

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake Tahoe Unified School District

CDS Code: 09-619030000000

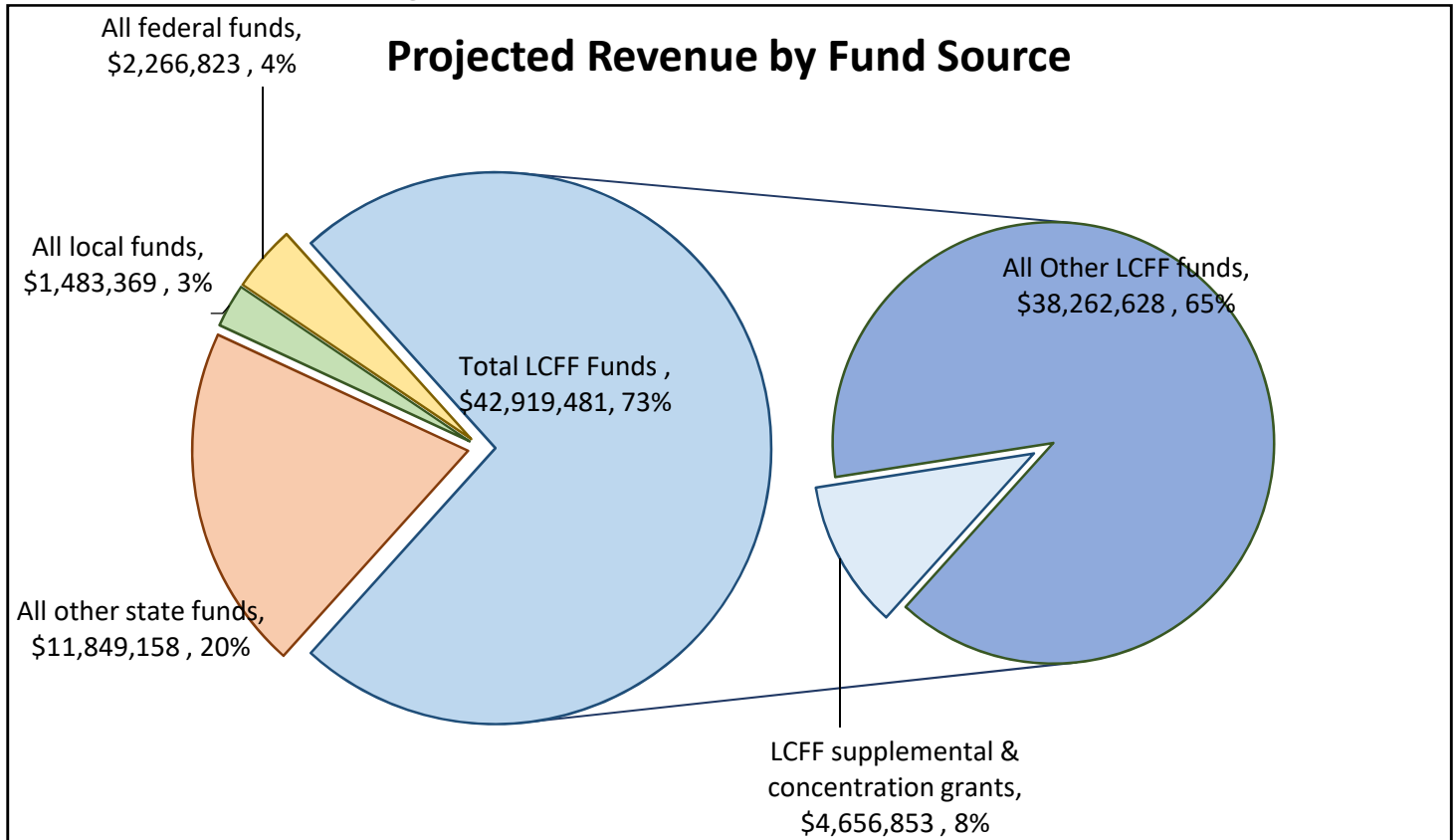
School Year: 2024-25

LEA contact information: Dr. Todd A. Cutler

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 2024-25 School Year

Projected Revenue by Fund Source

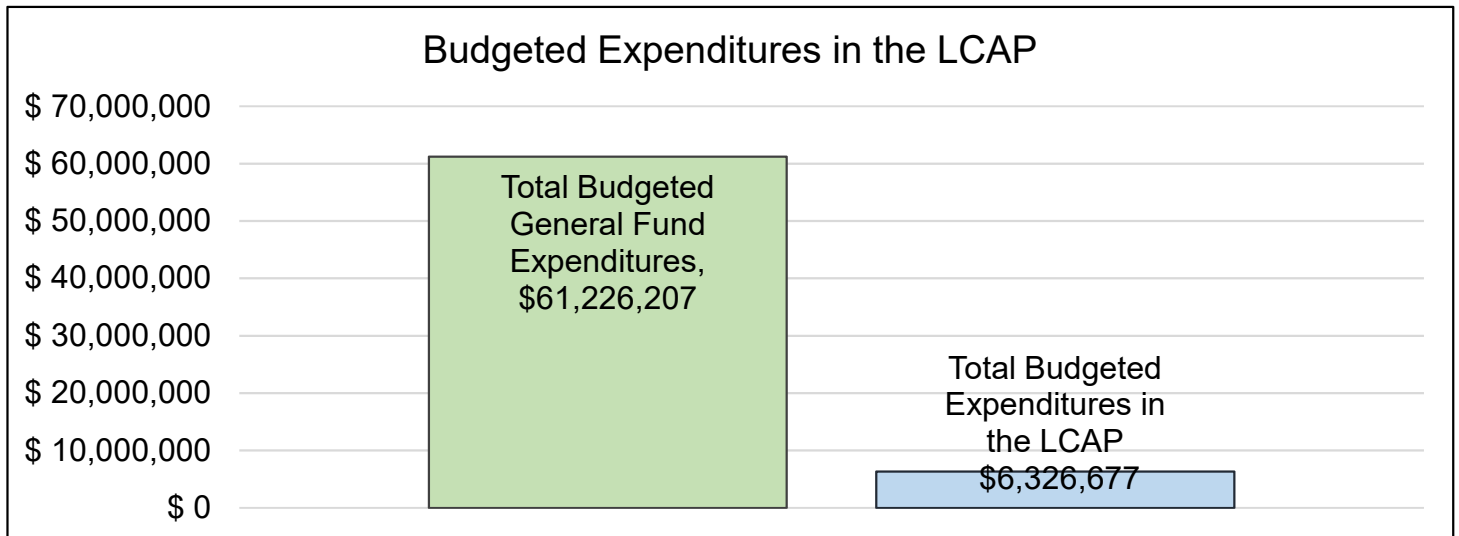


This chart shows the total general purpose revenue Lake Tahoe Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lake Tahoe Unified School District is \$58,518,831.00, of which \$42,919,481.00 is Local Control Funding Formula (LCFF), \$11,849,158.00 is other state funds, \$1,483,369.00 is local funds, and \$2,266,823.00 is federal funds. Of the \$42,919,481.00 in LCFF Funds, \$4,656,853.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lake Tahoe Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lake Tahoe Unified School District plans to spend \$61,226,207.00 for the 2024-25 school year. Of that amount, \$6,326,677.00 is tied to actions/services in the LCAP and \$54,899,530.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

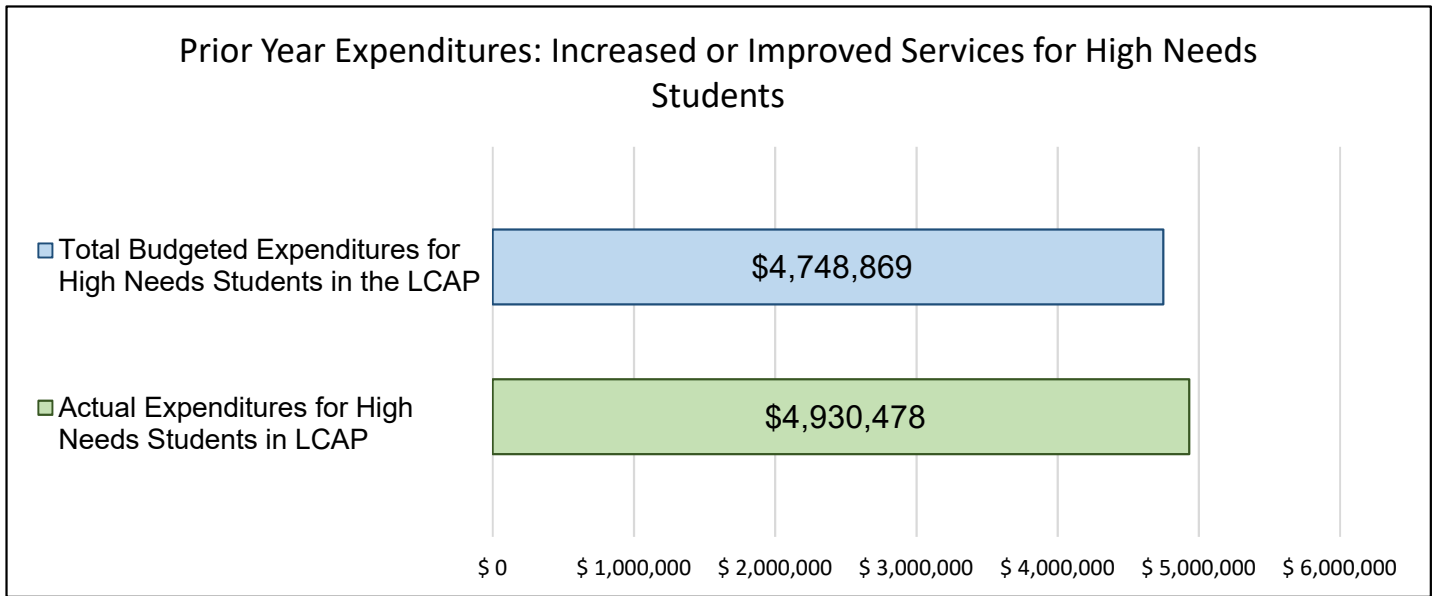
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

LCFF Budget Overview for Parents

In 2024-25, Lake Tahoe Unified School District is projecting it will receive \$4,656,853.00 based on the enrollment of foster youth, English learner, and low-income students. Lake Tahoe Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lake Tahoe Unified School District plans to spend \$4,656,853.00 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Lake Tahoe Unified School District's LCAP budgeted \$4,748,869.00 for planned actions to increase or improve services for high needs students. Lake Tahoe Unified School District actually spent \$4,930,478.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	<p>Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Students experiencing Homelessness</p> <ul style="list-style-type: none"> 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 4 Pupil Achievement, 7 Course Access, 8 Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of EL and RFEP students enrolled in AP classes	20/21 EL: 2 RFEP: 36 Source: Aeries	21/22 EL: 3 RFEP: 37 Source: Aeries	22/23 EL: 9 RFEP: 69 Source: Aeries	23/24 EL: 8 RFEP: 63 Source: Aeries	Increase number of EL and RFEP students by 25% from baseline
Number of EL and RFEP students earning Seal of Biliteracy upon graduation	19/20 EL: 1 RFEP: 12 Source: CalPads	20/21 EL: 1 RFEP: 8 Source: CalPads	21/22 EL: 0 RFEP: 17 Source: CalPads	22/23 EL: 0 RFEP: 18 Source: internal tracking	Increase number of EL and RFEP students by 25% from baseline
Percentage of graduates completing UC/CSU requirements: Overall*	19/20: 31.5% Source: CalPads	20/21 40.56% Source: CalPads	21/22: 36.12% Source: CalPads	22/23: 48.71% Source: CalPads	40% of graduates completing UC/CSU requirements: Overall*

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students making progress towards English proficiency (Score 3 or 4 on summative ELPAC)	19/20: 49.93% Source: Aeries	20/21: 49.04% Source: caaspp-elpac.cde.ca.gov	21/22: 48.47% Source: caaspp-elpac.cde.ca.gov	22/23: 51.99% Source: caaspp-elpac.cde.ca.gov	Increase 10 percentage points from baseline annually
Percentage of students passing AP exam with a score of 3 or higher: Overall*	19/20: 65.8% Source: Aeries	20/21: 68.75% Source: Aeries	Pending	21/22: 80.70% 22/23: 84.17% Source: Aeries	75% of students pass AP exams with score of 3 or higher: Overall
Dashboard - decrease distance from standard of average score by 5 percentage points per year, maintain when Meets Standard - ELA: Overall*	18/19: 17.8 points below standard Source: CA School Dashboard	19/20, 20/21 not available	21/22: 21.2 points below standard Source: CA School Dashboard	22/23: 19.3 points below standard Source: CA School Dashboard	Zero points below standard: Overall
Dashboard - decrease distance from standard of average score by 5 percentage points per year, maintain when Meets Standard - Math: Overall*	18/19: 48.9 points below standard Source: CA School Dashboard	19/20, 20/21 not available	21/22: 66.3 points below standard Source: CA School Dashboard	22/23: 59.3 points below standard Source: CA School Dashboard	Zero points below standard: Overall
CAASPP results ELA: Overall*	18/19: 44.00% met or exceeded standards Source: CAASPP CAASPP state achievement results 18/19: 51.10%	19/20, 20/21 not available	21/22: 43.8% met or exceeded standards Source: caaspp-elpac.cde.ca.gov	22/23: 44.29% met or exceeded standards Source: caaspp-elpac.cde.ca.gov	LTUSD to be equal to percent of students overall meeting standards statewide in 18/19 = 51.10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP results Math: Overall*	18/19: 33.20% met or exceed standards Source: CAASPP CAASPP state achievement results 18/19: 39.73%	19/20, 20/21 not available	21/22: 27.9% met or exceeded Source: caaspp-elpac.cde.ca.gov	22/23: 30.3% met or exceeded Source: caaspp-elpac.cde.ca.gov	LTUSD to be equal to percent of students overall meeting standards statewide in 18/19 = 39.73%
EL reclassification rate	20/21: 6.01% Source: Aeries	21/22: 9.4% Source: Aeries	22/23: 18.0% Source: EL Services records, CAASPP (TOMS) reports	23/24: pending	Increase 5 percentage points from previous year annually
MAP growth Reading: Overall	TBD in 21/22 school year	21/22 full year growth data not yet available Informational purposes: Fall 2021-Winter 2022 percentage of students meeting their growth projections: 40.75%	Fall 2021-Spring 2022: 42.1% of students met their growth projections Source: NWEA MAP reports	Fall 2023: 26.9% early or mid/above grade level Spring 2024: 45.9 early or mid/above grade level Source: iReady Note: MAP was replaced by iReady with full implementation in the 23/24 school year	Increase percentage of students meeting growth goals by 5% annually
MAP growth Math: Overall	TBD in 21/22 school year	21/22 full year growth data not yet available Informational purposes: Fall 2021-Winter 2022 percentage of	Fall 2021-Spring 2022: 44.4% of students met their growth projections Source: NWEA MAP reports	Fall 2023: 13.2% early or mid/above grade level Spring 2024: 39.2% early or mid/above grade level	Increase percentage of students meeting growth goals by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students meeting their growth projections: 38.57%		Source: iReady Note: MAP was replaced by iReady with full implementation in the 23/24 school year	
Prepared for college (EAP) - ELA: Overall* (11th graders meet/exceed standards CAASPP)	18/19: 50.41% Source: CAASPP	19/20, 20/21 not available	21/22: 47.3% Source: CAASPP	22/23: 50.5% Source: CAASPP	Increase 5 percentage points from previous year annually
Prepared for college (EAP) - Math: Overall* (11th graders meet/exceed standards CAASPP)	18/19: 26.75% Source: CAASPP	19/20, 20/21 not available	21/22: 18.0% Source: CAASPP	22/23: 22.7% Source: CAASPP	Increase 5 percentage points from previous year annually
CTE pathway completion rate: Overall*	19/20: 67 students completed pathway Source: CalPads	20/21: 81 students completed pathway Source: CalPads	21/22: 123 students completed pathway Source: CalPads	22/23: 30 students completed pathway Source: CalPads Note: number of students is potentially underreported due to misidentification in LTUSD student information system; processes to properly identify students is under review	Increase number of students by 5 percentage points from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair	20/21 Yes Source: SARC, FIT	21/22 Yes Source: SARC, FIT	22/23: Yes Source: SARC, FIT	23/24: Yes with the exception of South Tahoe High School which received a school rating of Poor Source: SARC, FIT	Yes
School Plan for Student Achievement implementation New for 21/22	21/22 In process of development for approval by Board of Education	21/22 Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education; initial Single Focus Plan implementation during 21/22 school year	22/23 Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education; ongoing Single Focus Plan implementation during 22/23 school year	23/24 Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education; ongoing Single Focus Plan implementation during 23/24 school year	Yes Developed and approved annually
Ellevation implementation New for 21/22	21/22 Yes Implementation in process	21/22 Yes Fully implemented	22/23 Yes Fully implemented	23/24 Yes Fully implemented	Yes Full implementation
Percentage of pupils who have successfully completed courses that satisfy UC/CSU requirements and CTE sequences or programs of study	20/21 18.81%	21/22 not yet available	21/22: 18.5% Source: CalPads	22/23: 9.1% Source: CalPads	Increase number of students by 5 percentage point from year year annually`

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services were implemented as planned with the exception of:

- 1.0 English Language Development Coordinator promoted to 0.5 FTE Director of Multilingual Learner Equity and 0.5 FTE Director of South Lake Tahoe Family Resource Center
- 1.5 of 5.5 FTE Elementary Intervention Teachers remained vacant
- 1.0 FTE CTE (Career Technical Education) Provider position remained vacant

Positions remained vacant due to lack of qualified applicants and/or budget constraints.

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

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

Budgeted expenditures exceeded estimated actual expenditures for:

- 1.3 Ellevation renewal cost was lower than projected
- 1.4 1.5 FTE Intervention Teacher positions remained vacant during the 2023-24 school year
- 1.5 Paraprofessional projected salary costs were not realized
- 1.8 1.0 FTE CTE Specialist position remained vacant during the 2023-24 school year
- 1.9 After School Expanded Learning and Support Opportunities K-8 costs were not realized

Estimated actual expenditures exceed budgeted expenditures for:

- 1.1 SPSA implementation: District contribution to benefits increases and/or step and column adjustments and utilization of expiring COVID grants to expand supports and services reflected in SPSAs and Site Single Focus Plans
- 1.2 ELD Coordinator: District contribution to benefits increases and/or step and column adjustments and inclusion of full salary for Director and MLL Department Secretary which were not accounted for in budgeted expenditures (Director salary partially accounted for in budget)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Sites successfully developed and implemented their Single Focus Plans during the the 3-year LCAP cycle with one focus goal on student achievement tied to the LCAP goals. Sites focused on:

- Tahoe Valley Elementary School - Thunderbird SMARTS: Systems Movement Arts Relationships Targeted instruction: examine Math practices; how to best engage students in their Math education and increase achievement; research and best practices; sharing data, learning, and ideas; utilizing resources; maintaining components of SMARTS
- Elevated Digital Learning Academy - SMARTE Specific Measurable Achievable Relevant Time Equity, level up with eXPeriential learning
- Sierra House Elementary School- Let's Grow - Get Results with Objectives and (hard) Work; teaching to student learning objectives
- Bijou Community School: improving research based instructional practices in English and Spanish language development, particularly for English Language Learners
- Meyers Elementary School (fka Lake Tahoe Environmental Science Magnet School): building and nurturing relationships of mutual support and high expectations among students, families, and educators
- South Tahoe Middle School: student and family engagement
- South Tahoe High School: develop a collaborative culture
- Mt. Tallac Continuation High School: create a graduate profile

In 2021-22 and 2022-23, the District retained a highly experienced, full time English Language Development Coordinator familiar with the student population and existing EL program. The position promoted to Director of Multilingual Learner Equity and South Lake Tahoe Family Resource Center (FRC) for the 2023-24 school year. The FRC is a well established, nonprofit organization which enables Spanish-speaking individuals and families to achieve self-sufficiency, economic stability, develop resilience in parents and children, and assist families in becoming a contributing part of the community. Sharing Director duties between the two organizations expanded wraparound services for the Spanish-speaking community and provided more targeted support for District families and students. Multilingual learner services goals and planning were driven by the District vision to discover and foster the unique talents and potential of all students. The Director developed program goals aligned with LCAP goals and oversaw implementation guided by the California English Learner Roadmap. Following EL services guiding principles of valuing home language fluency as an essential component of bilingualism, family engagement enhancing student learning, all educators supporting ELs, and best instructional strategies to support all students, the Director oversaw and was actively involved in:

- Development of districtwide EL systems aligning all programs and services
- Supporting teachers directly with instruction
- Comprehensive plan for systematic, districtwide professional learning including a year-long partnership in 2022-23 with Sacramento County Office of Education for 12 trainings on the CA EL Roadmap targeting elementary, secondary, and Administrative teams; professional learning on EL curriculum and best practices delivered through site staff meetings and optional paid sessions on designated ELD (English Language Development), integrated ELD, Ellevation EL management program for progress monitoring and instructional strategies, and book studies on Culturally Responsive Teaching and the Brain in 2022-23 and Culturally Proficient Instruction in 2023-24

- Visited all sites and provided at least two targeted professional development opportunities in 2023-24 at sites with higher EL populations
- CORE District training, introduction, and implementation of CA EL Roadmap best practices through utilization of teacher self-reflection surveys to design targeted professional development; implementation of professional development and training; and monitoring efficacy utilizing an observation tool and classroom walkthrough protocol; expanded CORE protocols districtwide in 2023-24
- Making data driven decisions based on ELPAC (English Language Proficiency Assessments for California), CAASPP (California Assessment of Student Performance and Progress) state assessments, and California School Dashboard (specifically English Learner Progress Indicator) results
- Promoting and monitoring EL and RFEP (Reclassified Fluent English Proficient) students earning the State Seal of Biliteracy and enrollment in AP (advanced placement), honors, and dual enrollment classes
- Coordinating and providing monthly ELD training and leading team collaboration for shared outcomes and planning including vertical articulation
- Introducing new and reinforcing existing best practices for master schedule built around protected ELD instruction, designated ELD based on standards, integrated ELD to support access across curricula, alignment of programs and practices for dually identified students, and intervention
- Educational partner engagement through new teacher introductions; leadership updates; EL Services bulletin; District website postings; increasing online and in-person ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) participation; and hosting interactive Bilingual Nights of Family Learning, PIQE (Parent Institute of Quality Education), and the Latino Family Literacy project to educate and engage parents
- Increasing resource access through utilization of Ellevation EL management program, applying for and receiving Dual Language Immersion grant in the amount of \$250,000 to expand EL services, providing EL Roadmap toolkits
- Significantly expanded translation services both orally and in writing, in remote and in-person settings, and formalized procedures for translation requirements

The District/FRC partnership has been successful in increasing the number of families involved in parent outreach meetings and community forums, parents accessing the high school career and college counselor based out of FRC, and multiple other well attended programs and partnerships with local agencies. Families also regularly receive support for basic needs, access to community services, career advancement, advocacy and enrichment from the Center.

