

LCFF Budget Overview for Parents

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

CDS Code: 66944

School Year: 2025-26

LEA contact information:

Shaun Roderick

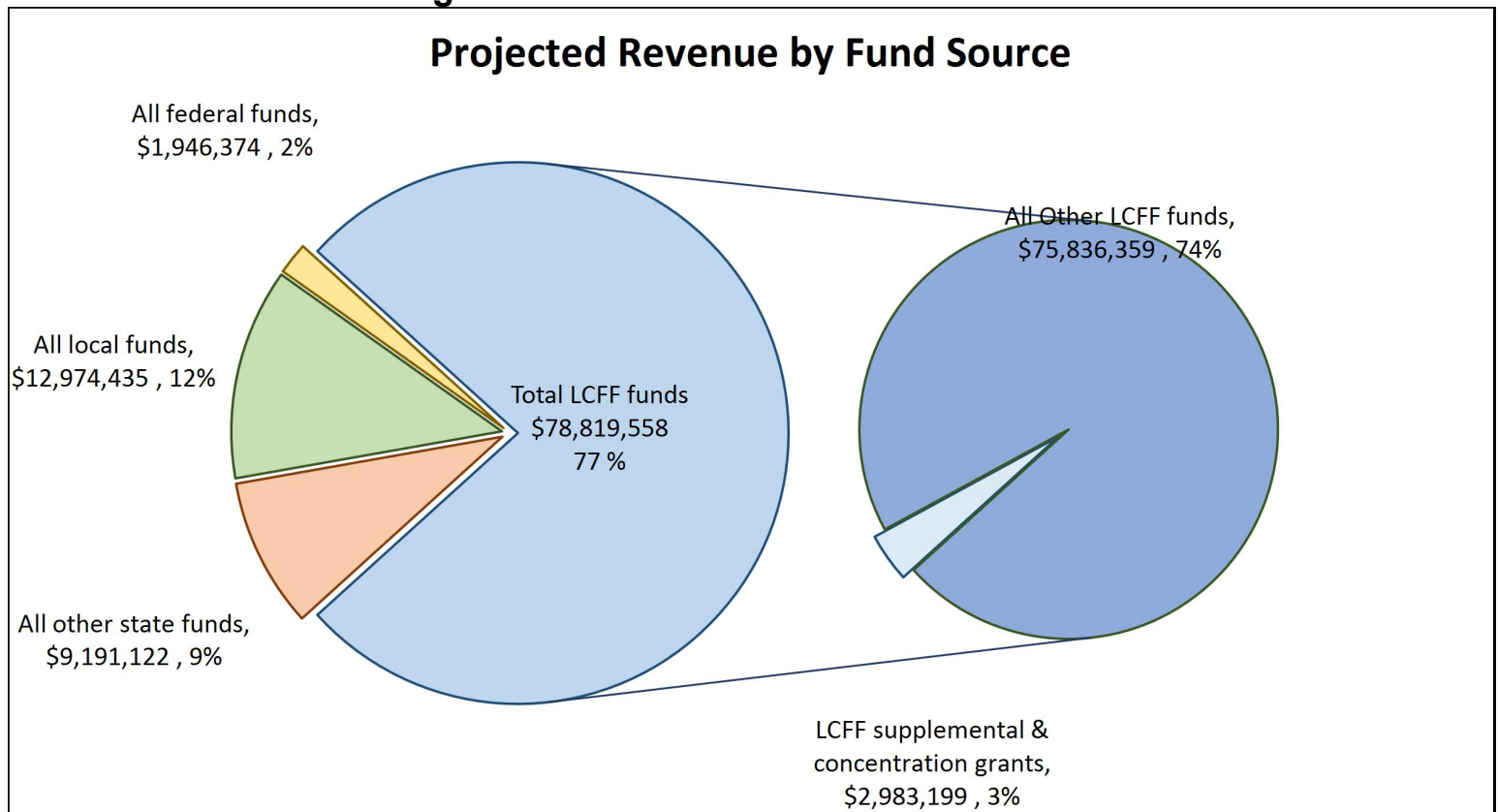
Assistant Superintendent of Educational Services

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

Budget Overview for the 2025-26 School Year

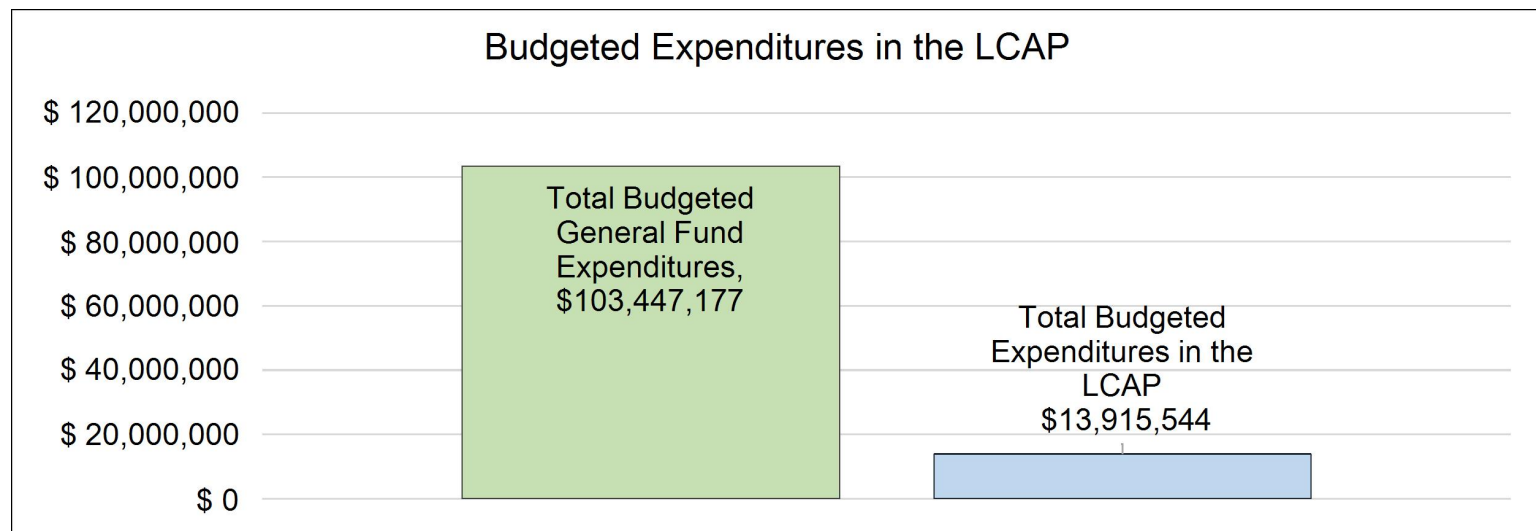


This chart shows the total general purpose revenue Tahoe Truckee Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tahoe Truckee Unified School District is \$102,931,489, of which \$78,819,558 is Local Control Funding Formula (LCFF), \$9,191,122 is other state funds, \$12,974,435 is local funds, and \$1,946,374 is federal funds. Of the \$78,819,558 in LCFF Funds, \$2,983,199 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Tahoe Truckee Unified School District plans to spend \$103,447,177 for the 2025-26 school year. Of that amount, \$13,915,544 is tied to actions/services in the LCAP and \$89,531,633 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

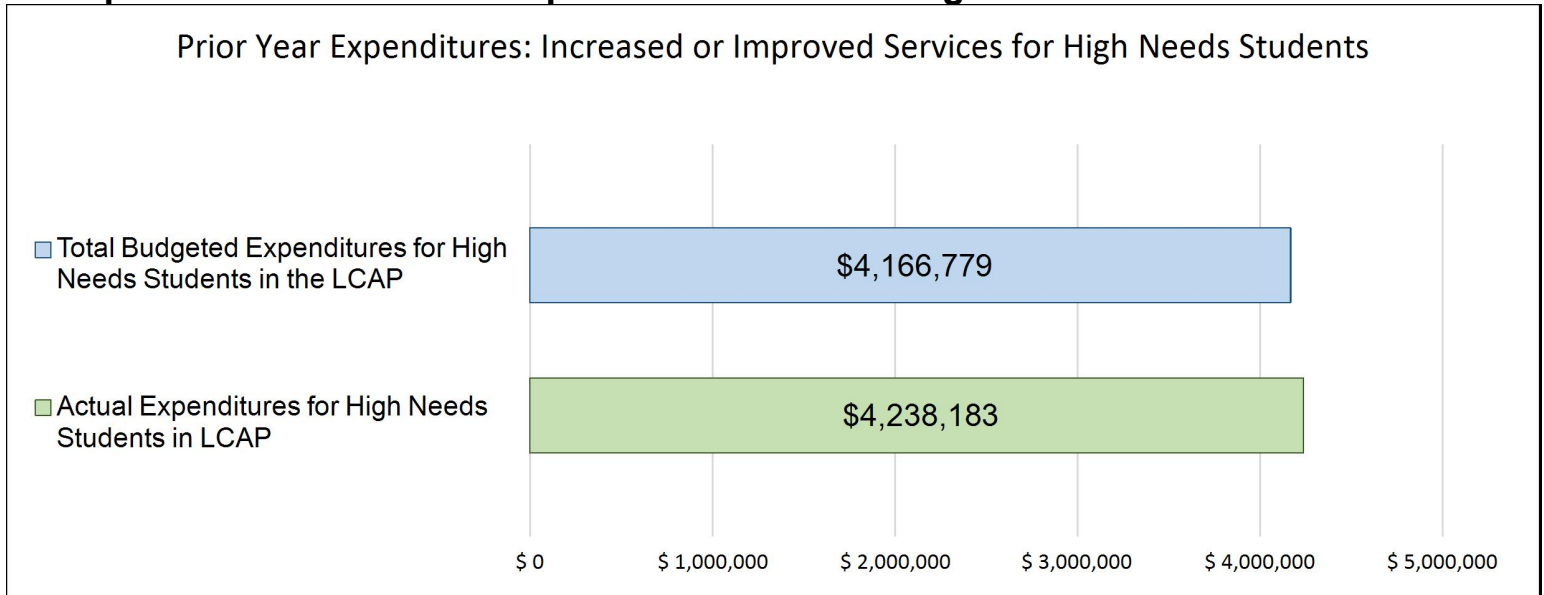
The LCAP does not include expenditures for District Office staff and administration, general education teachers, Special Education, Classified support staff, donations, One-time grant expenditures, and specialized certificated staff not associated with CTE or supplemental services.

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

In 2025-26, Tahoe Truckee Unified School District is projecting it will receive \$2,983,199 based on the enrollment of foster youth, English learner, and low-income students. Tahoe Truckee Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tahoe Truckee Unified School District plans to spend \$4,070,046 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Tahoe Truckee Unified School District's LCAP budgeted \$4,166,779 for planned actions to increase or improve services for high needs students. Tahoe Truckee Unified School District actually spent \$4,238,183 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tahoe Truckee Unified School District	Shaun Roderick Assistant Superintendent of Educational Services	sroderick@ttusd.org (530)582-2531

Plan Summary [2025-26]

General Information

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

Our Region and District

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

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

Elected Board of Education

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

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

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

Our Students

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

In 2024-2025, the student group percentages were:

Total TK-12 enrollment: 4534

Hispanic: 34.34%

White: 57.96%

Socio-economically disadvantaged: 33.02%

Students with disabilities: 15.57%

English Learners: 11.71%

Homeless/Foster Youth: 1.99%

Our Staff

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

Reflections: Annual Performance

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

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

Suspension:

From 2023 to 2024, the suspension data for 2024 highlights both areas of progress and significant disparities among student groups. Overall, the suspension rate for all students has decreased slightly to 1.4%, nearing the goal of less than 1%. White students meet the target with a suspension rate of 0.9%. However, other groups, including Hispanic students (2.1%), English Learners (2.0%), Socioeconomically Disadvantaged students (2.2%), and Students with Disabilities (2.9%), remain above the threshold. Long-Term English Learners stand out with a particularly high suspension rate of 8.8%, underscoring the challenges faced by this subgroup. Homeless students show notable improvement, with their suspension rate declining to 1.2%, just slightly above the goal. This work is supported through Goal 2, Action 6, and Goal 3, Action 1. TTUSD has an overall lower suspension rate, but we are focusing on addressing the higher suspension rates, particularly among student subgroups such as students with disabilities and English learners. We are addressing the area of concern through Action 2.4 to provide support and interventions to improve the outcomes for these students.

Math:

Our district is committed to continuous improvement and ensuring equitable student outcomes. While we celebrate an overall growth of +3.4%, we must acknowledge and address significant disparities revealed in our recent data. Notably, our Students with Disabilities (SWD) experienced a decline of -6.1%, and our English Learners (EL) saw a substantial decrease of -10.3%. Additionally, our Hispanic student population showed a regression of -4.5%. While our Socioeconomically Disadvantaged (SED) students experienced a modest increase of +0.6% and Reclassified Fluent English Proficient (RFEP) students saw a +0.9% increase, these gains do not offset the concerning trends in other student groups. We see White student growth mirroring the overall positive trend at +3.4%. Through Goal 2, Actions, 2.3, 2.4, 2.7 and 2.10, we have identified areas for growth and support. We are dedicated to implementing targeted interventions, enhancing support systems, and fostering inclusive environments.

Chronic Absenteeism:

We made significant strides in reducing chronic absenteeism. In 2023, we faced concerning rates, with an overall chronic absenteeism of 20%, and alarming rates among our most vulnerable populations: 45% for Homeless students, 34% for Socioeconomically Disadvantaged (SED) students, 30% for English Learners (EL), and 29% for Hispanic students. White students were at 19% and SWD at 25%. However, in 2024, we saw substantial improvement. Our overall chronic absenteeism rate has decreased dramatically to 7.60%. While this is a positive trend, we recognize that disparities persist. Homeless students still experience a high rate of 24.5%, followed by SED students at 15.4%, EL students at 13%, and Hispanic students at 11.6%. White students are at 10%, and SWD students are at 5.7%. Our targeted interventions are making a difference, as outlined in Goal 3, Action 3.3, 3.4, 3.5, 3.6. The higher rates among our most

vulnerable student populations require continued support and attention.

Graduation Rate:

The current graduation data show varying performance levels across student groups, indicating areas of strength and opportunities for targeted support. Overall, the performance level is orange, with 89.8% of students graduating, a decline of 5.0% from previous figures. In contrast, the overall SED group performance is slightly lower, with a performance gauge of orange. Here, 82.5% of students graduated, experiencing a decrease of 7.5%.

Students with Disabilities also display a low-performance level, similarly gauged at orange and 68.3%, with a significant decline of 10.8%. Hispanic students dropped to the Orange performance, emphasizing the need for continued support. White students decreased in the yellow with lower graduation percentages. These numbers reflect the nuanced challenges and successes within the educational strategies applied to these groups, emphasizing the need for continued support and adjustment of programs to better serve each student's needs.

