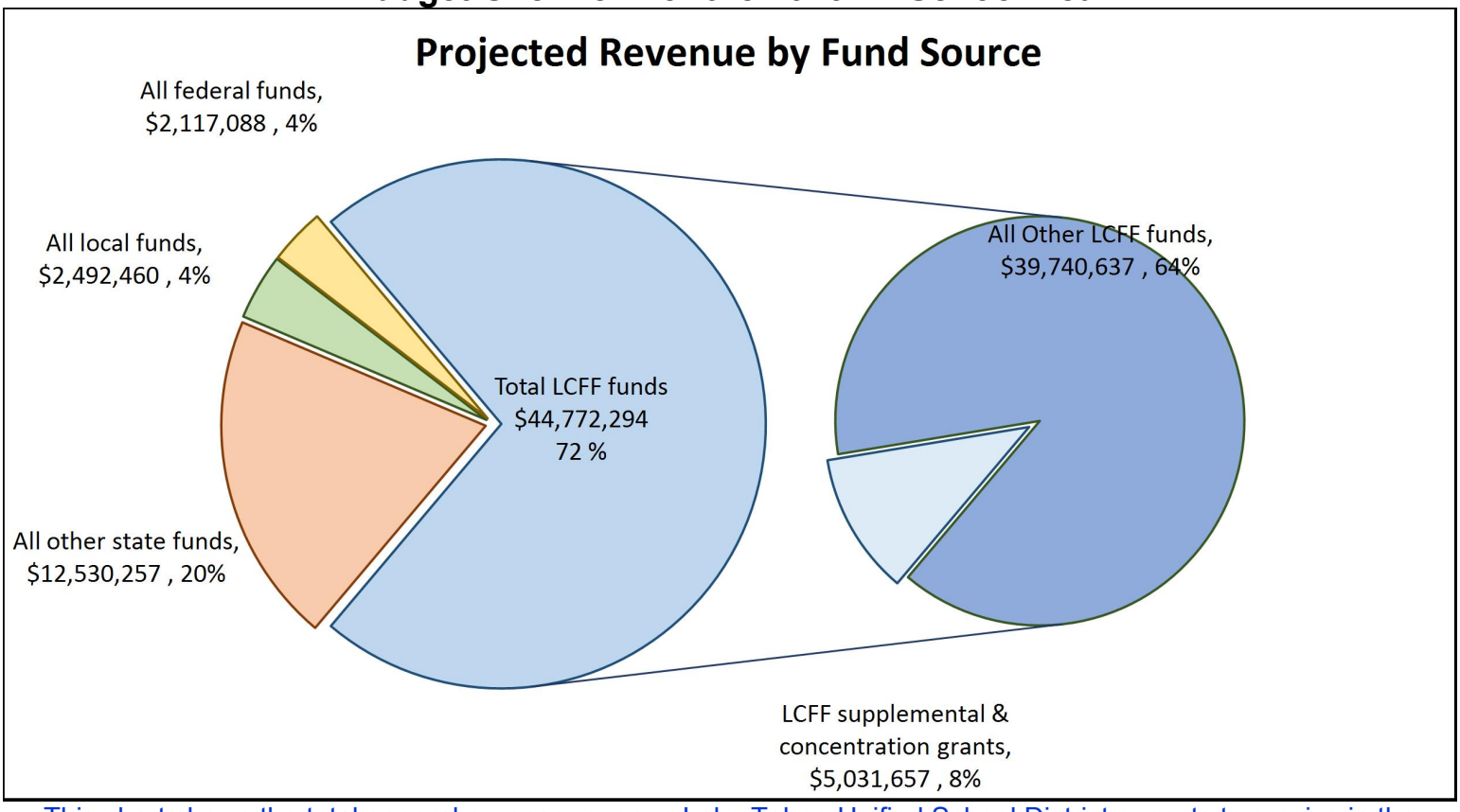
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake Tahoe Unified School District
CDS Code: 09619030000000
School Year: 2026-27
LEA contact information:
Dr. Todd A. Cutler
Superintendent
tcutler@ltusd.org
530-541-2850

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

Budget Overview for the 2026-27 School Year

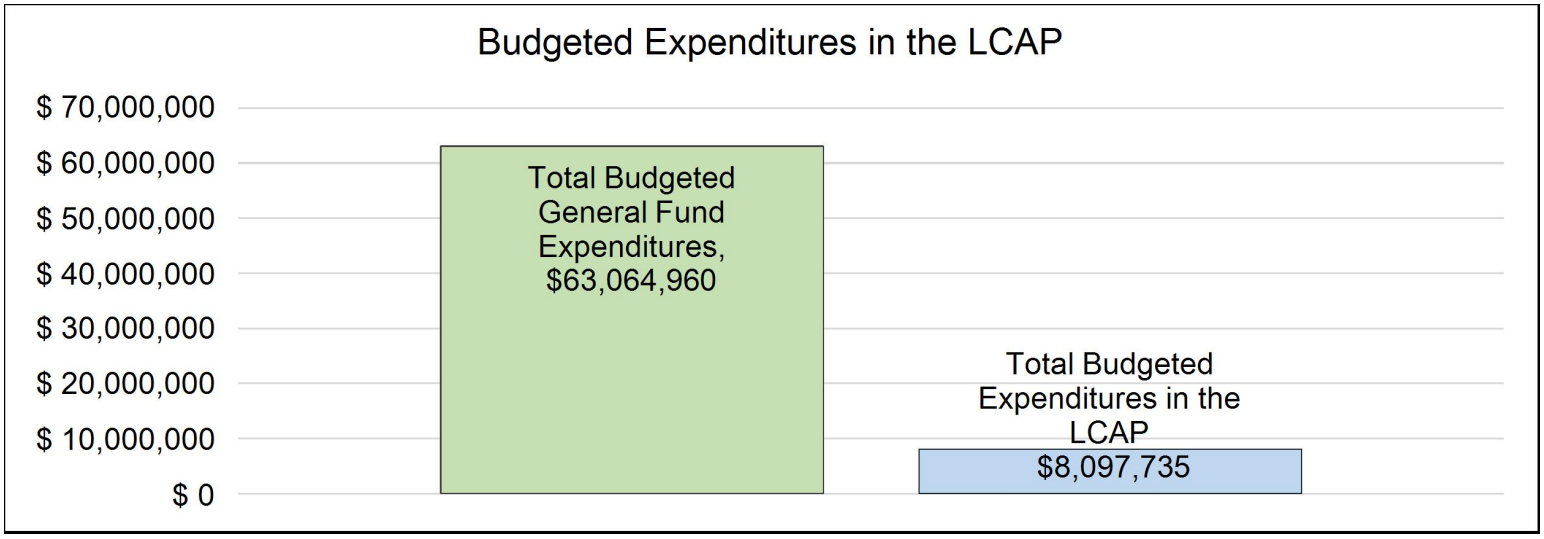


This chart shows the total general purpose revenue Lake Tahoe Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lake Tahoe Unified School District is $61,912,099, of which $44,772,294 is Local Control Funding Formula (LCFF), $12,530,257 is other state funds, $2,492,460 is local funds, and $2,117,088 is federal funds. Of the $44,772,294 in LCFF Funds, $5,031,657 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lake Tahoe Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lake Tahoe Unified School District plans to spend $63,064,960 for the 2026-27 school year. Of that amount, $8,097,735 is tied to actions/services in the LCAP and $54,967,225 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

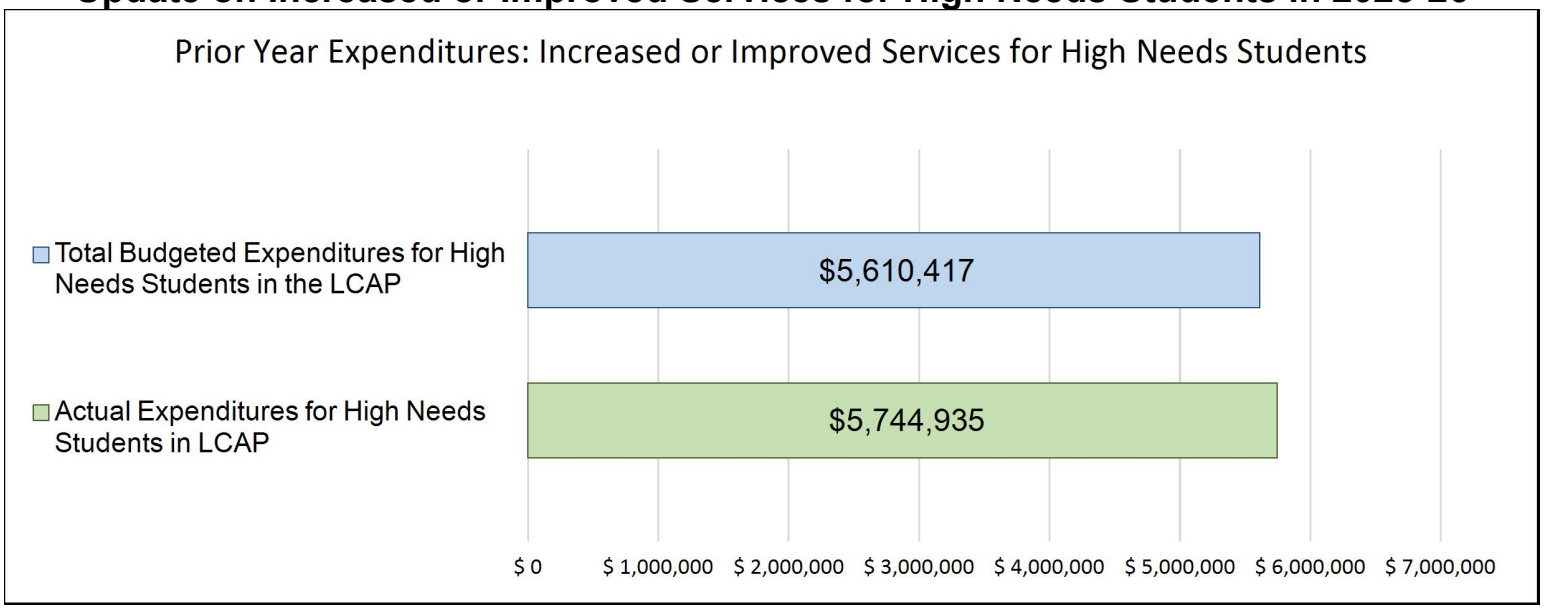
Not included in the LCAP are budgeted expenditures for food services and general operating costs such as utilities, legal fees, technology services, facilities maintenance, transportation, and communications. Budgeted expenditures partially included in the LCAP are salaries and benefits, program and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

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

In 2026-27, Lake Tahoe Unified School District is projecting it will receive $5,031,657 based on the enrollment of Foster Youth, English learner, and low-income students. Lake Tahoe Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lake Tahoe Unified School District plans to spend $5,860,749 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Lake Tahoe Unified School District's LCAP budgeted $5,610,417 for planned actions to increase or improve services for high needs students. Lake Tahoe Unified School District actually spent $5,744,935 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

Located in a rural, mountainous region of the Sierra Nevada on the south shore of Lake Tahoe, South Lake Tahoe spans over 10 miles with a population of approximately 21,225 according to the 2024 U.S. Census population estimates. The current population reflects a decline of 0.5 percent since the 2020 census [1]. Lake Tahoe is a premier, year-round tourist destination with South Lake Tahoe being the only incorporated city and having the highest population concentration, in the Tahoe Basin. Commerce in the South Lake area primarily centers on visitor-related activities to sustain local businesses and services. The largest industries in South Lake Tahoe during 2023 were accommodations and food services, retail, and health care and social assistance. Combined, these industries employ 39.5% of the working population with retail and accommodations and food services being the lowest paid [2]. Heavenly Ski Resort, the highest resort around Lake Tahoe and straddling the California-Nevada border, offers mountain access and base operations out of South Lake Tahoe and Stateline, Nevada, attracting visitors worldwide and offering employment opportunities for local residents. The city of South Lake Tahoe borders Stateline, Nevada which boasts four corporate casinos and caters to national and international travelers. This also draws more tourist dollars to the region and provides jobs for South Lake Tahoe and Stateline residents. The major employers in South Lake Tahoe are tourism-based

businesses, grocers, schools, healthcare, and city government [3].