The Ellevation English Learner web-based management platform was successfully implemented with training for all sites completed by March 2022 and ongoing support. The program is currently utilized for monitoring progress of students learning English, as well as monitoring progress of students who exited the EL program as RFEP within the previous four years, with teachers providing classroom level assessments of student achievement. Ellevation also supports both integrated and designated ELD instruction with instructional strategies and resources. Activities group students into levels of needed support with specific suggestions to support students in each grouping.

LTUSD filled 4.0 of 5.5 FTE proposed Intervention Teacher positions that were based out of elementary school sites. Three full-time Intervention Teachers were assigned to highest need schools and a 0.5 FTE Intervention Teacher to the highest performing school. An additional 0.5 FTE Intervention Teacher was located at Tahoe Valley Elementary with the staff member also serving as Community Schools

Coordinator. They provided tier II and III targeted support for students underperforming in Math and English and participated in collaboration to review student performance data. Intervention Teachers would pull out students during scheduled enrichment/intervention time established for each level. The teachers also delivered ongoing intervention support in small group settings for struggling learners primarily in ELA and limited Math.

Four (new) paraprofessional positions were filled in 2023-24. Based out of Meyers Elementary School, Bijou Community School, Tahoe Valley Elementary School and Sierra House Elementary School, the additional aides provided intervention and targeted student support for English and Math skills improvement.

A contract with California Education Partners was established during the 2021-22 school year with 2022-23 collaboration sessions beginning in August 2022, bolstering core team training held in April 2022. Work continued through 2023-24 in implementing high leverage strategies that supported Math instruction for TK through 3. Meetings were held consistently throughout the 2023-24 school year bringing together a core team of LTUSD teachers and Administrators and CA Ed members to solidify Math problem solving strategies across the District by analyzing student work and forming methods to support students in developing thinking strategies. LTUSD core team members attended winter and spring convenings which built on previous training/learning and focused efforts and plans on services and resources that would make the biggest impact for students. The partnership supported District efforts to implement Critical Concepts, scale and sustain improvement efforts, build community and understanding of mutual strengths and challenges in PreK-3, learning from each other's Cycles of Improvement and system change through cross-district collaboration, consolidate learning towards District PreK-3 coherence, and share data on progress towards aims and change ideas. Through the ongoing partnership with CA Ed Partners, districtwide Math instruction focused on facilitating a conceptual understanding of Math through hands-on learning and collaborative conversations among students and staff, resulting in students seeing themselves as capable and confident Mathematicians. LTUSD developed four visions and aspirations to drive improvement in student Math performance:

- Setting a clear and common vision for learning and grade level expectations
- Exploring common high leverage, pedagogical practices supported by instructional materials
- Align assessments and use data to monitor student progress and inform instruction
- Create a multi-layered approach to build teacher and administrator capacity

In 2023-24, student Math performance improvement efforts continued with:

- Emphasizing Critical Concepts and packing guides to elementary site leaders and teachers
- Emphasizing Counting Collections, Math Talks, and Three Reads Protocols to elementary site leaders and teachers
- Emphasizing learning progression scales (similar to a rubric, 1-4, explicit definitions at each level)
- Exploring common formative assessments (iReady)
- Math Content Area Specialist continued to work with Sierra House Elementary School on learning progression scales
- Math Content Area Specialist visited each elementary school to participate in co-teaching, modeling, and collaboration
- Contracting Dr. Megan Franke, UCLA professor and researcher, to present during Staff Professional Development Day on Math Engagement, CGI (Cognitively Guided Instruction) and Having Fun in Math with our Students
- Early out Wednesday teacher collaboration and after school Math professional development opportunities

The CTE department continued to utilize state and federal grant funding from CTEIG (Career Technical Education Incentive Grant), Perkins, and multiple Strong Workforce plans to support and improve CTE programs at the high school and middle school. The CTE Coordinator position remained vacant during 2023-24. The South Tahoe High School CTE Department Chair oversaw utilization of CTE-related grants for material purchases and services to maintain existing pathways.

Multiple vehicles were purchased to transport CTE students for off-site instructional and recreational activities and CTE-related competitions. The District continued its partnership with the City of South Lake Tahoe in funding a seasonal, full-time Park Ranger Program Coordinator to hire students in the summer for fieldwork such as trail building, interpretive services in local USFS visitor centers, land management, and environmental restoration. Priority for these positions was given to low income and underserved students and both agencies provided mentoring and direct interaction and support from professionals. Forestry and outdoor instructional equipment, safety equipment, and outdoor clothing were purchased to equip students for outdoor activities as part of the Forestry and Natural Resources Pathways. Concentrator and completer courses for these pathways were developed to attract a more diverse student enrollment by use of varied learning experiences. In the Engineering (Transportation) pathway, which integrated alternative fuel vehicles and environmentally sustainable design and building concepts, students learned how to construct and deconstruct an electric Switch vehicle. By integrating environmental design concepts and green technologies into these pathways, students were exposed to a greater variety of skills, knowledge, and career opportunities. Tiny home construction continued through the Construction and Engineering pathway where students used mockup work stations to build the home step by step. Students learned how to install subflooring, structural frames, drywall, roofing, utilities, and about different building materials. Investing in enhancements in the skilled trade pathways will provide students the greatest opportunity to be prepared for college and career after graduation.

LTUSD was awarded two grants in 2023-24 through the Strong Workforce program to 1) support College and Career success for minority and underrepresented students and 2) enhance the Culinary Arts and Hospitality pathway. Objectives for College/Career success focus on empowering minority students who have traditionally faced barriers to accessing higher education. Students will participate in targeted mentorship programs, culturally sensitive support services, and be provided equitable resources to ensure their academic and career success. Innovative academic counseling and tailored coursework will serve to increase underrepresented student A-G and CTE pathway completion rates. Further, dual enrollment will be expanded through collaboration with the local community college and other institutions of higher education. This will enable students to gain more college-level credits while still enrolled in high school, equipping them with skills and knowledge needed for college and career success. The CTE department will pursue increased opportunities for more industry partners, advisory committee members, and teachers to engage with CTE pathways and provide additional work-based learning opportunities for students. Program objectives will be met through implementation of a College/Career success team comprised of a Pathways to Success Coordinator, Pathway Navigator, and CTE Specialist.

Objectives for enhancing the Culinary and Hospitality Pathway include:

- Updating curriculum and the middle school Home Economics lab to include culinary equipment and materials, and purchasing commercial-level equipment and materials in order to receive industry-level training
- Offer more work-based learning opportunities, internships with local employers, a food trailer program to develop industry-ready students while fostering entrepreneurial skills and opportunities, and increasing advanced culinary student enrollment

- Expanding CTE pathway access to middle school students through elective options and hiring a part time Culinary instructor to give students a direct culinary experience and develop an interest in pursuing this pathway through high school

This comprehensive approach is designed to address the challenges faced by the high school culinary program and the Hospitality and Tourism industry as a whole, aiming to create a more inclusive, industry-relevant, and successful culinary education experience for all students. Students will receive real world training and experience for one of Tahoe's largest industries.

The CTE department continued to utilize MajorClarity software to help K-12 students explore careers and plan their curriculum pathway to support college and career readiness. Teachers stayed apprised of industry standards, best practices, instructional practices, and networking through various professional learning activities including attending the Association for Career and Technical Education conference, California Association of Directors of Activities convention, Canva Create conference, Educating for Careers conference, National Outdoor Recreation conference, and contracting a Culinary Arts consultant. CTE students also received career guidance through CTE teacher mentorships.

One of two CTE Specialist (CTE Technical Provider) positions was filled for the 2023-24 school year. An LTUSD CTE Elementary Pathway Program Strategic Plan 2021-24 was developed to guide introduction of career and technical pathways and education to grades K-5 (discover) and 6-8 (explore). The collaborative focus for 2023-24 was to continue building and expanding on existing Environmental and Allied Health programming; increasing the number of CTE pathway lessons; adding districtwide field trips for grade levels; holding events and partner activities at the elementary and middle school level with specific career focus and technical skills in context; and continuing to provide new CTE specific curriculum for existing field trips. Work continues to create districtwide K-12 community events in conjunction with Trio and Lake Tahoe Community College (LTCC). The CTE teams continue to promote and strengthen the program through outreach initiatives including collaboration, introduction of new agreements with partnering agencies and businesses, pathway posters shared in classrooms, support of the career focused MajorClarity programming, and press releases. Event and activities coordinated by the CTE Specialist included, but were not limited to:

- CTE Trout in the Classroom where each brick and mortar site housed a fish tank specifically designed to raise Cutthroat trout; trout were raised from eggs and released into Taylor Creek, a local waterway that enters Lake Tahoe, during a class field trip
- In partnership with Trio and LTCC, CTE Family Night for K-12 open to the community during which they could discover, explore, and engage with students, teachers and local professionals from the four CTE-focused pathways: Allied Health, Media Arts, Hospitality and Tourism, and Environmental Science and Engineering
- CTE pathway exploration for TK-5 in art. Four professional artists from the community were brought into elementary schools for individual class lessons with one artist dedicated to each site. Artists taught hands-on lessons in still life, sketching, water color, self portraits, cultural art, color theory, and other topics. The lessons reinforced social emotional learning by students' conveying their feelings and thoughts through their art.
- Coordinating with the South Tahoe Environmental Education Coalition for 6th grade students to participate in the annual Wonders of Water and Environmental Education (WOWEE) field trip; tree planting with Sugar Pine Foundation; building a wetland in a bottle; and learning about defensible space, waste management, and water quality

During the summer of 2023, LTUSD offered Academic Jump Start programs at South Tahoe High School for incoming 9th graders and interested elementary schools for grades 1-5. The program focused on early instruction, study skills, time management, expectations,

campus orientation, socialization, and generally gaining confidence and becoming comfortable with their new school, new grade level, peers, and school staff. Programs were taught by District teachers and offered Instructional Aide support. The District provided transportation and food to promote student participation. In partnership with Boys and Girls Club of South Lake Tahoe, LTUSD funded an after school and summer Expanded Learning Opportunities Program (ELOP) focusing on supporting socioeconomically disadvantaged students, EL, foster youth, and students experiencing homelessness. The program offers student-centered, enhancement activities designed to engage and nurture student interest and curiosity. The ELOP plan addresses how students will be provided a safe and supportive environment, active and engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, diversity, access, and equity. Provided ongoing funding and priorities, LTUSD intends to continue offering expanded learning opportunities to address student needs to ensure successful completion of coursework necessary for high school graduation and post secondary success.

Directors of Elementary and Secondary Education were in place at the start of the 2021-22 school year to support standards alignment, collaboration, needs assessment, professional development, and principal leadership. In 2022-23, the Director of Elementary Education promoted to the role of Associate Superintendent of Educational Services and took on elementary and secondary directorship responsibilities. Along with directing overall education provisions, the Associate Superintendent provided Content Area Specialist (CAS) coaching and development, oversaw CAS implementation at elementary sites, participated in collaboration time, coordinated iReady assessments at school sites, oversaw the high school CTE program and ongoing expansion to lower grades through CTE Specialists, coordinated staff development day by bringing in multiple trainers offering diverse training sessions and supported regularly scheduled afterschool professional development open to all staff, and participated in both the California Education partners meetings to address student Math achievement and CORE Improvement Academy to address the District's state designation for Differentiated Assistance. The Director of Secondary Education transitioned to Director of Human Resources, filling a much needed and long vacant role in supporting all school sites and departments with guidance on and implementation of personnel related procedures. The Director advised Administrators on performance management, employee discipline, and termination procedures; participated in employee association negotiations; oversaw and managed employee recruitment and retention to ensure the District had a qualified and diverse workforce; collaborated with District leaders to identify staffing needs and develop strategies to address them; conferred with employees and their representatives in efforts to resolve grievances and employer/employee issues; investigated employee complaints; and developed and implemented policies, procedures, and programs that aligned with the District's student-centered mission, goals, and objectives.

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

The following actions/services have been systematically implemented over the course of the LCAP cycle and will not be included in the 2024-27 LCAP; associated metrics removed from Measuring and Reporting Results:

- 1.1 School Plan for Student Achievement implementation
- 1.2 English Language Development Coordinator (promoted to Director of Multilingual Learner Equity and South Lake Tahoe Family Resource Center)
- 1.3 Ellevation English Learner web-based platform implementation

- 1.9 After School Expanded Learning and Support Opportunities K-8; ongoing implementation will be dependent upon funding
- 1.11 Director of Elementary Education (promoted to Associate Superintendent of Educational Services)
- 1.12 Director of Secondary Education (transitioned to Director of Human Resources)

Action 1.7 Career Technical Education Coordinator position was vacated at the end of the 2021-22 school year and remained unfilled for the remainder of the LCAP cycle. The high school CTE Department Chair continued to support the program including securing CTE specific grant funding; coordinating student activities, teacher mentorships, and professional development; and procuring pathway materials. This action will not be included in the 2024-25 LCAP.

Action 1.10 McKinney Vento Instructional Assistant moved to goal 4

For the 2024-27 LCAP:

Goal language modified to eliminate EL, Students with Disabilities, Low Income students, Foster Youth, and Students Experiencing Homelessness. The 2024-27 LCAP actions will continue to provide targeted support for these student groups. Metrics for English Learner Progress Indicator, CAASPP Science assessment results, program development and provision to unduplicated students, broad course of study, student access to standards-aligned materials, number of students enrolled in dual enrollment courses, and teacher credentialing and assignment were moved into or newly added to goal 1; MAP growth metric was revised to iReady. Desired outcomes were modified to increase/decrease per year annually where applicable. Multiple metrics disaggregated by unduplicated students, including SWD, and student groups receiving red performance levels on 2023 Dashboard.

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.

Goals and Actions

Goal

Goal #	Description
2	<p>Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum</p> <ul style="list-style-type: none"> • To which they have equitable access • Aligned to standards that are guaranteed, viable, and rigorous • That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice • That is vertically articulated and scaffolded • Consistently aligned across grade levels for the primary benefit of students <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 4 Pupil Achievement, 5 Pupil Engagement, 6 School Climate, 7 Course Access, 8 Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students that are at-risk of or are LTEL (starting 3rd grade, EL 4 years or more)	20/21: 80.54% Source: Aeries	21/22: 83.7% Source: Aeries	22/23: 76.8% Source: Aeries	23/24: 74.77% Source: Aeries	Decrease 10 percentage points from previous year annually
Number of EL and RFEP students enrolled in AP classes	20/21 EL: 2 RFEP: 36 Source: Aeries	21/22 EL: 3 RFEP: 37 Source: Aeries	22/23 EL: 9 RFEP: 69 Source: Aeries	23/24 EL: 8 RFEP: 63 Source: Aeries	Increase number of EL and RFEP students by 25% from baseline
Number of EL and RFEP students	19/20 EL: 1	20/21 EL: 1	21/22 EL: 0	22/23 EL: 0	Increase number of EL and RFEP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
earning Seal of Biliteracy upon graduation	RFEP: 12 Source: CalPads	RFEP: 8 Source: CalPads	RFEP: 17 Source: CalPads	RFEP: 18 Source: Internal tracking	students by 25% from baseline
District offers a broad course of study	20/21 Yes Source: LTUSD Educational Services	21/22 Yes Source: LTUSD Educational Services	22/23: Yes Source: LTUSD Educational Services	23/24: Yes Source: LTUSD Educational Services	Yes
CAASPP results ELA: Overall*	18/19: 44.00% met or exceeded standards Source: CAASPP	19/20, 20/21 not available	21/22: 43.8% met or exceeded standards Source: CAASPP	22/23: 44.1% met or exceeded standards Source: CAASPP	Equal to percent of students overall meeting standards statewide for 18/19 = 51.10%
CAASPP results Math: Overall*	18/19: 33.20% met or exceeded standards Source: CAASPP	19/20, 20/21 not available	21/22: 27.9% met or exceeded Source: CAASPP	22/23: 30.3% met or exceeded Source: CAASPP	Equal to percent of students overall meeting standards statewide for 18/19 = 39.73%
Climate survey, biennial: student sense of safety and school connectedness	20/21 Feel safe Grade 5: 91% (LCAP survey grades 3-12) Grade 7: 66% Grade 9: 67% Grade 11: not available School connectedness Grade 5: 96% (LCAP survey grades 3-12) Grade 7: 61% Grade 9: 61%	21/22 California Healthy Kids Survey results not yet available Feel safe Grades 3-12: 85% Feel connected to school Grades 3-12: 79% Source: LCAP survey	21/22 Grade 5: 74% Grade 7: 43% Grade 9: 46% Grade 11: 53% Non-traditional: 77% School connectedness Grade 5: 70% Grade 7: 48% Grade 9: 49% Grade 11: 47% Non-traditional: 60% Source: California Healthy Kids Survey	22/23 CHKS survey not administered 23/24: results pending 23/24 LCAP Student 3-12 survey My school is a safe place: 77.9% I feel like I am welcome and I belong at my school: 74.6%	Increase student sense of safety and school connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 11: not available Source: California Healthy Kids Survey, LCAP survey				
CTE pathway completion rate: Overall*	19/20: 67 students completed pathway Source: CalPads	20/21 81 students completed pathway Source: CalPads	21/22: 123 students completed pathway Source: CalPads	22/23: 30 students completed pathway Source: CalPads Note: number of students is potentially underreported due to misidentification in LTUSD student information system; processes to properly identify students is under review	Increase number of students by 5 percentage points from previous year annually
EL reclassification rate	20/21: 6.01% Source: Aeries	21/22: 9.4% Source: Aeries	22/23: 18.0% Source: EL Services records, CAASPP (TOMS) reports	23/24: pending	Increase 5 percentage points from previous year annually
Equimetrics staff survey: annual	20/21: Administered	21/22: Administered 308 responses 58.8% response rate 20/21: Administered 350 responses Source: Equimetrics (Infinity)	22/23 Administered 414 responses 84.0% response rate Source: Equimetrics (Infinity)	23/24: Administered 293 responses 68.9% response rate Source: Equimetrics (Infinity)	Administered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of academic content and performance standards for Common Core State Standards and English Language Development adopted by the state board	20/21: Implemented Source: LTUSD Educational Services	21/22: Implemented Source: LTUSD Educational Services	22/23: Implemented Source: LTUSD Educational Services	23/24: Implemented Source: LTUSD Educational Services	Implemented
LCAP survey: annual	20/21: Administered Number of parent responses: 909 Students: 38% completed survey Staff: 56% completed survey Source: SurveyMonkey	21/22: Administered Number of parent responses: 318 Students: 53% completed survey Staff: 33% completed survey Source: SurveyMonkey	22/23: Administered Number of parent responses: 268 Students: 47% completed survey Staff: 41% completed survey Source: SurveyMonkey	23/24: Administered Number of parent responses: 522 Students: 43% completed survey Staff: 36% completed survey Source: SurveyMonkey	Administered and increased participation from previous year annually
Orgametrics survey: annual	20/21: Administered	21/22: Administered 353 responses 66.9% response rate 20/21: Administered 347 responses 80.1% response rate Source: Orgametrics (Infinity)	22/23: Administered 378 responses 84.0% response rate Source: Orgametrics (Infinity)	23/24: Administered 349 responses 82.1% response rate Source: Orgametrics (Infinity)	Administered
Special Education Annual Performance Review	19/20 # targets met: 14 # targets not met: 3 # targets N/A: 11	20/21 # targets met: 12 # targets not met: 4 # targets N/A: 12	21/22 # targets met: 11 # targets not met: 5	22/23 # targets met: 8 # targets not met: 5 # targets N/A: 3	Met all targets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Annual Performance Review	Source: Annual Performance Review	Source: Annual Determination pursuant to IDEA	Source: Annual Determination pursuant to IDEA, Compliance and Improvement Monitoring Process Data and Information	
Number of EL, LI, and FY enrolled in AP classes	19/20 EL: 2 LI: 59 FY: 0 Source: Aeries	20/21 EL: 2 LI: 41 FY: 0 Source: Aeries	21/22 EL: 3 LI: 40 FY: 0 Source: Aeries	22/23 EL: 8 LI: 80 FY: 0 Source: Aeries	Increase from previous year annually
CTE pathway completion rate - Arts, Media, Entertainment: Overall*	19/20: 10 students completed pathway Source: CalPads	20/21: 14 students Source: CalPads	21/22: 9 students Source: CalPads	22/23: 2 students Source: CalPads	Increase from previous year annually
Student access to standards-aligned materials	20/21: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	21/22: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	22/23: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	23/24: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	All students have access to standards-aligned materials
Percentage of teachers that are fully credentialed and appropriately assigned	20/21: 100% Source: LTUSD Human Resources Department, School Accountability Report Card	21/22: 100% Source: LTUSD Human Resources Department, School Accountability Report Card	22/23: 100% Source: LTUSD Human Resources Department, School Accountability Report Card	23/24: 96.8% Source: LTUSD Human Resources Department	100% of teachers are fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services were implemented as planned.

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

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

Budgeted expenditures exceeded estimated actual expenditures for:

- 2.3 Professional Development - Plan Development: development costs primarily incurred during 2021-22 and 2022-23 school years reducing budget demands during the 2023-24 school year; partial professional development costs were included in 1.1 SPSA Implementation and 2.4 Professional Development - Plan Implementation
- 2.5 Collaboration and Professional Learning Communities Coordination: Teacher extra duty costs were not realized and partial professional development costs were included in 1.1 SPSA Implementation and 2.4 Professional Development - Plan Implementation

Estimated actual expenditures exceed budgeted expenditures for:

- 2.1 Content Area Specialists: District contribution to benefits increases and/or step and column adjustments and CAS-related professional development travel and material costs included in estimated actual expenditures
- 2.4 Professional Development - Plan Implementation: expansion of professional development opportunities funded by expiring COVID grants

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

ELA, Math, and ELD Content Area Specialists (CAS) were in place at the start of the 2021-22 school year with the ELA and Math CAS returning for 2022-23. The ELD CAS position was vacated at the end of the 2021-22 school year with the staff member serving as Bijou Community School Principal for 2022-23 and 2023-24. The ELD position remained vacant in 2022-23 and duties were partially absorbed by the ELA CAS. Math, Science and Technology, and a combined ELA/ELD CAS were in place for the 2023-24 school year. Introduction of the Science and Technology Specialist in 2023-24 expanded support to implementation for targeted Science instruction; assisted in making connections with science curriculum and other curricular areas such as Math, ELA, and Social Science; and implementation of technology resources through modeling, coaching, and student and staff learning opportunities. Due to budget constraints, CAS duties were reduced from 1.0 FTE to 0.67 FTE CAS each 0.33 FTE each serving as Intervention Teachers at various sites. Throughout the LCAP cycle, each specialist had served as a teacher in the District and brought comprehensive knowledge of their content area and familiarity with student demographics and barriers to learning.