College and Career Indicator:

The College and Career Indicator reveals a high level of preparedness among students, with a notable 55.7% achieving the criteria for being considered "prepared" for post-secondary challenges. This performance is categorized at a high level on the gauge, highlighting the effectiveness of programs and initiatives that equip students with the necessary skills and knowledge for success beyond high school. There are some gaps for student groups to address. To address this gap, we have increased our strategies in the following:

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

ELA:

The district's overall achievement stands 6.0 points above the standard, although there has been an increase of 4.4 points in the performance compared to the previous measure. There is still an achievement gap for some schools and student groups, with the following in red:

- Districtwide: LTELs and SWD.
- Kings Beach: SWD
- North Tahoe Middle: EL
- Tahoe Lake Elementary: SWD

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

EL Progress:

EL Progress was a success for TTUSD; 47.2% of English Learner (EL) students are making progress towards English language proficiency, marking an increase of 2.8% from the previous assessment. This provided us with a green on the dashboard. This positive trend reflects effective strategies and programs being implemented to support English language acquisition among students.

While we experienced multiple areas of celebration, it's essential to acknowledge that our student subgroups are currently identified as being in the red. We are committed to addressing the unique concerns of each subgroup within the specified areas of concern. We must acknowledge the necessity of working across the entire district to ensure that we effectively support the subgroups in the red by developing and implementing action plans catering to their individual growth needs.

Tahoe Truckee Unified School District (TTUSD) is committed to continuous improvement in student outcomes and fostering an inclusive and supportive learning environment for all staff, families, students, and community members. Analyzing data from the 2022-2023 academic year reveals both areas of progress and ongoing focus.

2023 Dashboard (Remains unchanged for 2024-2027 LCAP)

Math: We had students in the red at Alder Creek, North Tahoe Middle School, Tahoe Lake Elementary, and Kings Beach Elementary. To address these students' growth, we need to take the following actions.

Goal 1, Action 1.4, and 1.8 address CAASPP ELA proficiency.

Chronic Absenteeism: Districtwide: All Students, EL, Hispanic, Homeless, Two or More Races, SED, SWD, and White. We are addressing the issue of chronic absenteeism in our district through

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

Tahoe Lake Elementary: All Students, EL, Hispanic, SED, SWD, and White. Truckee Elementary: All Students, EL, Hispanic, SED, SWD, and White.

College and Career: There were some gaps for student groups in the very low category: North Tahoe High: SWD, Sierra Continuation: All, SED, and Hispanic.

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

ELA: There was an achievement gap for some schools and student groups with the following in red: Districtwide: EL and SWD; Alder Creek: EL; Kings Beach: EL, SED; North Tahoe Middle: EL, SWD;

Tahoe Lake Elementary: Hispanic, SWD

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

Tahoe Truckee Unified School District received Learning Recovery Emergency Block Grant funds, of which \$1,504,630.32 has been spent. These funds have directly supported students through initiatives outlined in Goal 1, Actions 1.5, 1.6, and 1.10; Goal 2, Actions 2.2 and 2.3;

and Goal 3, Action 3.3. TTUSD does have LREBG funds left that will be used in Goal 2, Action 2.11.

Reflections: Technical Assistance

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

The 2024-2025 California School Dashboard identified TTUSD for Differentiated Assistance (DA) in the 2023-2024 academic year, specifically concerning our Students with Disabilities (SWD) and Long-Term English Learners (LTELs). Throughout the current academic year, TTUSD administrators and district leadership have engaged in a focused and collaborative partnership with the Placer County Office of Education (PCOE). This partnership emphasizes enhancing instructional practices through integrating Academic Discourse and the consistent application of our district-aligned agreements. A key focus of this collaboration is to embed robust opportunities for student academic conversations into daily instruction. To achieve this, educators are supported in consistently using the "Think-Pair-Share" strategy as a foundational element. Furthermore, teachers have received professional learning and resources to incorporate additional research-based strategies designed to increase and deepen student discourse across all subject areas. This multifaceted approach aims to empower students to articulate their thinking, engage with diverse perspectives, and collaboratively construct understanding, directly addressing the identified areas for Differentiated Assistance for our SWD and LTEL student populations.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Met with local bargaining units to request feedback to inform the LCAP development [May 2025] Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [May 2025]
Families	Presented the LCAP to the LCAP Parent Advisory Committee (PAC) [May 2025] and the district English Learner Parent Advisory Committee (DELAC) [May 2025]. In person, the Assistant Superintendent responded to comments from the Parent Advisory Committee and the District English Learner Parent Advisory Committee. [May 2025] Surveyed parents to request input on student needs, possible actions to address needs, and potential updates to the LCAP. [January 2025]
Students	Met with student advisory committees/leadership groups and student voice panel members to request feedback and input. This includes but is not limited to asking them to help identify student needs as well as actions to address the identified needs. Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. [January 2025]

Educational Partner(s)	Process for Engagement
Administrators	The Instructional Leadership Team worked collaboratively to review and comment on all effective and ineffective actions, explaining why certain actions were ineffective. [January 2025] Administrators collaborated as a district Instructional Leadership Team to set goals, review LCAP, and add analysis. [January 2025] Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to provided actions. [May 2025] Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [January 2025]
Other School Personnel	Met with local bargaining units to request feedback to inform the LCAP development [May 2025] Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [January 2025]
School Sites	Conducted input-gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs [May 2025]
SELPA	Met with members of SELPA to request feedback. This includes but is not limited to asking them to help identify student needs and actions to address them. [May 2025] Met with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included but was not limited to: [May 2025] Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs and Identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWD.

Educational Partner(s)	Process for Engagement
Community partners	Collected input from families and community members related to student needs and how they might be addressed through the Hanover LCAP Survey [January 2025] Posted the LCAP for public comment before the public hearing [June 2025] Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [June 2025] Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2025] Posted the adopted LCAP prominently on our district web page [July 2025] DELAC, ELAC, PSAC, PAC,SSC

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

The following educational partners were engaged in providing feedback about the district's progress and planned actions for 2025-2065 through a survey, LCAP presentations at committee meetings, and feedback processes to collect data and educational partners' insights:

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

In January 2025, Tahoe Truckee Unified School District collaborated with Hanover Research to conduct the 2023-24 Local Control and 2024-25 Local Control Accountability Plan for Tahoe Truckee Unified School District Accountability Plan Survey—the survey aimed to gather feedback from students, parents, and staff members. A total of 3,122 individuals participated in the survey.

Hanover Research Recommendations based on the survey results:

In response to the needs that educational partners identified related to providing effective, evidence-based instruction for all students to pursue pathways of personal interests and earn a high school diploma, Tahoe-Truckee Unified School District will implement a focused goal that includes actions to:

Goal 1, Action 1.3, 1.6: Focused cross-district teacher collaboration on Career Technical Education/College Career Indicators/Work Based Learning opportunities to inform the improvement of student college and career readiness.

Goal 1, Action 1.2: Implement consistent academic discourse strategies to improve instruction and equitable outcomes.

Goals 1, 1.5, 1.7: Provide the opportunity to attend a summer program to students TK-11 who are below grade level in ELA and Math.

Prioritize services for SED, EL, RFEP, and LTEL students, focusing on advancing literacy and math skills to proficiency based on student needs and school readiness skills for our TK students.

In response to the literacy and language proficiency needs identified by educational partners, TTUSD will implement a broad goal for ELA that includes actions to:

Goal 1, Action 1.4: Provide professional development to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL and EverEL students.

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

In addition to informing the above goals, feedback from educational partners has influenced the following aspects of the LCAP and LCAP process:

Goal 1, Action 1.4: Continue to explore additional EL support for Newcomers and more ELD staff at schools with a high EL population. (Feedback from Parent Advisory Committee Meeting)

Goal 1, Action 1.6: Consider a pre-CTE pathway passion project to increase student interest and awareness of pathway opportunities. (Feedback from Parent Advisory Committee Meeting)

Goal 2, Action 2.1, 2.6: Expanding MTSS with a focus on increasing attendance rates and decreasing suspension rates. Review parent notification strategies for tardies and attendance. (Feedback from Parent Advisory Committee Meeting)

Goal 2, Action 2.2, 2.3: Evaluate current and potential Social-Emotional Learning systems for district-wide consistency and implementation through the Social Emotional Learning Committee. Include SWD as a subgroup in SEL/ Wellness Center data. (Feedback from Parent Advisory Committee Meeting)

Goal 3, Action 3.2: Disaggregate the transition point needs assessment data by grade levels and subgroups. (Feedback from Parent Advisory Committee Meeting)

Goal 3, Action 3.3: Increase Parent and Family Engagement (Feedback from Parent Advisory Committee Meeting) (Feedback From DELAC Meeting: Parents feel like they have a voice, but suggested for next year to have a teacher participate in each ELAC meeting and every DELAC meeting);

Meeting Dates:

DELAC: May 15, 2025

Parent Advisory Committee: May 22, 2025

Parent Superintendent Advisory: May 1, 2025

Tahoe Truckee Education Association & California School Employees Association: Overview of LCAP (draft provided, May 2025)

SELPA was consulted between April and May 2025

LCAP Survey: January 2025

LCAP Public Hearing: June 11, 2025

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through state and local data analysis and in collaboration with our educational partners over the last three years. This goal aligns with all site’s SPSA goals 1, 1A, and 2 in English Language Arts, Math, and growth on the ELPAC for English Learners (EL), Reclassified fluent English Proficient (RFEP), and Long-term English Learners (LTEL), ensuring all students pursue pathways of interest and earn a high school diploma. The analysis of California School Dashboard (Dashboard) and LEA data indicated a clear need to continue supporting English Language Arts (ELA), English language development (ELD), and math. For example, 47.4% of all students in grades 3–8 and 11 met or exceeded the standard in English Language Arts on the CAASPP assessments. However, only 36.9% of socioeconomically disadvantaged (SED) students and 10.3% of EL students met or exceeded the standard, and 38% of English learner students progressed to at least one English Learner Progress Indicator (ELPI) level. 35.5% of all students in grades 3–8 and 11 met or exceeded the standard in Math on the CAASPP assessments. However, only 26.7% of socioeconomically disadvantaged (SED) students and 10.2% of EL students met or exceeded the standard. These needs are echoed in local benchmark assessments in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for a universal screener and more specific diagnostic assessments at all grade spans to utilize progress monitoring to show a correlation to the increased ELA scores. In addition, identified needs include continuous improvement professional development with Placer County to collaborate on what is working throughout similar districts, alignment of strategies with “nearly met and met” domains in all tier 1 instruction as this is our highest percentage in TTUSD, designated ELD to continue to increase student growth as measured by ELPAC, a districtwide protocol for analysis of assessment data by all school site professional learning communities after each universal screening assessment to drive Plan Do Study Act (PDSA) cycles based on the aligned SPSA goals to improve ELA performance and English learner proficiency through actions that support and enhance student learning and will measure progress towards this goal using the metrics identified below. Educational partners also addressed the need to upgrade the current K-12 math curriculum to meet the needs of students, meet and exceed state standards, and increase college and career readiness.
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Throughout the LCAP development process, educational partners identified the need for increased collaboration amongst teachers across school sites to ensure instructional strategy alignment and share best practices. The collaboration efforts focus on Career Technical Education/ College Career Indicators/ Work Based Learning opportunities, ELA, Math, Elementary Report cards, reading intervention, and more. These areas need collaboration. They will participate in districtwide PLC collaboration professional development, form committees and subcommittees, and work with the district and community members to meet action goals.

At the secondary levels, educational partners identified the need for school counselors to provide CCI and A-G support to students. Career Technician, A-G counselor, AVID and CCR electives, and all site counselors collaborate and consistently meet with each student to review CCR, A-G, course success, and college and career planning through their individual learning plan (ILP) to support CCI, CTE completion, and academic success of EL, SED, and all students in TTUSD.