Lake Tahoe Unified School District (LTUSD) serves students and families residing in the city of South Lake Tahoe and surrounding unincorporated communities of El Dorado County. In 2024, the median household income for South Lake Tahoe was $82,002 with a poverty rate of 9.3% [1]. Monthly rental costs range from $1,510 for an efficiency unit to $2,990 for a 4-bedroom unit [4], with significant variation based on location and property type. The median sales price for a single-family residence in December 2025 was $705,000 [5]. Slightly more than half of housing units in 2024 were owner occupied at 51.3% [1], along with more than half of single-family residences sitting vacant for most of the year [6] leaving the Tahoe Basin with more vacant and second homes than resident-occupied homes. The shift from renting second homes to long-term tenants (residents) to short-term vacationers, coupled with the median sales price of $705,000, perpetuates a shortage of affordable housing for local residents. Additionally, over 40% of households in the Tahoe Basin are “cost-burdened,” meaning they spend more than 30% of their income on housing [7].

Housing instability directly affects student enrollment and chronic absenteeism, contributing to districtwide performance trends. The Tahoe Regional Planning Agency and Tahoe Truckee Community Foundation conducted a survey in 2025 with a study area encompassing the Lake Tahoe Basin, including the boundaries for Lake Tahoe Unified School District and Tahoe Truckee Unified School District. Reporting on respondents who lived year-round or most of the year in a Lake Tahoe Basin zip code, or worked or went to school in a Lake Tahoe zip code, 52% lived primarily in South Lake Tahoe. Analysis of 1,293 responses showed 42% of respondents were cost-burdened and 24% were severely cost-burdened, meaning they spent 50% or more of their income on housing [8]. Respondents struggled with significant housing challenges ranging from rent and homeownership costs exceeding local incomes creating displacement or instability, adequate and affordable unit shortages (especially family-sized and senior housing), and poor housing quality. Additionally, rising insurance premiums, utilities, taxes, and homeowners’ association fees added financial pressure for homeowners, which was passed on to renters.

Agencies have explored and implemented various strategies to alleviate the housing shortage facing the community. Phase One of Sugar Pine Village; a multi-family, mixed-use affordable housing development constructed on state-owned surplus land within the city limits, was completed with the first residents taking occupancy in October 2024. There are 68 units in three buildings in the first group. Each unit will be leased based on income levels, with residents earning 30 to 60 percent of the area median income depending on household size [9]. State grant funding provided financial assistance towards necessary infrastructure [7]. The development will consist of 248 units total in nine residential buildings, including studio and one- to three-bedroom units, all of which will be deed-restricted affordable housing [10]. Future phases will include playgrounds, on-site laundry facilities, bike storage, on-site maintenance, and live-in managers [9]. Phase One was named the 2025 Best Real Estate Project of the Year in the Public-Private partnership category by the Sacramento Business Journal. Phase Two is currently leasing and vertical construction on Phase Three is underway [11]. The Tahoe Regional Planning Agency (TRPA), responsible for balancing development and conservation in the Tahoe Basin, changed its codes to incentivize more affordable housing development. It has expanded the number of properties that can build accessory dwelling units (ADUs, in-law suites, or granny flats), which can only be rented for a minimum of 30 days. It now allows motels to keep their density (i.e., number of units per standard measure of land area) when under consideration for redevelopment into residential units [10]. The agency passed housing amendments only available for deed-restricted housing units in and near town centers and close to transit services with flexibility on building height, land coverage, parking, and the number of units allowed per parcel [12]. TRPA has discussed requiring 10% of new condominium developments to have a deed-restricted mix of affordable or moderate-income housing units [13]. Driven by community input, the agency continues to move through the phases of its affordable and workforce housing program to help address the housing crisis in the Basin while maintaining and improving environmental protections under its Cultivating Community, Conserving the Basin initiative. Agency policy amendments could include bonus

unit conversion, junior ADUs without separate development rights, scaling agency fees, water quality updates, and analyzing new strategies for increasing housing choices [14]. The City of South Lake Tahoe provides funding for a rental assistance program offering security deposit assistance to individuals or households at or below 60% of the area median income and grants for rental application fees [15]. The City also addresses homelessness through El Dorado County's Continuum of Care program [16], as does the Tahoe Coalition for Homeless and other local nonprofit agencies. Federal Community Project funding of $1.0 million has been awarded to the City and earmarked to support local businesses and grow the local economy while expanding access to a primary employment center within the region. Funds will be used to help develop a 75-unit affordable housing development which will be located on a city-owned lot. Two of the 75 units will be Live/Work units allowing tenants to operate a business out of a commercial storefront attached to the residential unit [17]. In an effort to recruit and retain front-line resort employees and provide housing options for key year-round employees, Vail Resorts made improvements to its local housing assets as well as maintaining long-term master leases on multiple motel properties in South Lake Tahoe [18]. The local community college opened a 100-bed, low-income student housing facility in 2025. Beyond offering beds year-round, the facility meets basic needs for students by providing accessible rooms, a lounge and large shared kitchen, housekeeping services, and laundry and food services on campus, with some of the rooms reserved for emergency student housing [19][20]. Systematically expanding access to quality affordable housing may help reduce student chronic absenteeism and increase stability, thereby improving overall student performance.

LTUSD enrollment for the 2025-26 school year was 3,363 students (CBEDS day). Demographics consisted of 58.3% socioeconomically disadvantaged (SED), 16.2% English Learners (EL), 0.3% foster youth (FY), 1.3% students experiencing homelessness, and 15.5% students with disabilities (SWD). The largest student ethnic groups are 46.7% Hispanic, 44.8% White non-Hispanic, and 1.9% Filipino. Based on annual state data collection of student demographics from 2010 through 2025, enrollment has declined and student group concentrations have shifted with drops in the number of English Learners and students experiencing homelessness, while the percentage of socioeconomically disadvantaged students varied from 62.6% (2012-13) to 45.1% (2021-22). Overall, the percentage of students with disabilities has gradually increased, the White non-Hispanic student population has decreased, and the Hispanic student population has increased modestly, surpassing the percentage of White students in 2023-24. According to the Lake Tahoe Unified School District SchoolWorks 2022-23 Demographics and Enrollment Projections published in January 2023, student enrollment is projected to decline through 2028-29 (projection time for the study) which will impact District funding.

The District employs approximately 430 staff at school sites; various departments including Transportation, Facilities, Food Services, Educational Services, and Business Services; Early Childhood Special Education program; and employee and parenting student infant and daycare. LTUSD collaborates with Alpine County Unified School District to form the Tahoe Alpine SELPA (Special Education Local Plan Area) and hires district employees who serve SELPA-wide programs, specifically Occupational and Physical Therapists, School Psychologists, and birth-to-three infant programs' staff.

LTUSD has four traditional elementary schools serving over 1,400 students. In 2022-23, Bijou Community School expanded to serve Transitional Kindergarten through fifth grade (previously K-5) and enrollment in 2025-26 was 419 students. Student demographics were 65.6% Hispanic, 29.1% White, 34.6% EL, 15.8% SWD, and 57.3% SED. Bijou offers a Spanish Two-Way Bilingual Immersion Program which was initially implemented in 2007. The school's mission is to prepare students to attain high academic achievement in Spanish and English, become bilingual and bi-literate, and develop positive cross-cultural attitudes. In 2025-26, Meyers Elementary School expanded to serve Transitional Kindergarten through fifth grade (previously K-5) with enrollment of 319 students and student demographics of 15.7% Hispanic, 76.2% White, 0.3% EL, 14.1% SWD, and 24.1% SED. Sierra House Elementary School serves grades Kindergarten through 5 with 2025-26 enrollment of 375 students; student demographics were 52.3% Hispanic, 38.1% White, 22.9% EL, 21.6% SWD, and 68.0% SED.

Tahoe Valley Elementary School serves Transitional Kindergarten to grade 5 students with enrollment of 380 in 2025-26. Student demographics were 45.5% Hispanic, 42.1% White, 17.9% EL, 17.9% SWD, and 75.5% SED. Focusing on creative and performing arts, the school's vision is to develop well-rounded students who embody 21st Century skills through the arts. Elevated Digital Learning Academy opened at the beginning of the 2020-21 school year offering fully online learning to District students in grades Kindergarten through 8, expanding to grade 9 in 2021-22, grade 10 in 2022-23, and grade 12 in 2023-24. The academy's vision is to provide an unconventional, flexible, and academic school experience designed to evolve with their clientele, the emerging available technology, and community needs to foster creative, passionate learners on their path to achieve their personal, academic, and social goals. Elevated students use standards-aligned curriculum with instruction delivered in a structured, online classroom facilitated by district teachers. Elevated enrollment in 2025-26 was 54 students serving grades 1 through 12 and student demographics were 29.6% Hispanic, 61.1% White, 9.3% EL, 13.0% SWD, and 50.0% SED. The academy is WASC (Western Association of Schools and Colleges) accredited through June 2027. Elevated also administers the long-term independent study program which offers a standards-based, student-focused alternative academic option to District students from grades Kindergarten through 12. The independent study schedule accommodates travel and athletics. South Tahoe Middle School (STMS) serves grades 6 through 8 with 2025-26 student enrollment of 721; student demographics were 44.5% Hispanic, 46.9% White, 13.0% EL, 16.1% SWD, and 58.4% SED. The school offers comprehensive instructional programs in core subjects and various electives including music, Spanish, leadership, technology, yearbook, art, and other academic and enrichment courses. South Tahoe High School (STHS) is the District's comprehensive high school for grades 9 through 12 with enrollment of 1,032 students in 2025-26. Student demographics were 48.4% Hispanic, 44.0% White, 12.7% EL, 12.6% SWD, and 58.8% SED. Their vision is to build and elevate a culture of achievement, belonging, and collaboration. The school follows a 4X4 schedule allowing students choices and flexibility in their high school schedules as well as providing greater options in preparing for career and college. Numerous support programs are available to students and they can explore career paths in a wide array of Career Technical Education (CTE) courses and elective classes. STHS is fully WASC accredited through June 2029. Mt. Tallac Continuation High School serves students aged 16 and older in grades 10 through 12 at risk of not graduating due to credit deficiency, working full-time, or pregnant and parenting. Enrollment in 2025-26 was 63 students which varied throughout the school year, and student demographics were 65.1% Hispanic, 23.8% White, 22.2% EL, 11.1% SWD, and 74.6% SED. Instruction and learning are driven by the school's core values of commitment, gratitude, respect, advocacy, and kinship with a mission to provide education, job training, support, and hope to students allowing them to become contributing members of the community through opportunities, kinship, and a diploma. The school offers a morning program enabling students to work full-time and/or parent, and an individualized afternoon program to meet student academic needs. The majority of Mt. Tallac students come from families that are at-risk, live below the poverty line, and/or have experienced varying levels of need. Introduced in the 2023-24 school year, Mt. Tallac students visit Lake Tahoe Community College every Friday for workshop day. They are exposed to a college campus environment and participate in workshops demonstrating how they can pursue college after graduation.