Specialists supported teachers with implementation of targeted ELA, ELD, Math, and Science and Technology instruction through curriculum alignment, adoption, and implementation; professional development in conjunction with District and site leaders; assessment and data including iReady and other District and site assessments; assisting with instructional best practices to meet student needs; site-specific PD offerings; and Site Single Focus plans as appropriate. They provided in-class instructional support for teachers as well as lesson modeling, specifically for ELA and ELD. The ELA/ELD Specialist scheduled a minimum of two targeted professional learning opportunities per site with significant EL populations and provided curriculum support, co-planning/teaching, and inventoried EL materials to assure equitable access for EL students. The Science and Technology Specialist provided FOSS training, the District's K-8 Science curriculum, at elementary school sites and as part of districtwide training focusing on utilization of resources and productivity methods to make science more user friendly. This included creating a scope and sequence, filing labels for organization, visual materials lists, and instructional handouts and videos. Collaboration between the CTE department, Tahoe STEM Academy, and Science and Technology Specialist was initiated to create a cohesive STEM (Science Technology Engineering Mathematics) program throughout the District. CAS collaborated on instructional assessments and data with CA Education Partners, and offered Math support at South Tahoe Middle School for grades 7 and 8 during summer 2022. They sat on various committees in 2023-24 including Artificial Intelligence to assist in navigating District and site exposure to and provide training on this new technology, LCAP Task Force, and PK-3 and 8-9 Math Collaboration to further the District's student Math performance improvement initiative in partnership with CA Education Partners. During the summer of 2023, Specialists conferred and prepared for partial implementation of Standards Based Grading in grades Kindergarten through 8 and partly at South Tahoe High School during the 2023-24 school year.

Designed around teacher and site needs with focus on supporting teachers, best practices, and meeting the unique needs of targeted student groups, CAS developed a structured PD calendar, with certain trainings building on each other, and select trainings taught by District teachers in their areas of expertise. They also provided individualized staff professional development as needed, such as Literacy training and support for interim state assessments. Regularly scheduled PD sessions were held after school hours to promote attendance and teachers were paid extra duty for their participation. CAS facilitated new teacher orientation and met with new teachers individually to serve as a resource, support person, and connection. Districtwide trainings were offered to all certificated staff, including substitute teachers, and included:

- New Teacher Orientation

- Thinking Maps
- High Engagement Strategies
- Getting Started with Foss
- CA Education Partners Math grades PK-3
- CA Education Partners Math grades 8-9
- Crisis Prevention and Intervention (behavior de-escalation and crisis management)
- EL Monitoring
- Digital Citizenship
- Culturally Proficient Instruction book study
- Viewboard and Chromebox
- Artificial Intelligence
- Lightspeed/Classroom Manager

Over 160 participants (including teachers attending multiple trainings) attended afterschool professional development sessions. In addition to facilitating districtwide PD, CAS expanded work in standards based alignment, Critical Concepts, and learning progression scales as well as revising elementary report cards based on site input and offering adoption training at the beginning of the 2023-24 school year. They offered staff training at sites during early out Wednesday collaboration on Math Talks, Counting Collections, and Three Reads Protocol as part of the District's student Math performance improvement initiative. Counting Collections is a structured opportunity for teachers to observe how students count a collection of objects and encourage them to use other strategies through a variety of prompts and tools, which has direct ties to addition and subtraction. The Three Reads Protocol involves students working in a group and reading a Math scenario three times for 1) understanding context, 2) understanding numbers and units, and 3) generating a plan for solving the problem. This practice deepens students' understanding by surfacing linguistic and mathematical clues, focuses attention on the importance of understanding problems rather than trying to solve them quickly, allows for the use of authentic rather than overly simplified text, and favors natural differentiation within a class of diverse learners including English Learners. Math Talks is a short activity designed to elicit multiple strategies and provide opportunities for students to reason about the relationships in numbers and make connections in Mathematics. Students practice making their thinking visible, constructing viable arguments, and making sense of the collective mathematical thinking of the class. Math Talks helps develop a culture of classroom discourse by valuing students' mathematical thinking, fostering meaningful mathematical discussions, and developing students' mathematical flexibility.

South Tahoe Educators' Association surveyed staff on their training preferences for the annual Staff Professional Development Day, results of which defined PD options offered during the districtwide training. The 2023-24 Lake Tahoe Unified School District staff professional development day was held in October 2023 offering a multitude of training options in small group settings and led by industry experts and District personnel:

- The Bridge to Student Engagement, ProSocial Learning Experiences to Drive Collaborative Student Conversations
- Building Inclusive Classrooms for Our Diverse Learners
- Kelvin assessments and 123 Wellness curriculum
- Math Warm Ups, New Framework, Supporting all Students
- Math Engagement, CGI and Having Fun in Math with our Students

- National Association of Nurses on-demand online training
- Legal Updates for Pupil Services personnel
- Crisis Prevention Intervention
- Evidence Based Practice Training with AFIRM (Autism Focused Intervention Resources and Modules)
- iReady: Using Standards Mastery Grades for Targeted Digital Assessments
- iReady: Monitoring and Managing Personalized Instruction and Goal Setting with Data Chats
- Using Aeries for Report Cards and Entering Grades
- Artificial Intelligence - Staying Safe, Using AI as a Tool + More
- Math - What's Most Important? What Can I Skip?
- Amazing Engagement Strategies
- Supporting Multilingual Learners in Core Content Area Instruction
- Math - Responding to Student Ideas
- Common Sense Media
- New Meteor Furniture Pilot Teachers Collaboration: Designed for Teachers Piloting New Furniture
- Diving into FLEXISCHED and Major Clarity
- High Expectations for All Students with Compassion
- Low Stress Strategies to Increase Cooperation and Sidestep Power Struggles
- Introduction to Behavior Analysis and Applied Behavior Analysis (ABA)
- Tools Not Rules
- Google Like a Ninja
- Introduction to CPR and First Aid
- Using Counting Collections - Engaging Young Minds in Math Exploration
- Foss Science - Time Saving Tips and Tricks
- 504 Training
- Behavior Excesses (problematic or interfering behaviors) and Interventions (BIPs)
- Having Those Courageous Conversations Around Racism and Equity with Your Students
- Stress Relief and Reduction for Educators
- Teacher Voice and Choice - Creating a ProSocial Learning Environment and Information on Acquiring New Furniture for Your Classroom
- Grade span, subject, and department vertical collaboration

Dr. Megan Franke, Professor of Education at the University of California, Los Angeles, presented on Math Counting Collections, Choral Counting, and warm up games. She also discussed research behind cognitive guided instruction (CGI), focus on conceptual understanding, and the new Math framework. Dr. Franke guided elementary Math teachers on how to best support and respond to student ideas about Math on an asset-based approach and enhance their students' Math experiences by empowering students to use their own ideas in their learning. Dr. Angie Taylor, CEO of Guardian Quest, provided an interactive session on supporting all students through a collaborative, inclusive classroom. Theo Sagun, Resident Faculty Adviser and Director of Mathematics at the University of California, Los Angeles, walked secondary teachers through a series of Math warm ups and shared research on CGI. As part of the team that developed and reviewed the new state Math framework, Mr. Sagun discussed challenges of exposing students to grade level standards and meeting students where they

are.

The District supported professional development for specific needs including curriculum and training for employees in positions that support districtwide programs. Site professional development was based on individual needs. District leaders and the teachers' employee organization worked collectively to maintain early out Wednesdays, develop a training schedule, and provide teachers dedicated time to participate in collaboration and professional learning communities (PLC). Every Wednesday, students were dismissed early for teachers to participate in collaboration and professional development. These early out days allowed all sites a minimum of one hour each week to focus on District and site initiated professional development (Single Focus), staff collaboration, and individual staff professional development. Additionally, grade and site level lead teachers were established in the 2022-23 school year to support grade level collaboration, promote equity and high expectations among all schools, and implement critical concepts. Elementary site level lead teachers continued in the 2023-24 school year.

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

The following actions and services were modified for the 2024-27 LCAP:

- 2.1 Content Area Specialists reduced to 0.50 FTE CAS Math for the 2024-25 school year and moved to goal 3. Due to budget constraints, ELA/ELD and Science and Technology CAS positions were suspended or reassigned.
- 2.2, 2.3, 2.4 Professional Development Plan: Staff Survey, Design, Implementation were combined into one action and moved to goal 3

For the 2024-27 LCAP:

Goal was changed to goal 3 and goal language condensed with continued focus on staff professional development. Applicable metrics for retained actions were moved to goal 3. Metrics for broad course of study, teacher credentialing and assignment, and student access to standards-aligned materials moved to goal 1; metric for CAASPP Science assessment results added to Measuring and Reporting Results. Desired outcomes were modified to increase/decrease per year annually where applicable and Orgametric and Equimetric Survey metrics were removed from Measuring and Reporting Results. Multiple metrics disaggregated by unduplicated students, including SWD, and student groups receiving red performance levels on 2023 Dashboard.

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.

Goals and Actions

Goal

Goal #	Description
3	<p>Students, families, staff and educational partners will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture</p> <ul style="list-style-type: none"> • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student's learning and well-being and as partners in the school community <p>(State Priorities: 3 Parent Involvement, 4 Pupil Achievement, 5 Pupil Engagement, 6 School Climate)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate: Overall*	19/20: 15.2% (K-12) Source: CalPads	20/21: 19.5% (K-12) Source: CalPads Not reported on 19/20, 20/21 CA School Dashboard	21/22: 38.7% Source: CalPads	22/23: 37.6% Source: CalPads	Less than 10%
High school dropout rate: Overall*	19/20: 10 students Source: CalPads	19/20 SY (20/21 report): 13 students 20/21 SY(21/22 report): 10 students Source: CalPads Not reported on 19/20, 20/21 CA School Dashboard	20/21 SY(21/22 report): 10 students 21/22 SY(22/23 report): 3 students Source: CalPads	22/23 SY(23/24 report): 21 students Source: CalPads	Decrease from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate: Overall*	19/20: 90.6% Source: Dataquest 4-year adjusted cohort	20/21: 91.4% Source: Dataquest 4-year adjusted cohort	21/22: 92.0% Source: Dataquest 4-year adjusted cohort	22/23: 89.0% Source: Dataquest 4-year adjusted cohort	Increase from previous year annually
High school graduation rate: Students with Disabilities	19/20: 90.2% Source: Dataquest 4-year adjusted cohort	20/21: 84.6% Source: Dataquest 4-year adjusted cohort	21/22: 87.5% Source: Dataquest 4-year adjusted cohort	22/23: 81.6% Source: Dataquest 4-year adjusted cohort	Increase from previous year annually
Middle school dropout rate: Overall*	19/20: 0 students Source: CalPads	20/21: 0 students Source: CalPads	21/22: 0 students Source: CalPads	22/23: 0 students Source: CalPads	Maintain at 0 students
Parent input on decision making for the District and schoolsites	21/22 LCAP survey 62.58% of respondents agree as parents they have opportunities to provide input on decisions about school sites and the District		22/23 LCAP Survey 67% of respondents as parents agree they have opportunities to provide input on decisions about school sites and the District	23/24 LCAP survey 76% of respondents as parents agree they have opportunities to provide input on decisions about school sites and the District	Increase from previous year annually
Parent participation in programs for students with exceptional needs	21/22 LCAP survey 75% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children		22/23 LCAP survey 80% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children	23/24 LCAP survey 88% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children	Increase from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in programs for unduplicated students	21/22 LCAP survey 72% of respondents as parents of unduplicated students agree they have opportunities to participate in programs		22/23 LCAP survey 85% of respondents as parents of unduplicated students agree they have opportunities to participate in programs	23/24 LCAP survey 86% of respondents as parents of unduplicated students agree they have opportunities to participate in programs	Increase from previous year annually
Student expulsion rate: Overall*	19/20: 0% Source: Dataquest	20/21: 0% Source: Dataquest	21/22 0% Source: Dataquest	22/23 0% Source: Dataquest	Maintain at 0%
School attendance rate: Overall*	19/20 average daily attendance: 3631 19/20 CBEDS day enrollment: 3905 Ratio = 93% Source: EdData, CalPads	20/21 average daily attendance: 3626 20/21 CBEDS day enrollment: 3724 Ratio: 97% Source: EdData, CalPads	21/22 average daily attendance: 3201 21/22 CBEDS day enrollment: 3641 Ratio: 88% Source: EdData, CalPads	22/23 average daily attendance: not yet available 22/23 CBEDS day enrollment: 3649 Source: EdData, CalPads	Maintain ratio of ADA to CBEDS day student enrollment
Suspension rate: Overall*	19/20: 3.5% Source: Dataquest	20/21: 1.1% Source: Dataquest	21/22: 3.6% Source: Dataquest	22/23: 4.3% Source: Dataquest	Decrease from previous year annually

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services were implemented as planned with the exception of districtwide PBIS training and support, School Nurse Services, and After School Bussing.

- LTUSD does not have a formal process for implementing Positive Behavioral Interventions and Supports districtwide, PBIS activities and practices are implemented at each school based on site needs
- 5.0 of 6.0 FTE School Nurses were filled during the 2023-24 school year and sites shared nursing staff to maintain School Nurse Services at all schools
- After school bussing was not provided during the 2023-24 school year

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

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

Budgeted expenditures exceeded estimated actual expenditures for:

- 3.4 Safe Schools Curriculum instructional materials were available to all students due to previous year purchases and teacher training had been provided in prior years; instructional material purchases and teacher training not required during 2023-24 school year
- 3.9 Parent Engagement Opportunities, Resources, Support: Bilingual Liaison salary costs were not fully realized and translation service costs were less than projected

Estimated actual expenditures exceed budgeted expenditures for:

3.5 Student Advocate: expanded services for higher number of students requiring social-emotional, behavioral, and mental health support
 3.7 School Nurse Services: District contribution to benefits increases and/or step and column adjustments and increased utilization of School Nurse substitutes

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

One Elementary counselor was hired for the 2021-22 school year, expanded to two Counselors in 2022-23, and continued in 2023-24. Serving a combined caseload of over 1,600 students at four elementary schools, Counselors established educational opportunities of equity and cultural responsiveness to promote each student's academic success and overall well-being. Focusing on social emotional learning, Counselors:

- Designed and built unique SEL slide presentations offering universal curriculum to reach every student daily
- Received training on administering SEL surveys for students and connected students with appropriate interventions

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

Counselors collaborated with site Administration, teachers, pupil services staff, and outside agencies to coordinate case conferences and determine how to best meet student needs, create goals, and monitor student progress. Direct student support involved intervening with students in crisis and implementing de-escalation techniques; utilizing restorative justice practices to resolve conflicts, teach, model, and practice positive social skills; and implementing research-based interventions in small groups and individual counseling. Counselors also monitored Light Speed notifications, a classroom device management system for monitoring internet activity, and responded as needed. They identified students at risk of not promoting with their cohort, monitored student progress and attendance, and provided intervention strategies in partnership with site Principals. Counselors provided parent training and support in order to develop effective strategies for improving their student's academic performance, developing healthy routines, managing emotional challenges, and improving overall wellness. They also played a vital role in School Study Teams and developing student Individualized Education Plans, discussing behavioral and academic concerns, goals, accommodations, and interventions.

In 2023-24, LTUSD maintained social emotional, mental, and behavioral health supports and services through Wellness Centers established during the LCAP cycle; agency partnerships; and curriculum and assessments specifically designed to target districtwide and individual needs of students. In partnership with Sierra Child and Family Services, a Wellness Center was established at South Tahoe High School in 2021-22. During the 2022-23 school year, South Tahoe Middle School also opened a center and Bijou Community School founded a pilot center, all three centers continued in 2023-24. The goal of the centers is to assist students and families in navigating community resources, offer a safe space on campus, and improve overall student health and well-being. The District continued to partner with El Dorado County Office of Education who received a grant to assess District needs within El Dorado county. The Student Behavioral Health Program (SBHIP) is intended to address behavioral health barriers for Medi-Cal students through targeted interventions that increase access to preventative early intervention and behavioral health services by school-affiliated providers for TK-12 students attending public schools. The District has purchased and plans to implement Kelvin Family Pulse social-emotional surveys in 2024-25. The surveys are a quick way to provide teachers and school personnel with actionable data that allows them to understand where their students thrive, and what needs work.

Surveys are customizable for pacing and results/resources accessibility, and are short and concise to promote participation. In conjunction with Kelvin surveys, 123 Wellness SEL curriculum will be implemented in 2024-25. The research-based program guides students in learning their unique wellness formulas and to develop personalized wellness habits through short, daily smart wellness checks. It offers a wellness-toolkit, video courses, digital resources, age-appropriate lesson plans, student e-workbooks, learning workshops and virtual coaching, and a mobile application. Real-time data insights can also assist the District in identifying culture and climate needs and develop organization-wide solutions.

LTUSD continued to provide training, resources, and services to maintain a school and districtwide environment which is physically and emotionally safe, well disciplined, and conducive to learning. Sufficient student and teacher instructional materials for Positive Prevention Plus, a healthy relationships and sexual health curriculum, have been purchased throughout the LCAP cycle and will continue to be as needed. Appropriate grade level teachers have been trained in delivering instruction on the curriculum and students have, and will continue to receive, direct instruction in middle and high school. The Safe Schools Curriculum action is now systematically implemented districtwide.

LTUSD continued to prioritize maintaining a Student Advocate located at South Tahoe High School who worked in tandem with the counseling department and school psychologists to coordinate mental and behavioral health supports and services for students and their families. The Student Advocate identified student needs and provided community linkages and resources to support mental and behavioral health, physical wellness, housing, and food insecurity needs. The Advocate was contracted and available to high school students throughout the LCAP cycle. Services provided by the Student Advocate included:

- Pupil reengagement upon return from suspension, hospitalization, or illness
- Accelerated learning
- Utilization of trauma-informed practices daily when working with all students and, as appropriate, shared information with relevant teachers with student permission
- Conducting screenings for students at risk of suicide with School Counselors and/or Wellness Center staff
- Following up with students requesting a counselor meeting following Suicide Prevention Network presentations on Suicide Prevention to Freshman Health Classes
- Coordinating student access to mental health services through referrals to El Dorado County Behavioral Health, Sierra Child and Family Services Wellness Center, Tahoe Youth and Family Services, Live Violence Free, Barton Grief Counseling
- Facilitating and organizing space for all outside agencies to meet with students on campus
- Referral/access to services for Physical/Behavioral/Reproductive Health along with sports physicals
- Implicit Bias training
- Positive behavioral support training
- Student incentives to promote positive behavior
- BIP (Brief Intervention Program) when a student was under the influence of or in possession of an illicit substance while at school
- Working to prevent discrimination, harassment, bullying, and intimidation
- Offering restorative conferences for students and teachers
- Daily interactions guided by valuing diverse culture and ethnic backgrounds

The Student Advocate also coordinated and facilitated Challenge Day for incoming high school freshmen. The day-long Challenge Day

offered experiential social and emotional learning for students to instill a greater school connection, empathy, and inclusion. Going beyond anti-bullying efforts, building empathy, and inspiring a school-wide movement of compassion and change, the program addressed common issues students face in school such as cliques, gossip, negative judgements, harassment, isolation, stereotypes, intolerance, racism, violence, suicide, hopelessness, apathy, and hidden pressures to create an image. Using highly interactive activities, students were guided through a carefully designed exploration of the ways people separate from each other, and model tools for creating connection and building community [1].

McKinney Vento Instructional Assistant action will be moved to goal 4.

Various opportunities, resources, and supports were available to parents to develop skills in assisting their children through the educational experience. The District contracted South Tahoe Family Resource Center for family outreach and promoting involvement of Spanish-speaking families. The center facilitated Cafecitos, ELAC, and DELAC meetings; supported student academic and social-emotional learning; offered parent education; provided translation services as needed; and participated in parent night planning and partnering in parent classes. The Parent Institute of Quality Education (PIQE) was contracted throughout the LCAP cycle to offer South Tahoe Middle School parents learning opportunities on developing skills and techniques to address the educational needs of their students. PIQE recruited EL parents to participate, provided a needs assessment, and offered an 8-week evening training session which required parents to attend a 1 and 1/4 hour meeting each week. The institute focus in 2023-24 was social emotional learning with group sessions on Self-Awareness, Importance of Self-Management, Understanding Social Awareness, Relationship Skills, Responsible Decision Making, and Preparing for Higher Education. Up to 80 parents attended more than four meetings qualifying them to receive a completion certificate. Parents graduated during the school year with a graduation ceremony, parent guest speakers, and keynote presentations. Elementary schools continued meeting with their representative parent groups to seek input, share site and District goals and plans, and strive for alignment. LTUSD continued to increase oral and written translation services. Site and District documents were translated and provided to families in their native language and a translator was contracted to provide Spanish translation services for parent meetings, conferences, and other parent engagement activities. The District plans to expand these services in future years.

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

[1] Peterson, Paula (2023 September 7). Volunteers needed for South Lake Tahoe Challenge Days. South Tahoe Now, 7 September 2023.

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

The following actions/services were modified for or not included in the 2024-27 LCAP:

- 3.1 Elementary Counselor, 3.2 Social Emotional Learning Practices, 3.7 School Nursing Services, 3.5 Student Advocate: SEL, Behavioral and Mental Health moved to goal 2
- 3.3 Positive Behavioral Interventions and Support (PBIS): LTUSD did not develop a formal process for implementing Positive Behavioral Interventions and Supports districtwide, PBIS activities and practices were implemented at each school based on site needs; omitted from the 2024-27 LCAP
- 3.4 Safe Schools Curriculum is now, and will continue to be, systematically implemented districtwide and is no longer required in the LCAP
- 3.6 McKinney Vento Instructional Assistant moved to goal 4
- 3.8 After School Bussing was not provided during the 2022-23 and 2023-24 school years; omitted from the 2024-27 LCAP

For the 2024-27 LCAP:

Goal was changed to goal 2 and goal language revised to focus on supporting school climate and culture through social emotional learning. Applicable metrics for retained actions/services were moved to goal 2. Desired outcomes were modified to increase/decrease per year annually where applicable. Multiple metrics disaggregated by unduplicated students, including SWD, and student groups receiving red performance levels on 2023 Dashboard.

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.