At the elementary levels, educational partners identified the need for common assessments and strategic interventions to support EL, SED, and all student growth on the CAASPP ELA and Math. PLCs that focus on ELA, SLA, and math standards and data analysis were utilized to support sites in identifying strategic multi-tiered systems of support (MTSS).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP	Data Year:2022-23 Overall 58.4% SWD 18.4% SED 35.6% English Learner 9.7% Reclassified fluent English proficient at 43.9% Hispanic 32.46% White 72.36%	Data Year: 2023-24 Overall 47.04 % SWD15.83% SED 36.81% English Learner 10.29% Reclassified fluent English proficient at 58.33% Hispanic 32.96% White 69.55%		Overall 68% SWD 28% SED 45% English Learner 19% Reclassified fluent English proficient 53% Hispanic 42% White 82%	Overall -11.36% SWD -2.57% SED +1.21% English Learner +0.59% Reclassified fluent English proficient +14.43% Hispanic +0.5% White -2.81%
1.2	Percentage of Students Meeting or Exceeding Standard: Math	Data Year: 2022-23 Overall 47.6%	Data Year: 2023-24		Overall 57% SWD 26% SED 36%	Overall: +3.4% SWD: -6.1% SED: = 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CAASPP	SWD 16.2% SED 26.7% English Learner 10.9% Reclassified fluent English proficient 27.3% Hispanic 24% White 60.3%	Overall 35.54% SWD 12.54% SED 24.98% English Learner 10.25% Reclassified fluent English proficient 38.51% Hispanic 36.77% White 59.24%		English Learner 20% Reclassified fluent English proficient at 37% Hispanic 34% White 70%	English Learner: -10.3% Reclassified Fluent English Proficient: =0.9% Hispanic: -4.5% White: +3.4%
1.3	Percent of EL students making progress toward English language proficiency Data Source: English Learner Progress Indicator (ELPI)	Data Year: 2022-23 47.3% of EL students increased one level, and 35.8% maintained one level on the ELPI	Data Year: 2023-24 EL students increased one level 38%, and 34% maintained one level on the ELPI		57% of EL students increased one level, and 45% maintained one level on the ELPI	Students Increasing One Level: Decreased by 9.3 percentage points (from 47.3% to 38%) Students Maintaining One Level: Decreased by 1.8 percentage points (from 35.8% to 34%)"
1.4	Percentage of K-2 students At or Above Standard: DIBELS Composite Score Data Source: Local DIBELS Reports	Data Year: 2022-23 All: 54% White: 55% Hispanic: 33% EL: 21% RFEP: 70% SED: 35% SWD: 31%	Data Year: 2023-24 All: 65% White: 66% Hispanic: 45% EL: 31% RFEP: 76% SED: 37% SWD: 38%		All: 64% White: 65% Hispanic: 43% EL: 31% RFEP: 80% SED: 45% SWD: 41%	Data Year: 2023-24 All: +11% White: +11% Hispanic: +12% EL: +10% RFEP: +6% SED: +2% SWD: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percentage of students graduating A-G ready Data Source: CA Dashboard	Data Year: 2022-23 Overall 55.4% SWD 14.6% SED 41.6% English Learner 13% Hispanic 41% White 64.2%	Data Year: 2023-24 Overall 55.7% SWD 10% SED 39% English Learner 13.9% Hispanic 38% White 66.8%		Overall 65% SWD 24% SED 51% English Learner 20% Hispanic 51% White 74%	Data Year: 2023-24 Overall: +0.3% SWD: -4.6% SED: -2.6% EL: +0.9% Hispanic: -3% White: +2.6%
1.6	Percentage of students graduating CCI prepared Data Source: CA Dashboard	Data Year: 2022-23 Overall 58.8% SWD 16.7% SED 42.4% English Learner 13.6% Hispanic 42% White 69.5%	Data Year: 2023-24 Overall 55.7 SWD 10% SED 39% English Learner 13.9% Hispanic 38% White 66.8%		Overall 68% SWD 26% SED 52% English Learner 23% Hispanic 52% White 79%	Data Year: 2023-24 Overall: -3.1% SWD : -6.7% SED -3.4% English Learner: +0.3% Hispanic: -4% White: -2.7%
1.7	Graduation Rate Data Source: CA Dashboard	Data Year: 2022-23 Overall 94.8% SWD 79.2% SED 90.1% English Learner 78.3% Hispanic 92.5% White 97.3%	Data Year: 2023-24 Overall 89.8% SWD 68.3% SED 82.5% English Learner 77.8% Hispanic 83.2% White 93.8%		Overall 99% SWD 89% SED 99% English Learner 88% Hispanic 99% White 99%	Data Year: 2023-24 Overall: -5% SWD: -10.9% SED: -7.6% English Learner: -0.5% Hispanic: -9.3% White: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of students completing at least 1 CTE pathway Data Source: CA Dashboard	Data Year: 2022-23 Overall 27.1% SWD 16.7% SED 23% English Learner 13% Hispanic 22.4% White 31.6%	Data Year: 2023-2024 Overall 28.6% SWD 15% SED 22.4% EL 16.7% Hispanic 21.2% White 33.7%		Overall 37% SWD 26% SED 33% English Learner 23% Hispanic 32% White 41%	Data Year: 2023-24 Overall: +1.5% SWD: -1.7% SED: -0.6% EL: +3.7% Hispanic: -1.2% White: +2.1%
1.9	AP Passage Rate Data Source: U.S. News Modified: May 2025 Data Source: College Board	Data Year: 2022-23 Change Baseline to College Board: NTHS: Passed at least one: 46% THS: Passed at least one: 37.7%	Data Year: 2023-24 NTHS: Passed at least one: 35% THS: Passed at least one: 34.3%		NTHS: Passed at least one: 83% THS: Passed at least one: 41%	Data Year: 2023-24 NTHS: Passed at least one -2.17% THS: Passed at least one: -9.02%
1.10	EL Reclassification Rate Data Source: CA Dashboard	Data Year: 2022-23 43 (7.5%) students were reclassified	Data Year: 2023-24 106 (20%) students were reclassified		15% of students are being reclassified	Data Year: 2023-24 Overall +12.5%
1.11	Early Assessment Program 11th Grade Only	Data Year: 2022-23 Level 4 (ELA): 28.3%	Data Year: 2023-2024		Level 4 (ELA): 38%	Level 4 (ELA): +1.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard	Level 3 (ELA): 34.8% Level 4 (Math): 15.2% Level 3 (Math): 18.3%	Level 4 (ELA): 28.7% Level 3 (ELA): 31.34% Level 4 (Math): 25.84% Level 3 (Math): 23.53%		Level 3 (ELA): 44% Level 4 (Math): 25% Level 3 (Math): 28%	Level 3 (ELA): -9.94% Level 4 (Math): +70.11% Level 3 (Math): +28.57%

Goal Analysis [2024-25]

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

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

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

We have successfully expanded teacher training in mathematics to include consistent monthly Professional Learning Community (PLC) development at each school site. Additionally, professional development sessions specifically for administrators and teachers have been effectively delivered at both the district office and individual school sites, achieving a high participation rate of 99%. This comprehensive approach has fostered consistent skill development among our educators, enabling the immediate application of new knowledge and strategies within the classroom. Throughout this school year, TTUSD has hosted over 100 professional learning opportunities, demonstrating our commitment to ongoing professional growth in mathematics instruction.

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

The implementation of our calibrated walkthrough tool has proven to be a valuable asset in our efforts to enhance instructional practices. We have achieved an average completion rate of 95% for observations across all school sites and classrooms, indicating a strong commitment to consistent observation and systematic data collection. This data, when combined with focused teacher collaboration through Plan-Do-Study-Act (PDSA) cycles at individual, department, and site levels, allows us to effectively monitor and provide targeted support for student performance. This systematic approach underscores our dedication to data-driven decision-making and our continuous pursuit of improved student outcomes. Furthermore, throughout the academic year, our district English Language Development (ELD) specialist provided professional development opportunities to instructional leaders during Instructional Leadership Team (ILT) meetings, and schools also invited the ELD specialist to conduct professional development sessions on full release days for teachers.

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

Within our LCAP framework, we have prioritized sustained and impactful professional development for our educators. We have observed our teachers actively engaging in collaborative learning experiences focused on the integration of English Language Development (ELD) strategies, the refined implementation of our mathematics curriculum, and the development of robust assessment tools. This commitment to continuous growth is further supported by dedicated collaboration time for teachers. During these sessions, educators engage in analyzing student data, strategically implementing progress monitoring strategies, and utilizing effective planning time to drive student growth and success. During the 2024-2025 academic year, our mathematics professional development sessions, teachers were provided with specific opportunities to collaborate and align our new mathematics curricula across grade levels. Similarly, middle school English Language Arts and mathematics teachers collaborated on aligning their curricula to critical concepts and academic standards.

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

Every TTUSD certificated teacher responsible for providing Designated English Language Development (ELD) instruction participated in professional development focused on Integrated and Designated ELD requirements, the California English Language Development (CA ELD) Standards, and research-based best practices, including specific instructional strategies for Designated ELD. This planned professional development included a total of six and a half release days for elementary, middle, and high school ELD Coordinators and teachers, as well as K-12 special educators of dually identified English Learners with mild to moderate disabilities. Additionally, elementary school teachers received a total of 12 hours of professional development during whole-staff meetings. Throughout the school year, further professional learning opportunities were added to specifically target ELD instruction for Newcomer students, Long-Term English Learners, and English Learners with Extensive Support Needs. This included six additional release days for small-group instruction and six hours of whole-staff learning. The district ELD specialist also provided professional development opportunities to instructional leaders during ILT meetings, and schools invited the ELD specialist to conduct professional development sessions on full release days for teachers.

Action 1.5: TK Bridge Camp – Fully Implemented

Recognizing the significant academic challenges faced by our English Learner (EL) and Socioeconomically Disadvantaged (SED) students, as indicated by the low percentages meeting or exceeding state standards in both Mathematics (12.57% for EL, 29.86% for SED) and English Language Arts (11.36% for EL, 38.79% for SED) based on statewide data, we implemented the Transitional Kindergarten (TK) Bridge Camp to provide targeted early intervention. This ten-day Social-Emotional Learning (SEL) program, held in the summer of 2025, engaged 20 rising TK students in play-based learning and developmentally appropriate activities. The program aimed to foster foundational skills and facilitate a smoother transition into the academic year, with the expectation of measurable improvements in student readiness and engagement. The positive impacts of building a stronger academic foundation for these identified student populations. TTUSD successfully offered a 10-day TK Bridge Camp at two elementary school sites, one on the Truckee side and one on the Lakeside.

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

This year, TTUSD added one dual enrollment course at Truckee High School and introduced a Project Lead the Way program at North Tahoe School, providing career exploration opportunities in middle school. We also reintroduced Career Day at Truckee Elementary School, with plans for expansion to all elementary schools in the 2025-2026 academic year.

Action 1.7: Graduation Rate– Fully Implemented

This year, TTUSD implemented a comprehensive monthly review process to monitor student progress toward high school graduation. Through consistent counseling check-ins, principal assurance meetings, and collaborative efforts with the district office, every opportunity was utilized to ensure students were on track to earn their high school diplomas.

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

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

Action 1.9 AP Passage Rate- Partially Implemented

This year, TTUSD continued to offer a variety of Advanced Placement (AP) courses to its students. Looking ahead to the 2025-2026 academic year, TTUSD plans to further expand these offerings by adding two new AP courses.

Action 1.10 EL Reclassification Rate- Fully Implemented

This year, TTUSD demonstrated significant progress in the reclassification of English Learner students. Building upon previous efforts, where 43 students were reclassified. This year, 106 students successfully achieved reclassification. The successful reclassification of a higher percentage of students indicates that planned actions, including targeted language development programs, consistent monitoring of student progress, and robust academic support, were effectively implemented, enabling more students to meet the criteria for English proficiency and fully access the core curriculum. This outcome represents a significant success in ensuring equitable educational opportunities for our English Learner students.

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

During the SBAC testing cycle, an emphasis was placed on educating test administrators about the critical role of the EAP portion. This initiative aimed to ensure that administrators could effectively communicate to students the direct relevance of their EAP scores to future post-secondary opportunities, including college readiness and placement. Concurrently, TTUSD successfully implemented a new math program. This involved a comprehensive process of aligning the new math standards directly with the curriculum and instructional plans

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

- 1.1 Estimated expenditures exceeded planned expenditures by \$119,264 due to increased costs of Math adoption.
- 1.3 Expenditures were reduced by \$37,511 due to decreased participation in paid professional development day for certificated and classified staff.
- 1.4 Expenditures increased by \$61,265 due to negotiated salary increases.
- 1.5 Expenditures increased by \$2,416 due to increased staffing support.
- 1.6 Expenditures increased by \$40,945 due to negotiated salary increases and staffing changes.
- 1.7 Expenditures decreased by \$8,455 due to reduced transportation costs.
- 1.8 Expenditures decreased by \$38,174 due to reduced contract with 3rd party vendor.
- 1.9 Expenditures increased by \$69,896 due to addition of credit recovery instructional licenses.
- 1.11 Expenditures increased by \$38,298 due to negotiated salary increases and staffing changes.

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

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

We have successfully expanded teacher training in mathematics to include consistent monthly Professional Learning Community (PLC) development at each school site. Additionally, professional development sessions specifically for administrators and teachers have been effectively delivered at both the district office and individual school sites, achieving a high participation rate of 98%. This comprehensive approach has fostered consistent skill development among our educators, enabling the immediate application of new knowledge and strategies within the classroom. Notably, we observed positive growth in mathematics proficiency among our Hispanic students, increasing from 24% to 36.77%. This academic year marked the first full year of implementing the new mathematics curriculum.

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

The implementation of our calibrated walkthrough tool has proven to be a valuable asset in our efforts to enhance instructional practices. We have achieved an average completion rate of 90% for observations across all school sites and classrooms, indicating a strong commitment to consistent observation and systematic data collection. When combined with focused teacher collaboration through Plan-Do-Study-Act (PDSA) cycles at individual, department, and site levels, this data allows us to monitor and provide targeted support for student performance effectively.

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

Within our LCAP framework, we have prioritized sustained and impactful professional development for our educators. We have observed our teachers actively engaging in collaborative learning experiences focused on the integration of English Language Development (ELD) strategies, the refined implementation of our mathematics curriculum, and the development of robust assessment tools. This commitment to continuous growth is further supported by dedicated collaboration time for teachers. During these sessions, educators engage in analyzing student data, strategically implementing progress monitoring strategies, and utilizing effective planning time to drive student growth and success. Throughout our mathematics curriculum implementation, professional development opportunities, we had a 90% attendance rate from elementary staff, 100% attendance from middle school staff, and 90% participation from high school educators. The TTUSD Instructional Leadership Team also participated in 100% of the provided professional development opportunities.

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

Every TTUSD certificated teacher responsible for providing Designated English Language Development (ELD) instruction participated in professional development focused on Integrated and Designated ELD requirements, the California English Language Development (CA ELD) Standards, and research-based best practices, including specific instructional strategies for Designated ELD. This planned professional development included a total of six and a half release days for elementary, middle, and high school ELD Coordinators and teachers, as well as K-12 special educators of dually identified English Learners with mild to moderate disabilities. Additionally, elementary school teachers received a total of twelve hours of professional development during whole staff meetings. Throughout the school year, further professional learning opportunities were added to specifically target ELD instruction for Newcomer students, Long-Term English Learners, and English Learners with Extensive Support Needs. This included six additional release days for small group instruction and six hours of whole staff learning. Furthermore, our district-wide focus on Academic Discourse to increase engagement for English Learners (ELs) and Ever-ELs continued, evidenced by the completion of 347 Academic Discourse Walkthroughs in K-12 classrooms, two train-the-trainer sessions for administrators, and the implementation of common professional learning at school sites led by administrators. The culmination of this year's professional learning had a direct positive impact on ELD instruction in classrooms, improved educators' knowledge and application of CA ELD Standards by student proficiency level, and supported the refinement of Individualized Education Programs (IEPs) for dually identified ELs with disabilities. Through these ongoing professional development opportunities and monthly ELD coordinator meetings, we have seen significant growth in the number of students reclassified as fluent English proficient, increasing from 43 students (7.5%) to 106 students (20%). This data surpasses our targeted year three outcome of 15% reclassification.

Action 1.5: TK Bridge Camp – Strong Effectiveness

Feedback from teachers indicates that the Transitional Kindergarten (TK) Bridge Camp program effectively supports students' transition into TK with fewer social-emotional challenges. Additionally, responses from the LCAP survey reveal that 80% of families feel schools are more welcoming for students, contributing to overall parent satisfaction.

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

To address the identified disparities in College and Career Indicator (CCI) preparedness, where 2023-2024 data indicates that only 13.6% of English Learners and 42.4% of Socioeconomically Disadvantaged students are rated as prepared compared to 58.8% of all students in

TTUSD, we intensified our efforts to integrate College and Career Readiness opportunities earlier in the educational journey. This initiative, informed by research highlighting the positive impact of early exposure on academic achievement and college enrollment, involves a systematic and deliberate approach to provide relevant tools and information to EL and SED students and their families. While specific frequencies and participation percentages for new interventions are still being determined, the success of this implementation will be measured by improvements in the CCI preparedness levels for EL and SED students, with the goal of closing the existing gaps. Furthermore, increasing participation and completion rates in Career Technical Education (CTE) pathways for EL (currently 13%) and SED (currently 23%) graduates will be a key indicator of positive impact on career readiness. During the 2024-2025 academic year, the Project Lead The Way program was introduced at North Tahoe School to increase interest in the CTE pathways available at North Tahoe High School. Similarly, the first TTUSD dual enrollment course was introduced at Truckee High School.