Mt. Tallac was awarded $85,470 in Equity Multiplier state funding for utilization in the 2025-26 school year. The school met funding criteria with the prior year (2024-25) non-stability rate greater than 25% and the prior year (2024-25) socioeconomically disadvantaged pupil rate greater than 70%. A student is considered non-stable at a school when the student is continuously enrolled for less than 245 days or when they exit the school with a disqualifying event of truancy, expulsion, or unknown reason. A student is considered socioeconomically disadvantaged if neither of the student's parents received a high school diploma, the student is eligible for or participating in the free or reduced meal program, migrant, homeless, foster youth, enrolled in juvenile court school, and/or directly certified for free meals. Mt. Tallac had a 74.0% non-stability rate and 76.6% of students were identified as socioeconomically disadvantaged in 2024-25. Equity Multiplier funds supported the salary of the site's Alternative Education Counselor and Teacher on Special Assignment who provided career and college exploration and guidance through experiential learning.

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[5] South Tahoe Association of Realtors MLS Statistics Single Family Residential Market Analysis, January 2025.
[6] South Lake Tahoe Grapples with Proposed Vacancy Tax. (17 May 2024). 2news.com. https://www.2news.com/news/south-lake-tahoe-grapples-with-proposed-vacancy-tax/article_23c8054c-13fa-11ef-a085-3b799e06c1e9.html
[7] Jaramishian, E. (2022, May 19). El Dorado County Planning Commission, Supervisors talk affordable housing. Tahoe Daily Tribune, 19 May 2022.
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[9] Peterson, P. (2024 October 9). First residents move into Sugar Pine Village in South Lake Tahoe. Tahoe Daily Tribune, 9 October 2024.
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[13] Welsh, K. (23 February 2024). Tahoe Regional Planning Agency new consideration for affordable housing. Tahoe Daily Tribune, 23 February 2024.
[14] Ramos, E. (29 January 2026). Environmental Impact Study on the Horizon for Phase 3 Housing Amendments. Tahoe Daily Tribune, 29 January 2026.
[15] Welsh, K. (26 March 2024). South Tahoe rental assistance program moves forward, rental registry halted. Tahoe Daily Tribune, 26 March 2024.
[16] Ramos, E. (2025 April 4). A closer look at housing around the Basin. Tahoe Daily Tribune, 4 April 2025.
[17] New federal funding secured for South Lake Tahoe housing project [News Release]. South Tahoe Now, 4 February 2026.
[18] Sabo, R. (26 November 2023). Trying to meet needs: Resorts providing more housing options for employees. Tahoe Daily Tribune, 26 November 2023.
[19] Ramos, E. (3 October 2025). Lake Tahoe Community College opens its residence hall. Tahoe Daily Tribune, 3 October 2025.
[20] Peterson, Paula (2 October 2025). “Game Changer” dorms open at Lake Tahoe Community College. South Tahoe Now, 2 October 2025.

Reflections: Annual Performance

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

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

2025 CALIFORNIA SCHOOL DASHBOARD
LTUSD received an orange performance level on the 2025 Dashboard for overall chronic absenteeism for grades K-8, suspension rate, ELA, math, EL progress, and graduation rate. This reflects a decline in performance for all state indicators from 2024 except college and career preparedness. Overall performance in college and career preparedness improved from a yellow performance level and 47.0% of students prepared for college/career in 2024 to green and 54.3% in 2025.

Despite receiving a lower performance level indicator of orange in 2025, the chronic absenteeism rate for grades K-8 dropped by 2.2%, from 28.0% in 2024 (yellow) to 25.8% in 2025. The overall suspension rate increased 0.9% from 4.4% in 2024 to 5.3% in 2025, English Learner progress dropped 3.9% from 52.0% in 2024 to 48.1% in 2025, and the graduation rate declined by 3.3% from 92.3% in 2024 to 89.0% in 2025. Although students' average scores on ELA state assessments were 17.4 points below standard in 2025, a drop of 3.3 points from 2024, students demonstrated moderate growth with 60.1% improving their scores from 2024 to 2025. Similarly, students' average scores on math state assessments were 44.4 points below standard in 2025, which is considered maintained with a 1.1-point decline from 2024, and 67.2% improved their scores from prior year reflecting average growth.

Growth scores are calculated using scale scores from the Smarter Balanced Summative Assessments in ELA and math from the current year and two prior years for grades four through eight. Scores from the California Alternative Assessments (CAAs) and local assessments are not used in the growth score calculation. Average growth scores are calculated using either one year or two years of student growth scores. The state uses a weighted average of two years of growth at the district, school, and school student group levels to increase accuracy of average growth scores. Growth categories are: minimal 20.1 points below or fewer, moderate 20.0 to 5.1 points below or fewer, average 5.0 below to 4.9 points above or fewer, accelerated 5.0 to 19.9 points above or fewer, and exceptional equal to or more than 20.0 points above.

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

Chronic absenteeism K-8: Hispanic, homeless
Suspension rate: LTEL (long-term English Learner), SWD
ELA: EL, LTEL, homeless
Math: EL, LTEL, SWD, homeless
Graduation rate: Homeless

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

Meyers Elementary School
Chronic absenteeism K-8: Hispanic

Sierra House Elementary School
Chronic absenteeism K-8: SED
Suspension rate: SED

Tahoe Valley Elementary School
Chronic absenteeism K-8: EL
Suspension rate: overall, SED

Elevated Digital Learning Academy
Chronic absenteeism K-8: overall, SED, White

South Tahoe Middle School
Chronic absenteeism K-8: EL, SED, Hispanic
Suspension rate: overall, EL, LTEL, SED, Hispanic, SWD
ELA: EL, LTEL
Math: SWD

South Tahoe High School
ELA: EL, SED, Hispanic
Math: EL, Hispanic

Mt. Tallac Continuation High School
Graduation rate: SED

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

Bijou Community School
Suspension rate: EL, White
ELA: White

Meyers Elementary School
Suspension rate: SED

Sierra House

EL Progress: overall, EL

Elevated Digital Learning Academy
Suspension rate: Hispanic

South Tahoe High School
Suspension rate: two or more races, Filipino
Graduation rate: White

Based on 2025 California School Dashboard results, the District met all local dashboard indicators.

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

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

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

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

Tahoe Valley Elementary School

- Suspension rate: overall, SED, Hispanic, White, SWD

Elevated Digital Learning Academy

- Chronic absenteeism: overall, SED, White
- ELA: overall
- Math: overall

South Tahoe Middle School

- Chronic absenteeism: overall, EL, LTEL, SED, White, SWD
- Suspension rate: EL, LTEL, SED, Hispanic, SWD
- ELA: EL, LTEL, SWD

- Math: LTEL, SWD

South Tahoe High School
- EL Progress: overall, EL, LTEL
- ELA: EL
- College/career: SWD

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

Districtwide the following student groups received a blue (highest) performance level on state indicators:
- Suspension rate: Asian, Filipino
- ELA: Filipino
- Graduation rate: SED

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

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

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

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

Tahoe Valley Elementary School
- EL Progress: overall, EL

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

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

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

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

2023 CALIFORNIA SCHOOL DASHBOARD
LTUSD areas for growth based on 2023 California School Dashboard results are overall student performance in English Language Arts (ELA), suspension rates, chronic absenteeism for grades Kindergarten through 8, and graduation rates. LTUSD received an orange (second to lowest) performance level color for these indicators except chronic absenteeism, which received the lowest performance level of red. From 2022 to 2023, student performance on SBAC ELA assessments maintained with average scores at 19.3 points below standard, suspension rates increased from 3.5% to 4.3%, chronic absenteeism maintained at 34.5%, and graduation rate declined from 92% to 89%. Districtwide the following student groups received a red performance level on state indicators (required actions to improve student outcomes are indicated in parentheses):
- Suspension rate: English Learners (2.1, 2.2, 2.6, 2.8)
- ELA: students experiencing homelessness (1.1, 1.2, 1.5, 4.2 - 2024-25 LCAP, 4.3 - 2024-25 LCAP)
- Graduation rate: students experiencing homelessness (2.6, 4.2 - 2024-25 LCAP, 4.3 - 2024-25 LCAP, 5.1 - 2024-25 LCAP, 5.2 - 2024-25 LCAP)
- Chronic absenteeism: socioeconomically disadvantaged, Hispanic, Filipino, students experiencing homelessness (2.1, 2.2, 2.4, 2.5, 2.6)

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

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

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

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

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

Meyers Elementary School

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

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

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

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

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

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

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

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

Meyers Elementary School
- Suspension: Hispanic

Sierra House Elementary School
- Suspension: Hispanic, White

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

South Tahoe High School
- Suspension: Filipino

Mt. Tallac Continuation High School

- Suspension: SED, Hispanic

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

Goals 4 and 5 were removed from the 2025-26 LCAP.