Goals and Actions

Goal

Goal #	Description
4	Increase English Learner achievement and attendance

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP results ELA: English Learners New for 23/24	21/22: 10.12% met or exceeded standards Source: CAASPP			22/23: 9.09% met or exceeded standards Source: CAASPP	Increase 5 percentage points from previous year annually
CAASPP results Math: English Learners New for 23/24	21/22: 4.59% met or exceeded standards Source: CAASPP			22/23: 4.57% met or exceeded standards Source: CAASPP	Increase 5 percentage points from previous year annually
Prepared for college (EAP) - ELA: English Learners (11th graders meet/exceed standards CAASPP) New for 23/24	21/22: 5.13% Source: CAASPP			22/23: 0.00% Source: CAASPP	Increase 5 percentage points from previous year annually
Prepared for college (EAP) - Math: English Learners (11th graders meet/exceed standards CAASPP) New for 23/24	21/22: 0.00% Source: CAASPP			22/23: 0.00% Source: CAASPP	Increase 5 percentage points from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (current EL students making progress towards English language proficiency or maintaining the highest level) New for 23/24	21/22: 44.20% Source: CA School Dashboard			21/22: 58.6% Source: CA School Dashboard	Increase 5 percentage points from previous year annually
Number of EL and RFEP students enrolled in AP classes New for 23/24	22/23 EL: 9 RFEP: 69 Source: Aeries			23/24 EL: 8 RFEP: 63 Source: Aeries	Increase number of EL and RFEP students by 8% from baseline
EL reclassification rate New for 23/24	22/23: 18%			23/24: results pending	Increase 5 percentage points from previous year annually
High school graduation rate: English Learners New for 23/24	21/22: 80.50% Source: Dataquest 4-year adjusted cohort			22/23: 81.50% Source: Dataquest 4-year adjusted cohort	Increase from previous year annually
Percentage of students graduating as EL or RFEP meeting UC/CSU requirements New for 23/24	21/22 EL: 0.00% RFEP: 5.40% Source: CalPads			22/23 EL: 9.10% RFEP: 32.10% Source: CalPads	Increase from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students earning a score of 3 or 4 on ELPAC summative assessment New for 23/24	21/22 Level 3: 35.89% moderately developed Level 4: 12.58% well developed Source: caaspp-elpac.cde.ca.gov			22/23 Level 3: 31.48% moderately developed Level 4: 20.51% well developed Source: caaspp-elpac.cde.ca.gov	Increase from previous year annually
Number of EL and RFEP students earning Seal of Biliteracy upon graduation New for 23/24	21/22 EL: 0 RFEP: 17 Source: CalPads			22/23 EL: 0 RFEP: 18 Source: Internal tracking	Increase number of EL and RFEP students by 8% from baseline
Suspension rate: English Learners New for 23/24	21/22: 4.40% Source: Dataquest			22/23: 6.60% Source: Dataquest	Decrease from previous year annually
Chronic absenteeism rate: English Learners New for 23/24	21/22 6.90% of total enrollment 31.40% of EL enrollment Source: CalPads			22/23 8.00% of total enrollment 41.40% of EL enrollment Source: CalPads	Decrease from previous year annually
Student expulsion rate: English Learners New for 23/24	21/22: 0.00% Source: Dataquest			22/23: 0.00% Source: Dataquest	Maintain at 0%
High school dropout rate: English Learners	21/22: 1 of 3 Source: CalPads			22/23: 5 of 21 Source: CalPads	Decrease from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New for 23/24					
Middle school dropout rate: English Learners New for 23/24	21/22: 0 of 0 Source: CalPads			22/23: 0 of 0 Source: CalPads	Maintain at 0 students

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services were implemented as planned.

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

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

Budgeted expenditures exceeded estimated actual expenditures for:

- 4.2 Attendance Monitoring: Administration and Site Leaders tracked and coordinated supports for students who were, or were at risk of becoming, chronically absent therefore teacher extra duty costs were not realized

Estimated actual expenditures exceeded budgeted expenditures for:

- 4.1 Language Support: Site purchase of supplemental EL materials

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the 2023-24 school year primary responsibility for supporting this goal transitioned to the newly formed department of Multilingual Learner Equity (MLE), including a 0.5 FTE Director of MLE, an ELA/ELD Content Area Specialist, and a 30-hour per week program secretary. The term Multilingual Learner (ML) was adopted to emphasize an assets-oriented approach to students improving their academic English as a second or additional language. The MLE department supported all sites with ML needs in building Designated ELD into the school master schedule; trained new teachers on resources and best practices for ML instruction; and provided two trainings for all staff at each school site during collaboration on best practices and instructional strategies in line with the CA EL Roadmap and CORE Districts protocol. Additionally, the Director of MLE and the ELA/ELD Content Area Specialist provided two paid optional trainings on Designated ELD and Integrated ELD and a yearlong, optional paid book study to teachers and support staff districtwide on Culturally Proficient Instruction. ML performance in reading, writing, speaking and listening is monitored twice annually by their teachers using the Ellevation EL web-based management system as is the progress of all students Reclassified Fluent English Proficient within the prior four years. Protocols for preparing students for English Language Proficiency Assessments for California (ELPAC) included districtwide resources for analyzing previous scores, student goal-setting, practice tests, and targeted instruction on identified areas of need. Significant increases in engagement of parents of ML students was also achieved through LTUSD partnership with the South Lake Tahoe Family Resource Center. This included weekly parent engagement meetings, provision of basic needs resources such as food, community forums, adult English classes, advocacy, and enrichment activities.

District and site leaders collaborated on a monthly basis to track student attendance, chronic absences, SARB processes, and average daily attendance. Additionally, EDCOE supported District leaders with attendance training and collaboration, utilizing Attendance Works to support our ongoing improvement actions.

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

Due to significant improvement in EL student performance as reported through the 2023 California School Dashboard, English Learners were no longer identified for Differentiated Assistance during the 2023-24 school year. Goal 4 is no longer required and will not be included in the 2024-25 year 1 2024-27 LCAP. Several actions supporting EL students are included in other goals of the 2024-27 LCAP. Metric for English Learner Progress Indicator was moved to goal 1 for the 2024-27 LCAP.

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.

Goals and Actions

Goal

Goal #	Description
5	Increase achievement and attendance of students experiencing homelessness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP results ELA: Homeless New for 23/24	21/22: 23.07% met or exceed standards Source: CAASPP			22/23: data suppressed because fewer than 11 students tested Source: CAASPP	Increase 5 percentage points from previous year annually
CAASPP results Math: Homeless New for 23/24	21/22: 25.00% met or exceeded standards Source: CAASPP			22/23: data suppressed because fewer than 11 students tested Source: CAASPP	Increase 5 percentage points from previous year annually
Prepared for college (EAP) - ELA: Homeless (11th graders meet/exceed standards CAASPP) New for 23/24	21/22: data suppressed because fewer than 11 students tested Source: CAASPP			22/23: data suppressed because fewer than 11 students tested Source: CAASPP	Increase 5 percentage points from previous year annually
Prepared for college (EAP) - Math: Homeless (11th graders meet/exceed standards CAASPP)	21/22: data suppressed because fewer than 11 students tested Source: CAASPP			22/23: data suppressed because fewer than 11 students tested Source: CAASPP	Increase 5 percentage points from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New for 23/24					
Number of homeless students enrolled in AP classes New for 23/24	21/22: 11 Source: Aeries			23/24: 1 22/23: 2 Correction to 21/22: 0 Source: Aeries	Increase number of homeless students by 8% from baseline
High school graduation rate: Homeless New for 23/24	21/22: 72.7% Source: Dataquest 4-year adjusted cohort			22/23: 51.7% Source: Dataquest 4-year adjusted cohort	Increase from previous year annually
Percentage of homeless students meeting UC/CSU requirements New for 23/24	21/22: 0.33% Source: CalPads			22/23: 20.0% Correction to 21/22: 8.3% Source: Dataquest 4-year adjusted cohort	Increase from previous year annually
Number of homeless students earning Seal of Biliteracy upon graduation New for 23/24	21/22: 1 Source: CalPads			22/23: 0 Source: Dataquest 4-year adjusted cohort	Increase number of homeless students by 8%
Suspension rate: Homeless New for 23/24	21/22: 5.70% Source: Dataquest			22/23: 5.20% Source: Dataquest	Decrease from previous year annually
Chronic absenteeism rate: Homeless New for 23/24	21/22: 2.42% of total enrollment 21/22: 87.13% of homeless enrollment			22/23: 3.30% of total enrollment 22/23: 64.80% of homeless enrollment	Decrease from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: CalPads			Source: CalPads	
Student expulsion rate: Homeless New for 23/24	21/22: 0.00% Source: Dataquest			22/23: 0.00% Source: Dataquest	Maintain at 0%
High school dropout rate: Homeless New for 23/24	21/22: 2 of 3 Source: CalPads			22/23: 6 of 21 Source: CalPads	Decrease from previous year annually
Middle school dropout rate: Homeless New for 23/24	21/22: 0 of 0			22/23: 0 of 0 Source: CalPads	Decrease from previous year annually

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services were implemented as planned.

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

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

Budgeted expenditures exceeded estimated actual expenditures for:

- 5.1 Attendance Monitoring: Administration and Site Leaders tracked and coordinated supports for students who were, or were at risk of becoming, chronically absent therefore teacher extra duty costs were not realized

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

District and site leaders collaborated on a monthly basis to track student attendance, chronic absences, SARB processes, and average daily attendance. Additionally, EDCOE supported District leaders with attendance training and collaboration, utilizing Attendance Works to support our ongoing improvement actions.

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

Goal changed to goal 4 for the 2024-27 LCAP. Metrics for the number of homeless students enrolled in AP classes and earning the Seal of Biliteracy upon graduation were removed from Measuring and Reporting Results and CAASPP Science assessment results, CAASPP ELA distance from standard, and CAASPP Math distance from standard were added. Desired outcomes were modified for the 2024-27 LCAP to increase/decrease per year annually where applicable.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

<p>LTUSD Mission</p> <p>Cultivating a collaborative, nurturing environment which embraces diversity, promotes equity and develops confident lifelong learners resulting in academic excellence, civic responsibility, and emotional and physical wellness.</p> <p>LTUSD Vision</p> <p>Discover and foster the unique talents and potential of all students.</p> <p>Located in a rural, mountainous region of the Sierra Nevada mountains on the south shore of Lake Tahoe, South Lake Tahoe spans over 10 miles with a population of approximately 21,000. The current population reflects a decline of 1.14 percentage points since the 2020 census [1]. Lake Tahoe is a premier, year-round tourist destination with South Lake Tahoe being the largest city in the Tahoe basin. Commerce in the south lake area primarily centers on visitor-related activities to sustain local businesses and services. The largest industries in South Lake Tahoe are accommodations and food services, arts/entertainment/recreation and retail, which combined employ 42% of the working population and are also the lowest paid [2]. The city borders Stateline, Nevada which boasts four corporate casinos and caters to national and international visitors. This also draws more tourist dollars to the south lake area and provides jobs for South Lake Tahoe and Stateline residents.</p> <p>Lake Tahoe Unified School District (LTUSD) serves families and students residing in the city of South Lake Tahoe and surrounding unincorporated communities of El Dorado County. In 2022 the average household income in South Lake Tahoe was \$106,983 and median household income was \$67,686 with a poverty rate of 13.3% [2], average monthly rental costs range from \$1,500 for a studio unit to \$3,300 for a 4-bedroom unit [3] with significant variation based on location and property type, and the median home price in February 2024 was \$699,000 [4]. More than half of single-family residences in South Lake Tahoe are second homes and 44% were owner occupied in 2022 [2] leaving the Tahoe basin with more vacant and second homes than resident-occupied homes. The shift from renting second homes to long-term tenants (residents) to short-term vacationers coupled with the the median sales price of \$699,000 has caused a shortage of affordable housing for local residents. Additionally, over 40% of households in the Tahoe Basin are “cost-burdened” meaning they spend more than</p>

30% of their income on housing [5].

Agencies have explored and implemented various strategies to alleviate the housing shortage facing the community. A multi-family, mixed-use affordable housing development is currently under construction on state-owned surplus lands within the city limits. State grant funding provided financial assistance towards infrastructure necessary for the housing development [6]. The development will consist of 248 units in nine residential buildings, including studio and 1- to 3- bedroom units, all of which will be deed-restricted affordable housing [7]. The Tahoe Regional Planning Agency (TRPA), responsible for balancing development and conservation in the Tahoe basin, changed its codes aiming to incentivize more affordable housing development. It has expanded the number of properties that can build accessory dwelling units (in-law suites or granny flats), which can only be rented for a minimum of 30 days, and now allows motels to keep their density (number of units per standard measure of land area) when under consideration for redevelopment into residential units [7]. The agency has proposed amendments only available for deed-restricted housing units in and near town centers and close to transit services with flexibility on building height, land coverage, parking, and the number of units allowed per parcel [8]. Additionally, TRPA has discussed requiring 10% of new condominium developments to have a deed restricted mix of affordable or moderate income housing units [9]. The City of South Lake Tahoe approved funding for a rental assistance program to provide security deposit assistance to individuals or households at or below 60% of the area median income and may also provide grants for application fees [10]. In an effort to recruit and retain front-line resort employees and provide housing options for key year round employees, Vail Resorts has made improvements to its local housing assets as well as maintaining long-term master leases on multiple motel properties in South Lake Tahoe [11]. The local community college is expected to open a 100-bed low income student housing facility in 2025 [12] and LTUSD is also exploring options for building affordable staff housing on District property.

LTUSD enrollment for the 2023-24 school year was 3,604 students. Demographics consisted of 54.1% socioeconomically disadvantaged students (SED), 17.8% English Learners (EL), 0.2% foster youth (FY), 1.9% students experiencing homelessness, and 13.3% students with disabilities (SWD). The largest student ethnic groups are 45.7% Hispanic, 45.5% white non-Hispanic, and 2.2% Filipino. Based on annual state data collection of student demographics, enrollment and student group concentrations were relatively stable from 2010 through 2023 with decreases in the number of English Learners, socioeconomically disadvantaged students, and students experiencing homelessness. Overall the Hispanic student population has increased modestly while the white non-Hispanic student population has decreased. According to the SchoolWorks 2022-23 Demographics and Enrollment Projections report published in January 2023 for Lake Tahoe Unified School District, student enrollment is projected to decline through 2028-29 (projection time for the study) which will impact District funding.

The District employs approximately 430 staff at school sites; various departments including Transportation, Facilities, Food Services, Educational Services, and Business Services; Early Childhood Special Education program; and employee and parenting student infant and daycare. LTUSD also serves as the Tahoe Alpine SELPA (Special Education Local Plan Area) Administrative Unit and hires district employees that serve SELPA wide programs; specifically Occupational and Physical Therapists, School Psychologists, and birth to three infant programs staff. LTUSD has four elementary schools serving over 1,600 students. In 2022-23 Bijou Community School expanded to serve Transitional Kindergarten through fifth grade (previously K-5) and enrollment in 2023-24 was 425 students. The school offers a Spanish Two-Way Bilingual Immersion Program which was initially implemented in 2007. Bijou's mission is to prepare students to attain high academic achievement in Spanish and English, become bilingual and bi-literate, and develop positive cross-cultural attitudes. Meyers Elementary School serves grades Kindergarten through 5 with enrollment of 352 students in 2023-24. It utilizes an Environmental Science focused curriculum that is project-based, thematic, interactive, and integrated in core subject areas throughout the grade levels. The school's vision is to discover and nurture every student's unique talents and potential through personalized relationships. Sierra House Elementary

School serves grades Kindergarten through 5 with 2023-24 enrollment of 412 students. The school theme is connecting students to the outdoors with an emphasis on fitness, health, gardening, and mountain sports. Tahoe Valley Elementary School is the centralized location for the majority of Transitional Kindergarten students through the Early Childhood Learning Center, and serves up to grade 5 with enrollment of 402 in 2023-24. Focusing on creative and performing arts, the school's vision is to develop well-rounded students who embody 21st Century skills through the arts. Elevated Digital Learning Academy opened at the beginning of the 2020-21 school year offering fully online learning to District students in grades Kindergarten through 8, expanding to grade 9 in 2021-22, grade 10 in 2022-23, and served grades one through 12 in 2023-24. Elevated students use the same standards-aligned, Board-approved curriculum as brick and mortar schools with instruction delivered in a structured, online classroom setting by District teachers. Enrollment in 2023-24 was 76 students, the school plans to serve students in grades 6 through 12 in 2024-25, and is WASC (Western Association of Schools and Colleges) accredited through June 2025. Elevated also administers the long-term independent student program which offers a standards-based, student-focused alternative academic option to District students from Kindergarten through 12th grade. The independent study schedule accommodates travel and athletics. South Tahoe Middle School (STMS) serves grades 6 through 8 with 2023-24 enrollment of 765 students. The school offers comprehensive instructional programs in core subjects and various electives including music, Spanish, leadership, technology, yearbook, art, and other academic and enrichment courses. South Tahoe High School (STHS) is the District's comprehensive high school for grades 9 through 12 with enrollment of 1,108 students in 2023-24. The school follows a 4X4 schedule allowing students choices and flexibility in their high school schedules as well as providing greater options in preparing for college and career. Numerous support programs are available to students and they can explore career paths in a wide array of Career Technical Education (CTE) courses and elective classes. STHS is fully WASC accredited through June 2029. Mt. Tallac Continuation High School serves students aged 16 and older in grades 10 through 12 at-risk of not graduating due to credit deficiency, working full time, or pregnant and parenting. Enrollment in 2023-24 was 64 students which varies throughout the school year. The school offers a morning program enabling students to work full time and/or parent and an individualized afternoon program to meet student academic needs. The majority of Mt. Tallac students come from families that are at-risk, live below the poverty line, and/or have experienced varying levels of need. Introduced in the 2023-24 school year, every Friday Mt. Tallac students would visit Lake Tahoe Community College for workshop day. They were exposed to a college campus environment and participated in workshops demonstrating how they could pursue college after graduation. In 2023-24 Mt. Tallac was awarded \$78,932 in Equity Multiplier state funding for initial utilization in the 2024-25 school year. The school met funding criteria with the prior year (2022-23) non-stability rate greater than 25% and the prior year (2022-23) socioeconomically disadvantaged pupil rate greater than 70%. A student is considered non-stable at a school when the student is continuously enrolled for less than 245 days or when they exit the school with a disqualifying event of truancy, expulsion, or unknown. A student is considered socioeconomically disadvantaged if neither of the student's parents received a high school diploma, the student is eligible for free or reduced meals, migrant, homeless, foster youth, and/or directly certified for free meals. In 2022-23, Mt. Tallac had a 66.7% non-stability rate and 84.0% of students were identified as socioeconomically disadvantaged.

[1] South Lake Tahoe California Population 2024. World Population Review, accessed 8 April 2024, <https://worldpopulationreview.com>.

[2] U.S. Census American Community Survey 2022. United States Census Bureau, accessed 8 April 2024, census.gov/quickfacts/southlaketahoecitycalifornia.

[3] Fair Market Rent by Zip Code. RentData.org, accessed 9 April 2024, rentdata.org/lookup.

[4] South Tahoe Association of Realtors MLS Statistics Single Family Residential Market Analysis, February 2024.

[5] Jaramishian, E. (2022, May 19). El Dorado County Planning Commission, Supervisors talk affordable housing. Tahoe Daily Tribune, 19 May 2022.

[6] Staff Report (2021 December 5). Affordable housing project in South Tahoe granted more than \$3 million. Tahoe Daily Tribune, 5 December 2021.

- [7] McArthur, C. (2021 August 15). South Tahoe housing project seeks funding; Code amended to incentivize similar development. Tahoe Daily Tribune, 15 August 2021.
- [8] Tahoe Regional Planning Agency Committee advances affordable housing policies to Dec. Governing Board meeting. Tahoe Daily Tribune, 20 November 2023.
- [9] Welsh, K. (23 February 2024). Tahoe Regional Planning Agency new consideration for affordable housing. Tahoe Daily Tribune, 23 February 2024.
- [10] Welsh, K. (26 March 2024). South Tahoe rental assistance program moves forward, rental registry halted. Tahoe Daily Tribune, 26 March 2024.
- [11] Sabo, R. (26 November 2023). Trying to meet needs: Resorts providing more housing options for employees. Tahoe Daily Tribune, 26 November 2023.
- [12] Cowen, J. Agencies tackling housing issue from all angles. Tahoe in Depth, Winter in Depth Issue 25.

Reflections: Annual Performance

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

CALIFORNIA SCHOOL DASHBOARD 2023

California's public education accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard). The Dashboard reports student performance on state indicators of academic performance based on ELA and Math state assessment results, chronic absenteeism, college and career readiness, English Learner progress, graduation rate, and suspension. Local indicators are self-reported by LEAs for basic services which include appropriately assigned and credentialed teachers, sufficient instructional materials for every student, school facilities maintained in good repair, implementation of state academic standards, parent and family engagement, and student access to a broad course of study.

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

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

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

Bijou Community School:

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

Meyers Elementary School: chronic absenteeism (2.1, 2.2, 2.4, 2.5, 2.6)

Sierra House Elementary School: chronic absenteeism (2.1, 2.2, 2.4, 2.5, 2.6) Tahoe Valley

Elementary School: suspension rate (2.1, 2.2, 2.6, 2.8)

Elevated Digital Learning Academy: chronic absenteeism (2.2, 2.4, 2.5)

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

Bijou Community School

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

Meyers Elementary School

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

Sierra House Elementary School

- Chronic absenteeism: overall, EL, SED, Hispanic, White, SWD (2.1, 2.2, 2.4, 2.5, 2.6)
- Math: SWD (1.1, 1.2, 1.3, 1.5, 3.2)

Tahoe Valley Elementary School

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

Elevated Digital Learning Academy

- Chronic absenteeism: overall, white (2.2, 2.4, 2.5)

South Tahoe Middle School

- Suspension: EL, SED, Hispanic (2.2, 2.8)
- ELA: SWD (1.2, 1.5)

South Tahoe High School

- ELA: SWD (1.2, 1.5)

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

Tallac also received blue performance levels for suspension rate.

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

Meyers Elementary School

- Suspension: Hispanic

Sierra House Elementary School

- Suspension: Hispanic, White

Elevated Digital Learning Academy

- Suspension: SED, Hispanic, white

South Tahoe High School

- Suspension: Filipino

Mt. Tallac Continuation High School

- Suspension: SED, Hispanic

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

CHRONIC ABSENTEEISM

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

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

Rising chronic absenteeism is a trend across the state with 10.1% of K-8 students missing 10% or more of their enrolled instructional days per the 2019 Dashboard and an orange performance level, climbing to 30.0% in 2022 and a very high rating, then moderately declining to 24.3% and a yellow performance level as reported through the 2023 Dashboard.