Action 1.7: Summer School Literacy Development – Emerging Effectiveness

The TTUSD summer program provided targeted literacy support to students who participated in the summer programs with the Boys and Girls Club of North Lake Tahoe and Aim High. Through the partnership, students received literacy instruction throughout their summer program.

Action 1.8: Summer Enrichment – Strong Effectiveness

TTUSD's summer enrichment program, a collaborative effort with the Boys & Girls Clubs of North Lake Tahoe (BGCNLT), provided students with a comprehensive and high-quality learning experience. Leveraging BGCNLT's recognition by the California Department of Education (CDE) for its rigorous standards, the 9-hour-a-day program offered STEAM enrichment, outdoor learning and recreation, regular field trips, and sports and team-building activities, all facilitated by highly qualified camp counselors. Transportation was provided in the morning and early afternoon for families in Truckee and Lakeside, ensuring accessibility for a broad range of students. The program demonstrably enriched student learning beyond the regular school year by offering engaging activities that fostered holistic development by integrating STEAM concepts, outdoor exploration, and physical activity. This supportive environment allowed students to explore new interests and cultivate essential social skills. Notably, over 400 socially and economically disadvantaged students benefited from these summer enrichment opportunities, which included social-emotional learning through peer interaction and a secure setting for growth and participation under the guidance of qualified counselors. The program served 375 students at Truckee Elementary School and 458 students at the Kings Beach Clubhouse, where 3,109 breakfasts and 5,314 lunches were provided to TTUSD students. Analysis of local literacy assessments indicates an average growth of 5%-10% among participating students.

Action 1.9: High School Credit Recovery – Strong Effectiveness

Tahoe Truckee Unified School District effectively implemented a blended summer school credit recovery program for grades 9-12 students, utilizing both in-person and virtual learning through the Edgenuity platform. This approach provided a flexible and supportive environment for Truckee High School, North Tahoe High School, and Sierra High School students to regain course credits necessary for graduation and academic advancement. Credentialed mathematics and English teachers facilitated in-person learning, offering up to four hours of daily direct support. Students opting for virtual learning benefited from regular weekly meetings with credentialed teachers who provided guidance and support. The adaptability of this blended model accommodated students' diverse needs and schedules, resulting in increased

participation in credit recovery. The consistent support provided by credentialed teachers in both instructional formats ensured academic rigor and personalized assistance, contributing to a successful credit recovery experience for TTUSD students. The program saw an enrollment of 44 students at North Tahoe High School, 106 students at Truckee High School, and Sierra High School. These students successfully completed a total of 4 courses at North Tahoe High School, 37 courses at Truckee High School, and Sierra High School. Importantly, two graduating students fulfilled their credit recovery requirements through this program, achieving A-G eligibility for admission to four-year colleges and universities.

Action 1.10: District Literacy Assessment and Diagnostic Alignment – Not Effective

The district implemented a new literacy diagnostic assessment that, unfortunately, did not effectively meet the specific needs of our district. While this diagnostic tool was not as effective as anticipated, we gathered other data to inform classroom instruction. Furthermore, progress monitoring occurred bi-monthly for students in Tier 2 interventions, revealing an average of 5% growth from the beginning of the year to the middle of the year assessment. We also observed a 4% reduction in students scoring below basic on benchmark assessments district-wide, indicating a positive impact on overall literacy achievement and a narrowing of identified learning gaps.

Action 1.11: Reading Intervention – Strong Effectiveness

The district implemented aligned reading intervention programs through a Multi-Tiered System of Supports (MTSS), ensuring consistent Tier 1 and Tier 2 instruction across all schools. Daily reading intervention blocks were implemented for identified students, specifically focusing on socioeconomically disadvantaged students (SED) and English language learners (EL). Standardized progress monitoring, conducted every three weeks, indicated an average growth of 3% from the beginning of the year to the mid-year DIBELS assessment for these student populations.

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

Tahoe Truckee is revising action 1.10 to implement a new ELA and Math screener. Currently, the final candidates are i-Ready and Renaissance STAR. This decision follows the successful implementation of a fully aligned literacy support system. Evidence of this success includes universal screening conducted three times annually for early identification of students needing support. Diagnostic assessments, administered within two weeks of screening for identified students, guided targeted interventions implemented with fidelity, as documented in intervention logs and teacher reports. Bi-monthly progress monitoring for Tier 2 students showed an average growth of 5% from the beginning to the middle of the year, and a 4% district-wide reduction in students scoring below basic on benchmark assessments, indicating a positive impact on literacy achievement and a reduction in learning gaps. However, the CAPTI assessment did not adequately support our English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD), and it lacked a Spanish version. Consequently, we conducted a district-wide assessment review, engaging all educational partners to determine the most appropriate assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	K-12 Math Curriculum Implementation	Implementation of a new, research-based math curriculum designed to be engaging and effective. This Tier 1 program utilizes data to personalize instruction and support individual student achievement. Teachers have received professional development to ensure successful implementation.	\$499,457.00	No
1.2	Academic Discourse Practice Focus with PDSA Cycles	Using academic discourse strategies to improve instruction and equitable outcomes at all school sites in all classrooms. Focused teacher collaboration through PDSA cycles at the individual, department, and site level to monitor and support student performance using the TTUSD data analysis protocol, sharing best practices, and planning instructional strategies to address student needs better.	\$95,000.00	No
1.3	Collaboration time for teachers across sites & district alignment	To support our EL and SED students, we will facilitate teacher collaboration to develop effective strategies across grade levels. During these collaboration sessions, teachers will analyze disaggregated student data from state and district assessments/reports using a data protocol to ensure equitable access and achievement for all students with a focus on student groups (SED, EL & SWD).	\$0.00	No
1.4	Designated ELD instruction and Professional Development	Through feedback and looking at student data to improve ELD instruction, teachers, support staff, and administrators will participate in ongoing professional development to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL students.	\$800,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	TK Bridge Camp	Providing a 10-day play-based curriculum to promote social-emotional learning and assess students on an ongoing running record of the child's development. Bridge camp provides a comprehensive and engaging program to prepare students for their first year at TTUSD. Our Early Learning program has ensured we communicate and work with our EL and SED families to fill our TK summer programming spots.	\$11,000.00	Yes
1.6	Career Technical Education and College and Career Readiness	Expanding CTE and enrichment will offer K-12 students with a focus on SED, SWD, and EL pathway completion to increase opportunities to explore areas of academic and personal interests that prepare them for college, career, technical, trade, and workforce readiness. Continue providing an A-G High School counselor to increase the college and career readiness of SED, SWD, and EL students.	\$308,421.00	Yes
1.7	Summer School Literacy Development	TTUSD will offer a summer school program focused on Literacy Development and acceleration to students in grades TK-5. All TTUSD students are eligible to attend. In partnership with AIM High, TTUSD will offer a summer program for rising 6th through rising 9th graders.	\$55,000.00	Yes
1.8	Summer Enrichment	Through the ELOP program, TTUSD unduplicated students will have the opportunity to attend a five-week enrichment program focusing on STEAM and outdoor recreation. TTUSD has communicated and worked with our community partner to ensure that our EL and SED students were given priority registration.	\$888,160.00	No
1.9	High School Credit Recovery	High School students in grades 9-12 will have the opportunity to participate in a 5-week hybrid online and in-person credit recovery program aimed at helping them recover credits and get back on track to graduate. SEL and	\$44,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SED students will also have the opportunity to meet with instructors weekly for individualized support.		
1.10	District Literacy Assessment and Diagnostic Alignment	Create district alignment for literacy screening and diagnostic assessments, strategic interventions, and progress monitoring to ensure all students receive equitable support and opportunities to excel in literacy. The assessments will be used as a diagnostic screener and progress monitoring tool throughout the school year.	\$5,000.00	No
1.11	Reading Intervention	All elementary and middle schools will provide a reading intervention program to address the learning needs of students who are below grade level in reading, with a specific focus on SED and EL students.	\$1,157,932.31	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The California School Dashboard (Dashboard) data analysis indicated a clear need to provide Multi-tiered Support Systems. For example, 58.3% of RFEP students in 2024 met or exceeded CAASPP ELA standards. While these students were proficient at the time of redesignation, they require additional support and resources to ensure they remain at or above standard. Additionally, 39% of socio-economically disadvantaged students met UC/CSU requirements (A-G Readiness). This indicates to all educational partners that continued focus and enhancements to counseling, resources for academic achievement, and effective learning environments are a priority to support our highest-needs students.

During the LCAP development process, educational partners identified the need for expanded mental health supports and services, Multi-tiered systems of support, evaluation of current and potential SEL systems, and a continued focus on safe and well-maintained facilities to support the well-being and safety of students, educators, and staff. Implementing the multi-tiered systems of support (MTSS) framework will promote student success and address individual students' academic, social-emotional, and behavioral/attendance needs. Development of opportunities to strengthen students' voices, increase engagement, and encourage individual responsibility will promote inclusiveness, identify engagement opportunities, and focus on the social-emotional skills of educators, staff, and students, emphasizing relationship-building through restorative practices to enhance student engagement and experience. Additionally, the continued ongoing development of employees, systems, infrastructure, and facilities while utilizing financial resources in a fiscally sustainable manner will support effective learning and equitable outcomes districtwide. The educational partners will identify priority projects in the facilities master plan using available funding, as well as continue the Collective Action of Labor & Management (CALM) committee with a focus on staff morale & Well-being, and continue to collaborate with the Safety Committee to update emergency plans and update the safety priorities for the district.

By providing supportive learning environments and resources at school for English learners and socio-economically disadvantaged students, the district plans to improve academic performance and English learner proficiency through actions that support and enhance student learning. It will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage Identified Special Education and Related Services Data Source: Calpads	Data Year: 2023-24 All: 14% Hispanic: 20% EL: 22%	Data Year: 2024-2025 All: 14% Hispanic 35.5% EL: 12.5%		All: 12% Hispanic: 35% EL: 15%	All: 0% (No Change) Hispanic: +15.5% EL: -9.5%
2.2	Basics: TTUSD Teachers meet California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Data Source: Local Data	Data Year: 2022-23 90.7 % of teachers are Highly qualified	Data Year: 2023-24 89.5 % of teachers are Highly qualified		98% of teachers are highly qualified	Highly qualified teachers: -1.2%
2.3	Basics: Instructional Materials Data Source: Local Data	Data Year: 2022-23 100% of students have access to state-adopted curriculum and materials (No findings in Williams Compliant Protocol)	Data Year: 2023-24 100% of students have access to state-adopted curriculum and materials (No findings in Williams Compliant Protocol)		100% of students have access to state-adopted curriculum and materials	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Suspension Rate Indicator Data Source: CALPADS	Suspension Rate Indicator 2023 ALL: 1.5% White: 1.5% Hispanic: 2% EL: 1.7% SED: .8% SWD:3% Homeless: 3%	Suspension Rate Indicator 2024 ALL: 1.4% White: 0.9% Hispanic: 2.1% EL: 2.0% SED: 2.2% SWD: 2.9% Homeless: 1.2%		Suspension Rate Indicator ALL: <1% White: <1% Hispanic: <1% EL: <1% SED: <1% SWD: <1% Homeless: <1%	Suspension Rate Indicator 2024 ALL: -0.1% White: -0.6% Hispanic: +0.1% EL +0.3% SED: +1.4% SWD: -0.1% Homeless: -1.8%
2.5	Expulsion Rate Indicator Data Source: CALPADS	Expulsion Rate 2023: All: 0%	Expulsion Rate 2024: All: 0%		Expulsion Rate ALL: 0%	Expulsion Rate 2024-2025: All 0%
2.6	Chronic Absenteeism Data Source: CALPADS	Chronic Absenteeism Rate: 2023 ALL:20% White:19% Hispanic:29% EL:30% SED: 34% SWD: 25% Homeless: 45%	Chronic Absenteeism Rate: 2024 ALL: 12.4% White: 9% Hispanic: 17.4% EL: 17% SED: 18.6% SWD: 19.3% Homeless: 20.5%		Chronic Absenteeism Rate ALL: 10% White: 9% Hispanic: 19% EL: 30% SED: 24% SWD: 15% Homeless: 35%	Chronic Absenteeism Rate: 2024 ALL: -7.60% White: -10% Hispanic: -11.6% EL: -13% SED: -15.4% SWD: -5.7% Homeless: -24.5%
2.7	Basics: Facilities Data Source: Local Data	Basics Indicators Facilities 2023 Instances Where Facilities Do Not Meet the “Good Repair” Standard: 0%	Basics Indicators Facilities 2024 Instances Where Facilities Do Not Meet the “Good Repair” Standard: 4%		Basics Indicators Facilities Instances Where Facilities Do Not Meet the “Good Repair” Standard: 0%	The percentage of classrooms that fell below the "Good" standard increased by 4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Basics: Transportation Data Source: Local Data	Transportation 2023(fall): # of students All: 2345 SED: 1104 SWD: 76 SED & SWD: 1180	Transportation 2024 (fall): # of students All: 2553 SED: 1094 SWD: 440 SED & SWD: 1534		Transportation(fall) : # of students All: >2500 SED: >1120 SWD: >150 SED & SWD: >1200	Transportation 2024 (fall): # of students All: +208 SED: -10 SWD: +364 SED & SWD: +354
2.9	High School Dropout Rate Middle School Dropout Rate Data Source: CALPADS	Data Year: 2022-2023 High School dropout rate - 2.6% Middle School dropout rate - 0%	Data Year: 2023-2024 High School dropout rate - 1.8% Middle School dropout rate - 0%		High School dropout rate - 2% Middle School dropout rate - 0%	Data Year: 2023-2024 High School dropout rate +0.8% Middle School dropout rate -No change
2.10	Mini DESSA Social-Emotional Screener (Elementary sites) Data Source: Local Data	Data Year: 2022-2023 Mini DESSA (percent of students in 'Need' category) ALL: 5% White: 5% Hispanic: 7% EL: 10% SED: 7% SWD:16%	Data Year 2023-2024 Mini DESSA (percent of students in 'Need' category): All:6% White: 3% Hispanic: 9% EL: 14% SED: 10% SWD:18%		Mini DESSA (percent of students in 'Need' category) ALL: <3% White: <3% Hispanic:<3% EL: <3% SED: <3% SWD: <6%	Data Year 2023-2024 Mini DESSA (percent of students in 'Need' category): All +1% White -2% Hispanic +2% EL +4% SED +3% SWD +218%
2.11	Student Support:	Data Year: 2023-2024	Data Year: 2024-2025		ALL: 91% EL: 96%	All students: -2% EL students: - 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students, staff, and families who agree or strongly agree that at district schools I understand what types of social-emotional supports are available to students. Data Source: Hanover LCAP Survey	ALL: 81% EL: 86% SED: 83% SWD: 88% staff: 97% families: 76%	ALL: 79% EL: 84% SED: 83% SWD: 83% Staff: 83% Families: 75%		SED: 93% SWD: 98% staff: 99% families: 86%	SED students: No change SWD students: -5% Staff: -14% Families: -1%

Goal Analysis [2024-25]

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

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

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

During this academic year, TTUSD continued the implementation of a comprehensive attendance campaign, utilizing the Attend (SI&A) platform. To foster a culture of consistent attendance, families received quarterly information regarding attendance best practices. District-wide attendance data was systematically reviewed three times throughout the year using our attendance monitoring platform. Notably, there was an increase in the issuance of attendance letters and the occurrence of attendance conferences compared to the 2023-2024 academic year, indicating a more proactive approach to addressing attendance concerns. To further strengthen our multi-tiered system of supports and interventions, the District invested in Home Visit Training for staff and allocated resources for a Community Liaison focused on Attendance and the Tobacco Use Prevention Education (TUPE) program.

