562	3,571,342	7.691%	0.000%	7.691%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,207,116.00	$1,239,432.00	$439,660.00	$69,975.00	$15,956,183.00	$12,425,680.00	$3,530,503.00

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	K-12 Math Curriculum Implementation	All	No			All Schools	Year	$0.00	$236,725.00	$0.00	$236,725.00			$236,725.00	
1	1.2	Academic Discourse Practice Focus with PDSA Cycles	All	No			All Schools	Year	$43,974.00	$0.00	$0.00			$43,974.00	$43,974.00	
1	1.3	Collaboration time for teachers across sites & district alignment	All	No			All Schools	Year	$0.00	$0.00	$0.00				$0.00	
1	1.4	Designated ELD instruction and Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year	$1,185,524.00	$1,333.00	$1,186,857.00				$1,186,857.00	
1	1.5	TK Bridge Camp	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Truckee Elementary and Kings Beach Elementary TK	Year	$11,000.00	$0.00	$11,000.00				$11,000.00	
1	1.6	Career Technical Education and College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All high Schools	Year	$376,424.00	$0.00	$376,424.00				$376,424.00	
1	1.7	Summer School Literacy Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary	Year	$0.00	$72,500.00	$72,500.00				$72,500.00	
1	1.8	Summer Enrichment	All	No			TK-6	Year	$0.00	$945,482.00	$0.00	$945,482.00			$945,482.00	
1	1.9	High School Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Year	$0.00	$89,750.00	$89,750.00				$89,750.00	

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	1.10	District Literacy Assessment and Diagnostic Alignment	All	No			All Schools	Year	$0.00	$5,250.00	$0.00	$5,250.00			$5,250.00	
1	1.11	Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year	$1,629,783.00	$0.00	$1,629,783.00				$1,629,783.00	
2	2.1	Alignment of attendance and academic support throughout the district using Multi-tiered Systems of Support (MTSS)	All	No			All Schools	Year	$0.00	$0.00	$0.00				$0.00	
2	2.2	Mental Health Supports and Services	All	No			All Schools	Year	$1,412,425.00	$52,527.00	$1,109,251.00		$329,700.00	$26,001.00	$1,464,952.00	
2	2.3	District-wide SEL systems for implementation	All	No			All Schools	Year	$51,975.00	$0.00	$0.00	$51,975.00			$51,975.00	
2	2.4	Basic: Facilities: Continue to provide safe and well-maintained facilities	All	No			All Schools	Year	$5,605,335.00	$1,950,525.00	$7,555,860.00				$7,555,860.00	
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year	$1,219,888.00	$0.00	$1,219,888.00				$1,219,888.00	
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year	$0.00	$70,500.00	$70,500.00				$70,500.00	
3	3.1	Support belonging and inclusion for all	All	No			All Schools	Year	$53,082.00	$578.00	$0.00		$53,660.00		$53,660.00	
3	3.2	Enhance outreach and resources at transition points.	All	No			All Schools	Year	$0.00	$48,500.00	$48,500.00				$48,500.00	
3	3.3	Increase Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year	$836,270.00	$533.00	$836,803.00				$836,803.00	
3	3.4	Support student immersion in our natural environment and outdoor education in the area	All	No			All Schools	Year	$0.00	$56,300.00	$0.00		$56,300.00		$56,300.00	
3	3.5	Expand Community Partnerships	All	No			All Schools	Year	$0.00	$0.00	$0.00				$0.00	
3	3.6	Increase student voice and engagement	All	No			All Schools	Year	$0.00	$0.00	$0.00				$0.00	

2026-27 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
46,433,562	3,571,342	7.691%	0.000%	7.691%	$5,493,505.00	0.000%	11.831 %	**Total:**	$5,493,505.00
								LEA-wide Total:	$5,493,505.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	1.4	Designated ELD instruction and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,186,857.00	
1	1.5	TK Bridge Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Truckee Elementary and Kings Beach Elementary TK	$11,000.00	
1	1.6	Career Technical Education and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All high Schools	$376,424.00	
1	1.7	Summer School Literacy Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary	$72,500.00	
1	1.9	High School Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$89,750.00	
1	1.11	Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,629,783.00	

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 (%)
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,219,888.00	
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,500.00	
3	3.3	Increase Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$836,803.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,915,544.31	$14,936,657.00

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**	K-12 Math Curriculum Implementation	No	$499,457.00	$236,725.00
1	**1.2**	Academic Discourse Practice Focus with PDSA Cycles	No	$95,000.00	$69,885.00
1	**1.3**	Collaboration time for teachers across sites & district alignment	No	$0.00	$0.00
1	**1.4**	Designated ELD instruction and Professional Development	Yes	$800,820.00	$695,058.00
1	**1.5**	TK Bridge Camp	Yes	$11,000.00	4,168.00
1	**1.6**	Career Technical Education and College and Career Readiness	Yes	$308,421.00	$375,358.00
1	**1.7**	Summer School Literacy Development	Yes	$55,000.00	$72,500.00
1	**1.8**	Summer Enrichment	No	$888,160.00	$888,160.00
1	**1.9**	High School Credit Recovery	Yes	$44,400.00	$89,750.00
1	**1.10**	District Literacy Assessment and Diagnostic Alignment	No	$5,000.00	$174,574.00
1	**1.11**	Reading Intervention	Yes	$1,157,932.31	$1,174,617.00

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	2.1	Alignment of attendance and academic support throughout the district using Multi-tiered Systems of Support (MTSS)	No	$0.00	$0.00
2	2.2	Mental Health Supports and Services	No	$1,852,669.00	$1,819,932.00
2	2.3	District-wide SEL systems for implementation	No	$49,500.00	$48,131.00
2	2.4	Basic: Facilities: Continue to provide safe and well-maintained facilities	No	$6,382,712.00	$7,228,163.00
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	Yes	$851,071.00	$1,039,123.00
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	Yes	$72,000.00	$70,500.00
3	3.1	Support belonging and inclusion for all	Yes	$6,000.00	$53,660.00
3	3.2	Enhance outreach and resources at transition points.	No	$48,000.00	$48,795.00
3	3.3	Increase Parent and Family Engagement	Yes	$763,402.00	$795,874.00
3	3.4	Support student immersion in our natural environment and outdoor education in the area	No	$25,000.00	$51,684.00
3	3.5	Expand Community Partnerships	No	$0.00	$0.00
3	3.6	Increase student voice and engagement	No	$0.00	$0.00

2025-26 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)
3,254,023	$4,070,046.31	$4,301,003.00	($230,956.69)	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	1.4	Designated ELD instruction and Professional Development	Yes	$800,820.00	$695,058.00		
1	1.5	TK Bridge Camp	Yes	$11,000.00			
1	1.6	Career Technical Education and College and Career Readiness	Yes	$308,421.00	$308,421.00		
1	1.7	Summer School Literacy Development	Yes	$55,000.00	$72,500.00		
1	1.9	High School Credit Recovery	Yes	$44,400.00	$89,750.00		
1	1.11	Reading Intervention	Yes	$1,157,932.31	$1,174,617.00		
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	Yes	$851,071.00	$1,039,123.00		
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	Yes	$72,000.00	$72,000		
3	3.1	Support belonging and inclusion for all	Yes	$6,000.00	$53,660.00		
3	3.3	Increase Parent and Family Engagement	Yes	$763,402.00	$795,874.00		

2025-26 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)
45,160,701	3,254,023	0	7.205%	$4,301,003.00	0.000%	9.524%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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