For LTUSD, the average number of schooldays missed for grades Kindergarten through 12 has risen by a minimum of 6 days per grade span from 2018-19 pre-pandemic to 2022-23 post-pandemic, driving up chronic absenteeism rates by at least 16 percentage points per grade span. Per the California Department of Education online data reporting resource Dataquest:

Overall

- Average number of days missed: 2018-19 10.4, 2022-23 17.0
- Chronic absenteeism rate: 2018-19 16.5%, 2022-23 37.6%; 21.1 percentage point increase

Kindergarten

- Average number of days missed: 2018-19 9.7, 2022-23 17.5
- Chronic absenteeism rate: 2018-19 13.7%, 2022-23 41.5%; 27.8 percentage point increase

Grades 1-3

- Average number of days missed: 2018-19 8.5, 2022-23 14.5
- Chronic absenteeism rate: 2018-19 10.0%, 2022-23 30.7%; 20.7 percentage point increase

Grades 4-6

- Average number of days missed: 2018-19 8.5, 2022-23 14.8
- Chronic absenteeism rate: 2018-19 9.2%, 2022-23 31.2%; 22.0 percentage point increase

Grades 7-8

- Average number of days missed: 2018-19 10.3, 2022-23 17.2
- Chronic absenteeism rate: 2018-19 16.7%, 2022-23 39.5%; 22.8 percentage point increase

Grades 9-12

- Average number of days missed: 2018-19 13.7, 2022-23 19.8
- Chronic absenteeism rate: 2018-19 28.0%, 2022-23 44.0%; 16.0 percentage point increase

Kindergarten absenteeism rates showed the greatest increase of 27.8 percentage points from 13.7% in 2018-19 to 41.5% in 2022-23 while grades 9-12 had the highest chronic absenteeism rates of all grade spans at 28.0% in 2018-19 and 44.0% in 2022-23.

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

- Overall: 2018-19 - 3,872 student enrollment and 16.5% rate, 2022-23 - 3,649 student enrollment and 37.6% rate; 21.1 percentage point increase
- Socioeconomically disadvantaged: 2018-19 - 57.8% of enrollment and 19.7% rate, 2022-23 - 50.5% of enrollment and 45.7% rate; 26.0 percentage point increase
- Foster youth: data not available for 2022-23; omitted from analysis

- Students experiencing homelessness: 2018-19 4.8% of enrollment and 36.1% rate, 2022-23 - 1.9% of enrollment and 64.0% rate; 27.9 percentage point increase
- EL: 2018-19 - 23.4% of student enrollment and 16.5% rate, 2022-23 - 19.9% of enrollment and 41.9% rate; 25.4 percentage point increase
- Students with disabilities: 2018-19 - 12.2% of enrollment and 23.7% rate, 2022-23 - 12.3% of enrollment and 45.0% rate; 21.3 percentage point increase
- Hispanic: 2018-19 - 43.2% of enrollment and 18.1% rate, 2022-23 - 45.5% of enrollment and 42.7% rate; 24.6 percentage point increase
- White: 2018-19 - 47.6% of enrollment and 14.7% rate, 2022-23 - 45.5% of enrollment and 33.1% rate; 18.4 percentage point increase
- Filipino: 2018-19 - 3.5% of enrollment and 16.4% rate, 2022-23 - 2.4% of enrollment and 36.7% rate; 20.3 percentage point increase

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

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

ADDITIONAL TARGETED SUPPORTS AND IMPROVEMENTS (ATSI)

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

2023 Dashboard

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

2022 Dashboard

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

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

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

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

CAASPP RESULTS 2021-22, 2022-23

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

Overall student performance in ELA remained the same with or nearly 44.0% of all District students meeting state standards in 2019 (pre-pandemic), 2022 (post-pandemic), and 2023. In 2022, White non-Hispanic students performed better than students districtwide and all other student groups with 59.2% meeting state standards and 15.4 percentage points higher than the District overall at 43.8%. In 2023, White non-

Hispanic students again performed better than students districtwide and all other student groups with 58.4% meeting state standards and 14.3 percentage points higher than the District overall at 44.1%. Hispanic students were the second highest performing group in 2022 with 27.6% meeting state standards yet falling 16.1 percentage points below the District overall. Their performance improved slightly in 2023 to 29.0% meeting state standards and 15.1 percentage points below students districtwide. SED student performance fell slightly below Hispanic on 2022 ELA assessments with 27.0% meeting standards and 16.8 percentage points below the District overall. Their performance improved in 2023 to 30.3% meeting standards and 13.8 percentage points below all students. The lowest performing student groups in both years were English Learners and students with disabilities (SWD). In 2022, 14.9% of SWD met state standards and were 28.8 percentage points below all students. Performance dropped slightly in 2023 to 14.7% meeting standards and 29.4 percentage points below the District overall. Only 10.1% of EL students met ELA state standards in 2022 at 33.6 percentage points below all students, dropping to 9.1% in 2023 and 35.0 percentage points below all students. Data was not reported for Homeless students and Foster Youth due to a low number of scores in both years.

Overall student performance in Math varied moderately from 2019 with 33.2% of all students meeting state standards, dropping to 27.9% in 2022, with slight improvement in 2023 to 30.3%. As with ELA, White non-Hispanic students performed better than students districtwide and all other student groups in 2022 with 42.0% meeting state standards and 14.1 percentage points higher than the District overall. In 2023, their performance rose slightly to 44.8% meeting state standards and 14.5 percentage points higher than students overall. SED students were the second highest performing student group for both years with 13.4% meeting standards in 2022 and 14.4 percentage points below all students, rising to 17.3% in 2023 and 13 percentage points below the District overall. Hispanic students performed slightly below SED students in both years with 12.5% meeting standards in 2022 and 15.4 percentage points below all students improving slightly to 14.5% in 2023 and 15.8 percentage points below the District overall. English Learners and SWD were the lowest performing students on Math assessments for both years. In 2022, 9.5% of SWD met state standards and were 18.4 percentage points below the District overall improving slightly to 11.3% in 2023 and 19.0 percentage points below all students. In both 2022 and 2023, 4.6% of EL met state standards and were 23.3 and 25.7 percentage points below the District overall, respectively. Data was not reported for Homeless students and Foster Youth due to a low number of scores in both years.

Overall student performance in Science varied slightly from 2019 with 26.1% of all students meeting standards, dropping to 27.6% in 2022, and rising to 31.4% in 2023. White non-Hispanic students performed the highest with 43.4% meeting state standards in 2022 and 15.7 percentage points above all students, improving to 47.4% meeting standards and 16.0 percentage points above all students in 2023. SED students were the second highest performing student group with 17.6% meeting state standards and 10.1 percentage points below the District overall in 2022. Their performance improved in 2023 to 18.1% meeting state standards and 13.4 percentage points below all students. Hispanic students performed slightly lower than SED in both years with 13.2% meeting standards and 14.5 percentage points below all students in 2022 with slight improvement in 2023 to 15.2% meeting standards and 16.2 percentage points below the District overall. In 2022, 9.4% of students with disabilities met standards and were 18.2 percentage points below all students. Their performance declined to 6.4% meeting standards in 2023 and 25.0 percentage points below the District overall. English Learners were the lowest performing student group in both years with 1.5% meeting standards in 2022 and 26.1 percentage points below the District with some improvement in 2023 to 3.7% meeting standards and 27.7 percentage points below all students.

ENGLISH LEARNER PROGRESS

Significant improvement was realized for English Learner Progress with an increase of 14.4% of EL students making progress towards in

English language proficiency from 44.2% and a low rating per the 2022 Dashboard to 58.6% and a blue performance level for 2023. The English Learner Progress Indicator shows the percentage of current English Learners making progress toward English language proficiency or maintaining the highest performance level (of 4) on the summative English Language Proficiency Assessments for California (ELPAC). ELPAC is the mandated state test for determining a student's English language proficiency and is administered to students whose primary language is not English. ELs who score level one on the ELPAC have minimally developed oral and written English skills, level two their skills are somewhat developed, level three indicates moderate development, and level four the student has demonstrated well developed skills and requires occasional and light support. For Dashboard reporting, the four ELPAC performance levels are divided into six ELPI (English Learner Progress Indicator) levels to allow students enough time to progress toward English language proficiency in the ELPI. ELPI levels are 1 (least proficient), 2L, 2H, 3L, 3H, and 4 (most proficient). Per the 2023 Dashboard 57.3% of District English Learners progressed at least one ELPI level, up from 42.5% in 2022; 1.2% maintained an ELPI level of 4, down from 1.7% in 2022; 26.0% maintained ELPI levels of 1 through 3H, down from 30.2% in 2022; and 15.4% decreased at least one ELPI level, down from 25.6% in 2022. School sites receiving a blue performance level for EL Progress on the 2023 Dashboard were Sierra House Elementary School, South Tahoe Middle School, and South Tahoe High School. Additionally, the District was identified for Differentiated Assistance (DA) in 2023-24 partly based on English Learner very low academic performance and very high chronic absenteeism as reported through the 2022 Dashboard. Both academic performance and chronic absenteeism improved sufficiently per the 2023 Dashboard for English Learners to no longer qualify the District for DA based on their performance. The District remains in DA for 2024-25 based on other student group performance.

LONG TERM ENGLISH LEARNER SUPPORT

For the 2022-2023 school year, 16.6% of LTUSD English Learners are identified as Long-Term English Learners (LTEL), and 7.4% are identified as at risk of becoming LTEL. Current supports for LTELs and students at risk of becoming LTELs include differentiated instruction within Designated English Language Development (ELD) classes, ELD teacher/student progress check-ins, counselor conferences, and parent engagement through Cafecitos, English Language Advisory Committee meetings, and the partnership between LTUSD and the South Lake Tahoe Family Resource Center. Structural intervention at the high school level includes year-long classes designed to support student achievement in content area coursework. In response to the continuing academic challenges facing LTELs and students at risk of becoming LTELs, and the resulting need for highly effective differentiated instruction, LTUSD will provide professional learning opportunities targeting research-based instructional strategies and best practices for improving the performance of LTELs and students at risk of becoming LTELs.

LTUSD was successful in implementing programs, supports, monitoring, professional development, and engagement activities proposed in 2023-24 year 3 of the 2021-24 LCAP.

Sites have fully implemented their Single Focus Plans:

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

- Bijou Community School: Improving Research Based Instructional Practices in English and Spanish Language Development with an emphasis on English Language Learners
- Meyers Elementary School: building and nurturing relationships of mutual support and high expectations among students, families, and educators
- South Tahoe Middle School: student and family engagement
- South Tahoe High School: develop a collaborative culture
- Mt. Tallac Continuation High School: create a Mt. Tallac graduate profile

Multiple positions proposed in the 2023-24 LCAP were or remained filled with the exception of 1.5 FTE (full time equivalent) Elementary Intervention Teachers, one CTE Specialist, and 1.0 FTE School Nurse duties were shared. The positions remained vacant due to budget constraints and/or lack of qualified applicants:

- Filled positions: 1.0 FTE ELD Coordinator promoted to 0.5 FTE Director of Multilingual Learner Equity and sharing 0.5 FTE as Director of South Lake Tahoe Family Resource Center; 4.0 FTE Elementary Intervention Teachers; 1.0 FTE CTE Specialist; four new paraprofessionals; Associate Superintendent of Educational Services (promoted from Director of Elementary Education); Director of Human Resources (transitioned from Director of Secondary Education); 0.67 FTE each ELA/ELD (English Language Development), Science and Technology, and Math Content Area Specialists; 1.0 FTE Elementary Counselor along with hiring an additional 1.0 FTE temporary Elementary Counselor; and contracted Student Advocate
- Ellevation English Learner web-based management platform implementation began at the start of the 2021-22 school year and initial site trainings were completed by March 2022, the program is fully implemented and utilized for EL progress monitoring and instructional support
- CA Education Partners partnership has been established to improve student Math performance with limited collaboration sessions since August 2021, team training in April 2022, consistent collaboration sessions since August 2022; Critical Concept implementation and Math strategies shared with elementary sites
- After school and summer expanded learning opportunities were and will be offered by the District and in partnership with Boys and Girls Club of South Lake Tahoe; a Jump/Strong Start program was open to incoming 6th graders at South Tahoe Middle School, incoming 9th graders at South Tahoe High School, and interested elementary schools for grades 1-5 familiarizing students with campuses, providing senior mentors, and focusing on student social-emotional health/learning and school connectedness
- Content Area Specialists continued offerings of regularly scheduled, structured sequential and targeted training opportunities to certificated staff after regular school hours to promote participation; site PD focused on individual needs and development of professional learning communities
- Maintained schedule of dedicated time for teacher collaboration and professional learning communities (early out Wednesdays)
- Elementary Counselors provided Tier II and social-emotional (SEL) instruction and practices at elementary schools including offering weekly SEL resources
- Ongoing SEL supports including utilization of Kelvin assessments and 123 Wellness curriculum; maintaining Wellness Centers at South Tahoe Middle, South Tahoe High School, and Bijou Community School
- School Nursing Services maintained and available at all sites
- Ongoing parent engagement opportunities, resources, and support, including parents of unduplicated students, were available through District partnerships with local agencies and implementation of PIQE (Parent Institute of Quality Education) at South Tahoe Middle School

- Full implementation of iReady web-based diagnostic assessment and instruction program at all sites
- Contracted mental and behavioral health therapists for drug and alcohol intervention support and community agencies to support individual and group therapy at middle and high schools

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

[1] Keep Learning California Survey Report (2023). Family Needs Assessment September 2023.

[2] Rosales, B.; Toness, B.; Blume, H. (10 August 2023). Why are more students chronically absent in California, U.S.? Study examines troubling trend. Los Angeles Times, 10 August 2023.

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

Reflections: Technical Assistance

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

DIFFERENTIATED ASSISTANCE (DA)

LTUSD was identified for state designated Differentiated Assistance (DA) due to low academic performance on mandatory ELA and Math state assessments, high chronic absenteeism, and low graduation rates of students experiencing homelessness as reported through the 2023 California School Dashboard. To be eligible for assistance, the same student group must meet the criteria in two different priority areas. For 2023 differentiated assistance determinations, state and local indicators were used for DA determinations. Homeless students were initially identified for DA in the 2022-23 school year based on results reported through the 2022 Dashboard with a very high chronic absenteeism rating and very low rating on ELA and Math academic performance. Students experiencing homelessness received a red performance level on the 2023 Dashboard for chronic absenteeism, ELA and Math academic performance, and graduation rate. Goal 5 was developed for the 2023-24 LCAP to increase achievement and attendance of Homeless students through collaboration of District and Site leaders and identifying students who were, or were at risk of becoming, chronically absent. Goal 4 of the 2024-27 LCAP now addresses Homeless student performance and outcomes.

LTUSD and EDCOE (El Dorado County Office of Education) partnered to identify root cause and problems of practice, evaluate data, and support development of change ideas and a plan to conduct plan-do-study-act (PDSA) around these ideas in providing additional supports for Homeless students to remove barriers, reduce learning gaps, and improve student outcomes. Site and District administrators meet regularly to monitor student attendance, coordinate supports, and remove barriers for those who are, or are at-risk of becoming, chronically absent. Professional development on High Engagement Strategies, Crisis Prevention, and Culturally Proficient Instruction (book study) were offered to all certificated staff throughout the school year as paid extra duty outside of contract hours. Training options during the districtwide Staff Professional Development Day included The Bridge to Student Engagement, Pro-Social Learning Experiences to Drive Collaborative Student Conversations; Building Inclusive Classrooms for our Diverse Learners; Kelvin, 123 Wellness (social-emotional assessments and curriculum); Evidence Based Practice Training; High Expectations for all Student with Compassion; Low Stress Strategies to Increase Cooperation and Sidestep Power Struggles; Behavior Analysis and Applied Behavior Analysis; Tools Not Rules; Amazing Engagement Strategies; Behavior Excesses and Interventions; and multiple Math-focused sessions. The District continues to collaborate with California Education Partners on Math coherence and grade span committees were created to identify and address challenges to progress in Math

growth and make necessary shifts in instructional practices. District and Site administrators also visited Estacada School District in Oregon to observe effective implementation of continuous improvement and PDSA strategies. Multiple sites offered before-after school enrichment/intervention academic programs to all students with a focus on ELA and Math emphasizing 1) hands-on, active learning and 2) presenting learning opportunities that students had not already received. Multi-week, multi-day per week sessions were taught by District teachers and certificated substitutes providing small group, targeted instruction typically ranging from 45 minutes to one hour per day.

As part of the CORE District Improvement Academy, LTUSD focused on support for English Learners and implementing the California English Learner Roadmap. A team of Administrators worked with CORE to develop a plan to pilot the Roadmap best practice of providing language support needed for students to access academic content across the curriculum at a select group of schools. Determined to be successful at the pilot sites, these practices were implemented districtwide in 2023-24. Teacher self-reflection surveys were utilized to design targeted professional development, professional development was provided at sites with statistically significant EL populations, and efficacy was monitored through utilization of an observation tool and classroom walkthrough protocol. The improvement project revealed observed language supports increased with targeted professional learning and the need to measure overt student engagement in observation protocol; measure the broader impact on student achievement metrics by analyzing student assessment data; and continue with planned, ongoing professional learning, in-class support, and teacher peer observation.

The following actions will support efforts to improve outcomes of student groups for which the District was identified for Differentiated Assistance:

- Goal 1: 1.1 Academic Intervention Teachers, 1.2 Paraprofessionals, 1.3 California Education Partners partnership, 1.5 Evidence-based Instructional Strategies
- Goal 2: 2.1 Elementary Counselors, 2.2 Social Emotional Learning Practices, 2.3 Student Advocate, 2.4 School Nurse Services, 2.5 Attendance, 2.6 Social Emotional Intervention Teachers, 2.7 Family Engagement
- Goal 3: 3.1 Professional Development Schedule, 3.2 Content Area Specialist, 3.3 Early Out Wednesday
- Goal 4: 4.1 Attendance Monitoring, 4.2 McKinney Vento Instructional Assistant, 4.3 Foster Youth/Homeless Student Advocate

Comprehensive Support and Improvement

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

Schools Identified

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

No LTUSD schools have been identified for Comprehensive Support and Improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee (LCAP PAC)	<ul style="list-style-type: none">• Comprised of parents representing student groups including unduplicated pupils and students with disabilities• Developed schedule with meetings held via videoconferencing and in-person; agendas, minutes, and supporting documents developed to record progression of educational partner input• Three meetings held: December 21, 2023; March 20, 2024 State of the District; May 2, 2024• Provided input to LCAP Task Force for consideration during LCAP development <p>December 31, 2023 meeting Reviewed LCAP goals, actions/services, metrics, budget, student demographics, and CAASPP results</p> <p>March 20, 2024 State of the District and Community Conversation. See State of the District and Community Conversation in the following section.</p> <p>May 2, 2024 meeting Prioritization of proposed goals, actions, and services</p>
LCAP Task Force	

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Comprised of certificated and administrative staff representing all school sites; employee association and student representatives; and District administration • Formed to coordinate and support efforts to solicit, collect, and synthesize educational partner input for consideration in developing 2024-25 year 1 of the 2024-27 LCAP • Developed monthly schedule with meetings held via videoconferencing and in-person; agendas, minutes, and supporting documents developed to record progression of educational partner input and LCAP revisions • Four meetings held from December 2023 through May 2024
Community Conversation	<ul style="list-style-type: none"> • Open to all educational partners and community members • Developed schedule with meetings held in-person, facilitated by the Superintendent and panels of experts • Tabletop conversation format with guiding questions and/or topics • Two meetings held: September 26, 2023; January 16, 2024 • Attendance promoted through District social media posts, District newsletter, and Aeries Communications emails/text/phone notifications
State of the District/Community Conversation	<p>Meeting included:</p> <ul style="list-style-type: none"> • State of the District presentation on budget and fiscal solvency, LCAP review, facilities, and academics and education • Interactive tabletop conversations led by school Principals • Partner panel discussion with local community and support agency leaders • In-person meeting held after work hours at South Tahoe High School; childcare and Spanish translation services provided to promote attendance • Attendance promoted through District social media posts and newsletter, newspaper article, and Aeries Communications emails/text/phone notifications

Educational Partner(s)	Process for Engagement
South Tahoe Educators' Association (STEA) LCAP Input	<p>Comprised of certificated and administrative staff representing all school sites, employee association representatives, and District administration</p> <ul style="list-style-type: none"> • Three meetings held: February 6, March 19, and April 30, 2024 • Developed schedule with meetings held via videoconferencing and in-person; agendas, minutes, and supporting documents developed to record progression of educational partner input • Purpose to provide input for consideration in development of the LCAP
Special Education Services	<ul style="list-style-type: none"> • SELPA (Special Education Local Plan Area) Director and staff participated in all LCAP Task Force and STEA LCAP input meetings • Obtained Community Advisory Committee (CAC) input at each monthly CAC meeting during the LCAP development process • Parents of students with exceptional needs were invited to LCAP PAC meetings and special education teachers sat on LCAP Task Force and STEA LCAP Input committees
LCAP Surveys	<p>Surveys administered 2/27-3/4/24 using SurveyMonkey online survey tool; accessible through computer and mobile devices and available in English and Spanish</p> <ul style="list-style-type: none"> • Educational partners notified through site and District communications • Student TK-2 and 3-12: 1,577 responses representing approximately 43% of student population • Staff: 151 responses representing approximately 35% of staff • Parent/community: 522 responses • Gathered input on equity, school safety, student achievement, community engagement, student engagement, and social-emotional learning

Educational Partner(s)	Process for Engagement
School Climate Surveys (administered during 2021-22 school year)	<p>Contracted outside agency to provide survey access and site and District reports</p> <ul style="list-style-type: none"> • 21/22 administered 5/23-6/3/22 to grades 5, 7, 9, 11; response rates grade 5 - 34%, grade 7 - 42%, grade 9 - 65%, grade 11 - 29%, NT - 72% • All surveys accessible through computer and mobile devices and available in English and Spanish • Student: collected input on developmental supports provided to students, school connectedness and barriers to learning, school safety, and health related concerns • Staff, districtwide: collected input on student behavior and attitudes, school programs and policies, and the overall school climate as they relate to student well-being and learning • Parent, all sites: collected input about their student's school to guide District and school efforts to promote safety, enhance learning opportunities, and improve student achievement • Results inform the California School Dashboard Local Climate Survey local indicator; available on the California School Dashboard website • Climate Survey results published on CalSCHLS website • 2023-24 climate surveys results pending
Staff Equimetrics Survey	<ul style="list-style-type: none"> • Contracted outside agency to conduct survey • Administered March 2024; 293 responses = 68.9% response rate • Accessible through computer and mobile devices • Purpose is to measure the District's current standing related to diversity, equity, inclusion, and cultural competency • Results will provide the opportunity to grow as an organization, assist in determining areas of strength and areas for improvement, and inform implementation of the District plan as part of District strategic priorities
Staff Orgametrics Survey	

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Contracted outside agency to conduct survey • Administered March 2024; 349 responses = 82.1% response rate • Accessible through computer and mobile devices • Purpose is to provide quick and meaningful assessment of shared leadership and how well the District is aligned • Results will help identify what is working well and areas of focus for improvement
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> • Formal group of elected and trained parent officers with membership representing English Learners for each District site • Remote and in-person monthly meetings held at each site • Provides EL parent input on site and District programs
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Formal group composed of ELAC site representatives • Meets at least two times per year • Provides EL parent input on site and District programs
Cafecitos	<ul style="list-style-type: none"> • Provides Spanish-speaking families resources and opportunities to meet with District and site representatives • In-person meetings held weekly for each elementary site; serves as monthly ELAC meetings for middle and high schools
Chat with the Superintendent	<ul style="list-style-type: none"> • Open meetings to discuss questions, concerns, and District updates with the Superintendent • Virtual, 18 meetings held for staff members
Board of Education Meetings	<ul style="list-style-type: none"> • 25 in-person meetings with virtual option • Includes two student Board members

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Held on the 2nd and 4th Thursday of every month (excluding holidays and school breaks) • Opportunity for public to provide input and comment on site and District programs and operations
Facilities Master Plan Open House	<ul style="list-style-type: none"> • In-person meeting held at District Board Room on 4/18/24 after regular work hours; hosted, in part, by Facilities Planning Advisory Committee and Superintendent Student Advisory Committee • Attendance promoted through District social media posts, District newsletter, and Aeries Communications emails/text/phone notifications • Presented draft of updated Facilities Master Plan • Opportunity for educational partners and community members to provide input on proposed site upgrades and repairs • Spanish translation services provided to promote attendance
Superintendent Student Advisory Committee	<ul style="list-style-type: none"> • Superintendent met monthly with South Tahoe High School Student Advisory Committee • Comprised of 11th and 12th grade students representing the student body • Informal, open meeting for student representatives to bring forward and discuss questions and concerns with the Superintendent

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

LCAP Parent Advisory Committee

PAC members provided the following input:

- Emphasizing the importance of a statistically significant portion of the school community completing LCAP surveys and suggested more clearly defining the surveys' purpose of informing District decision making and spending
- Disaggregating survey data by site and question, community buy-in and input opportunities, utilization of data, and the direct relationship between family/community engagement and student attendance
- Addressing impacts of the COVID-19 pandemic and ensuring academic and SEL supports are in place for students

- LCAP PAC input also collected during the State of the District and Community Conversation meeting held on March 20, 2024; see Community Conversation in this section
- Identified proposed actions/services to prioritize for consideration during development of the LCAP targeting supporting evidence based instructional strategies through professional development, Bilingual Aide and instructional support, and family engagement

LCAP Task Force

The Task Force reviewed LCAP funding sources, goals, metrics, actions/services, LCAP survey and staff survey results. They provided input on goal and action/service development including goals addressing student groups for which LTUSD was identified for Differentiated Assistance and school sites eligible for Equity Multiplier funds.