CHRONIC ABSENTEEISM
Chronic absenteeism rate is a state indicator for academic engagement on the Dashboard. Rates have increased significantly, both for the District and school sites, since being reported on the 2019 Dashboard; 2020 and 2021 Dashboards were suspended due to the COVID pandemic. Per the 2019 Dashboard, the District overall received a yellow (middle) performance level with 11.7% of K-8 students reported as chronically absent, meaning they were enrolled a minimum of 31 days and absent 10% or more of the school days in the school year during which they were enrolled. This percentage climbed to 34.8% per the 2022 Dashboard with a very high rating, dropped slightly to 34.5% for 2023 with a red performance level, dropped significantly in 2024 to 28.0% with a yellow performance level, and continued to decline by 2.2% to 25.8% in 2025 with an orange performance level. Districtwide, student groups with the highest chronic absenteeism rates for grades K-8 have varied across the years:

- 2019 red performance level: homeless 27.3%, foster youth 36.4%
- 2022 very high (20.1% or greater): EL, SED, Hispanic, White, students with disabilities, Filipino, homeless, Asian, two or more races
- 2023 red performance level: SED 42.0%, Hispanic 40.0%, Filipino 34.0%, homeless 56.3%
- 2024 red performance level: LTEL 54.7%, two or more races 31.3%
- 2025 red performance level: Hispanic 30.8%, homeless 60.7%

For comparison purposes, rising chronic absenteeism was trending across the state from 2019 through 2023 with 10.1% of K-8 students missing 10.0% or more of their enrolled instructional days per the 2019 Dashboard and an orange performance level, climbing to 30.0% in 2022 and a very high rating, then declining to 24.3% and a yellow performance level according to the 2023 Dashboard. Student attendance improved significantly with a drop of 5.7% in chronic absenteeism to 18.6% statewide and a yellow performance level per the 2024 Dashboard. Attendance statewide continued to improve in 2025 with a moderate decline of 1.5% in chronic absenteeism to 17.1%.

For LTUSD, the average number of school days missed for grades Kindergarten through 12 rose by a minimum of 6 days per grade span from 2018-19 pre-pandemic to 2022-23 post-pandemic, driving up chronic absenteeism rates by at least 16 percentage points per grade span. Excluding grades seven and eight, students on average attended at least one more day of school in 2023-24 than 2022-23, with the greatest increase for TK/K students attending 3.6 more days of school. District students overall attended an average of 0.5 more days of school in 2025 than 2024. Grades 9 through 12 showed the greatest increase in attendance, with the average number of days absent decreasing by 1.4, from 18.8 average days absent in 2024 to 17.4 in 2025. An area for growth was attendance of grades 7 and 8 with the average number of days absent increasing by two, from 17.3 in 2024 to 19.3 in 2025. According to the California Department of Education online data reporting resource DataQuest (Absenteeism by Reason, Chronic Absenteeism Rate) for grades K through 12:

Overall

- Average number of days missed: 2018-19 10.4, 2022-23 17.0, 2023-24 15.4, 2024-25 14.9

- Chronic absenteeism rate: 2018-19 16.5%, 2022-23 37.6%, 21.1 percentage point increase; 2023-24 32.7%, 4.9 percentage point decrease from 2022-23; 2024-25 29.6%, 3.1 percentage point decrease from 2023-24

Transitional Kindergarten/Kindergarten (TK/K)
- Average number of days missed: 2018-19 9.7, 2022-23 17.5, 2023-24 13.9, 2024-25 12.9
- Chronic absenteeism rate: 2018-19 13.7%, 2022-23 41.5%, 27.8 percentage point increase; 2023-24 28.9%, 12.6 percentage point decrease from 2022-23; 2024-25 24.5%, 4.4 percentage point decrease from 2023-24

Grades 1-3
- Average number of days missed: 2018-19 8.5, 2022-23 14.5, 2023-24 12.0, 2024-25 11.2
- Chronic absenteeism rate: 2018-19 10.0%, 2022-23 30.7%, 20.7 percentage point increase; 2023-24 22.2%, 8.5 percentage point decrease from 2022-23; 2024-25 18.7%, 3.5 percentage point decrease from 2023-24

Grades 4-6
- Average number of days missed: 2018-19 8.5, 2022-23 14.8, 2023-24 12.6, 2024-25 12.5
- Chronic absenteeism rate: 2018-19 9.2%, 2022-23 31.2%, 22.0 percentage point increase; 2023-24 24.2%, 7.0 percentage point decrease from 2022-23; 2024-25 22.0%, 2.2 percentage point decrease from 2023-24

Grades 7-8
- Average number of days missed: 2018-19 10.3, 2022-23 17.2, 2023-24 17.3, 2024-25 19.3
- Chronic absenteeism rate: 2018-19 16.7%, 2022-23 39.5%, 22.8 percentage point increase; 2023-24 40.5%, 1.0 percentage point increase from 2022-23; 2024-25 43.2%, 2.7 percentage point increase from 2023-24

Grades 9-12
- Average number of days missed: 2018-19 13.7, 2022-23 19.8, 2023-24 18.8, 2024-25 17.4
- Chronic absenteeism rate: 2018-19 28.0%, 2022-23 44.0%, 16.0 percentage point increase; 2023-24 42.0%, 2.0 percentage point decrease from 2022-23; 2024-25 37.1%, 4.9 percentage point decrease from 2023-24

Kindergarten absenteeism rates showed the greatest increase of 27.8 percentage points from 13.7% in 2018-19 to 41.5% in 2022-23, while grades 9-12 had the highest chronic absenteeism rates of all grade spans at 28.0% in 2018-19 and 44.0% in 2022-23. With the exception of grades 7 through 8, chronic absenteeism rates declined by at least 2.0 percentage points from 2022-23 to 2023-24 across all grade spans with the most significant drop in TK/K of 12.6 percentage points from 41.5% to 28.9%. Grades 9 through 12 continued to have the highest chronic absenteeism rate in 2023-24 at 42.0% yet dropping 2.0 percentage points from 2022-23. With the exception of grades 7 through 8, chronic absenteeism in 2024-25 dropped across all grade spans by at least 2.2 percentage points. Grade span 9 through 12, which historically has the highest chronic absenteeism rate, dropped 4.9 percentage points from 42.0% in 2023-24 to 37.1% in 2024-25, bringing it below grades 7 through 8. The chronic absenteeism rate for grades 7 through 8 increased by 2.7 percentage points from 40.5% in 2023-24 to 43.2% in 2024-25, and was the highest chronic absenteeism rate of all grade spans.

Further analysis of chronic absenteeism DataQuest statistics for the District overall, largest ethnicity/race populations, and at-risk student groups in grades K through 12 showed a significant rise in absenteeism and slightly widening, yet continuing, gap between chronic

absenteeism rates from 2018-19 pre-pandemic to 2022-23 post-pandemic. Ongoing efforts to address overall student well-being, along with post-COVID recovery, may have contributed to lower chronic absenteeism for all student groups in 2024-25, with the exception of students experiencing homelessness:

- Overall: 2018-19 - 3,872 student enrollment and 16.5% rate, 2022-23 - 3,649 student enrollment and 37.6% rate, 21.1 percentage point increase; 2023-24 - 3,604 student enrollment and 32.7% rate, 4.9 percentage point decrease from 2022-23; 2024-25 - 3,625 student enrollment and 29.6% rate, 3.1 percentage point decrease from 2023-24
- Socioeconomically disadvantaged: 2018-19 - 57.8% of enrollment and 19.7% rate, 2022-23 - 50.5% of enrollment and 45.7% rate, 26.0 percentage point increase; 2023-24 - 54.1% of enrollment and 38.0% rate, 7.7 percentage point decrease from 2022-23; 2024-25 – 54.9% of enrollment and 36.4% rate, 1.6 percentage point decrease from 2023-24
- Foster youth: data not available for 2022-23, omitted from analysis; 2023-24 - 0.2% of enrollment and 70.6% rate; 2024-25 – 0.5% of enrollment and 64.7% rate, 5.9 percentage point decrease from 2023-24
- Students experiencing homelessness: 2018-19 - 4.8% of enrollment and 36.1% rate, 2022-23 - 1.9% of enrollment and 64.0% rate, 27.9 percentage point increase; 2023-24 - 1.9% of enrollment and 53.9% rate, 10.1 percentage point decrease from 2022-23; 2024-25 – 2.7% of enrollment and 65.3% rate, 11.4 percentage point increase from 2023-24
- EL: 2018-19 - 23.4% of student enrollment and 16.5% rate, 2022-23 - 19.9% of enrollment and 41.9% rate, 25.4 percentage point increase; 2023-24 - 17.8% of enrollment and 36.2% rate, 5.7 percentage point decrease from 2022-23; 2024-25 – 17.9% of enrollment and 33.6% rate, 2.6 percentage point decrease from 2023-24
- Students with disabilities: 2018-19 - 12.2% of enrollment and 23.7% rate, 2022-23 - 12.3% of enrollment and 45.0% rate, 21.3 percentage point increase; 2023-24 - 13.3% of enrollment and 38.9% rate, 6.1 percentage point decrease from 2022-23; 2024-25 – 15.5% of enrollment and 34.1% rate, 4.8 percentage point decrease from 2023-24
- Hispanic: 2018-19 - 43.2% of enrollment and 18.1% rate, 2022-23 - 45.5% of enrollment and 42.7% rate, 24.6 percentage point increase; 2023-24 45.7% of enrollment and 35.3% rate, 7.4 percentage point decrease from 2022-23; 2024-25 – 46.6% of enrollment and 33.8% rate, 1.5 percentage point decrease from 2023-24
- White: 2018-19 - 47.6% of enrollment and 14.7% rate, 2022-23 - 45.5% of enrollment and 33.1% rate, 18.4 percentage point increase; 2023-24 45.5% of enrollment and 30.0% rate, 3.1 percentage point decrease from 2022-23; 2024-25 - 44.3% of enrollment and 25.3% rate, 4.7 percentage point decrease from 2023-24
- Filipino: 2018-19 - 3.5% of enrollment and 16.4% rate, 2022-23 - 2.4% of enrollment and 36.7% rate, 20.3 percentage point increase; 2023-24 2.2% of enrollment and 35.7% rate, 1.0 percentage point decrease from 2022-23; 2024-25 – 2.4% of enrollment and 23.0% rate, 12.7 percentage point decrease from 2023-24

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

District overall, and again in 2022-23 at 33.1% with 4.5 percentage points below the District.

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

Chronic absenteeism rates dropped from 2023-24 to 2024-25 for the District overall and all student groups except students experiencing homelessness. The overall District chronic absenteeism rate declined by 3.1 percentage points from 32.7% in 2023-24 to 29.6% in 2024-25. Filipino students demonstrated the largest drop from 35.7% chronically absent in 2023-24 to 23.0% in 2024-25, a difference of 12.7 percentage points, followed by foster youth decreasing 5.9 percentage points from 70.6% to 64.7%, and students with disabilities decreasing 4.8 percentage points from 38.9% to 34.1%. Absenteeism rates for White students decreased 4.7 percentage points from 30.0% in 2023-24 to 25.3% in 2024-25, English Learners were chronically absent 2.6 percentage points less, dropping from 36.2% to 33.6%, followed closely by Hispanic students with a decrease of 1.5 percentage points from 35.3% to 33.8% and SED students' absenteeism rates falling 1.6 percentage points from 38.0% to 36.4%.