Action 2.2: Mental Health Supports and Services – Partially Implemented

TTUSD has made progress in expanding mental health supports across the District. Currently, 8 out of 11 schools have established Wellness Centers staffed by dedicated specialists who provide Tier 1 and Tier 2 levels of support. Furthermore, all 11 schools have access to Mental Health Specialists who offer Tier 2 and Tier 3 interventions for students with more intensive needs. Over 400 students within the District are currently receiving services through these Wellness Centers. To enhance our capacity to provide these crucial services, TTUSD successfully obtained a California Youth Behavioral Health Initiative (CYBHI) Capacity Grant. This grant will facilitate increased Medi-Cal billing and

reimbursement and fund a dedicated Medi-Cal Billing Specialist to expand our billing options, thereby ensuring the sustainability and growth of our mental health services.

Action 2.3: District-wide SEL Systems for Implementation – Partially Implemented

The District made a concerted effort this year to deepen the implementation of Social-Emotional Learning (SEL) practices and strategies at both the school site and individual classroom levels. Modeling and educational sessions on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies were provided during Instructional Leadership Team meetings to build staff capacity. All school sites either developed or further expanded their site-level SEL committees. These committees focused on the review of universal SEL screeners and the implementation of relevant curriculum and strategies to support student well-being. A significant step forward was the District's review and selection of the Satchel Pulse SEL screener for full implementation in the 2025-2026 school year. In its final year of implementation, all students in grades TK-5 participated in the Devereux Student Strengths Assessment (DESSA) screener. Additionally, two elementary school sites piloted SEL curricula aligned with Positive Behavioral Interventions and Supports (PBIS): Toolbox at Truckee Elementary and Social Thinking at Kings Beach Elementary. The Second Step and Peace Keepers programs continue to be utilized across all other elementary school sites.

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

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

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

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

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

The District has demonstrated significant positive progress in overall student attendance. The average number of days absent decreased from 2.29 days in the 2023-2024 academic year to 2.09 days in the 2024-2025 academic year, representing a further improvement from 3.68 days in the 2022-2023 academic year. Correspondingly, the overall attendance rate across the District rose from 93.8% to 94.9%. Encouragingly, all schools within the District experienced a positive increase in their respective attendance rates. Data analysis continues to indicate that Mondays and Fridays are key days for focused efforts to further improve attendance. Notably, chronic absenteeism rates have

also fallen significantly, decreasing from 21.5% to 18% as measured on our Attend platform, indicating the effectiveness of our attendance initiatives.

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

2.1 Decrease of \$16,284 due to late hiring of wellness staff.

2.4 Increase of \$553,968 due to negotiated salary increase, staff overtime and increased materials and operations costs.

2.5 Decrease of \$131,400 due to vacancy savings.

2.6 Increase of \$58,178 for addition of Attention to Attendance software.

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

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

TTUSD continued its attendance campaign this academic year, utilizing the Attend platform to monitor and address attendance patterns. To cultivate a culture of consistent attendance, families received quarterly information on effective attendance practices. District-wide attendance data was systematically reviewed three times throughout the year via our attendance monitoring platform, leading to an increase in attendance letters and conferences compared to the 2023-2024 academic year. Recognizing the critical link between attendance and academic achievement, the District invested in home visit training for staff and a dedicated community liaison for attendance and the Tobacco Use Prevention Education (TUPE) program, further strengthening our multi-tiered system of supports and interventions. These focused efforts yielded significant positive growth in student attendance across all subgroups this academic year, as evidenced by the following reductions in chronic absenteeism rates: All Students: -7.60%, White Students: -10%, Hispanic Students: -11.6%, English Learners: -13%, Socioeconomically Disadvantaged Students: -15.4%, Students with Disabilities: -5.7%, and Homeless Students: -24.5%.

Action 2.2: Mental Health Supports and Services – Strong Effectiveness

TTUSD has made significant strides in providing comprehensive mental health support and services to our students. Currently, 8 out of 11 schools within the District have established Wellness Centers, each staffed with a dedicated specialist who provides Tier 1 and Tier 2 levels of support. Additionally, all 11 schools have access to Mental Health Specialists who offer more intensive Tier 2 and Tier 3 interventions. Over 400 students within the District are actively receiving services through these Wellness Centers, demonstrating their vital role in supporting student well-being. To further enhance our capacity, TTUSD successfully secured a California Youth Behavioral Health Initiative (CYBHI) Capacity Grant, which will increase Medi-Cal billing and reimbursement and fund a dedicated Medi-Cal Billing Specialist to expand our billing options and ensure the sustainability of these crucial services. Furthermore, the District Wellness Coordinator collaborated directly with school sites to provide professional development opportunities focused on integrating Social-Emotional Learning (SEL) strategies into daily instructional practices. Data from our LCAP survey indicates that, on average, 80% of respondents believe students have a trusted adult to talk to and feel comfortable at school, reflecting the positive impact of our comprehensive mental health supports.

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

This academic year, TTUSD prioritized the effective implementation of Social-Emotional Learning (SEL) practices and strategies at both the school site and classroom levels. Modeling and educational sessions on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies were provided during Instructional Leadership Team meetings to build staff capacity and promote a consistent understanding of social-emotional learning (SEL) principles. All school sites actively developed or expanded their site-level SEL committees, which focused on reviewing universal SEL screeners and implementing relevant curriculum and strategies to support student well-being. A key development was the District's selection of the Satchel Pulse SEL screener for full implementation in the 2025-2026 school year. In its final year of implementation, all students in grades TK-5 participated in the Devereux Student Strengths Assessment (DESSA) screener, providing insights into their social-emotional strengths and areas for growth.

Additionally, two elementary school sites piloted SEL curricula aligned with Positive Behavioral Interventions and Supports (PBIS): Toolbox at Truckee Elementary and Social Thinking at Kings Beach Elementary. The Second Step and Peacekeepers programs continue to be effectively utilized across all other elementary school sites. Data from the Mini DESSA Social-Emotional Screener for elementary schools in the 2023-2024 academic year highlighted disparities in the number of students identified as "in need" of social-emotional support across different subgroups. While 6% of students overall were identified, White students were the least likely at 3%, while Hispanic students were three times as likely at 9%. English Learners (EL) and Students with Disabilities (SWD) showed the greatest identified need at 14% and 18%, respectively. The District Wellness Coordinator also directly supported school sites by providing professional development opportunities that focused on integrating Social-Emotional Learning (SEL) strategies into daily instruction.

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

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

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

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

Specifically, the overall student population experienced a 7.60% reduction in chronic absenteeism from 2022-23 to 2023-24. During the same period, White students experienced a 10% reduction, Hispanic students saw an 11.6% decrease, English Learners (EL) achieved a 13% reduction, Socioeconomically Disadvantaged (SED) students had a 15.4% decrease, and Students With Disabilities (SWD) saw a 5.7% reduction. This data strongly underscores the effectiveness of TTUSD's transportation services in supporting equitable access to education and driving down chronic absenteeism across all student populations.

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

The District has achieved significant improvements in overall student attendance. The average number of days absent decreased from 2.29 days in the 2023-2024 academic year to 2.09 days in the 2024-2025 academic year, representing a continued positive trend from 3.68 days in the 2022-2023 academic year. Consequently, the overall attendance rate across the District rose from 93.8% to 94.9%. Encouragingly, all schools within the District experienced a positive increase in their respective attendance rates. Data analysis highlights Mondays and Fridays as key focus areas for ongoing efforts to improve attendance. Notably, chronic absenteeism rates have also decreased significantly, from 21.5% to 18%, as measured on our Attend platform, demonstrating the strong effectiveness of our comprehensive attendance initiatives.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alignment of attendance and academic support throughout the district using Multi-tiered Systems of Support (MTSS)	Develop and align a basis for alignment and interventions throughout the district to ensure equitable access and opportunities for all students. MTSS will focus on attendance and discipline for this action. This action is designed to create cohesion districtwide amongst attendance personnel and support the identification of tiered interventions for chronically absent students and alternatives to suspension for discipline events.	\$0.00	No
2.2	Mental Health Supports and Services	Wellness Centers are open and staffed with a clinician and wellness center specialist. Participate in California Youth Behavior Health Incentive (CYBHI) for sustained Wellness Center Funding. Participate in Medi-Cal Billing opportunities.	\$1,852,669.00	No
2.3	District-wide SEL systems for implementation	Evaluate current and potential Social Emotional Learning systems for district-wide consistency and implementation through the Social-Emotional Learning Committee. mini DESSA administration and Data Analysis at the elementary level and What's Up Wellness at the secondary level. Inventory current SEL curriculum and begin evaluation of implementation and fidelity. Determine potential pilot program for adoption.	\$49,500.00	No
2.4	Basic: Facilities: Continue to provide safe and well-maintained facilities	Continue to provide safe and well-maintained facilities. Continuous needs assessment for the District and major maintenance components affecting daily maintenance and operations.	\$6,382,712.00	No
2.5	Basics: Transportation: continue to provide Safe and Efficient transportation &	TTUSD will keep providing safe and efficient transportation for students. We will focus on giving transportation to special education students as outlined in their individualized education plans (IEPs). Special education, SED, and EL students and those facing unique challenges will get first priority for bussing.	\$851,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Transportation for students with disabilities			
2.6	Analytic Monitoring Systems for attendance behavior and academics	TTUSD will use targeted student monitoring strategies by the site to decrease the number of students on the risk levels for attendance, behavior, and academics. The collected data will be disaggregated to provide support for unduplicated students.	\$72,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through data analysis and input from educational partners. The analysis included the California Healthy Kids Survey (CHKS), Caring Connections local data, and Parent and Family Engagement local data. This data indicates a clear need to continue supporting students, families, educators, and staff in fostering belonging and inclusion, developing strong community connections, and valuing our region's precious resources. For example, completed requests for community liaisons/bilingual services have increased from 3,300 in 2020 to 10,000 in 2023, demonstrating a continued need for developing community connections. The 2023 CHKS revealed that 69% of 6th-grade students felt connected and 65% felt safe on campus. Educational partners agree that improving school climate and the engagement of students, families, educators, and staff is a necessary goal. A 2023 survey of TTUSD families, staff, and students regarding district culture and climate showed that 74% of 6th graders felt welcomed at school and 71% felt safe on campus. Partnering with students, families, educators, staff, and the community will provide an educational experience committed to acceptance, inclusion, and equitable outcomes to increase belonging for all. TTUSD identifies areas of opportunity to increase belonging and inclusion throughout the district. The enhancement of outreach and resources for TTUSD individuals with the highest needs, from underrepresented groups and at transition points, will focus on support and resources by exploring collaboration opportunities to develop smooth transitions across all educational settings and programs. The completion of a district-wide language access master plan to ensure effective communication with non-English speaking families. A need was also identified to expand community partnerships to support student learning and expand opportunities for community-based educational partnerships, immersion in our natural environment, internships, and outdoor education in the area. This need will focus on collaboration with community partners to support student learning and expand opportunities for community-based educational partnerships. TTUSD will also focus on outdoor education opportunities and experiences in the local area for students to engage with and learn from the natural environment. Lastly, TTUSD will focus on expanding access to work-based internships to support increased community connections.
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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
3.1	Staff Emotional Climate Percentage of staff who almost never experienced harassment or bullying based on... Data Source: Hanover LCAP Survey	2023-2024 Religion: 94% Disabilities: 92% Race, Ethnicity or Skin Color: 84% Sex: 84%	2024-2025 Religion: 96% Disabilities: 92% Race, Ethnicity or Skin Color: 87% Sex: 90%		Religion: 99% Disabilities: 99% Race, Ethnicity, or skin color: 94% Sex: 94%	2024-2025 Religion: + 2% Disabilities: No change Race, Ethnicity, or Skin Color: +3% Sex: +6%
3.2	Student Emotional Climate Percentage of ES, MS, & HS students that feel they belong at school. Data Source: Hanover Survey	2023-2024 ALL: 50% EL: 49% SED: 50% SWD: 58%	2024-2025 ALL: 51% EL: 73% SED: 75% SWD: 75%		ALL: 60% EL: 59% SED: 60% SWD: 68%	2024-2025 All students: +1% EL students: +24% SED students: + 25% SWD students: +17%
3.3	Parent and Family Engagement: Percentage of families who agree or strongly agree that district schools encourage parent involvement Data Source: Hanover LCAP Survey	2023-2024 All: 76% People of Color/ Multi-racial: 85% White: 76% Race/Ethnicity N/A: 64% EL student: 90% SED: 82% SWD: 74%	2024-2025 All: 77% People of Color/ Multi-racial: 79% White: 76% Race/Ethnicity: 77% EL student: 93% SWD: 86%		All: 86% People of Color/ Multi-racial: 95% White: 86% Race/Ethnicity N/A: 74% EL student: 99% SED: 92% SWD: 84%	2024-2025 All students: +1% People of Color/Multi-racial: - 6% White: No change EL students: +3% SWD students: +12%
3.4	Parent and Family Engagement	2023-24	2024-2025		Number of completed tickets by Community	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Number of completed requests for Community Liaison/Bilingual Services tickets) Data Source: Local Data	Number of completed tickets by Community Liaison/Bilingual Services: 10,000	Number of completed tickets by Community Liaison/Bilingual Services: 4,000		Liaison/Bilingual Services >15,000	Number of completed tickets by Community Liaison/Bilingual Services:<4,000
3.5	Community Involvement Percentage of students, staff and families who agree or strongly agree that district schools encourage involvement from community members and organizations Data Source: Hanover LCAP Survey	2023-2024 All: 79% EL student: 80% SED: 78% SWD: 81%	2024-2025 All: 89% EL student: 92% SED: 89% SWD: 83%		All: 89% EL student: 90% SED: 88% SWD: 91%	2024-2025 All students: +10% EL students: +12% SED students: +11% SWD students: +2%
3.6	Student Voice Percentage of students, staff and families who agree or strongly agree that teachers and staff at district schools listen to students Data Source: Hanover LCAP Survey	2023-2024 All: 72% EL student: 81% SED: 78 % SWD: 85%	2024-2025 All: 79% EL student: 89% SED: 82 % SWD: 86%		All: 82% EL student: 91% SED: 88% SWD: 95%	2024-2025 All students: +7% EL students: +8% SED students: +4% SWD students: +1%

Goal Analysis [2024-25]

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

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

Goal 3.1: Staff Emotional Climate - Partially Implemented

TTUSD demonstrated positive trends in staff feeling valued across various identities. Survey data indicates that over 96% of staff reported feeling valued based on their religion, 92% based on disability, approximately 87% based on race, ethnicity, or skin color, and approximately 90% based on sex. This goal is partially implemented as TTUSD continues its collaborative work with bargaining units to provide ongoing opportunities for inclusion and recognition of all staff members.