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

Safety

Improved

- Clear systems and structures to promote campus safety are in place
- Staff feels listened to/supported by Administration and leaders
- Students have a trusted adult at school they can go to for help
- Staff, students, and families feel like they belong on campus

Future Growth

- Develop a system to support students who have experienced negative online experiences
- Focus on assuring systems keep campuses safe

Equity

Improved

- Revisions are being made to (high school) Science Pathway which will be more advantageous for students to choose high level Science courses

Future Growth

- Two-thirds of students feel their school treats all students fairly and respect each others' differences
- Access to rigorous curriculum; accelerated Math courses are not diverse
- Review data and systems differently, identify in order to promote change

Community Engagement

Improved

- Parents feel welcome; facilitated by schools, front office (staff/interactions)
- Translations available for families

Future Growth

- Opportunities for parents to provide input on school and District decision-making
- Develop more creative ways to gather family input

Student Engagement

Improved

- Positive feedback from students and parents regarding staff
- Majority of staff feel it is important to have a trusting relationship with students
- Majority of parents feel their student feels welcome at school

Future Growth

- Student attendance rates per site misaligned with parent response rate regarding students attending class regularly
- Difference in levels of agreement amongst the three surveys regarding students receiving helpful feedback; what do students need?
- Students feeling welcome at school
- Parents disagree (greater than 25%) students are academically challenged; rigor

Student Achievement

Improved

- Students know where to get extra help

Future Growth

- Teacher professional development to meet student academic needs
- Focus on teacher professional development preferences; are they considering struggling and accelerated students?

Social-emotional learning

Improved

- Students have access to supports and services

Future Growth

- Remove SEL training question from survey or will SEL training be provided?

The Task Force identified current and new actions/services for consideration in development of the 2024-27 LCAP:

Goal 1 Student Achievement

- High expectations
- Single Focus: address professional development, define categories
- Cohesion between core instruction and intervention supports

Goal 2 Professional Development

- Guaranteed curriculum/critical concepts with fidelity, vertical alignment, high yield instructional strategies
- Systematically identify where gaps exist

- Align professional development to what sites are doing well and areas of focus
- Teacher collaboration (early out Wednesdays) including a focus on standards and instruction
- Professional development time, combination of ongoing professional development and coaching

Goal 3 Social-emotional learning, positive climate and culture

- Student-centered relationships
- SEL supports such as morning meetings and greeting students
- Family engagement opportunities
- Student access to extracurricular and enrichment activities

The Task Force discussed potential factors contributing to chronic absenteeism such as health issues and rise in illnesses (due to seclusion during the pandemic), ongoing post-pandemic concerns, safety and security concerns, tardy policies, earlier elementary school start times, students struggling academically, and lack of school connection. They proposed strategies to improve student attendance centered on increasing engagement and developing caring relationships at school through family engagement and education, creating engaging lessons and classroom environments, utilizing collaborative and project-based activities requiring in-person student attendance, and attendance incentives and awards. Group review of 2023-24 LCAP goals reiterated the need for high expectations of students and engaging grade level instruction during appropriate blocks of time, including teaching students to do the thinking and work. Staff need to know the purpose of state standards and why they are being taught. The committee further recognized the need to maintain teacher collaboration time and utilize student-centered activities that promote team building and support social-emotional learning. The Task Force identified proposed actions/services to prioritize for consideration during development of the LCAP targeting SEL and Academic Intervention Teachers, maintaining funding for Site Single Focus Plan implementation, and supporting evidence based instructional strategies with professional development.

The Principal of Mt. Tallac Continuation High School, which received Equity Multiplier funds to be utilized during the 2024-25 school year, sat on the committee and provided input from school staff and educational partners for consideration in development of the focus goal specific to the site and use of funds. Actions and services discussed were SEL, counseling, and expanding opportunities for students to explore college and career.

Community Conversation

Community Conversations provided educational partners and the community at large opportunities to engage in meaningful conversations regarding District students. Approximately 20 community members attended the September 2023 meeting and questions addressed were:

What challenges are we facing getting students to school?

Responses:

- Change in school start times, custody situations; lack of childcare facilities; winter conditions; transportation; lingering impact of the pandemic and families no longer valuing students attending school in-person; and students experiencing depression/social anxiety, illness

As we consider how we support our students with their overall health and wellness:

What are we doing well?

Responses:

- Free meals, counselors and School Nurse services, SEL screening, partnering with other agencies (CalFresh, Barton professionals, South Lake Tahoe Family Resource Center), facility upgrades and air purification, anti-bias and bullying training at young ages

What can we do better?

Responses:

- Provide more bilingual support, family education on the importance of student attendance, higher student expectations, provide health care in school and view wellness as an ongoing process, peer counseling, better nutritional offerings, Chromebook availability, impacts on student social-emotional health

Approximately 20 community members attended the January 2024 meeting with group discussion on developing District policies regarding Artificial Intelligence.

State of the District/Community Conversation

- Participation: approximately 110 community members and LTUSD staff
- Focus areas of Literacy, Innovation, and The Whole Child Approach
- Baseline data was used to inform actions in the LCAP, professional development, programs, and services

Community members provided the following feedback:

LCAP Goal 1 Student Achievement - What helps to increase student learning?

- Attendance, real-life connection, student interest and feeling connected to school, relevance, trust and independence from adults
- Positive communication/reinforcement and relationships/unique connection to each student, recognition, more personal support for teachers and students
- Collaboration and peer observation between staff
- Parent accountability with support systems, parent/staff relationships
- Student driven learning, early intervention, rigor and high expectations of students, alignment, differentiation of resources
- Universal Design for Learning, variety of modalities; extracurricular connection; test taking skills (collaborative review); utilize technology; dedicated time for play, art, music, physical education; align school breaks with the local community college
- Safe environment, access to curriculum and instructional materials, full staff, School Nurse services
- Classroom: smaller class sizes, high quality instruction, meet kids where they are, improved classroom management and culture, clarity of learning outcomes, Two-Way Bilingual Immersion, engaging library books, knowing academic languages to be successful
- Special Education: make sure staff are the right fit, transitioning, ADA (Americans with Disabilities Act) compliance

LCAP Goal 1 Student Achievement - What disrupts learning?

- Attendance (snow days), family communication on the importance of attendance, safety concerns
- Basic needs, health and nutrition, sleep habits, anxiety, mental health, confidence, shame, negativity
- Lower expectations regarding follow through and accountability, tracking

- Peer behaviors and relationships, lack of positive reinforcement
- Outside school challenges and stress (home and food insecurity, addiction), outside school and extracurricular activities
- Lacking staff, lack of support for students and faculty, lack of cohesion across grades, lack of electives, ranking students
- Pressure from testing, options other than failing grade for academically struggling students
- Classroom distractions, uncomfortable furniture, phones (social media)
- Classroom: large class size, relationship/connection with teachers, inconsistent staffing, lack of experiential learning, unclear instructions, staffing reflective of the community, increase intervention load, outdated technology, irrelevant, discipline problems, feeling opinions are unwelcome, different learning options for alternative education students

LCAP Goal 3 Climate and Culture - What works well to build an inclusive, connected climate and culture for students and parents?

- School functions and activities for families and students, celebrations/recognition, parents supporting teachers
- Honest communication, environment built on trust and respect
- Wellness for all, alignment, choices, open-mindedness, staffing reflective of student demographics
- Consistent and high expectations for students, belief that all students can learn
- Support staff: Counselors, Psychologists, School Nurses
- Community relations: parents and volunteers in the classroom, more information from partnerships, more in-person opportunities to meet
- Teacher training: culture building, guest teachers, knowledgeable and relatable educators, trauma-informed and teach directly to SEL
- Extracurricular opportunities: broad range, community service projects, opportunities and activities between schools and community, teach social responsibility
- Social emotional learning: relationships and connections; mentoring, peer counseling, student leadership; learn about students and find the "why" with student issues
- Diversity, equity, and inclusivity: teach against inherent bias

LCAP Goal 3 Climate and Culture - What disrupts building an inclusive, connected climate and culture for students and parents?

- Lack of communication, connection, understanding (cultural differences), parent involvement, respect for different opinions and healthy debate, trust, and follow through; negativity, bias, favoritism, and duplicity
- Lack of staff training districtwide
- Attendance letters, accessibility issues at events, classroom issues (lack of trust, management), unclear communication/expectations about parent volunteer opportunities
- Unable to reach students, discouraging students from full time attendance due to extracurricular activities, Spanish-speaking parents are not connected (to school)
- Politics, first impressions and interactions, childcare needs

South Tahoe Educators' Association (STEA) LCAP Input

Committee members shared input from their site staff, as follows:

- Bijou Community School: Speech Pathologist, concerns with numbers and hours

- Sierra House Elementary School: provide intervention (reading, English language development), continue with counseling, remove combination classes, address attendance issues with mini-SARB (School Attendance Review Board)
- Meyers Elementary School: focus on music; provide intervention; use Instructional Aides for Blasts, small group support, and intervention; continue with Single Focus Plans; continue with counseling and School Nurse services
- South Tahoe Middle School: address class size, provide student-centered services, counseling, maintain electives and arts, increase number of Instructional Aides and supports, eliminate Content Area Specialist positions, equipment needs
- South Tahoe High School: solve attendance issues; consider parent campaign, opportunity school, and Instructional Aides
- Al Tahoe - Elevated Digital Learning Academy, Mt. Tallac Continuation High School, Special Education Preschool: career program, bilingual specialists, eliminate Content Area Specialists positions, School Nurses understaffed, offer CPR training on alternate day from Staff Professional Development Day, provide Narcan training
- Overall: keep budget cuts away from programs that benefit students
- Identified proposed actions/services to prioritize for consideration during development of the LCAP targeting attendance, SEL and Academic Intervention Teachers, Counselor support at all schools, and professional development

Special Education Services

- Based on educational partner input and data analysis, actions and services appropriate for students with exceptional needs were included in strategy development and LCAP goals
- Input from Special Education Staff identified needs in the areas of staffing, nurse substitutes, and resource availability districtwide

LCAP Surveys

- Survey questions were grouped into categories and aligned across student, staff, and community member surveys: safety, equity, community engagement, student engagement, student achievement, and SEL
- Majority of responses were positive
- Survey results revealed areas of need for equity; safety systems and structures; staff support from administration and leadership; attendance monitoring; student motivation and enjoying going to school; professional development to help teacher's meet students' academic needs; and parent understanding of academic standards that guide instruction and their utilization to measure student achievement
- Grade 3-12 students were asked to best describe their school experience in one word; of 1,239 responses the most common answers were good, fun, okay, and boring
- See Word Cloud at the end of this section

School Climate Surveys

- 21/22 Parent Survey: parents felt most strongly that teachers were responsive to student's social and emotional needs, schools provided them with advice and resources to support their child's social and emotional needs, and schools had adults who really cared about students; areas of need were parental involvement and participation
- 21/22 Student Survey secondary: students felt most strongly that adults had high expectations of them, they had caring adult relationships, and they had a sense of school connectedness; areas of need were students feeling school was boring, experiencing harassment/bullying, and fear of being beaten up

- 21/22 Student Survey elementary: students felt most strongly that facilities were maintained, they were academically motivated, they felt safe on their way to and from school, and adults had high expectations of them/rules were clearly defined/they felt safe at school; areas of need were students having rumors spread about them, being called names/target of mean jokes, and being hit or pushed
- 21/22 Staff Survey: staff felt most strongly that students had caring adult relationships, there was a strong sense of collegiality amongst staff, and their sites provided a safe and motivating learning environment; areas of need were availability of sufficient resources to create a safe campus, student readiness to learn and motivation to complete schoolwork, and student depression was a moderate/severe problem
- Survey results are published on the CalSCHLS website
- 23/24 survey results pending

24/25 Staff Equimetrics Survey: percentage of strongly agree responses increased by 2.1 percentage points from 2022-23 to 2023-24

- Improvement in overall score from 28.8% in 2022-23 to 30.9% in 2023-24
- Strengths: staff having a person or group that is a source of support or advocacy in their organization; leaders in work groups include team members, regardless of background; regularly sharing ideas and learning from other backgrounds and experiences; staff in workgroups demonstrate the ability to understand, communicate with and effectively interact with people of different backgrounds and cultures
- Opportunities: providing information on Diversity, Equity, Inclusion, and Cultural Competency practices; acknowledging and addressing unconscious bias; resources dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency; actively promoting diversity with partners, vendors, and other educational partners (outside the District)

24/25 Staff Orgametrics Survey: percentage of strongly agree responses increased by 11.5 percentage points from 2022-23 to 2023-24

- Improvement in overall score from 33.7% in 2022-23 to 45.2% in 2023-24
- Highest number of aligned responses: strong sense of responsibility to meet performance goals and objectives; work group works well together as a team; individual authority to work without being micromanaged; understanding how daily work supports the District's mission and vision
- Highest number of misaligned responses: effective methods for generating new ideas to improve work; looking outside the District to learn better ways to work; staff receiving training and development to perform their jobs well; receiving information on how well work groups are performing and meeting goals

ELAC, DELAC, and Cafecitos

LCAP Task Force committee members participated in ELAC, DELAC, and Cafecitos meetings, gathering and conveying input to the LCAP Task Force for consideration during LCAP development. The DELAC reviewed LCAP implementation in September 2023 and June 2024.

Facilities Master Plan Open House

Up to 40 school community members attended the open house and provided input on prioritizing District facilities improvements and

infrastructure plans. Attendees identified multiple priorities including improved security at school sites, replacement of non-permanent classrooms, replacement of asphalt in drop off/pick up locations, and modernization of classrooms:

- Al Tahoe Education Center: replace asphalt, additional parking, drop off; modernize all classroom environments
- Bijou Community School: create STEM/Makers space, modernize all classroom environments, create/activate outdoor learning areas
- Meyers Elementary School: create modern learning resource space/administration; replace asphalt paving, improve parking, drop off
- Sierra House Elementary School: replace non-permanent facilities with permanent classrooms and Learning Resource Center; modernize all classroom environments including addition of TK
- Tahoe Valley Elementary School: replace asphalt paving, improve parking, drop off; replace non-permanent facilities with permanent classrooms
- South Tahoe Middle School: improve softball field amenities; modernize administration, improve entry, security; modernize classrooms in Angora, Echo, and Rubicon wings
- South Tahoe High School: create space for community and counseling, improve Learning Resource Center; replace asphalt paving at student parking and access road areas; modernize all Science and Technology spaces including storage
- District MOT (Maintenance, Operations, Transportation) Facility: provide site power generation for electric buses, add covered storage

Plan posters were displayed at the District Office and school sites over multiple days with consultants onsite to answer educational partner questions.