Analysis of student enrollment and average daily attendance (ADA) from 2023-24 to January 2026 shows a slight, but steady increase in the percentage of the average number of students actually attending classes who were enrolled for the minimum school day compared to the number of students actually enrolled. In 2023-24, District enrollment was approximately 3,600 students with an average of 3,314 students attending classes for the minimum school day, or 92.1%. This increased to 92.3% in 2024-25 with an average of 3,287 students attending classes for the minimum school day and enrollment of approximately 3,561. From the start of the 2025-26 school year to mid-January 2026, 93.0% of students on average attended classes for the minimum school day with 3,137 of 3,372 enrolled students. As a greater percentage of enrolled students attend classes for the minimum school day, LTUSD moves closer to its goal of 95.0% ADA.

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

funding based on student average daily attendance. High (yet declining) chronic absenteeism rates, in conjunction with an ongoing state budget deficit, expiration of one-time COVID relief funds, and declining enrollment the District has experienced over the past few years have caused significant budget constraints. Conversely, as shown by decreasing chronic absenteeism rates, LTUSD continues to make progress toward pre-COVID levels through comprehensive actions and services defined in the LCAP.

ADDITIONAL TARGETED SUPPORTS AND IMPROVEMENT (ATSI) AND TARGETED SUPPORT AND IMPROVEMENT (TSI)
ATSI and CSI (Comprehensive Supports and Improvement) determinations are made on a 3-year cycle, starting with the 2023 Dashboard. TSI determinations are made in non-CSI and non-ATSI entry years, starting with the 2024 Dashboard. The next ATSI and CSI determinations will be made based on 2026 Dashboard results.

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

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

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

Sites were identified for ATSI based on the following student groups:
- Meyers Elementary School: SED
- Elevated Digital Learning Academy: White
- Bijou Community School: SWD
- Tahoe Valley Elementary School: SWD

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

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

- Elevated Digital Learning Academy: White

All red indicators except for one of another performance color

- Tahoe Valley Elementary School: SWD

All red indicators except for one of another performance color

Based on 2025 Dashboard results, sites remaining in ATSI and identified for TSI during the 2025-26 school year were (see 2023 Dashboard for determination criteria):

ATSI

- Elevated Digital Learning Academy: SED, White

All red indicators except for one of another performance color

TSI

- South Tahoe Middle School: EL

Five or more indicators where the majority are red

The District notified sites of their ATSI and TSI status, and sites are required to collaborate with educational partners to develop and implement a school-level plan to improve student outcomes, which will be monitored by the District. School Plans for Student Achievement (SPSA) may serve this purpose by including actions/services, additional supports, and resources to improve outcomes for their respective student groups.

CAASPP RESULTS 2021-22, 2022-23, 2023-24, 2024-25
LTUSD administered CAASPP assessments in spring 2022 after a 2-year break due to the COVID-19 pandemic. The following analysis addresses the largest district racial/ethnic groups and student group performance on mandatory state assessments. Additional student group data may be viewed on the California Department of Education CAASPP and ELPAC webpage at caaspp-elpac.ets.org. Overall 2019 student performance data is referenced for pre-pandemic conditions.

Overall student performance in ELA remained consistent with approximately 44.0% of all District students meeting state standards in 2019 (pre-pandemic), 2022 (post-pandemic), and 2023. Performance improved slightly in 2024 with 45.6% of students meeting standards and remained flat in 2025 at 45.2%.

In 2022, White non-Hispanic students performed better in ELA than students districtwide and all other student groups with 59.2% meeting state standards and 15.4 percentage points above all students at 43.8%. This trend continued in 2023 with 58.4% meeting state standards and 14.3 percentage points above all students at 44.1%, and 60.0% meeting standards in 2024 at 14.5 percentage points above all students at 45.6%. In 2025, 59.6% met state standards and were 14.4 percentage points above all students at 45.2%.

Hispanic students were the second highest performing group in ELA with 27.6% meeting state standards in 2022, yet falling 16.1 percentage points below all students at 43.7%. Performance improved slightly in 2023 to 29.0% meeting state standards and 15.1 percentage points below all students, and again in 2024 with 30.2% meeting standards and 15.4 percentage points below all students. Performance remained

flat in 2025 with 30.3% meeting standards and 14.9 percentage points below all students.

SED student performance fell slightly below Hispanic on 2022 ELA assessments with 27.0% meeting standards and 16.8 percentage points below all students. Their performance improved in 2023 with 30.3% meeting standards and 13.8 percentage points below all students and again in 2024 with 33.1% meeting standards and 12.4 percentage points below all students. In 2025, SED students were the second highest performing student group with 34.1% meeting state standards and 11.1 percentage points below all students.

The lowest performing student groups on ELA state assessments in 2022 and 2023 were English Learners and students with disabilities (SWD). In 2022, 14.9% of SWD met state standards and were 28.8 percentage points below all students. Performance dropped slightly in 2023 to 14.7% meeting standards and 29.4 percentage points below all students, improving moderately in 2024 with 17.4% meeting standards and 28.2 percentage points below all students. SWD made significant gains in 2025 with 24.9% meeting standards, a 7.5 percentage point increase from 2024, and 20.3 percentage points below all students.

Only 10.1% of EL students met ELA state standards in 2022 at 33.6 percentage points below all students, dropping to 9.1% in 2023 and 35.0 percentage points below all students. Scores improved slightly in 2024 with 12.2% meeting state standards and 33.4 percentage points below all students. English Learners continued to be the lowest performing student group in 2025 with a significant drop to 6.5% meeting standards and 38.8 percentage points below all students.

ELA state assessment results have not historically been reported for Foster Youth due to low numbers of scores. Results for students experiencing homelessness are available for years in which at least eleven students took the test. In 2022, 23.1% of homeless students met state standards and were 20.7 percentage points below all students. Results were not published for 2023 and 2024. Performance dropped in 2025 to 15.6% meeting state standards and 29.6 percentage points below all students.

Overall student performance on math state assessments varied moderately from 2019 with 33.2% of district students overall meeting state standards, dropping to 27.9% in 2022. Math scores improved in 2023 to 30.3% of all students meeting state standards with continued growth in 2024 to 34.0% meeting state standards and 35.3% in 2025.

As with ELA, White non-Hispanic students performed better than students districtwide and all other student groups on math state assessments in 2022 with 42.0% meeting state standards and 14.1 percentage points higher than all students. In 2023, their performance rose slightly with 44.8% meeting state standards and 14.5 percentage points higher than all students, again improving in 2024 with 48.6% meeting standards and 14.6 percentage points above all students. Scores continued to improve in 2025 with 52.2% of White non-Hispanic students meeting state math standards and 16.9 percentage points above all students.

SED students were the second highest performing student group on math assessments in 2022 and 2023. In 2022, 13.4% met state standards and were 14.4 percentage points below all students. Performance improved to 17.3% in 2023 and 13.0 percentage points below all students. In 2024, their scores improved moderately with 23.2% meeting state standards and 10.7 percentage points below all students. Performance remained flat in 2025 with 23.3% of students meeting state standards and 11.9 percentage points below all students.

Hispanic students performed slightly below SED students on 2022 math assessments with 12.5% meeting state standards and 15.4 percentage points below all students. Performance improved slightly to 14.5% in 2023 and 15.8 percentage points below all students and

again in 2024 with 18.3% meeting state standards and 15.6 percentage points below all students. Performance remained flat in 2025 with 18.5% of Hispanic students meeting state standards and 16.8 percentage points below all students.

English Learners and SWD were the lowest performing student groups on math assessments in 2022 and 2023. In 2022, 9.5% of SWD met state standards and were 18.4 percentage points below all students. Improving slightly in 2023, 11.3% of SWD met state standards and were 19.0 percentage points below all students. SWD scores improved moderately in 2024 with 15.3% meeting state standards and 18.6 percentage points below all students. Again in 2025, SWD scores improved to 18.3% meeting state standards and 17.0 percentage points below all students.

In 2022 and 2023, 4.6% of EL met math state standards and were 23.3 and 25.7 percentage points below all students, respectively. Scores improved slightly to 5.8% meeting state standards in 2024 and 28.1 percentage points below all students. Growth continued in 2025 with 7.9% of EL students meeting state standards and 27.4 percentage points below all students.

Math state assessment results have not historically been reported for Foster Youth due to low numbers (n-size requirements) of scores. Results for students experiencing homelessness are available for years in which at least eleven students took the test. In 2022, 25.0% of homeless students met state standards and were 2.9 percentage points below all students. Results were not published for 2023 and 2024. Performance dropped significantly in 2025 to 5.9% meeting state standards and 29.4 percentage points below all students.

Overall student performance on state science assessments varied moderately from 2019, with 26.1% of all students meeting standards, increasing to 27.6% in 2021-22 and again in 2022-23 to 31.4%. Performance improved in 2023-24 to 29.5% of all students meeting state standards and continued to grow in 2024-25 to 32.8%.

White non-Hispanic students performed the highest on science assessments in 2021-22 with 43.4% meeting state standards and 15.7 percentage points above all students, increasing to 47.4% and 16.0 percentage points above all students in 2022-23. Performance dropped to 44.5% meeting state standards in 2023-24 and 15.0 percentage points above all students. Growth was regained in 2024-25 with 49.7% meeting state standards and 16.9 percentage points above all students.

In 2021-22, SED students were the second highest performing student group in science with 17.6% meeting state standards and 10.1 percentage points below all students. Their performance improved in 2022-23 to 18.1% meeting state standards and 13.4 percentage points below all students. Growth continued in 2023-24 to 20.7% meeting state standards and 8.8 percentage points below all students. SED performance dropped slightly in 2024-25 with 19.6% meeting state standards and 13.2 percentage points below all students.

Hispanic students performed lower than SED in 2021-22 with 13.2% meeting state science standards and 14.5 percentage points below all students with slight improvement in 2022-23 to 15.2% meeting state standards and 16.2 percentage points below all students. The same percentage of Hispanic students met state science standards in 2023-24 at 15.2% and were 14.3 percentage points below all students. Slight improvement was realized in 2024-25 with 17.5% meeting state standards and 15.4 percentage points below all students.

In 2021-22, 9.4% of SWD met state science standards and were 18.2 percentage points below all students. Their performance declined to 6.4% meeting state standards in 2022-23 and 25.0 percentage points below all students with moderate improvement in 2023-24 to 9.8% meeting standards and 19.7 percentage points below all students. Scores improved in 2024-25 with 13.9% meeting state standards and 19.0

percentage points below all students.

English Learners were the lowest performing student group on state science assessments with 1.5% meeting state standards in 2021-22 and 26.1 percentage points below all students. Performance improved slightly in 2022-23 with 3.7% of EL students meeting state standards and 27.7 percentage points below all students. EL performance declined in 2023-24 with 2.1% meeting state standards and 27.4 percentage points below all students. Decline continued in 2024-25 with 0.8% of EL students meeting state standards and 32.0 percentage points below all students.