Goal 3.2: Student Emotional Climate - Partially Implemented

TTUSD saw an increase this year in the percentage of students reporting a sense of belonging at school, exceeding baseline levels as measured by the Hanover Survey. As reported through the Hanover LCAP survey, overall student satisfaction was slightly above 51%. Notably, significant progress in the feeling of belonging was observed for English Learner students (reaching 73%), Students with Economic Disadvantage (reaching 75%), and Students with Disabilities (reaching 75%). This goal is partially implemented as TTUSD continues to integrate Social Emotional Learning curricula, restorative practices, and wellness centers to provide opportunities for inclusion and amplify student voice.

Goal 3.3: Parent and Family Engagement - Fully Implemented

TTUSD experienced an increase in the percentage of families who agree or strongly agree that district schools encourage parent involvement. While the growth was minimal, 77% of families indicated they feel invited or involved with their schools and the district. This goal is noted as fully implemented as we enter the third year of our Community Engagement Initiative. Through this initiative, all schools focused on two-way parent communication during the 2024-2025 academic year, supported by our Community Engagement Initiative mentors.

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

The number of completed requests for Community Liaison/Bilingual Services tickets in the 2025-2026 academic year is projected to remain consistent with the significantly high levels observed in the 2024-2025 academic year, at approximately 4,000. The Bilingual Services program provides crucial support to families new to TTUSD and contributes to student social-emotional well-being across the district.

Goal 3.5: Community Involvement - Partially Implemented

TTUSD experienced an increase in the overall percentage of community involvement at or above the 89% reported in the Hanover LCAP Survey. There were high levels of agreement among English Learner students (around 92%), Students with Economic Disadvantage (around

89%), and Students with Disabilities (around 83%). We believe this is somewhat implemented as we continue to develop community partnerships, reflecting our ongoing success in strengthening connections between our schools and the wider community.

Goal 3.6: Student Voice - Partially Implemented

TTUSD has actively worked to enhance student voice and engagement by implementing dedicated forums and advisory roles. Consistent positive feedback across all student subgroups suggests a stable and supportive environment where student perspectives are valued. Throughout the year, we included student voices in our Parent Superintendent Advisory Meetings, and Associated Student Body representatives from our three high schools presented monthly updates and highlights at Board meetings.

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

3.3 Decrease of \$20,728 due to vacancy savings.

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

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

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

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

To facilitate a smoother transition for students moving from 5th to 6th grade, academically, socially, and emotionally, we will conduct a comprehensive needs assessment in the spring of the 2024-2025 school year. This assessment will involve surveying rising 6th-grade students to understand their expectations and challenges, as well as current 6th-grade students to gather insights from their transition experiences. Additionally, it will involve gathering perspectives from the families of both rising and current 6th-grade students, and collecting professional insights from 6th-grade teachers district-wide on student readiness and effective transition strategies. Following the survey, the Educational Services department will analyze the data to identify key themes and areas for improvement. Subsequently, Educational

Services will collaborate with elementary and middle school principals to review these findings and develop a comprehensive support plan for incoming 6th-grade students. This plan will focus on enhancing communication between schools, implementing targeted transition activities, exploring curricular alignment, providing social-emotional supports, developing resources for families, and offering professional development for educators, all to foster greater student success and well-being during this critical transition.

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

TTUSD aligned with all schools in the 2025-2026 school year to implement strategies from our Community Engagement Initiative (CEI) journey. We identified the critical need to establish robust systems for improved parent meetings to actively cultivate family engagement. Our subsequent efforts have consistently focused on this objective, resulting in significant achievements. A notable success is the substantial growth and seamless integration of our District and School English Learner Advisory Committees (D/ELAC). We have seen a remarkable increase in parent participation within these committees, accompanied by a demonstrably higher level of meaningful dialogue. This positive shift reflects our intentional efforts to amplify diverse perspectives and foster genuine collaboration. By recognizing D/ELAC as a central parent group and actively nurturing its connection with the district and other key entities, we are intentionally building systems to cultivate a more inclusive and cohesive school community. Our team has proactively addressed fundamental barriers to parent attendance and participation by strategically incorporating dedicated time for a communal dinner at the beginning of each meeting, creating a space for connection and relaxation before the agenda.

Furthermore, to ensure accessibility, we consistently provided on-site childcare, made personalized phone call invitations, sent timely text message reminders, and thoughtfully scheduled gatherings at convenient and accessible locations, all informed by valuable feedback from our parent community. A powerful outcome of this genuine partnership with our D/ELAC parent voices has been their inspiring leadership in reviving and expanding our Día del Niño celebrations, now offered equitably across all TTUSD elementary schools. This vibrant cultural tradition fosters an environment rich in understanding and inclusivity, naturally leading to deeper family engagement and stronger community bonds. As we continue this work, we recognize the crucial distinction between simply informing our community and engaging with them through active listening. By prioritizing genuine engagement, we empower our community members to take ownership of decisions that affect them and view themselves as central to the educational process. This shift from passive recipients of information to active participants is fundamental to building a truly collaborative and thriving school environment. Parent agreement that district schools encourage parent involvement was reported at approximately 77% in 2024-2025, based on the Hanover LCAP Survey. This includes approximately 79% of People of Color/Multi-racial families, 76% of White families, and 77% of families whose race/ethnicity was not available. Engagement levels are particularly high for families of EL students (around 93%) and have improved for families of SWD students (around 86%).

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

In partnership with local organizations, the Tahoe Truckee Unified School District successfully launched TAHOE LAB, our new residential outdoor education program. The effectiveness of this initiative was evident in the completion of the inaugural two-day, one-night field trip for fifth-grade students from Kings Beach Elementary. During this experience, students engaged in hands-on math, science, and STEAM activities led by credentialed educators and outdoor specialists. This program is built upon a research-based outdoor curriculum and benefits from the strong support of our community partners. Furthermore, TTUSD staff and community members collaborated through monthly outdoor education Professional Learning Communities (PLCs) to develop and align program standards with the Next Generation Science Standards (NGSS). At the conclusion of the overnight residential camp, TTUSD surveyed families, staff, and students with a local Google Survey. Likewise, in the 2024-2025 Academic year, all 5th-grade classrooms participated in a Fall and Spring outdoor field day with Sierra

Watershed Education Partnership. The effectiveness of the overnight residential camp, the Tahoe Truckee Unified School District (TTUSD), which administered a Google Survey to participating families, staff, and students at its conclusion.

Additionally, during the 2024-2025 academic year, all fifth-grade classrooms engaged in both a Fall and Spring outdoor field day in collaboration with the Sierra Watershed Education Partnership (SWEP). TTUSD's local Google survey regarding the overnight residential camp indicates overwhelmingly positive feedback. Students and families provided an average rating of five out of five on the overall experience, as reported in the TTUSD Google Survey. A separate Headwaters Impact Survey, completed by 100% of participating students in the residential overnight program, yielded significant findings. For example, 85% of students reported learning something new that they wouldn't have learned in a traditional science class. Furthermore, an overwhelming 98% of students felt that the program helped them develop a greater appreciation and care for nature.

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

TTUSD strategically expanded community partnerships to enhance student learning and create mutually beneficial relationships. One key initiative was the inaugural Truckee North Tahoe Tech Teens program, a free five-week after-school workforce development program implemented in partnership with the Town of Truckee, Truckee Donner Public Utility District, Tahoe Forest Health System, Truckee Tahoe Airport District, North Tahoe Fire Protection District, California Highway Patrol, and the Truckee Chamber of Commerce. This program provided 13 high school students with hands-on learning experiences across various technology sectors within our community. Students gained insights into the technological operations of organizations, including Air Traffic Control at the Tahoe Truckee Airport, surgical robotics at Tahoe Forest Health System, and policing technologies with the Town of Truckee. The program culminated in a career-building workshop, and all participating students received a certificate of completion from the Town of Truckee. Feedback from students and community partners was overwhelmingly positive, leading to the program's continuation in the 2024-25 school year.

Furthermore, TTUSD high school students participated in a comprehensive work tour in April, hosted by Palisades Tahoe. This event offered students interested in engineering, welding, automotive repair, and mountain operations a behind-the-scenes look at the resort's complex infrastructure and diverse career opportunities. Students toured electrical systems, lift construction, the Funitel motor room, upper mountain maintenance facilities, and vehicle maintenance areas. These expanded partnerships have demonstrably enhanced student exposure to local industries and potential career pathways. In 2024-2025, 109 students completed at least one CTE pathway. (Aeries, Student Information System)

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

TTUSD has actively fostered increased student voice and engagement by implementing dedicated forums and advisory roles. On November 7th, the Superintendent and Chief Learning Officer welcomed attendees to the Community Collaborative of Tahoe Truckee's annual Youth Forum. This event provided a safe and supportive space for local youth to openly share their feelings, discuss challenges, and identify

opportunities for social change through a "Living Room Conversation" format. As listeners, representatives from TTUSD, the Community Collaborative of Truckee Tahoe, Mountain Gateway Center, and various social support organizations participated. The event facilitated meaningful connections and provided valuable insights that the district is actively reviewing to inform future collaborative efforts supporting youth well-being.

Furthermore, in the 2023-24 school year, TTUSD introduced student representation on the Parent Superintendent Advisory Committee (PSAC). High school students attended all PSAC meetings, offering their perspectives and feedback on district-related topics during focused discussions and open forums. This initiative has fostered transparency and two-way communication between the Superintendent, parents, and students, ensuring student voices are heard and considered in district-level discussions. The baseline for the perception that teachers and staff at district schools listen to students is high across all student groups (All: 79%, EL students: 89%, SED: 82%, SWD: 86%).

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support belonging and inclusion for all	Create a work group to identify needs related to belonging and inclusion and develop a plan to address student, staff, and community-specific actions.	\$6,000.00	Yes
3.2	Enhance outreach and resources at transition points.	Conduct a comprehensive needs assessment of transition points.	\$48,000.00	No
3.3	Increase Parent and Family Engagement	District-wide implementation of Community Engagement Initiative (CEI) systems to transform parent meetings into collaborative spaces for two-way communication and family capacity building. Interpretation services will be provided at all events to ensure all families can participate. Community liaisons are available at sites with over 15% English Learners to provide equitable opportunities for parent engagement with the schools.	\$763,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Support student immersion in our natural environment and outdoor education in the area	Collaborate on the Workgroup's identified challenges to expanding outdoor education opportunities for all students, with attention to reducing logistical challenges and supporting teachers and school sites.	\$25,000.00	No
3.5	Expand Community Partnerships	Evaluate current community partner collaborations that support student learning and community-based educational partnerships.	\$0.00	No
3.6	Increase student voice and engagement	Inclusion of High School student representatives on the Parent Superintendent Advisory Committee (PASC) and district initiatives and committees.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,983,199	\$

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
6.642%	0.000%	\$0.00	6.642%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Collaboration time for teachers across sites & district alignment Need: Through the educational partner feedback and experience, TTUSD has learned that professional learning communities in the district function at high levels, particularly when implementing cycles of instructional improvement, and can share best practices	The National Education Association (NEA) conducts ongoing research on the state of achievement gaps and has listed the best strategies for closing these gaps. Among the many strategies listed, the following are directly related to effective PLCs: Use test data and other research on student performance to inform instruction Identify strategies and programs to increase achievement	Percentage of K-2 students At or Above Standard: DIBELS Composite Score Data Source: Local DIBELS Reports Percentage of Students Meeting or Exceeding Standard: ELA & Math Data Source: CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	within Tier 1 instruction and peer-to-peer conversations focusing on literacy development and math development. Through the provided collaboration, vertically and across grade spans, educators could implement strategies focusing on literacy development and math. Specifically, professional developments that support the academic achievement of EL and SED students, as ELs underachieve by 44.7% in ELA. EL students underachieve 36.7%, and SED students underachieve 20.9% in math. Scope:	Use varied, effective strategies to instruct diverse learners Target literacy and math instruction Safeguard instructional time Use research and data to improve practice The Educational Services Department will continue to support school instructional leaders and department teams in effectively implementing PDSA cycles in their PLCs and provide collaboration and professional development opportunities that consistently use evidence of student learning to improve Tier 1 instruction. Educational Services has found success in this action by hosting over 100 PLCs districtwide in 2024-2025. These actions will set goals, monitor results, and learn together as sites and staff strive to improve the learning outcomes of SED, EL, and all students.	Percent of EL students making progress toward English language proficiency Data Source: ELPI
1.6	Action: Career Technical Education and College and Career Readiness Need: The 2023-2024 College and Career Indicator (CCI) data for the Tahoe Truckee Unified School District (TTUSD) reveals that 58.8% of all students are rated as prepared. However, significant disparities exist among student subgroups. Notably, only 13.6% of English Learners (ELs) are identified as prepared according to the CCI. While this is slightly lower than the 15.3% preparation rate for another comparison group (clarification needed on this group for a more precise	TTUSD will continue to design and plan actions to bring CCR opportunities to students earlier in their school journey because research suggests that early exposure to college and career readiness experiences can improve student academic achievement, increase college enrollment rates, and better prepare students for future careers. Studies have shown that students who participate in CCR activities in middle school are more likely to develop strong college aspirations, take rigorous coursework, and graduate high school on time (NCES.ed.gov). Exploration of personal interests, skills, and values is important as they explore and select potential careers. TTUSD believes that more students will meet the CCI-prepared level by deliberately and systematically	Percentage of students graduating CCI prepared Data Source: CA Dashboard Percentage of students completing at least 1 CTE pathway Data Source: CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	analysis), the data clearly indicates a substantial gap. Furthermore, 42.4% of Socioeconomically Disadvantaged (SED) students are rated as prepared, highlighting another area where targeted support is needed. In terms of Career Technical Education (CTE) pathway completion, 27.1% of all TTUSD graduates complete at least one pathway. However, participation rates are lower for EL and SED students, with 13% of EL graduates and 23% of SED graduates completing a CTE pathway. Scope: LEA-wide	bringing tools and information to our EL and SED students and families and supporting and monitoring student progress.	
1.7	Action: Summer School Literacy Development Need: Evidence reveals the persistent and significant academic challenges our English Learner (EL) and Socioeconomically Disadvantaged (SED) students face in the ongoing post-pandemic recovery. Specifically, the figures in English Language Arts (ELA) are similarly concerning, with only 6.9% of EL students and 40.7% of SED students meeting or exceeding the standard. Scope:	TTUSD will offer a summer school program focused on Literacy Development and acceleration to students in grades TK-5. All TTUSD students are eligible to attend. These programs are designed to support EL and SED students, offset summer learning loss, and help them progress academically. Tahoe Truckee Unified School District (TTUSD) provides a comprehensive summer school program designed for literacy development and acceleration among Kindergarten (K) students through 5th grade. This program is available to our students who qualify for our Expanded learning opportunities grant, serving our unduplicated students. TTUSD, with the support of Boys and Girls Club North Lake Tahoe and AIM High design support, will provide targeted support to English Learners (EL) and	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Socioeconomically Disadvantaged (SED) students. The overarching goals are to counteract the pervasive phenomenon of "summer learning loss" and foster significant academic progress, ensuring that all students are well-prepared for the upcoming academic year. This intervention is grounded in extensive educational research and established pedagogical principles. Studies consistently demonstrate that summer breaks can lead to a significant decline in academic skills, particularly in reading and mathematics, a phenomenon widely known as the "summer slide". This regression disproportionately affects vulnerable student populations, including EL and SED students, thereby exacerbating existing achievement gaps. Evidence-based summer learning programs, especially those focused on literacy, have proven highly effective in mitigating this loss, narrowing achievement gaps, and delivering substantial long-term academic benefits. The summer program will integrate core instructional principles rooted in the Science of Reading, emphasizing systematic and explicit instruction in foundational literacy skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. It will also incorporate developmentally appropriate pedagogical approaches, such as play-based and collaborative learning, and tailored strategies designed explicitly for EL and SED students, ensuring equitable and effective learning experiences. This comprehensive approach aligns directly with California's educational priorities,	