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

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

One word that best describes your school experience

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>There is a need for:</p> <ul style="list-style-type: none">• Tier I (appropriate grade level) instruction for all students• Standards/critical concepts and alignment• Common formative assessments and checking for understanding• Student-centered• High expectations of students• Cohesion between core instruction and intervention supports• Engaging, rigorous grade level instruction with relevant lessons• Student access to rigorous curriculum• Intervention supports for academic and social emotional learning• Instructional Aides• Improve attendance through student and family engagement and accountability• Strong and supportive relationships among students, teachers and staff• Teaching students critical thinking and problem solving skills• Strengthening Math and Reading instruction• Maintaining courses and activities beyond core instruction <p>Academic success and access to relevant, rigorous curriculum are prioritized through actions focused on academic support. Progress will be evaluated based on metrics related to academic achievement, course enrollment, and basic services.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of EL, RFEP, SED, and FY students enrolled in AP classes	23/24 EL: 8 RFEP: 63 SED: 80 FY: 0 Source: Aeries			Increase from previous year annually	
1.2	Number of EL and RFEP students earning Seal of Biliteracy upon graduation	22/23 EL: 0 RFEP: 18 Source: internal tracking			Increase from previous year annually	
1.3	Percentage of graduates completing UC/CSU requirements: Overall*	22/23: 48.7% Source: CalPads			Increase from previous year annually	
1.4	Percentage of EL students making progress toward English language proficiency (score of 3 or 4 on summative ELPAC)	22/23: 52.0% Source: caaspp-elpac.ets.org			Increase from previous year annually	
1.5	Percentage of students passing an AP exam with a score of 3 or higher: Overall*	22/23: 84.2% Source: Aeries			Increase from previous year annually	
1.6	Dashboard - distance from standard of average score - ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 19.3 points below standard FY: data not displayed for privacy SED: 50.2 points below standard EL: 71.9 points below standard			Zero points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 91.9 points below standard Homeless: 109.1 points below standard Source: California School Dashboard				
1.7	Dashboard - distance from standard of average score- Math: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 59.3 points below standard FY: data not displayed for privacy SED: 91.7 points below standard EL: 111 points below standard SWD: 120.3 points below standard Source: California School Dashboard			Zero points below standard	
1.8	CAASPP results ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 44.1% met/exceeded standards FY: too few scores to report SED: 30.3% EL: 9.1% SWD: 14.7% Homeless: data suppressed because fewer than 11 students tested Source: caasp-elpac.ets.org			Increase from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	CAASPP results Math: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 30.3% met/exceeded standards FY: too few scores to report SED: 17.3% EL: 4.6% SWD: 11.3% Source: caasp-elpac.ets.org			Increase from previous year annually	
1.10	EL reclassification rate	22/23: 13.7% Source: EL Services records, CAASPP (TOMS) reports			Increase from previous year annually	
1.11	iReady growth Reading (K-8): Overall	Fall 2023: 26.9% early or mid/above grade level Spring 2024: 45.9% early or mid/above grade level Source: iReady			Increase from previous year annually	
1.12	iReady growth Math (K-8): Overall	Fall 2023: 13.2% early or mid/above grade level Spring 2024: 39.2% early or mid/above grade level Source: iReady			Increase from previous year annually	
1.13	Prepared for college (EAP) - ELA: Overall*	22/23: 50.5% Source: caasp-elpac.ets.org			Increase from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(11th graders meet/exceed standards CAASPP)					
1.14	Prepared for college (EAP) - Math: Overall* (11th graders meet/exceed standards CAASPP)	22/23: 22.7% Source: caasp-elpac.ets.org			Increase from previous year annually	
1.15	CTE pathway completion rate: Overall*	22/23: 20.2% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report			Increase from previous year annually	
1.16	School facilities maintained in good repair	23/24: Yes with the exception of South Tahoe High School which received a school rating of Poor Source: SARC, FIT			Yes	
1.17	School Plan for Student Achievement implementation	23/24: Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education Source: LTUSD Educational Services			Yes Developed and approved annually	
1.18	Percentage of teachers that are fully	23/24: 96.8%			100% of teachers are fully	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credentialed and appropriately assigned	Source: LTUSD Human Resources Department			credentialed and appropriately assigned	
1.19	Percentage of students who have successfully completed courses that satisfy UC/CSU requirements and CTE sequences or programs of study	22/23: 11.9% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report			Increase from previous year annually	
1.20	CAASPP results Science: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 31.4% met/exceeded FY: too few scores to report SED: 18.1% EL: 3.7% SWD: 6.4% Source: caasp-elpac.ets.org			Increase from previous year annually	
1.21	Programs and services have been developed and are provided to unduplicated students	23/24: Yes Source: LTUSD Educational Services			Yes	
1.22	District offers a broad course of study	23/24 Yes Source: LTUSD Educational Services			Yes	
1.23	Student access to standards-aligned materials	23/24: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution			All students have access to standards-aligned materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	English Learner Progress Indicator (current EL students making progress towards English language proficiency or maintaining the highest level)	22/23: 58.6% Source: CA School Dashboard			Increase from previous year annually	
1.25	Number of students enrolled in dual enrollment courses	23/24: 689 students Source: Aeries			Increase from previous year annually	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Intervention Teachers	<p>Hire 5.5 FTE Academic Intervention Teachers (Credentialed Teacher) for Tier II and III support</p> <ul style="list-style-type: none"> • ITs will be assigned to elementary schools with the highest needs: Meyers 1.0 FTE, Tahoe Valley 1.5 FTE, Sierra House 1.5 FTE, Bijou 1.5 FTE • ITs will work as a collaborative team to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon data analysis and assessment results to ensure continuity of practice at school sites and districtwide • ITs will utilize instructional strategies to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • Tahoe Valley EL and Homeless students districtwide received a red performance level in ELA and Sierra House SWD received a red performance level in Math on the 2023 California School Dashboard 	\$803,615.00	Yes
1.2	Paraprofessionals	<p>Hire six (6.0) paraprofessionals for targeted English and Math skills improvement (place an emphasis on the need for bilingualism-Spanish/Tagalog speaking aides in the recruitment process)</p> <ul style="list-style-type: none"> • Paraprofessionals may provide student enrichment opportunities • Paraprofessionals will be specifically assigned to every Elementary site, South Tahoe Middle School, and South Tahoe High School • Paraprofessionals will provide targeted support to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • The following school sites and student groups received red performance levels on the 2023 California School Dashboard for academic performance: District - Homeless ELA; Sierra House - SWD Math; Tahoe Valley - EL ELA; STMS - SWD ELA; STHS - SWD ELA 	\$444,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue direct student support with Paraprofessionals (existing positions)		
1.3	California Education Partners partnership	<p>Continue Partnership with CA Education Partners for Math alignment</p> <ul style="list-style-type: none"> Continuous Improvement partnership to improve Math Identify and address challenges and barriers to student progress in Math growth, including English Learners and long-term English learners Sierra House SWD received a red performance level in Math on the 2023 California School Dashboard <p>No direct cost Associated with Content Area Specialists goal 3, action 3.2 (contributing) Associated with Academic Intervention Teachers goal 1, action 1.1</p>	\$2,000.00	Yes
1.4	Career Technical Education Provider (CTE Specialist)	<p>Hire 1.0 FTE Career Tech Education Provider for K-12 to continue expansion of the CTE program down through Elementary Schools. CTE Specialist will support the development of discovery programs at Elementary, exploration at Middle School, and Engagement at High School in order to provide students the opportunity to garner interest in all possible career pathways after High School. Current Pathways that exist in our community and opportunities for expansion down through all Elementary Schools:</p> <ul style="list-style-type: none"> Allied Health emphasis on Exercise Science, Sports Medicine, and Dental Assisting Hospitality and Tourism emphasis on Culinary Arts, Resort and Recreational Management, and Event Planning Engineering emphasis on Automotive Repair, Construction, and Environmental/Natural Resources Arts, Media and Entertainment emphasis on Digital Photography, Graphic Design, and Broadcast and Video Production <p>The Specialist will be a districtwide position with a focus on bringing CTE</p>	\$106,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education to all students, beginning the pathway linkage early and have it tie directly to current CTE pathways at South Tahoe High School.		
1.5	Evidence-based Instructional Strategies	<p>Emphasis on Tier I instruction with a focus on state standards/critical concepts and alignment across all grades</p> <ul style="list-style-type: none"> • High expectations of students • Utilization of common formative assessments • Collective efficacy • Ongoing instructional strategies training for teachers, including culturally responsive teaching and addressing the unique needs of English Learners and long-term English Learners in becoming English language proficient <ul style="list-style-type: none"> • The following school sites and student groups received red performance levels on the 2023 California School Dashboard for academic performance: District - Homeless ELA; Sierra House - SWD Math; Tahoe Valley - EL ELA; STMS - SWD ELA; STHS - SWD ELA 	\$2,397,876.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need for:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate: Overall*	22/23: 37.6% FY: too few to report SED: 45.7%			Decrease from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disaggregated by EL, FY, SED, SWD, Hispanic, Filipino, Homeless	EL: 41.9% SWD: 45.0% Hispanic: 42.7% Filipino: 36.7% Homeless: 64.0% Source: Dataquest Chronic Absenteeism Rate				
2.2	High school dropout rate: Overall* (number of students)	22/23: 21 students Source: CalPads			Decrease from previous year annually	
2.3	High school graduation rate: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 89.0% FY: data not displayed for privacy SED: 85.1% EL: 81.4% SWD: 82.1% Homeless: 51.7% Source: California School Dashboard			Increase from previous year	
2.4	Middle school dropout rate: Overall* (number of students)	22/23: 0 students Source: CalPads			Maintain at 0 students	
2.5	Parent input on decision making for the District and schoolsites	23/24 76% of respondents as parents agree they have opportunities to provide input on decisions about schoolsites and the District			Increase from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LCAP Parent/Community Survey				
2.6	Parent participation in programs for students with exceptional needs	23/24 88.0% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children Source: LCAP Parent/Community Survey			Increase from previous year annually	
2.7	Parent participation in programs for unduplicated students	23/24 86.0% of respondents as parents of unduplicated students agree they are provided opportunities to support their children Source: LCAP Parent/Community Survey			Increase from previous year annually	
2.8	Student expulsion rate: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 0.0% FY: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Source: Dataquest Expulsion Rate			Maintain at 0.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	School attendance rate: Overall*	22/23 average daily attendance not yet available 22/23 CBEDS day enrollment: 3649 Ratio: pending Source: EdData, CalPads			Maintain ratio of ADA to CBEDS day student enrollment	
2.10	Suspension rate: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 4.3% FY: too few to report SED: 6.1% EL: 6.6% SWD: 5.8% Source: California School Dashboard			Decrease from previous year annually	
2.11	Chronic absenteeism rate K-8: Overall* Disaggregated by EL, FY, SED, SWD, Hispanic, Filipino, Homeless	22/23: 34.5% FY: less than 11 students - data not displayed for privacy SED: 42.0% EL: 37.2% SWD: 38.5% Hispanic: 40.0% Filipino: 34.0% Homeless: 56.3% Source: California School Dashboard			Decrease from previous year annually	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elementary Counselors	<p>Four (4.0 FTE) Elementary Counselors to support Social Emotional Learning</p> <ul style="list-style-type: none">• SEL Curriculum and Strategies implementation• Utilization of Positive Behavioral Interventions and Supports (PBIS) practices• Implementation of Restorative Practices• Trauma Informed Practices• Work directly with individuals, students groups, and classes• Counselors will be assigned to elementary schools: 1.0 FTE Meyers, 1.0 FTE Bijou, 1.0 FTE Sierra House, 1.0 FTE Tahoe Valley• Elementary Counselors will serve to expand counseling services to K-12• The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White	\$541,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White 		
2.2	Social Emotional Learning Practices	<p>Ongoing implementation of research and evidence based Social Emotional Learning Practices</p> <ul style="list-style-type: none"> Implement SEL Curriculum K-12 (123 Wellness Curriculum, Kelvin Family Pulse SEL surveys) Implement Restorative Practices Culturally Relevant Social Emotional Learning Practices <ul style="list-style-type: none"> The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White; STMS - EL, SED, Hispanic Homeless students districtwide received a red performance level for Graduation Rate on the 2023 Dashboard 	\$601,971.00	Yes
2.3	Student Advocate: SEL, Behavioral, and Mental Health	<p>Hire a Student Advocate to provide SEL/Behavioral and Mental Health Services, Supports, Resources</p> <ul style="list-style-type: none"> Agency linkage Community resource linkage Individual and small group direct student support 	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	School Nurse Services	<p>Hire and maintain School Nursing Services for each physical school site and all educational programs throughout the District</p> <ul style="list-style-type: none"> • Six (6.0 FTE) Nurses Total • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White 	\$557,131.00	Yes
2.5	Attendance Intervention and Supports	<p>Provide targeted student and family supports to improve student attendance</p> <ul style="list-style-type: none"> • Family education opportunities to emphasize the importance of daily in-class attendance • Student coaching and supports (home visits) • Attendance review processes (i.e. School Attendance Review Board) • Engaging lessons and classroom environments • Promoting school connectedness which may include visual displays at sites, personal communication from site staff, and site incentive programs • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White 	\$10,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Social Emotional Intervention Teachers	<p>Hire 2.5 FTE SEL Intervention Teachers (Credentialed Teachers) for targeted social emotional learning</p> <ul style="list-style-type: none"> • ITs will be individually assigned to sites to work on specific needs based upon data analysis and needs assessment: 0.5 FTE Tahoe Valley, 0.5 FTE Sierra House, 0.5 Bijou, 1.0 FTE South Tahoe High School • ITs will work as a collaborative team and with School Counselors to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon the assessment results to ensure continuity of practice at school sites and districtwide • ITs may provide student enrichment opportunities • ITs will promote the CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White • Homeless students districtwide received a red performance level for Graduation Rate on the 2023 Dashboard 	\$365,600.00	Yes
2.7	Family Engagement: Opportunities, Resources, Support	<p>Provide families the opportunities, resources, and support to develop skills in assisting their children through the educational experience</p> <ul style="list-style-type: none"> • Continue with Parent Institute for Quality Education (PIQE) that assists parents in effectively supporting their students towards 	\$13,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>graduation. PIQE is to be implemented at the middle school level for all parents.</p> <ul style="list-style-type: none"> Continue to support and engage with parents by providing a platform for collaborative conversation and learning opportunities (i.e. Cafecitos, newsletters, academic nights - Math, Science, Literacy) 		
2.8	Suspension Interventions and Supports	<p>Reduce suspension rates by:</p> <ul style="list-style-type: none"> Review, refine, and fully implement restorative practices and alternative discipline measures Expand social-emotional learning programs to address suspendable behavior Continue counseling and mental health support Reinforce positive behavior intervention systems Continue to foster a culturally responsive environment Train staff in de-escalation techniques <ul style="list-style-type: none"> The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: Overall - Bijou, Tahoe Valley, EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White; STMS - EL, SED, Hispanic 	\$1,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>There is a need for:</p> <ul style="list-style-type: none">Continued teacher collaboration including focus on Standards/critical concepts and instructionDedicated professional development and collaboration, built into teacher schedulesHigh yield instructional strategies (i.e. Marzano Resources 43 elements)Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the DistrictIdentifying gaps in professional learning and aligning professional development to site strengths and areas of focusDistrictwide training including classified staffAddressing teachers' specific needs <p>To meet the unique needs of every student, actions focus on providing teachers with resources and professional development in academics, social emotional learning, behavior management, mental health, and physical well-being. Progress will be evaluated based on metrics related to academic achievement, course access, and school climate.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of EL students at-risk of or are LTEL (starting 3rd grade, EL 4 years or more)	22/23 At-Risk 4-5 years: 7.4% LTEL 6+ years: 16.6% Source: Dataquest EL Data, "At-Risk" and LTEL			Decrease from previous year annually	
3.2	Number of EL and RFEP students enrolled in AP classes	23/24 EL: 8 RFEP: 63 Source: Aeries			Increase from previous year annually	
3.3	Number of EL and RFEP students earning Seal of Biliteracy upon graduation	22/23 EL: 0 RFEP: 18 Source: Internal tracking			Increase from previous year annually	
3.4	CAASPP results ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 44.1% met/exceeded standards FY: too few scores to report SED: 30.3% EL: 9.1% SWD: 14.7% Homeless: data suppressed because fewer than 11 students tested Source: caasp-elpac.ets.org			Increase from previous year annually	
3.5	CAASPP results Math: Overall*	22/23: 30.3% met/exceeded standards			Increase from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disaggregated by EL, FY, SED, SWD	FY: too few scores to report SED: 17.3% EL: 4.6% SWD: 11.3% Source: caaspp-elpac.ets.org				
3.6	Climate survey, biennial: student sense of safety and school connectedness	23/24: CHKS results pending 23/24 LCAP Student 3-12 survey My school is a safe place: 77.9% I feel like I am welcome and I belong at my school: 74.6%			Increase student sense of safety and school connectedness	
3.7	CTE pathway completion rate: Overall*	22/23: 20.2% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report			Increase from previous year annually	
3.8	EL reclassification rate	23/24: pending Source: EL Services records, CAASPP (TOMS) reports			Increase from previous year annually	
3.9	Implementation of academic content and performance standards for Common Core State	23/24: Implemented Source: LTUSD Educational Services			Implemented	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards and English Language Development adopted by the state board					
3.10	LCAP survey: annual	23/24: Administered Number of parent responses: 522 Students (TK-12): 43.0% completed survey Staff: 36.0% completed survey Source: SurveyMonkey			Administered and increased participation from previous year annually	
3.11	Special Education Annual Performance Review	22/23 # targets met: 8 # targets not met: 5 # targets N/A: 3 Source: Annual Determination pursuant to IDEA, Compliance and Improvement Monitoring Process Data and Information			Met all targets	
3.12	CTE pathway completion rate - Arts, Media, Entertainment: Overall* (number of students)	22/23: 2 students Source: CalPads			Increase from previous year annually	
3.13	CAASPP Science: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 31.4% met/exceeded standards FY: too few scores to report SED: 18.1%			Increase from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 3.7% SWD: 6.4% Source: caaspp-elpac.ets.org				
3.14	Annual Staff Professional Development Survey	Baseline will be established in 24/25			Administered	
3.15	Dashboard - distance from standard of average score - ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 19.3 points below standard FY: data not displayed for privacy SED: 50.2 points below standard EL: 71.9 points below standard SWD: 91.9 points below standard Homeless: 109.1 points below standard Source: California School Dashboard			Zero points below standard	
3.16	Dashboard - distance from standard of average score - Math: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 59.3 points below standard FY: data not displayed for privacy SED: 91.7 points below standard EL: 111 points below standard SWD: 120.3 points below standard Source: California School Dashboard			Zero points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	CAASPP results Science: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 31.4% met/exceeded FY: too few scores to report SED: 18.1% EL: 3.7% SWD: 6.4% Source: caasp- elpac.ets.org			Increase from previous year annually	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Survey staff annually to determine Professional Development needs	\$67,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Schedule: Staff Survey, Design, Implementation	<p>Develop a professional development schedule based on survey results to support District and Site needs addressing:</p> <ul style="list-style-type: none"> • LCAP • Site Single Focus Plans • Standards/Critical Concepts alignment • Evidence-based instructional strategies including culturally responsive teaching and advancing English language development for English Learners and long-term English Learners • Universal Design for Learning (UDL)/Differentiated Instruction/Scaffolded Instruction • PLC (Professional Learning Community) implementation/training • Equity and culturally responsive teaching practices • Trauma Informed Practices <p>Professional Development Schedule will be implemented districtwide through collaboration with site and District leaders and teachers.</p>		
3.2	Content Area Specialist	<p>Hire 1.0 FTE Content Area Specialists (Credentialed Teachers) of 0.5 FTE Math and 0.5 FTE ELA/ELD</p> <p>Specialists will support teacher implementation of targeted Math and ELA/ELD curriculum and instructional practices (K-12). They will be responsible for supporting teachers in the following areas:</p> <ul style="list-style-type: none"> • Curriculum alignment, adoption, and implementation • Professional development in conjunction with District and site leaders • Assessment and data; iReady and other District and site assessments • Instruction by assisting with best practices to meet student needs including strategies to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • Specialists will support Site Single Focus Plans when deemed appropriate 	\$150,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> The following school sites and student groups received a red performance level on the 2023 California School Dashboard: Sierra House - SWD Math, Tahoe Valley - EL ELA 		
3.3	Early Out Wednesday: Collaboration and Professional Development schedule	<p>Collaborate with employee groups to identify time for dedicated Collaboration and Professional Development to occur on a regular basis for the purpose of vertical and horizontal articulation, reflective analysis of teaching and learning, data analysis to monitor student growth, and collaborative planning</p> <p>Cost contained in staff salaries Associated with Professional Development Schedule: Staff Survey, Schedule, Implementation Goal 3, action 3.1 (contributing)</p>	\$6,000.00	Yes
3.4	Site Single Focus Plan	<p>Provide direct funding to all school sites for the purpose of addressing professional development needs to implement Site Single Focus Plans</p> <ul style="list-style-type: none"> Maintain Single Site Focus Plan with 1 focus goal on student achievement tied to the LCAP goals Allow flexibility to sites to utilize funds in a manner that will allow for targeted growth Elementary: \$10,000 Middle school: \$15,000 High school: \$15,000 Mt. Tallac: \$2,500 Elevated: \$2,500 	\$23,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP results ELA: Homeless	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org			Increase from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CAASPP results Math: Homeless	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org			Increase from previous year annually	
4.3	Prepared for college (EAP) - ELA: Homeless (11th graders meet/exceed standards CAASPP)	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org			Increase from previous year annually	
4.4	Prepared for college (EAP) - Math: Homeless (11th graders meet/exceed standards CAASPP)	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org			Increase from previous year annually	
4.5	High school graduation rate: Homeless	22/23: 51.7% Source: Dataquest 4-year adjusted cohort			Increase from previous year annually	
4.6	Percentage of homeless students meeting UC/CSU requirements	22/23: 20.0% Source: Dataquest 4-year adjusted cohort			Increase from previous year annually	
4.7	Suspension rate: Homeless	22/23: 5.20% Source: Dataquest Suspension Rate			Decrease from previous year annually	
4.8	Chronic absenteeism rate: Homeless	22/23: 64.0% Source: Dataquest Chronic Absenteeism Rate			Decrease from previous year annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Student expulsion rate: Homeless	22/23: 0.0% Source: Dataquest Expulsion Rate			Maintain at 0%	
4.10	High school dropout rate: Homeless (number of students)	22/23: 6 of 21 Source: CalPads			Decrease from previous year annually	
4.11	Middle school dropout rate: Homeless (number of students)	22/23: 0 of 0 Source: CalPads			Maintain at 0 students	
4.12	CAASPP results Science: Homeless	22/23: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org			Increase from previous year annually	
4.13	CAASPP results ELA: Homeless distance from standard	22/23: 109.1 points below standard Source: California School Dashboard			Zero points below standard	
4.14	CAASPP results Math: Homeless distance from standard	22/23: 126.2 points below standard Source: California School Dashboard			Zero points below standard	
4.15	Chronic absenteeism K-8: Homeless	22/23: 56.3% Source: California School Dashboard			Decrease from previous year annually	
4.16	Graduation rate: Homeless	22/23: 51.7% Source: California School Dashboard			Increase from previous year annually	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Monitoring	Monthly attendance collaboration with District and Site Leaders for all sites to identify Homeless students who are, or are at risk of becoming, chronically absent <ul style="list-style-type: none">Homeless students districtwide received a red performance level for Chronic Absenteeism for grades K-8 on the 2023 Dashboard	\$7,336.00	Yes
4.2	McKinney Vento Instructional Assistant	Hire McKinney Vento Instructional Assistant (Classified) to support improved student outcomes for those students identified for McKinney Vento (Homeless) Services and Supports <ul style="list-style-type: none">Provide academic tutoring and support in critical content areas including targeted English skills improvement	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide Homeless and Foster Youth Placement Support and school access • Homeless students districtwide are reflected on the 2023 Dashboard as red for English Language Arts academic performance and Graduation Rate 		
4.3	Foster Youth/Homeless Student Advocate	<p>Maintain Foster Youth/Homeless Student Advocate to serve as an advocate for K-12 students who are receiving foster care services or who meet the eligibility requirements for the McKinney Vento Act program for homeless students (existing position)</p> <ul style="list-style-type: none"> • Assist students with academic support through tutoring and developing organizational skills including targeted English skills improvement • Provide essential items for school and basic needs • Assist with transportation and food and housing instability • Encourage student participation in extra curricular and enrichment activities • Present opportunities, social experiences, and career ideas to broaden student's point of view and assist in goal setting • Collaborate with Counselors at secondary sites to ensure students are enrolled in and passing courses to meet graduation requirements • Homeless students districtwide are reflected on the 2023 Dashboard as red for English Language Arts academic performance and Graduation Rate 	\$84,599.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP results ELA	22/23: 14.3% met or exceeded standards Source: caaspp-elpac.ets.org			Increase from previous year annually	
5.2	CAASPP results Math	22/23: 0.0% met or exceeded standards Source: caaspp-elpac.ets.org			Increase from previous year annually	
5.3	CAASPP results Science	22/23: 13.3% met or exceeded standards Source: caaspp-elpac.ets.org			Increase from previous year annually	
5.4	Chronic absenteeism rate	22/23: 91.5% Source: Dataquest Chronic Absenteeism Rate			Decrease from previous year annually	
5.5	Suspension rate	22/23: 0.0% Source: Dataquest Suspension Rate			Decrease from previous year annually	
5.6	Dropout rate (number of students)	22/23: 6 of 21 Source: CalPads			Decrease from previous year annually	
5.7	Graduation rate	22/23: 76.7% Source: California School Dashboard			Increase from previous year annually	
5.8	Expulsion rate	22/23: 0.0%			Maintain at 0 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Dataquest Expulsion Rate				
5.9	Non-stability rate	22/23: 66.7% Source: Dataquest Stability Rate Report			Decrease from previous year annually	
5.10	Dashboard - distance from standard of average score - ELA	22/23: 104.8 points below standard Source: California School Dashboard			Zero points below standard	
5.11	Dashboard - distance from standard of average score - Math	22/23: 208.7 points below standard Source: California School Dashboard			Zero points below standard	
5.12	Suspension rate	22/23: 0.0% Source: California School Dashboard			Maintain at 0.0%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Coach	Assign a 0.5 FTE Career Coach Teacher (Certificated Teacher) to help students explore career and college opportunities <ul style="list-style-type: none">• Outreach to District departments and local businesses• Establish agreements for student mentorships• Implement intern and externships	\$68,390.00	Yes
5.2	Lake Tahoe Community College Partnership	Expand relationship with Lake Tahoe Community College to increase student opportunities for dual enrollment, career exploration, and work-based learning opportunities	\$3,326.00	Yes
5.3				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,656,853	\$101,814