ENGLISH LEARNER PROGRESS
The Dashboard English Learner Progress Indicator shows the percentage of current English Learners who are making progress toward English language proficiency or maintaining the highest performance level (of 4) on the summative English Language Proficiency Assessments for California (ELPAC). ELPAC, administered to students whose primary language is not English, is the mandated state test used to determine a student's English language proficiency. ELs who score level one on the ELPAC have minimally developed oral and written English skills; at level two their skills are somewhat developed; level three indicates moderate development; and level four indicates the student has demonstrated well developed skills and requires occasional and light support. For Dashboard reporting, the four ELPAC performance levels are divided into six ELPI (English Learner Progress Indicator) levels to allow students enough time to progress toward English language proficiency in the ELPI. ELPI levels are 1 (least proficient), 2L, 2H, 3L, 3H, and 4 (most proficient).

Significant improvement of district ELs making progress toward English language proficiency was realized with an increase of 14.4% from 44.2% and a low rating per the 2022 Dashboard to 58.6% on the 2023 Dashboard, reaching a blue (highest) performance level. Progress slowed moderately according to the 2024 Dashboard with 52.1% of EL progressing toward English language proficiency reflecting a 6.5% decline. Growth continued to slow in 2025 with 48.1% of EL making progress toward proficiency and a 3.9% decline from 2024.

EL student progression through ELPI levels has varied since 2019 pre-COVID:

- Progressed at least one ELPI level: 2019 – 39.9%, 2022 – 42.5%, 2023 – 57.3%, 2024 – 49.4%, 2025 – 47.6%
- Maintained ELPI level 4: 2019 – 7.1%, 2022 – 1.7%, 2023 – 1.2%, 2024 – 2.7%, 2025 – 0.8%
- Maintained ELPI level 1 through 3H: 2019 - 29.6%, 2022 – 30.2%, 2023 – 26.0%, 2024 – 29.8%, 2025 – 34.2%
- Decreased at least one ELPI level: 2019 - 23.4%, 2022 – 25.6%, 2023 – 15.4%, 2024 – 18.2%, 2025 – 17.3%

The percentage of EL progressing at least one ELPI level peaked in 2023 at 57.3%. Although progress has since slowed, the percentage remains above pre-COVID levels at 49.4% in 2024 and 47.6% in 2025, as compared to 39.9% in 2019.

School sites receiving a blue performance level for EL Progress on the 2023 Dashboard were Sierra House Elementary School, South Tahoe Middle School, and South Tahoe High School. Bijou Community School and Tahoe Valley Elementary School received blue performance levels on the 2024 Dashboard. Sierra House again received a blue performance level on the 2025 Dashboard.

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

performance.

LONG TERM ENGLISH LEARNER (LTEL) SUPPORT
As reported through the California Department of Education DataQuest database, 725 EL were enrolled during the 2022-23 school year with 27.4% identified as Long-Term English Learners (LTEL) and 12.1% at risk of becoming LTEL. English Learner enrollment declined to 640 students in 2023-24 with 19.1% identified as LTEL and 15.3% at risk of becoming LTEL. In 2024-25, EL enrollment again declined to 605 students with 20.7% identified as LTEL and 12.1% at risk of becoming LTEL.

Supports for LTEL and students at risk of becoming LTEL include differentiated instruction within Designated English Language Development (ELD) classes; ELD teacher-student progress check-ins; counselor conferences; and parent engagement through Cafecitos, English Language Advisory Committee meetings, and the partnership between LTUSD and the South Lake Tahoe Family Resource Center. Structural intervention at the high school level includes year-long classes designed to support student achievement in content area coursework. In response to the continuing academic challenges facing LTEL and students at risk of becoming LTEL, and the resulting need for highly effective differentiated instruction, LTUSD provides professional learning opportunities targeting research-based instructional strategies and best practices for improving the performance of these students.

BOND MEASURE
Constituents passed a $127.0 million school facility improvement bond measure in November 2024. Bond program goals are to create safe school environments, conduct facility code upgrades at school sites, modernize aging classrooms for contemporary education, optimize energy efficiency of school facilities through sustainable design methods, and maintain cutting-edge technology in the classroom. Planned improvements include:

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

At a cost of $34.8 million, Phase I was initiated during the 2025-26 school year focusing on safety, security, classroom improvement, and bringing buildings in to compliance with ADA (Americans with Disabilities Act). Portables will be removed from the Tahoe Valley campus to make way for construction of a new classroom building. Improvements will be made to the existing building with updated restrooms, a modernized administration area, and improved safety entry points at the campus entrance. Classrooms will be updated including the addition of new furniture. The parking lot will be redesigned along with creating a separate student drop-off location, parking areas, and staff parking. At South Tahoe Middle School, safety improvements will include enhancements to the parking lot adjacent to the roundabout, with improved staff and visitor parking and student drop-off areas. New exterior siding and windows will be installed and an electric vehicle (EV) charging station will also be installed on campus to meet 2025 code requirements. Improvements will be made to the middle school track and field and a new dugout and parking lot at the STMS girls' softball field were completed before the winter of 2025. Middle school improvements will be completed through two phases designed concurrently to increase efficiency. Phase II planning has begun for construction at Meyers and Sierra House Elementary schools; improvements are scheduled to begin in the summer of 2027.

LTUSD was successful in implementing programs, supports, monitoring, professional development, and engagement activities proposed in 2025-26 year 2 of the 2024-27 LCAP. Multiple positions proposed in the 2025-26 LCAP were or remained filled with the exception of six (6) new paraprofessionals, 1.5 FTE SEL Intervention Teacher, 1.0 FTE Teacher on Special Assignment, and 1.0 FTE School Nurse. These positions remained vacant due to budget constraints:

- Filled positions: 4.0 FTE (of 5.5 FTE) Academic Intervention Teachers, 1.0 FTE Career Technical Education (CTE) Provider, 3.5 FTE Elementary Counselors (0.5 FTE shared with Alpine County Unified School District/County Office of Education), 5.0 FTE (of 6.0 FTE proposed) School Nurses, 1.5 FTE Social-Emotional Intervention Teachers, and 0.70 FTE (of 0.75 FTE) Wellness Coach/Student Advocate Specialist
- Ongoing partnership with CA Education Partners to improve math instruction and student learning, maintained through grade 9; math strategies and critical concepts implemented at all elementary sites
- CTE Provider/Specialist coordinated hands-on, place-based learning experiences both in and outside the classroom
- Evidence-based instructional strategies were implemented districtwide, as demonstrated in part by successful implementation of Site Single Focus plans; sites reviewed and refined instructional strategies to develop and reinforce best practices
- SEL practices were provided districtwide through elementary and secondary counselors, Wellness Centers, Wellness Coaches, SEL Intervention Teachers, partnering agencies, Soul Shoppe SEL program implementation at elementary schools through TASK (Tahoe Alliance for Safe Kids), 123 Wellness curriculum, and site-specific programs such as FLEX period and RTI Scheduler
- Maintained schedule of dedicated time for teacher collaboration and professional learning communities (early out Wednesdays)
- Elementary counselors provided Tier II and social-emotional instruction and practices at elementary schools including offering weekly SEL resources and utilizing 123 Wellness Curriculum
- School Nursing Services were maintained and available at all sites
- Ongoing parent engagement opportunities, resources, and support - including for parents of unduplicated students - were available through district partnerships with local agencies; continued implementation of PIQE (Parent Institute of Quality Education) at South Tahoe Middle School; and participation in site and district committees and events
- Professional development survey was administered to certificated staff, results of which guided Staff Professional Development day training opportunities, offered training to certificated and classified staff; PD was driven by individual, site, and district needs and initiatives
- Sites successfully implemented their Site Single Focus Plans
- Attendance and suspension interventions and supports were ongoing at all sites through utilization of PBIS practices, School Resource Officer, School Attendance Review Board, student incentive programs, and outreach to families and students to address suspendable behavior and barriers to attendance

Schools have fully implemented their Site Single Focus Plans:

- Tahoe Valley Elementary School: Charting a Course for Success: Implementing a New Math Curriculum - A Three-Year Journey to Continued Enhanced Math Learning
- Elevated Digital Learning Academy: Reimagining Elevated Digital Learning Academy to sustain and support students desiring a flexible online learning environment
- Sierra House Elementary School - Let’s GROW - Get Results with Objectives and (hard) Work: teaching to student learning objectives

- Bijou Community School: Improving research-based instructional practices in English and Spanish language development, particularly for English Language Learners
- Meyers Elementary School: Connection – strengthening relationships among students, staff, and families while continuing to elevate learning and achievement for all
- South Tahoe Middle School: Cultivate a positive school culture by actively engaging students, families, and staff
- South Tahoe High School: Build and elevate a culture of achievement, belonging, and collaboartion for every student - 2025-26 create and revise common summative and formative assessments, align course scope and sequence, and reduce grade D and F rates
- Mt. Tallac Continuation High School: increase student success through increasing attendance, graduation rate, and employability

LEARNING RECOVERY EMERGENCY BLOCK GRANT
Lake Tahoe Unified School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year. LREBG funded actions are found in goal 1 action 1.4 Evidence-Based Instructional Strategies, goal 2 action 2.2 Social Emotional Learning Practices, and goal action 3.4 Site Single Focus Plans.

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

Sites will review ELA curriculum starting in 2026-27 to assess content, alignment, and rigor in preparation for upcoming adoption. All traditional schools piloted math curriculum aligned with the new state math frameworks during the 2025-26 school year. Each site piloted two curricula with a final K-5 curricula selection presented to the Board in spring 2026 for implementation in 2026-27. Secondary sites will continue to pilot math materials in 2026-27.

LREBG funding will support implementation of evidence-based instructional strategies, social-emotional learning practices, and Site Single Focus Plans, which aim to improve academic outcomes and school climates. These funds will allow sites to purchase program materials and provide professional learning to strengthen academic and SEL instructional strategies, and increase student achievement and overall well-being. New and supplemental instructional materials, integrated into rigorous, engaging lesson plans, will accelerate 1) academic and English language proficiency, 2) progress in closing learning gaps by expanding and/or enhancing learning supports, and 3) integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health,

counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. LREBG funds were partially utilized in 2025-26 and future expenditures may include funding teacher and pupil personnel services salaries, purchashing instructional materials, and supporting professional development. Metrics to monitor impact of implementation of the actions are: 1.3 through 1.9, 1.13, 1.14, 1.24, 2.1 through 2.4, 2.8 through 2.11, 3.4 through 3.6, 3.15, and 3.16.