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
		including the California Literacy Roadmap and English Learner Roadmap, which advocate for evidence-based literacy instruction and targeted support for diverse learners. TTUSD, in partnership with AimHigh, provides a five-week summer program for rising 6-9 grade students to engage in community activities, explore college and career options, and develop social and emotional skills. TTUSD will serve 75 students during Summer 2025.	
1.9	Action: High School Credit Recovery Need: Evidence reveals the persistent and significant academic challenges our English Learner (EL) and Socioeconomically Disadvantaged (SED) students face in the ongoing post-pandemic recovery. Specifically, statewide data indicate that only 12.57% of EL students and 29.86% of SED students met or exceeded the standard in mathematics. In English Language Arts (ELA), the figures are similarly concerning, with only 11.36% of EL students and 38.79% of SED students meeting or exceeding the standard Scope: LEA-wide	TTUSD will continue the summer credit recovery program at the high school level, offering blended learning and independent study using Edgenuity, an online K-12 curriculum. These programs are designed to support EL and SED students, offset summer learning loss, and help them progress academically. Tahoe Truckee Unified School District is committed to supporting our students' academic success, and our summer credit recovery program at the high school level is a cornerstone of this commitment. Utilizing a blended learning approach and independent study through the Edgenuity online curriculum provides a vital opportunity to address key challenges such as summer learning loss and offer effective support for our English Learners (EL) and Socioeconomically Disadvantaged (SED) students. Extensive educational research and sound pedagogical principles strongly support this strategic approach.	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		One of the primary challenges our program directly addresses is the well-documented phenomenon of "summer slide," or summer learning loss. Research consistently shows that students, particularly in reading and math, can lose academic skills over the summer break. This loss is often more pronounced for students from lower socioeconomic backgrounds due to limited access to enriching activities and resources. By offering summer academic opportunities like credit recovery, we directly combat this decline, ensuring continued engagement and learning that helps prevent the accumulation of learning deficits over time. Our adoption of blended learning, which thoughtfully combines online instruction with essential face-to-face interaction, represents a highly effective model for credit recovery, especially for students who may be considered at-risk. This approach fosters personalized learning, allowing students to progress at their own pace and focus on areas where they need more support. This individualized pacing and differentiated instruction are incredibly beneficial for students who may have struggled in traditional settings or possess unique learning styles. Furthermore, giving students some control over their learning environment often leads to increased engagement and motivation, which can be crucial for those who may have previously disengaged from schooling. Critically, our blended learning model incorporates dedicated in-class teachers and mentors who provide supplemental instruction, monitor progress, and offer vital personalized academic and non-academic	

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
		support. This human element ensures that students are not merely completing online modules but are truly grasping and internalizing the material. The flexibility inherent in combining online and in-person components makes the program accessible to students with work, family, or other commitments that make traditional summer school challenging. Additionally, engaging with online tools and platforms equips our students with essential digital literacy skills, which are increasingly important for their future education and careers. A core strength of our chosen model is its direct support for English Learners (EL) and Socioeconomically Disadvantaged (SED) students, who often face additional barriers to academic achievement. Credit recovery programs directly intervene to mitigate the widening of achievement gaps that disproportionately affect SED students due to summer learning loss. For our EL students, blended learning environments provide multiple ways to engage with information through varied formats and media, and offer crucial opportunities for repetition and review, all of which aid in academic language acquisition. Online platforms like Edgenuity can offer built-in scaffolds such as text-to-speech and translation tools, allowing EL students to revisit content at their own pace and reducing the pressure of keeping up with a whole-class pace. For many EL and SED students who may be considered "at-risk" due to various factors, this credit recovery program offers a vital second chance, boosting their confidence and motivation and demonstrating that academic success is within reach. Moreover,	

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
		while Edgenuity is an online platform, our blended learning approach means TTUSD will provide access to technology and the internet, which is critical for SED students who may lack these resources at home. The Edgenuity curriculum itself serves as a robust tool within our program. It is founded on Universal Design for Learning (UDL) principles, emphasizing multiple means of representation, action, expression, and engagement. This framework inherently supports diverse learners, including our EL and SED students, by offering flexible and individualized learning pathways. Edgenuity also allows content delivery and assessment customization, empowering teachers to tailor the curriculum to individual student needs. Its comprehensive management, tracking, and reporting tools provide our educators and administrators with valuable data to monitor student progress and deliver targeted interventions. Research has consistently demonstrated Edgenuity's effectiveness as a tool for credit recovery and improving graduation rates, particularly when reinforced with appropriate teacher support and monitoring. To maximize the effectiveness of this vital program, TTUSD is committed to several pedagogical best practices. This includes ensuring strong teacher support from highly trained instructors who can provide both academic and non-academic guidance, who are proficient with the Edgenuity platform, skilled in differentiated instruction, and adept at building strong relationships with our students. Each student's credit recovery journey will be guided by a personalized learning plan, identifying specific	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		learning gaps and setting clear, measurable goals. We will implement regular progress monitoring and provide timely, specific feedback through frequent check-ins and data analysis from Edgenuity. While online learning delivers content, our blended model will intentionally incorporate opportunities for small group work and one-on-one instruction to reinforce learning and address misconceptions. Teachers will actively utilize engaging strategies to encourage interaction with the online content, preventing passive engagement. Tahoe Truckee Unified School District is effectively supporting our English Learner and Socioeconomically Disadvantaged students, significantly mitigating summer learning loss, and ultimately helping more of our students achieve academic success and stay firmly on track for graduation.	
1.11	Action: Reading Intervention Need: TTUSD has identified a need for reading intervention to increase achievement in ELA. According to the 2023 California School Dashboard, TTUSD's overall performance in English Language Arts is Green, standing 14.7 points above the standard. Regarding college and career readiness, the 2023 Dashboard indicates that 58.8% of TTUSD graduates are considered prepared, which is categorized as High performance.	The Reading Intervention Team (RIT) meets regularly to analyze data as evidence of student learning to identify the specific academic needs of individual EL and SED students. The PLCs will implement goals, monitor results, and improve Tier 1 and Tier 2 instruction for students receiving reading intervention. The RIT will learn together as they work to enhance the learning outcomes of our EL and SED students. These groups have successfully collaborated to align diagnostic and screening assessments districtwide and will continue the collaborative work. This action was selected because research shows that "intensive interventions result in positive gains	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percent of EL students making progress toward English language proficiency Data Source: ELPI Percentage of K-2 students At or Above Standard: DIBELS Composite Score

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The specific percentage of graduates meeting or exceeding the EAP for the 2023-2024 school year has not been released in this dataset. When comparing TTUSD to the state overall, the State of California's ELA performance is Orange, at 13.2 points below the standard according to the 2023 Dashboard. This confirms that TTUSD is outperforming the state average in ELA. Scope: LEA-wide	in reading performance for struggling readers in grades K-3" when the intervention is "standardized in which all students receive the same instruction using a set of well-prescribed lessons and materials for modeling and guiding students in learning new reading practices" (NCES) provides "instructional content addressing phonological awareness, phonics and word recognition, letter-name and letter-sound correspondence, blending and segmenting the sounds and words, reading decodable words and high-frequency words, and fluency. In addition to intervention support, all elementary teachers will continue transforming how reading instruction is taught in TTUSD. This program is based on the science of reading. The Reading Intervention Team (RIT) is crucial in enhancing our district's reading program by collaborating to align diagnostic and screening assessments across all schools. This essential alignment creates a consistent and comprehensive picture of student learning, allowing us to understand each student's strengths, areas for growth, and specific needs. Educational research strongly supports this approach, highlighting how diagnostic tests help us pinpoint what students already know, their preferred learning styles, and any misconceptions they might have. This detailed insight is vital for determining when differentiated instruction is necessary and guiding precise lesson planning. By ensuring consistency in measuring student learning, we gain more reliable and comparable data, which the RIT and our Professional Learning Communities then use to provide targeted and practical support for all	Data Source: Local Reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		learners, including our English Learner and Socioeconomically Disadvantaged students. This standardization isn't just about administrative ease; it's fundamental for ensuring instructional coherence and promoting educational equity across the district. When all students are measured against consistent standards, we can ensure their needs are identified equitably and that instructional responses are coherent across diverse classrooms and schools. Furthermore, these assessments are valuable predictive measures for future high-stakes tests. They provide early indicators of potential academic success or areas needing more intensive support, allowing us to implement proactive rather than reactive interventions. This empowers teachers to identify specific learning gaps, tailor their teaching strategies, and implement differentiated instruction. Diagnostic tests, often ungraded pre-assessments, are invaluable tools for understanding students' existing knowledge, learning styles, strengths, and misconceptions. This granular insight into individual student profiles is essential for guiding highly targeted lesson plans. The RIT's work directly informs the Professional Learning Communities' ability to craft and implement personalized and differentiated reading interventions that precisely match the unique learning needs of our English Learner and Socioeconomically Disadvantaged students. This systematic and standardized approach to assessment is paramount for accurate progress monitoring, enabling educators to track individual student growth and make informed, evidence-based decisions about instructional adjustments.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The RIT's work in systematically collecting and analyzing student performance metrics significantly contributes to student success. Data-driven curricula ensure that educational standards are met by providing clear, measurable evidence of student progress and the demonstrated effectiveness of implemented interventions. This dedicated group of educators is committed to meticulously analyzing student learning data, the essential evidence base for precisely identifying the unique academic needs of individual English Learners and Socioeconomically Disadvantaged students. This approach moves beyond general assumptions, enabling the pinpointing of specific student strengths, areas for growth, and critical learning gaps. By leveraging insights from various forms of data, including performance, behavior, and other relevant factors, the RIT facilitates personalized instruction, ensuring that reading interventions are meticulously aligned with the unique learning profiles of our students, thereby maximizing the efficiency and effectiveness of instructional resources and support.	
2.5	Action: Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities Need: Through data analysis and educational partner engagement, TTUSD's data shows that 9.8% of all students were chronically absent in the 2023-2024 school year. The chronic	To address these needs, TTUSD will provide safe and efficient transportation to unduplicated students to ensure school attendance increases, increasing student academic achievement and thus increasing their opportunity to graduate. Over the past four years, TTUSD has increased transportation from 742 to 1094 SED students and increased from 2086 to 2553 students. We expect that we will see fewer unduplicated students chronically absent, as experience has shown that	Chronic Absenteeism Data Source: CALPADS Basics: Transportation Data Source: Local Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rates for our English learners (14.5%), homeless youth (21%), students with disabilities (15.3%), and Socioeconomically Disadvantaged students (14.7%) are disproportionately higher than the all-student group. Feedback from educational partners overwhelmingly indicated the need to support our unduplicated pupil groups and address gaps. Scope: LEA-wide	our most vulnerable students, specifically those in the unduplicated student group, make up a little more than 47% of our ridership. A Center for Michigan Urban Studies study found that school bus eligibility increases attendance rates for SED students (CMUS). Routes and bus stops are developed and prioritized, focusing on neighborhoods with high concentrations of targeted unduplicated students. They receive priority bus service. The above actions are essential for our unduplicated students. Still, good for all, including our students with disabilities and homeless student groups that show higher chronic absenteeism rates; therefore, these actions are provided on an LEA-wide basis.	
2.6	Action: Analytic Monitoring Systems for attendance behavior and academics Need: A need was identified to address students' attendance, behavior, and academics as the three metrics are intricately entwined and influence one another. In 23-24, 55.7% of graduates are A-G prepared. Chronic absenteeism was 9.8% overall, and the suspension rate was 1.4%—EL (2%) and SED (2.2%). Additionally, 39% of SED and 13.9% of EL students are A-G ready compared to 55.7% of all TTUSD students. Scope: LEA-wide	TTUSD will use an Analytic Monitoring System to proactively identify students at risk of falling behind in attendance, behavior, and academics. This action supports TTUSD in addressing the unique needs of students who historically struggle with attendance, behavior, and academic areas through identification or targeted monitoring strategies designed by each school site to identify early warning signs and support students' success. TTUSD will track attendance and flag students for academic support. The program will allow TTUSD to gather comprehensive data and ensure consistent support structures across all schools to provide targeted interventions for specific student groups. The Analytic Monitoring System will be used by all sites districtwide. In our last goal setting, overall A-G readiness declined over the 4 years, partly due to the pandemic and through non-aligned systems in place throughout the district. The new aligned approach will support all sites equitably and provide the necessary data to	Percentage of students graduating A-G ready Data Source: CA Dashboard Chronic Absenteeism Data Source: CALPADS Suspension Rate Indicator Data Source: CALPADS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support students appropriately. “A growing body of research suggests that early intervention can significantly improve outcomes for students at risk of academic failure.” Significantly, these studies show that “interventions that target specific areas,” such as chronic absenteeism and A-G readiness, can lead to substantial gains in achievement (IES.ed.gov).	
3.1	Action: Support belonging and inclusion for all Need: 78% of all Parents and Families surveyed felt encouraged to be involved with TTUSD and their child's school. 80% of students, staff, and families felt that district schools encourage involvement from community members and organizations. This has been identified as an area of need to include students, staff, families, and the community in TTUSD actions, goals, and engagement opportunities. Additionally, we noted that our ELs are struggling when examining all student groups for the suspension rate. EL and SED students also struggle with disproportionate chronic absenteeism. Scope: LEA-wide	Student, Family, and Community involvement in education is crucial. Regardless of income or background, students with involved parents are more likely to achieve higher grades, test scores, better attendance, improved social skills, more positive behavior, and a better adaptation to school (National Coalition for Parent Involvement in Education, 2006). To address these needs, TTUSD is focusing on the following actions to support the social-emotional well-being of our students and increase the engagement of families and the community. Social-emotional learning and support to expand MTSS and other wellness programs Counseling support for individuals and/or small groups, including crisis/emergency response Bilingual Community Liaisons and translation/interpretation services available to all families and school sites. Interactive, 2-way communication, educational partner meetings Because we know that all students who may be struggling with attendance and/or behavior can benefit from these supports, we are providing these actions on an LEA-wide basis.	Chronic Absenteeism Data Source: CALPADS Suspension Rate Indicator Data Source: CALPADS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	Action: Increase Parent and Family Engagement Need: 78% of all Parents and Families surveyed felt encouraged to be involved with TTUSD and their child's school. 80% of students, staff, and families felt that district schools encourage involvement from community members and organizations. This has been identified as an area of need to include students, staff, families, and the community in TTUSD actions, goals, and engagement opportunities. Additionally, we noted that our ELs are struggling when examining all student groups for the suspension rate. EL and SED students also struggle with disproportionate chronic absenteeism. Scope: LEA-wide	Student, Family, and Community involvement in education is crucial. No matter the income or background, students with involved parents are more likely to have higher grades, test scores, attendance, better social skills, behavior, and adaptation to school (National Coalition for Parent Involvement in Education, 2006). To address these needs, TTUSD is focusing on the following actions to support the social-emotional well-being of our students and increase the engagement of families and the community. Social-emotional learning and support to expand MTSS and other wellness programs Counseling support for individual and/or small groups, including crisis/emergency response Bilingual Community Liaisons and translation/interpretation services available to all families and school sites. Interactive, 2-way communication educational partner meetings Because we know that all students who may be struggling with attendance and/or behavior can benefit from these supports, we are providing these actions on an LEA-wide basis.	Chronic Absenteeism Data Source: CALPADS Suspension Rate Indicator Data Source: CALPADS