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
12.479%	0.000%	\$0.00	12.479%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Academic Intervention Teachers Need: <ul style="list-style-type: none"> Necessity for Tier II (appropriate grade level) and III instruction for struggling students Strengthening Math and Reading instruction and learning 	<ul style="list-style-type: none"> Intervention Teachers (IT) will be individually assigned to sites to work on specific needs based upon data analysis and needs assessments ITs will work as a collaborative team to assist all sites with assessment and determination of grouping of students ITs will be assigned specific sites and focus areas dependent upon the 	1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.21, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Intervention supports for academic and social emotional learning • Cohesion between core instruction and intervention supports • Critical thinking and problem solving skills • Engaging, rigorous grade level instruction • Access to rigorous curriculum • Direct academic support for low performing students including foster youth, English Learners, and low income <p>Scope: Schoolwide</p>	assessment results to ensure continuity of practice at school sites and districtwide	
1.2	<p>Action: Paraprofessionals</p> <p>Need:</p> <ul style="list-style-type: none"> • Strengthening Math and Reading instruction • Intervention supports for academic and social emotional learning • Cohesion between core instruction and intervention supports • Critical thinking and problem solving skills • Targeted additional support through Instructional Aides • Direct academic support for low performing students including foster 	<ul style="list-style-type: none"> • Targeted English and Math skills improvement • Paraprofessionals may provide student enrichment opportunities • Paraprofessionals will be specifically assigned to every Elementary site 	1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.21, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>youth, English Learners, and low income</p> <p>Scope: Schoolwide</p>		
1.3	<p>Action: California Education Partners partnership</p> <p>Need:</p> <ul style="list-style-type: none"> • Strengthening Math instruction • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts alignment • Engaging, rigorous grade level instruction with relevant lessons • Teaching students critical thinking and problem solving skills • Differentiated Assistance • Math support for all students including foster youth, English Learners, and low income <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • Continuous Improvement partnership to improve performance in Math • Identify and address challenges and barriers to progress in Math growth • Make necessary shifts in instructional practices 	1.7, 1.9, 1.12, 1.21
1.4	<p>Action: Career Technical Education Provider (CTE Specialist)</p> <p>Need:</p>	<ul style="list-style-type: none"> • Support the development of discovery programs at Elementary, exploration at Middle School, and Engagement at High School in order to provide students the opportunity to garner interest in all 	1.15, 1.19, 1.20, 1.21, 1.22

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Access to courses and activities beyond core instruction • Student-centered • Critical thinking and problem solving skills • Strong and supportive relationships among students, teachers, and staff • Discovery, exploration, and engagement in CTE programs for all students including foster youth, English Learners, and low income <p>Scope: LEA-wide</p>	<p>possible career pathways after high school</p> <ul style="list-style-type: none"> • Bring CTE education to all students, beginning the pathway linkage early and have it tie directly to current CTE pathways at STHS 	
1.5	<p>Action: Evidence-based Instructional Strategies</p> <p>Need:</p> <ul style="list-style-type: none"> • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts and alignment • Common formative assessment and checking for understanding • Student-centered • High expectations • Engaging, rigorous grade level instruction with relevant lessons • Student access to rigorous curriculum • Critical thinking and problem solving skills • Strengthening Math and Reading instruction 	<ul style="list-style-type: none"> • Improving student academic achievement • Increase student engagement 	1.1, 1.2, 1.3, 1.5, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.19, 1.20, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Access to courses and activities beyond core instruction • Direct academic support for all students including foster youth, English Learners, and low income <p>Scope: LEA-wide</p>		
2.1	<p>Action: Elementary Counselors</p> <p>Need:</p> <ul style="list-style-type: none"> • Engagement through relevant, challenging and collaborative activities • Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social emotional learning and supports • Environments and systems that are inclusive for all students • Counseling services • Improve attendance through student and family engagement and accountability • Target engagement and improve attendance of all students including foster youth, English Learners, and low income 	<p>Professional development and support in:</p> <ul style="list-style-type: none"> • SEL Curriculum and Strategies implementation • Implementation of Restorative Practices • Trauma Informed Practices • Working directly with individual students, student groups, and classes 	2.1, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	Action: Social Emotional Learning Practices Need: <ul style="list-style-type: none"> Engagement through relevant, challenging and collaborative activities Parent involvement through engagement opportunities Student-centered activities and relationships Student social emotional learning and supports Access to extracurricular and enrichment activities Environments and systems that are inclusive for all students Counseling and School Nurse services Improve attendance through student and family engagement and accountability Support social emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income Scope:	Ongoing student social emotional, mental, behavioral, and physical health support districtwide <ul style="list-style-type: none"> Identify SEL Curriculum K-12 Implement Restorative Practices Culturally Relevant Social Emotional Learning Practices 	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p>Action: Student Advocate: SEL, Behavioral, and Mental Health</p> <p>Need:</p> <ul style="list-style-type: none"> • Student-centered activities and relationships • Student social emotional learning and supports • Environments and systems that are inclusive for all students • Improve attendance through student and family engagement and accountability • Support social emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • Provide wraparound services for mental, behavioral, and social emotional support through community resources and partnerships • Services provided for at risk students attending South Tahoe High School 	2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11
2.4	<p>Action: School Nurse Services</p> <p>Need:</p> <ul style="list-style-type: none"> • Ongoing support of student mental, social emotional, and physical health • School Nurse services 	<ul style="list-style-type: none"> • Maintain School Nursing Services for each physical school site and all educational programs throughout the District • School Nurses will provide incidental and ongoing basic health services for all students 	2.1, 2.9, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Support social emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income <p>Scope: LEA-wide</p>		
2.5	<p>Action: Attendance Intervention and Supports</p> <p>Need:</p> <ul style="list-style-type: none"> Student engagement through relevant, challenging and collaborative activities Parent involvement through engagement opportunities Student-centered activities and relationships Student social emotional learning and supports Student access to extracurricular and enrichment activities Environments and systems that are inclusive for all students Improve attendance through student and family engagement and accountability Target engagement and improve attendance of all students including foster youth, English Learners, and low income 	<ul style="list-style-type: none"> Parent education opportunities Student coaching and supports (home visits) Attendance review processes (i.e. School Attendance Review Board) Engaging lessons and classroom environments Promoting school connectedness which may include visual displays at sites, personal communication from site staff, and site incentive programs 	2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	Action: Social Emotional Intervention Teachers Need: <ul style="list-style-type: none"> • Student engagement through relevant, challenging and collaborative activities • Student-centered activities and relationships • Student social emotional learning and supports • Improve attendance through student and family engagement and accountability • Parent involvement through engagement opportunities • Support social emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income Scope: Schoolwide	<ul style="list-style-type: none"> • ITs will be individually assigned to sites to work on specific needs based upon data analysis and needs assessment: 0.5 FTE Tahoe Valley, 0.5 FTE Sierra House, 0.5 Bijou, 1.0 FTE South Tahoe High School • ITs will work as a collaborative team and with School Counselors to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon the assessment results to ensure continuity of practice at school sites and districtwide • ITs may provide student enrichment opportunities • ITs will promote the CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making 	2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11
2.7	Action: Family Engagement: Opportunities, Resources, Support Need:	<ul style="list-style-type: none"> • Continue with Parent Institute for Quality Education (PIQE) that assists parents in effectively supporting their students towards graduation. PIQE is to be 	2.1, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Family involvement through engagement opportunities Improve attendance through student and family engagement and accountability Provide resources to families in supporting their student's academic achievement Target engagement and improve attendance of all students including foster youth, English Learners, and low income <p>Scope: LEA-wide</p>	<p>implemented at the middle school level for all parents.</p> <ul style="list-style-type: none"> Continue to support and engage with families by providing a platform for collaborative conversation and learning opportunities (i.e. Cafecitos, newsletters, academic nights - Math, Science, Literacy) 	
2.8	<p>Action: Suspension Interventions and Supports</p> <p>Need:</p> <ul style="list-style-type: none"> Student engagement through relevant, challenging and collaborative activities Parent engagement opportunities Student-centered activities and relationships Student social emotional learning and supports Student access to extracurricular and enrichment activities Environments and systems that are inclusive for all students Counseling 	<ul style="list-style-type: none"> Alternatives to suspension to maintain student connectedness to school, staff, and peers Identify causes of suspendable behavior and provide individualized student mental, social-emotional, physical, and basic needs supports 	2.8, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Targeted engagement for and improve attendance of all students including foster youth, English Learners, and low income Support social emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income <p>Scope: LEA-wide</p>		
3.1	<p>Action: Professional Development Schedule: Staff Survey, Design, Implementation</p> <p>Need:</p> <ul style="list-style-type: none"> Unduplicated pupils are scoring below students districtwide in Reading and Math; additional academic support in core subjects All students need grade level content exposure and differentiation including foster youth, English Learners, and low income <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Surveys will provide additional information of alignment of systems across the District and help to identify focus areas for professional development Plan will take into consideration survey results, teacher and site needs, and align with School Plans for Student Achievement Plan will focus on how to support teachers on best practices to meet the unique needs of targeted student groups 	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17
3.2	<p>Action: Content Area Specialist</p>	Specialist will be responsible for supporting teachers in:	3.2, 3.5, 3.9, 3.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <ul style="list-style-type: none"> Implementation of high yield instructional strategies for all students including foster youth, English Learners, and low income Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Curriculum (alignment, adoption, implementation) Professional development (in conjunction with District and site leaders) Assessment and data Instruction (assisting with best practices to meet student needs) Support Site Single Focus Plans when deemed appropriate 	
3.3	<p>Action: Early Out Wednesday: Collaboration and Professional Development schedule</p> <p>Need:</p> <ul style="list-style-type: none"> Implementation of high yield instructional strategies for all students including foster youth, English Learners, and low income Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Vertical and horizontal articulation Reflective analysis of teaching and learning Data analysis to monitor student growth Collaborative planning 	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17
4.1	<p>Action: Attendance Monitoring</p>	Identification of, or potentially, chronically absent students districtwide to provide wraparound services addressing barriers to attendance and/or	4.8, 4.10, 4.11, 4.15

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
	Need: <ul style="list-style-type: none"> • High chronic absenteeism rates • Low academic performance • Target engagement and improve attendance of all students including foster youth, English Learners, and low income Scope: LEA-wide	student resistance to school; social emotional, mental, behavioral, and physical health; academic achievement; and accessing basic needs	
5.1	Action: Career Coach Need: <ul style="list-style-type: none"> • Post secondary opportunities and success for all students including foster youth, English Learners, and low income • Employability and practical career skills • Majority of students are unduplicated and high risk of not graduating Scope: Schoolwide	<ul style="list-style-type: none"> • Provides students opportunities they would not otherwise have • Opportunity for students to learn employability skills 	5.6, 5.7
5.2	Action: Lake Tahoe Community College Partnership Need:	<ul style="list-style-type: none"> • Partnership provides students exposure to college environment and higher education opportunities 	5.1, 5.2, 5.3, 5.6, 5.7

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
	<ul style="list-style-type: none"> Post secondary opportunities and success for all students including foster youth, English Learners, and low income Employability and practical career skills Majority of students are unduplicated and high risk of not graduating <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> Opportunity for students to earn college credit while still enrolled in high school Opportunity for students to learn employability skills 	

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
4.2	<p>Action: McKinney Vento Instructional Assistant</p> <p>Need:</p> <ul style="list-style-type: none"> Access to basic needs and academic, social emotional, behavioral, physical and mental health supports Remove barriers to attending school Address student resistance to attending school 	<ul style="list-style-type: none"> Provide academic tutoring and support in critical content areas districtwide Provide homeless placement support and school access for all students experiencing homelessness 	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.3	Action: Foster Youth/Homeless Student Advocate Need: <ul style="list-style-type: none"> • Access to basic needs and academic, social emotional, behavioral, physical and mental health supports • Remove barriers to attending school and address student resistance to attending school Scope: Limited to Unduplicated Student Group(s)	Provide the following services and support for all District students identified as homeless: <ul style="list-style-type: none"> • Academic tutoring and support in critical content areas districtwide • Homeless placement support and school access • Work with site staff to identify homeless students • Tutoring • Liaison to counselors regarding personal, social, and educational problems to aid in reducing behavioral issues and absenteeism • Assist students with career and college application process • Represent interests of students to site staff • Research, coordinate, and refer students and families to social emotional, mental, behavioral, and physical health resources and services 	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

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.

As LTUSD did not receive additional concentration funding in 2023-24, concentration funding is not anticipated to be awarded in 2024-25. Should the District receive concentration funding it will partially support a certificated salary of staff providing direct services at a site with a high concentration of unduplicated 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 classified staff providing direct services to students	Meyers Elementary School 1:55.0, South Tahoe High School 1:52.6	Bijou Community School 1:25.5, Elevated Digital Learning Academy 1:152.0, South Tahoe Middle School 1:42.0, Sierra House Elementary School 1:21.9, Tahoe Valley Elementary School 1:32.7, Mt. Tallac Continuation High School 1:128
Staff-to-student ratio of certificated staff providing direct services to students	Meyers Elementary School 1:17.2, South Tahoe High School 1:15.8	Bijou Community School 1:17.9, Elevated Digital Learning Academy 1:8.4, South Tahoe Middle School 1:16.4, Sierra House Elementary School 1:13.5, Tahoe Valley Elementary School 1:13.9, Mt. Tallac Continuation High School 1:10.2

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$37,316,731	\$4,656,853	12.479%	0.000%	12.479%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,656,853.00	\$1,434,734.00	\$0.00	\$235,090.00	\$6,326,677.00	\$5,973,596.00	\$353,081.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	Ongoing	\$803,615.00	\$0.00	\$492,395.00	\$311,220.00			\$803,615.00	
1	1.2	Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House, STMS, STHS	Ongoing	\$444,857.00	\$0.00	\$413,165.00			\$31,692.00	\$444,857.00	
1	1.3	California Education Partners partnership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley; Secondary: South Tahoe Middle School, South Tahoe High School PreK-3, 8-9	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Career Technical Education Provider (CTE Specialist)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$106,494.00	\$0.00	\$53,247.00	\$53,247.00			\$106,494.00	
1	1.5	Evidence-based Instructional Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,182,418.00	\$215,458.00	\$2,303,760.00	\$13,069.00		\$81,047.00	\$2,397,876.00	
2	2.1	Elementary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	Ongoing	\$541,061.00	\$0.00	\$74,070.00	\$466,991.00			\$541,061.00	
2	2.2	Social Emotional Learning Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$571,830.00	\$30,141.00	\$547,531.00	\$54,440.00			\$601,971.00	
2	2.3	Student Advocate: SEL, Behavioral, and Mental Health	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: South Tahoe High School	Ongoing	\$0.00	\$40,000.00	\$500.00			\$39,500.00	\$40,000.00	
2	2.4	School Nurse Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$557,131.00	\$0.00	\$448,684.00	\$108,447.00			\$557,131.00	
2	2.5	Attendance Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,556.00	\$0.00	\$10,556.00				\$10,556.00	
2	2.6	Social Emotional Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tahoe Valley, Sierra House, Bijou, South Tahoe High School	Ongoing	\$365,600.00	\$0.00	\$75,280.00	\$224,855.00		\$65,465.00	\$365,600.00	
2	2.7	Family Engagement: Opportunities, Resources, Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$13,125.00	\$4,199.00			\$8,926.00	\$13,125.00	

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
			Low Income			Low Income										
2	2.8	Suspension Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$48,035.00	\$19,721.00	\$19,721.00	\$48,035.00			\$67,756.00	
3	3.2	Content Area Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$149,484.00	\$1,000.00	\$85,019.00	\$65,465.00			\$150,484.00	
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
3	3.4	Site Single Focus Plan	All	No			All Schools	Ongoing	\$0.00	\$23,500.00		\$23,500.00			\$23,500.00	
4	4.1	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$7,336.00	\$0.00	\$7,336.00				\$7,336.00	
4	4.2	McKinney Vento Instructional Assistant	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$29,115.00	\$885.00	\$30,000.00				\$30,000.00	
4	4.3	Foster Youth/Homeless Student Advocate	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$84,599.00	\$0.00	\$76,139.00			\$8,460.00	\$84,599.00	
5	5.1	Career Coach	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt. Tallac Continuation High School	Ongoing	\$65,465.00	\$2,925.00	\$2,925.00	\$65,465.00			\$68,390.00	

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
5	5.2	Lake Tahoe Community College Partnership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt. Tallac Continuation High School	Ongoing	\$0.00	\$3,326.00	\$3,326.00				\$3,326.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$37,316,731	\$4,656,853	12.479%	0.000%	12.479%	\$4,656,853.00	0.000%	12.479 %	Total:	\$4,656,853.00
								LEA-wide Total:	\$3,487,053.00
								Limited Total:	\$106,139.00
								Schoolwide Total:	\$1,063,661.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	\$492,395.00	
1	1.2	Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House, STMS, STHS	\$413,165.00	
1	1.3	California Education Partners partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley; Secondary: South Tahoe Middle School, South Tahoe High School PreK-3, 8-9	\$2,000.00	
1	1.4	Career Technical Education Provider (CTE Specialist)	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$53,247.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.5	Evidence-based Instructional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,303,760.00	
2	2.1	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	\$74,070.00	
2	2.2	Social Emotional Learning Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$547,531.00	
2	2.3	Student Advocate: SEL, Behavioral, and Mental Health	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Tahoe High School	\$500.00	
2	2.4	School Nurse Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,684.00	
2	2.5	Attendance Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,556.00	
2	2.6	Social Emotional Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tahoe Valley, Sierra House, Bijou, South Tahoe High School	\$75,280.00	
2	2.7	Family Engagement: Opportunities, Resources, Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,199.00	
2	2.8	Suspension Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,721.00	
3	3.2	Content Area Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,019.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
4	4.1	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,336.00	
4	4.2	McKinney Vento Instructional Assistant	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
4	4.3	Foster Youth/Homeless Student Advocate	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$76,139.00	
5	5.1	Career Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. Tallac Continuation High School	\$2,925.00	
5	5.2	Lake Tahoe Community College Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. Tallac Continuation High School	\$3,326.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,915,457.00	\$6,242,615.00

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	School Plan for Student Achievement implementation	Yes	\$1,987,475.00	2324528
1	1.2	English Language Development Coordinator (1.0 FTE)	Yes	\$89,161.00	257623
1	1.3	Ellevation English Learner web-based management platform implementation	Yes	\$22,785.00	18810
1	1.4	Elementary Intervention Teachers (reduced from 6.0 to 5.5 FTE)	Yes	\$750,193.00	609830
1	1.5	Paraprofessionals (reduced from 6.0 to 4.0 new positions)	Yes	\$442,218.00	247480
1	1.6	CA Education Partners partnership	No		0
1	1.7	Career Technical Education Coordinator (position suspended for 2023-24 school year)	Yes		0
1	1.8	Career Technical Education Providers (reduce from 4.0 to 2.0 FTE) for K-8	Yes	\$229,045.00	105025
1	1.9	After School Expanded Learning and Support Opportunities K-8	Yes	\$5,500.00	2828
1	1.10	McKinney Vento Instructional Assistant (position suspended for 2023-24 school year)	No		0

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	1.11	Director of Elementary Education Promoted to Associate Superintendent of Educational Services	Yes	\$279,701.00	282209
1	1.12	Director of Secondary Education Promoted to Director of Human Resources	Yes	\$222,371.00	216799
2	2.1	Content Area Specialists (reduced from 3.0 to 2.0 FTE)	Yes	\$309,465.00	421211
2	2.2	Professional Development Plan: Staff Survey	Yes	\$1,250.00	1250
2	2.3	Professional Development Plan: Design	Yes	\$8,415.00	540
2	2.4	Professional Development Plan: Implementation	Yes	\$69,646.00	230782
2	2.5	Collaboration and Professional Learning Communities	Yes	\$17,542.00	3082
3	3.1	Elementary Counselor (2.0 FTE)	Yes	\$265,175.00	264487
3	3.2	Social Emotional Learning Practices	Yes	\$459,323.00	462258
3	3.3	Positive Behavioral Interventions and Support (PBIS)	Yes		0
3	3.4	Safe Schools Curriculum	Yes	\$1,875.00	0
3	3.5	Student Advocate: SEL, Behavioral and Mental Health	No	\$35,000.00	41610

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)
3	3.6	McKinney Vento Instructional Assistant (suspended for 2023-24)	No		0
3	3.7	School Nursing Services	Yes	\$633,462.00	685873
3	3.8	After School Bussing	No		0
3	3.9	Parent Engagement: Opportunities, Resources, Support	Yes	\$81,655.00	57754
4	4.1	Language Support	Yes	\$1,000.00	8636
4	4.2	Attendance Monitoring	Yes	\$1,100.00	0
5	5.1	Attendance Monitoring	Yes	\$2,100.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,075,136	\$4,748,869.00	\$4,930,478.00	(\$181,609.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	School Plan for Student Achievement implementation	Yes	\$1,773,608.00	2169411		
1	1.2	English Language Development Coordinator (1.0 FTE)	Yes	\$89,161.00	244543		
1	1.3	Ellevation English Learner web-based management platform implementation	Yes	\$4,385.00	0		
1	1.4	Elementary Intervention Teachers (reduced from 6.0 to 5.5 FTE)	Yes	\$682,116.00	455349		
1	1.5	Paraprofessionals (reduced from 6.0 to 4.0 new positions)	Yes	\$292,673.00	247480		
1	1.7	Career Technical Education Coordinator (position suspended for 2023-24 school year)	Yes		0		
1	1.8	Career Technical Education Providers (reduce from 4.0 to 2.0 FTE) for K-8	Yes	\$5,000.00	0		
1	1.9	After School Expanded Learning and Support Opportunities K-8	Yes	\$5,500.00	2828		
1	1.11	Director of Elementary Education	Yes	\$255,818.00	247475		

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)
		Promoted to Associate Superintendent of Educational Services					
1	1.12	Director of Secondary Education	Yes	\$222,371.00	216799		
		Promoted to Director of Human Resources					
2	2.1	Content Area Specialists (reduced from 3.0 to 2.0 FTE)	Yes	\$251,608.00	223065		
2	2.2	Professional Development Plan: Staff Survey	Yes	\$1,250.00	1250		
2	2.3	Professional Development Plan: Design	Yes	\$8,415.00	540		
2	2.4	Professional Development Plan: Implementation	Yes	\$69,646.00	25240		
2	2.5	Collaboration and Professional Learning Communities	Yes	\$17,542.00	3082		
3	3.1	Elementary Counselor (2.0 FTE)	Yes	\$94,952.00	90326		
3	3.2	Social Emotional Learning Practices	Yes	\$348,049.00	341031		
3	3.3	Positive Behavioral Interventions and Support (PBIS)	Yes		0		
3	3.4	Safe Schools Curriculum	Yes	\$1,875.00	0		
3	3.7	School Nursing Services	Yes	\$539,045.00	627357		
3	3.9	Parent Engagement: Opportunities, Resources, Support	Yes	\$81,655.00	32574		
4	4.1	Language Support	Yes	\$1,000.00	2128		
4	4.2	Attendance Monitoring	Yes	\$1,100.00	0		
5	5.1	Attendance Monitoring	Yes	\$2,100.00	0		

2023-24 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)
\$38,111,255	\$4,075,136	0.39	11.083%	\$4,930,478.00	0.000%	12.937%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).

California Department of Education
November 2023