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

[1] Keep Learning California Survey Report (2023). Family Needs Assessment September 2023.
[2] Rosales, B.; Toness, B.; Blume, H. (10 August 2023). Why are more students chronically absent in California, U.S.? Study examines troubling trend. Los Angeles Times, 10 August 2023.
[3] CSBA Research and Policy Governance Brief (2024 March). Seize the Data: Using Chronic Absence Data to Drive Student Engagement, A Joint Publication of CSBA and Attendance Works.
[3] CSBA Research and Policy Governance Brief (2024 March). Seize the Data: Using Chronic Absence Data to Drive Student Engagement, A Joint Publication of CSBA and Attendance Works.

Reflections: Technical Assistance

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

DIFFERENTIATED ASSISTANCE (DA)
LTUSD was identified for state-designated Differentiated Assistance (DA) due to high chronic absenteeism, low academic performance on mandatory ELA and math state assessments, and low graduation rates for students experiencing homelessness, as reported through the 2023 California School Dashboard. To be eligible for assistance, the same student group must meet the criteria in two different priority areas. State and local indicators were used for 2023 differentiated assistance determinations. Homeless students were initially identified for DA in the 2022-23 school year based on results reported through the 2022 Dashboard with a very high chronic absenteeism rating (52.0%) and very low ratings in ELA (86.4 points below standard) and math (128.8 points below standard) academic performance. They received a red performance level on the 2023 Dashboard for chronic absenteeism (56.3%), ELA (109.1 points below standard) and math (126.2 points below standard) academic performance, and graduation rate (51.7%). Homeless student chronic absenteeism (41.7%) and ELA (87.4 points below standard) and math (111.0 points below standard) performance improved to orange performance levels on the 2024 Dashboard and no longer met DA criteria. Per the 2025 Dashboard, homeless students were again identified as eligible for DA with a red performance level in chronic absenteeism (60.7%), ELA (119.9 points below standard) and math (176.1 points below standard) academic performance, and graduation rate (57.7%).

Comprehensive supports are in place to address barriers to school attendance and academic achievement for students experiencing homelessness. Academic/SEL Intervention Teachers work closely with classroom teachers to identify unique student needs; assume a caseload of students determined by excessive absences, tardiness, discipline incidents, and staff referrals; and develop and implement supportive intervention plans and activities consistent with CASEL (Collaborative for Academic, Social, and Emotional Learning) and PBIS (Positive Behavioral Interventions and Supports) strategies. They provide ongoing, consistent support through regular check-ins with students and frequently assess student performance to refine intervention activities and address individual student needs.

Paraprofessionals provide small group and individual targeted English and math instructional support for students, and evidence-based instructional strategies are implemented districtwide. Sites have developed incentive programs, such as individual recognition, awards, and class celebrations; to promote student attendance. Through strategies formed in collaboration with CA Ed Partners, math classes are more engaging with a focus on supporting student higher-level thinking and problem solving to align with the new California Mathematics Framework. Elementary counselors work with students to reduce resistance to attending school while Wellness Coaches coordinate SEL/behavioral and mental health services, supports, and resources for students and their families, including housing, food insecurity, transportation, and physical and mental health. Chronically truant students and their families are required to participate in the School Attendance Review Board (SARB) process to help identify the root causes of attendance issues. The review board works with students and their families to overcome challenges that hinder regular attendance.

District and site leaders collaborate monthly to track student attendance, chronic absences, SARB processes, and average daily attendance. The Wellness Coach I-Foster Youth/Homeless Student Advocate (McKinney-Vento Liaison) confers with administration and counselors to ensure students have full access to academic resources and are properly placed in appropriate courses. Through community collaboration, the advocate engages caregivers and offers coordinated wraparound services to address basic needs such as clothing, housing assistance, food insecurity, and healthcare. Additionally, the advocate maintains a resource room of school supplies, emergency food goods, clothing, winter gear, and bikes which are primarily available to homeless students and their families.

The combination and consistent implementation of these actions provide an extensive continuum of care for homeless students. Due to the significant strain of being unhoused in a rural area with harsh winters and fewer community resources than larger metropolitan areas, these conditions contribute to inconsistent attendance resulting in lower academic performance for homeless students, along with perpetuating both academic and emotional struggles. Homeless student enrollment has dropped significantly over the past decade with enrollment in 2025 at 15% of that in 2015. In fall 2025, 45 homeless students were enrolled representing 1.3% of the District's total student population, compared with 294 homeless students enrolled in 2015 representing 7.4% of the total student population. With a smaller population, the performance of fewer students has a proportionately greater impact on Dashboard indicators. The District remains committed to supporting unhoused students both inside and outside the classroom.

Comprehensive Support and Improvement

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

Schools Identified

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

No LTUSD schools have been identified for Comprehensive Support and Improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee (LCAP PAC)	• Comprised of parents representing student groups including unduplicated pupils and students with disabilities • Developed meeting schedule, agendas, minutes, and supporting documents to record progression of educational partner input and LCAP revisions • Two meetings held: Januray 27, March 18, 2026 - State of the District • Provides input to LCAP Advisory Committee for consideration during LCAP development
LCAP Advisory Committee (LCAPAC)	• Formed from South Tahoe Educators' Association LCAP Input and LCAP Task Force committees • Comprised of certificated and administrative staff representing all school sites; employee associations and two student representatives; and district administration • Coordinated and supported efforts to solicit, collect, and synthesize educational partner input for consideration in developing 2026-27 year 3 of the 2024-27 LCAP • Developed monthly schedule with meetings held via videoconferencing; agendas, minutes, and supporting documents developed to record progression of educational partner input and LCAP revisions • Three meetings held: November 18, 2025; January 27, April 28, 2026
Community Conversation	• Open to all educational partners and community members

Educational Partner(s)	Process for Engagement
	• Developed schedule with meetings held in-person, facilitated by the Superintendent and panels of experts • Tabletop conversation format with guiding questions and/or topics • Three meetings held: September 10, 2025; January 20, 2026; May 19, 2026 • Publicized through district social media posts, district newsletter, and Aeries Communications messaging system
State of the District/Community Conversation	Meeting included: • State of the District presentation on vision, mission, and newly introduced Board priorities; bond and facilities; budget; educational programs; LCAP • Interactive tabletop conversations led by school principals and district staff • Keynote speaker on strong connections and academic excellence • In-person meeting held after work hours at South Tahoe High School; childcare and Spanish translation services provided to promote attendance • Publicized through district social media posts and newsletter, newspaper article, email notifications, and Aeries Communications messaging system
Special Education Services	• SELPA (Special Education Local Plan Area) Director and Special Education staff participated in LCAP Advisory Committee meetings • Collected educational partner input through Special Education Update meeting: October 7, 2025 • Parents of students with exceptional needs were invited to LCAP PAC meeting
LCAP Surveys	Surveys administered 12/15/25-1/20/26 using SurveyMonkey online survey tool; accessible through computer and mobile devices, available in English and Spanish • Educational partners notified through site and district communications • Students TK-2 and 3-12: 1,843 responses representing approximately 55% of student population • Staff: 180 responses representing approximately 42% of staff

Educational Partner(s)	Process for Engagement
	• Parent/community: 270 responses • Gathered input on equity, school safety, student achievement, community engagement, student engagement, and social-emotional learning
School Climate Surveys	Contracted outside agency to provide survey access and site and district reports • 25/26 administered 3/2-4/3/2026 to grades 5, 7, 9, 11; response rates grade 5 - 61%, grade 7 - 73%, grade 9 - 79%, grade 11 - 74%, NT - 53% • Accessible through computer and mobile devices, available in English and Spanish • Student: ELEMENTARY gathered input on school climate, connectedness, and learning engagement; perceived school safety, harassment and bullying at school; developmental supports; experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school; mental health, supports for social-emotional learning, and positive behavior; and health-related and behavioral learning barriers; SECONDARY collected input on school engagement; developmental supports; experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school; perceived school safety, bullying, and victimization; and violence perpetration, substance use, and crime-related behavior • Staff, districtwide: gathered input on supportive and inviting learning and working environment; norms and standards; staff supports, professional respect, and collegiality; safety; student developmental supports; equity; behaviors that facilitate learning; problems the school experiences; discipline; and professional development needs • Parent, all sites: gathered input on student supports and school conditions, how welcoming the school is to parents, scope/nature of parent involvement and school communications, parent involvement in their child's education, and student risk behaviors

Educational Partner(s)	Process for Engagement
	• Results inform the California School Dashboard Local Climate Survey local indicator; available on the California School Dashboard website • Results published on CalSCHLS website
English Learner Advisory Committee (ELAC)	• Formal group of elected and trained parent officers with membership representing English Learners for each school site • Remote and in-person monthly meetings held at each site • Provides EL parent input on site and district programs
District English Learner Advisory Committee (DELAC)	• Formal group composed of ELAC site representatives • Meets at least two times per year • Provides EL parent input on site and district programs
Cafecitos	• Provides Spanish-speaking families resources and opportunities to meet with district and site representatives • In-person meetings held weekly for each elementary site; serves as monthly ELAC meetings for middle and high schools
Chat with the Superintendent	• Open meetings to discuss questions, concerns, and district updates with the Superintendent • Virtual, 19 meetings held for staff members
Board of Education Meetings	• 22 in-person regular meetings with virtual option • Held on the 2nd and 4th Thursday of every month (excluding holidays and school breaks) • Opportunity for public to provide input and comment on site and district programs and operations • Includes two student Board members
Citizen's Bond Oversight Committee	• Comprised of seven members in accordance with California education law • Provides oversight of bond/taxpayer money, ensures bond expenditures align with specific projects outlined in the bond measure, informs the public of the status and details of bond funded projects, reviews and reports the use of bond funds • Two in-person meetings: August 21, 2025; February 5, 2026 • All meetings open to the public, meetings will be held throughout the bond cycle

Educational Partner(s)	Process for Engagement
Superintendent Student Advisory Committee	• Superintendent met monthly with South Tahoe High School Student Advisory Committee • Comprised of 11th and 12th grade students representing the student body • Informal, open meetings for student representatives to bring forward and discuss questions and concerns with the Superintendent

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

LCAP Parent Advisory Committee
See Community Conversation/State of the the District

- 2026-27 LCAP was provided to the LCAP PAC for input on LCAP development

LCAP Advisory Committee
The LCAP Advisory Committee (LCAPAC) was formed in 2025-26, replacing, but similarly structured to, the previous LCAP Task Force and STEA LCAP Input Committees. The advisory committee reviewed LCAP funding sources, goals, metrics, actions/services, LCAP survey results, and student performance as reported through the Dashboard. They provided input on goal and action/service development in consideration of site-specific and districtwide needs.