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
1.4	Action: Designated ELD instruction and Professional Development Need: Analysis of the 2024-2025 California School Dashboard (Dashboard) data indicates that approximately 45.7% of English Learner (EL) students made progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI). The statewide performance for ELPI shows that 45.7% of EL students are making progress. Regarding academic achievement, for the 2023-2024 Smarter Balanced Summative Assessments for ELA, the statewide data shows that approximately 21.02% of all students exceeded the standard and 26.02% met the standard. Scope: Limited to Unduplicated Student Group(s)	TTUSD will maximize Differentiated Assistance with Inspire to plan and implement professional development to improve instructional practices in the following areas: Academic Discourse to increase student engagement in all content areas and grade levels with emphasis on use of Walkthrough Tool, implementation of PDSA cycles, and refinement of predominant strategies Designated ELD planning and implementation Strong academic discourse skills are essential in all content areas and grade levels. By using the walkthrough tool, staff can observe and analyze classroom interactions to identify areas where students can be more actively engaged in discussions and learning. The PDSA cycles allow educators to test new strategies for fostering academic discourse, measure effectiveness, and refine their approach based on data. These actions will lead to deeper understanding and improved academic outcomes. EL students require specific instructional strategies to develop their language skills and access grade-level content. Dedicated planning time for ELD teachers and collaboration with mainstream teachers will ensure that EL instruction is aligned with academic standards and effectively supports these students' language development and academic achievement. Academic discourse and Designated ELD are crucial components of	Percentage of English Learners Making Growth in Listening, Speaking, Reading, and Writing Data Source: Summative ELPAC Percentage of ELs and Ever ELs Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of ELs and Ever ELs reading At or Above Benchmark (TK-12) or demonstrating reading Lexile above 25th percentile DIBELS (K-3) CAPTI (4-12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		effective education, fostering deeper understanding, critical thinking, and active learning across all content areas and grade levels (Nystrand et al., 1997). These actions empower students to engage with complex ideas, refine their communication skills, and develop a collaborative learning environment.	
1.5	Action: TK Bridge Camp Need: Evidence reveals the persistent and significant academic challenges our English Learner (EL) and Socioeconomically Disadvantaged (SED) students face in the ongoing post-pandemic recovery. Specifically, statewide data indicate that only 12.57% of EL students and 29.86% of SED students met or exceeded the standard in mathematics. In English Language Arts (ELA), the figures are similarly concerning, with only 11.36% of EL students and 38.79% of SED students meeting or exceeding the standard. Scope: Limited to Unduplicated Student Group(s)	The TK Bridge Camp supports our rising TK students with a ten-day SEL program that introduces play-based learning and developmentally appropriate activities. It will serve 20 students during Summer 24. Transitional Kindergarten (TK) is a crucial early learning program designed to support our youngest students. TK focuses on play-based learning, which isn't just fun, but a powerful way to build essential language, literacy, pre-math skills, and vital social-emotional development. Research consistently shows that high-quality early education like TK provides significant long-term benefits, especially for our English Learner (EL) and Socioeconomically Disadvantaged (SED) children, leading to better academic achievement, less grade retention, and greater overall life success. TK helps to close long-standing achievement gaps by providing universal, high-quality early learning opportunities. This proactive approach helps level the educational playing field from an early age, rather than waiting for disparities to become more challenging to address. The TK curriculum and teaching methods are thoughtfully designed to be appropriate for	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		younger learners. Play-based learning is a cornerstone of this approach, purposefully enhancing students' creativity, problem-solving skills, and social interactions. The curriculum systematically supports children's language, literacy, and pre-math skills, while emphasizing social and emotional development strongly. This comprehensive approach ensures that students develop important cognitive skills and crucial self-regulation and interpersonal abilities vital for success in school and life. This intentional design prioritizes holistic child development, recognizing that non-cognitive skills are fundamental for later academic success, resilience, and overall well-being. This proactive measure ensures children are well-rounded and prepared for formal schooling. The value of TK goes far beyond immediate academic gains, fostering social-emotional competencies and foundational learning behaviors through purposeful play, addressing broader developmental needs that underpin long-term educational and life success. This is particularly important for children who may have experienced heightened stress, trauma, or disrupted social development, as it builds the essential non-cognitive skills necessary for engagement and sustained learning. TK is consistently designed and implemented as a "bridge" program, creating a smoother transition from preschool's flexible, exploration-based environment to traditional kindergarten's more structured academic setting. Research shows that a smooth and successful transition to kindergarten is strongly linked to children's academic and social success in the following years.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Without adequate transitions, young learners can face significant challenges. Poor transitions can lead to high stress levels, which directly interferes with academic performance and emotional adjustments.. If not managed well, the transition itself can negatively impact a child's entire early school experience, potentially turning them away from learning at an early age. TK programs, by intentionally easing this transition, act as a crucial preventative measure against early school disengagement, academic struggles, and behavioral issues. The effectiveness of Transitional Kindergarten (TK) bridge programs, particularly for English Learner (EL) and Socioeconomically Disadvantaged (SED) students, is strongly supported by extensive educational research on early childhood education. These programs offer a critical intervention to address achievement gaps, providing foundational support that yields both immediate and long-term benefits.	

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$44,917,364	2,983,199	6.642%	0.000%	6.642%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,717,630.31	\$1,767,142.00	\$408,869.00	\$21,903.00	\$13,915,544.31	\$10,559,831.31	\$3,355,713.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	K-12 Math Curriculum Implementation	All	No			All Schools		\$0.00	\$499,457.00		\$499,457.00			\$499,457.00	
1	1.2	Academic Discourse Practice Focus with PDSA Cycles	All	No			All Schools		\$95,000.00	\$0.00	\$0.00	\$95,000.00			\$95,000.00	
1	1.3	Collaboration time for teachers across sites & district alignment	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Designated ELD instruction and Professional Development	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			\$795,820.00	\$5,000.00	\$800,820.00				\$800,820.00	
1	1.5	TK Bridge Camp	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			\$11,000.00	\$0.00	\$11,000.00				\$11,000.00	
1	1.6	Career Technical Education and College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$308,421.00	\$0.00	\$308,421.00				\$308,421.00	
1	1.7	Summer School Literacy Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$35,000.00	\$20,000.00	\$55,000.00				\$55,000.00	
1	1.8	Summer Enrichment	All	No			All Schools		\$0.00	\$888,160.00		\$888,160.00			\$888,160.00	

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	1.9	High School Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$17,400.00	\$27,000.00	\$44,400.00				\$44,400.00	
1	1.10	District Literacy Assessment and Diagnostic Alignment	All	No			All Schools		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
1	1.11	Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,153,932.31	\$4,000.00	\$1,157,932.31				\$1,157,932.31	
2	2.1	Alignment of attendance and academic support throughout the district using Multi-tiered Systems of Support (MTSS)	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Mental Health Supports and Services	All	No			All Schools		\$1,791,296.00	\$61,373.00	\$1,264,872.00	\$230,025.00	\$335,869.00	\$21,903.00	\$1,852,669.00	
2	2.3	District-wide SEL systems for implementation	All	No			All Schools		\$49,500.00	\$0.00	\$0.00	\$49,500.00			\$49,500.00	
2	2.4	Basic: Facilities: Continue to provide safe and well-maintained facilities	All	No			All Schools		\$4,681,989.00	\$1,700,723.00	\$6,382,712.00				\$6,382,712.00	
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$851,071.00	\$0.00	\$851,071.00				\$851,071.00	
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$72,000.00	\$72,000.00				\$72,000.00	
3	3.1	Support belonging and inclusion for all	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
3	3.2	Enhance outreach and resources at transition points.	All	No			All Schools		\$0.00	\$48,000.00			\$48,000.00		\$48,000.00	
3	3.3	Increase Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$763,402.00	\$0.00	\$763,402.00				\$763,402.00	

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
3	3.4	Support student immersion in our natural environment and outdoor education in the area	All	No			All Schools		\$0.00	\$25,000.00	\$0.00		\$25,000.00		\$25,000.00	
3	3.5	Expand Community Partnerships	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Increase student voice and engagement	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$44,917,364	2,983,199	6.642%	0.000%	6.642%	\$4,070,046.31	0.000%	9.061 %	Total:	\$4,070,046.31
								LEA-wide Total:	\$3,258,226.31
								Limited Total:	\$811,820.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Designated ELD instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		\$800,820.00	
1	1.5	TK Bridge Camp	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		\$11,000.00	
1	1.6	Career Technical Education and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$308,421.00	
1	1.7	Summer School Literacy Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$55,000.00	
1	1.9	High School Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income		\$44,400.00	
1	1.11	Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,157,932.31	
2	2.5	Basics: Transportation: continue to provide Safe	Yes	LEA-wide	English Learners Foster Youth		\$851,071.00	

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 (%)
		and Efficient transportation & Transportation for students with disabilities			Low Income			
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	Yes	LEA-wide	English Learners Foster Youth Low Income		\$72,000.00	
3	3.1	Support belonging and inclusion for all	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
3	3.3	Increase Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$763,402.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,238,715.00	\$14,934,074.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	K-12 Math Curriculum Implementation	No	\$600,000	\$719,264
1	1.2	Academic Discourse Practice Focus with PDSA Cycles	No	\$0.00	\$0.00
1	1.3	Collaboration time for teachers across sites & district alignment	Yes	\$248,505	\$210,994
1	1.4	Designated ELD instruction and Professional Development	Yes	\$762,927	\$824,192
1	1.5	TK Bridge Camp	Yes	\$7,836	\$10,252
1	1.6	Career Technical Education and College and Career Readiness	Yes	\$266,487	\$307,432
1	1.7	Summer School Literacy development	Yes	\$62,500	\$54,045
1	1.8	Summer Enrichment	No	\$1,224,489	\$1,186,315
1	1.9	High School Credit Recovery	Yes	\$44,400	\$114,296
1	1.10	District literacy assessment and diagnostic alignment	No	\$101,155	\$103,836
1	1.11	Reading Intervention	Yes	\$1,058,447	\$1,096,745

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Alignment of attendance and academic support throughout the district using Multi-tiered Systems of Support (MTSS)	No	\$0.00	\$0.00
2	2.2	Mental Health Supports and Services	No	\$1,718,580	\$1,702,296
2	2.3	District-wide SEL systems for implementation	No	\$0.00	\$0.00
2	2.4	Basic: Facilities: Continue to provide safe and well-maintained facilities	No	\$6,382,712	\$6,936,680
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	Yes	\$890,361	\$758,961
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	Yes	\$39,868	\$98,046
3	3.1	Support belonging and inclusion for all	Yes	\$1,500	\$0.00
3	3.2	Enhance outreach and resources at transition points.	No	\$45,000	\$47,500
3	3.3	Increase Parent and Family Engagement	Yes	\$783,948	\$763,220
3	3.4	Support student immersion in our natural environment and outdoor education in the area	No	\$0.00	\$0.00
3	3.5	Expand Community Partnerships	No	\$0.00	\$0.00
3	3.6	Increase student voice and engagement	No	\$0.00	\$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,879,359	\$4,166,779.00	\$4,238,183.00	(\$71,404.00)	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	1.3	Collaboration time for teachers across sites & district alignment	Yes	\$248,505.00	\$210,994		
1	1.4	Designated ELD instruction and Professional Development	Yes	\$762,927.00	\$824,192		
1	1.5	TK Bridge Camp	Yes	\$7,836.00	\$10,252		
1	1.6	Career Technical Education and College and Career Readiness	Yes	\$266,487.00	\$307,432		
1	1.7	Summer School Literacy development	Yes	\$62,500.00	\$54,045		
1	1.9	High School Credit Recovery	Yes	\$44,400.00	\$114,296		
1	1.11	Reading Intervention	Yes	\$1,058,447.00	\$1,096,745		
2	2.5	Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	Yes	\$890,361.00	\$758,961		
2	2.6	Analytic Monitoring Systems for attendance behavior and academics	Yes	\$39,868.00	\$98,046		
3	3.1	Support belonging and inclusion for all	Yes	\$1,500.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Increase Parent and Family Engagement	Yes	\$783,948.00	\$763,220		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$43,892,945	\$2,879,359	0	6.560%	\$4,238,183.00	0.000%	9.656%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024