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

Safety

- Student: online interactions - 54% (2024-25) and 62% (2023-24) negative experiences (disagreed they had negative online experiences while at school/school events)
- Staff: 41% disagreed that students reported negative online experiences to them; percentage of disagreement increased regarding whether staff felt listened to; school campus feels physically safe - about 25% disagree, similar to prior year; 70% felt supported, almost the same percentage as prior year; about 75% strongly agree there are systems in place for school safety, while 25% strongly disagree - is this site dependent?
- Parent: 57% disagreed their student had negative online experiences while at school/school events, increase in agreement that both physical and online environments are safe, overwhelmingly report positive online experiences at school

Equity

- Differences in student view of coherent curriculum
- Staff: supporting differentiation is challenging, concerns about rigor and instructional materials
- Parent: most report the school treats students with respect and teaches students to do so, grew by 5% (from 2024-25 to 2025-26)
- Student: 77% agree they are treated fairly (my school treats all students fairly and respects each other’s differences)

- Staff: 80% agree students are expected to grow annually in their academic achievement

Community Engagement
- What opportunities are we providing parents for input on decisions?
- Parent: increasing percentage of agreement in feeling welcome to attend in-person and virtual meetings and events at their student's school, 92.7%
- Parent: almost 30% disagree that they have opportunities to provide input on decisions about their student's school and the district; wording may lead respondents to answer incorrectly or select not applicable
- Parent: fewer report they disagree in having opportunities to provide input, remains at approximately 25%
- Parent: complete survey for more than one school?
- Why did 8% of parents say no to receiving resources for outside services?
- Staff: 86% agree community communications are translated and accessible to all community members, increase from prior year

Student Engagement
- Parents' concerns about students not being academically challenged
- Student: 36% disagree that they enjoy going to school; not always motivated and prepared to learn (74% agreement); increase in percentage of students feeling challenged and receiving feedback; overall students feel engaged
- Staff: regularly provide feedback to, challenge, and recognize students; 99% agree it is important to form relationships, 91% agree they have tools and strategies to engage students, sense of connectedness is positive, 95% agree they build a culture of connectedness
- Staff: perception of attendance monitoring, 27% disagree their school site uses an effective monitoring system to address student attendance issues
- Disaggregate by age group – prepared and motivated
- Disaggregate data by elementary, middle, and high school grade spans

Student Achievement
- Staff: 53% agree that the professional development in which they participated was valuable; current PD does not meet expectations/needs, especially related to social-emotional learning; area where staff strongly disagree; 32% disagree parents understand that standards guide instruction
- Parents require more information related to academic standards, perception is their child is engaged (in school)
- Would like to see a higher number of parents who feel their student's school provides students with a strong foundation in college and career
- Were respondents parents of elementary or high school students?
- Student: 90% feel their school community wants them to succeed - positive result, increase from prior year; 87% agreed (in 2024-25) that their school wants them to succeed, percentage has stayed the same over the past few years; 92% agree they know what they need to do to succeed in school; 84% agree they get additional academic support they need - highest scores over the past 3 years

Social-Emotional Learning
- Overall positive results

K-2 Student Survey

- Add Music/Music Teachers as an option to the list of activities students like
- Remove computer games as an option in the list of activities students like

Overall

- Parent/community and staff – fewer responses than prior years
- Determine if staff need to better support students
- Disaggregate data by school and department (i.e., does high school staff feel FLEX is/is not being used effectively)
- Disaggregate by staff and parent/community
- Differentiate elementary, middle, and high school questions
- Grade-appropriate questions, focus on age groups
- Breakout questions: use survey to determine needed resources, provide administration with a clearer view of how they can support staff
- Consider surveying in mid-October and April/May
- Compare data, possibly highlight a few questions, comprehensive analysis (difficult to collect responses in December/January)

LCAPAC members reviewed proposed revisions to actions and services and provided input on restructuring training opportunities, including those held during Staff Professional Development Day:

- Targeted topics
- Keynote speaker
- Additional time for vertical collaboration, review student expectations as they move up grade levels including samples of student work
- Full day of Special Services training
- Professional development for new staff
- Focus on classroom management
- Differentiation of learning
- Common topic(s) applicable districtwide
- Artificial intelligence
- Technology utilized by teachers during instruction

Members were asked to review proposed LCAP survey questions to replace those administered over the past five years. The group discussed administering new surveys to reduce disparities between lower and higher grade levels, obtaining more meaningful results from grade-span specific questions, making questions more goal oriented, and uncertainty about interpreting responses due to the complexity of the questions.

The principal of Mt. Tallac Continuation High School, which received Equity Multiplier funds in 2025-26, facilitated LCAP Advisory Committee meetings and provided input on utilizing funds to support salaries for the site's Alternative Education Counselor and Teacher on Special Assignment. Equity Multiplier fund expenditures were accounted for in the estimated actual expenditures under action 2.2 SEL Practices.

Community Conversation
Community Conversations provided educational partners and the broader community opportunities to engage in meaningful discussions regarding district students and programs.

September 30, 2025
Participation: 50 community and staff members
Focus area: Student bike and E-bike safety

Approximately 50 community and staff members attended the September 2025 meeting which addressed student bike and e-bike safety. The Superintendent hosted the event and a panel composed of district staff and local agency members with expertise in law enforcement, transportation, and bike safety was available for questions and group discussion. Attendees shared a common understanding that, while significant work lay ahead, improving education and infrastructure for bike and e-bike safety was a responsibility of the entire community. Participants agreed biking was an activity they supported for students and the community with the goal to not discourage riding, but to ensure it was done safely. Key discussion topics included slow travel corridors between specific locations, education, signage, cycling law enforcement and its challenges, speed limits, county consideration of updating current laws, improving safe bike routes to schools, encouraging students to bike, and restoring the middle school bike program. The panel highlighted reducing motor vehicle use and the community-building effect of biking in bringing people together. Law enforcement panel members shared that their primary goal is safety, emphasizing that education starts at home. Key reminders included asking drivers to slow down and move over for cyclists. Education was identified as a priority, as enforcement is difficult without awareness and understanding. Participants also discussed different classes of e-bikes and challenges for law enforcement with regulations not keeping pace with technology. They developed ideas for collective actions such as updating legislation to reflect current technology, improving bike and e-bike infrastructure, and expanding education efforts. Local efforts would include establishing bike path speed limits; registering student bikes at school sites; supporting school efforts to improve safe pathways with input from local coalitions; identifying and improving the safety of routes students use to get to schools; and encouraging parents to spend time with their children when they get a bike and reviewing rules of the road, traffic laws, and general awareness when cycling. The Community Conversation reinforced that while challenges are real, there is strong alignment around the goal of keeping students safe while continuing to encourage biking as a healthy and sustainable choice of transportation.

January 20, 2026
Participation: over 65 community and staff members
Focus area: Student Cell Phone Use

Over 65 community and staff members attended the January 2026 Community Conversation meeting which addressed student cell phone use. The Superintendent hosted the event and facilitated questions and group discussion. Participants engaged in small group conversations, sharing observations and concerns. Common themes included students struggling to stay engaged in classroom activities, increased distraction and reduced social awareness, the impact of artificial intelligence on academic integrity, bullying and social pressure amplified through devices, and challenges for parents of younger children who wish to delay phone access but feel pressured because phones are normalized among peers. Of attendees polled, 56% supported removing phones from schools entirely, 32% supported allowing phones to remain, and 11% were undecided and had additional questions. Groups shared questions, ideas, and potential action steps with

several key themes:

- Where would phones be stored if a bell-to-bell policy was adopted at South Tahoe High School?
- How long would the check-in and check-out process take?
- How would early release, late start, or tardy students be managed?
- How would students de-stress between classes without access to phones?
- How could a policy be enforced without putting the burden on teachers?
- Why do students feel such a strong attachment to their phones?

Attendees agreed changes must be thoughtfully structured, clearly communicated, and consistently enforced. Many participants supported differentiated expectations by grade span: no phones permitted for elementary students except for documented health or safety needs, restricted access through the school day for middle school students, and smartphones permitted with structured expectations for high school students. The importance of building healthy habits and promoting student well-being was discussed, focusing on expanding mental health education and establishing healthy digital habits. Implementation would include providing structured daily check-ins to support student connection and teaching students responsible smartphone use through ongoing curriculum. Community members emphasized that education must extend beyond students through collaboration with families and educating parents on monitoring tools and apps with digital responsibility starting at home. Students must also learn about emergency procedures with the expectation that they remain off their phones during emergencies and follow directions from emergency personnel. Attendees proposed implementation ideas ranging from lock pouches and lockers/storage systems to existing district communication systems, exploring grant funding, and research and review of policy efficacy. LTUSD created a Superintendent Student Smartphone Use Advisory Committee that will advise the Superintendent on gathering input and reviewing best practices from other districts to ensure future decisions prioritize student learning, mental health, safety, and family partnership.

State of the District/Community Conversation
March 18, 2026
Participation: up to 80 community and staff members
Focus areas: high expectations for all students, family engagement, 95% or higher student attendance rate
Also served as LCAP Parent Advisory Committee meeting
Baseline data was used to inform actions in the LCAP, professional development, programs, and services

Lake Tahoe Unified School District hosted its fourth annual State of the District on March 18, 2026. During the event, the Superintendent and district staff provided a comprehensive overview of the current state of the district and LCAP survey results. Attendees engaged in tabletop discussions focused on key priorities, including high expectations for all students, family engagement, and student attendance. The event concluded with an inspiring keynote address delivered by Michelle Trujillo, Co-Founder of the Center for Learning and Well-Being. Ms. Trujillo spoke on the importance of strong and intentional connections as well as believing in students.

Attendees provided the following feedback:

Table Talk Discussion

High Expectations for All Students
How can LTUSD strengthen a culture of high expectations and academic rigor for all students (including students with disabilities, multilingual learners, students living in poverty, etc.)?

Relevant Data from the 2025-26 LCAP Survey:

- 87% of students report feeling academically challenged in school
- 86% of students report school is preparing them for future success (+5%)
- 93% of students report they know what they need to do to succeed

Community

- Varies depending on the student
- Flex (period) can help students, but students need to seek help independently
- Pathways within departments can help capture students' interest, strengthen culture, and raise expectations
- CTE courses are effective at engaging students (attention) who might not be engaged
- EdXcelerate is helping students plan and maintain high expectations for their future
- High expectations for students, but with significant support:
- *A-G completion-college readiness.
- *Phone calls from teachers: positive feedback

South Tahoe High School

- Include the number of LCAP survey responses per site
- High expectations mean raising graduation requirements to include A-G coursework, important to consider all students' perspectives
- Increase opportunities for all
- Remove early out and late start options with exceptions for work and college courses
- Increase awareness of all options for after high school – do not separate students by CTE and college prep; involve parents when their students are younger – middle, high school
- Increase students' awareness of the definition of GPA (grade point average) and how it is calculated across elementary, middle, and high school
- Start standards-based grading transition - students do not understand what it means to fail a class
- Student accountability for high attendance expectations

South Tahoe Middle School

- How is the level of homework connected to student grades?
- Student reports enjoying small classes
- Challenging for teachers to meet expectations (needs) of all students
- Desire for more real-world FLEX options, enrichment clubs
- How can STMS foster high expectations for all students?
- Appreciate the opportunities students have to retake tests and quizzes
- More student engagement without a laptop (electronic) device; pen/paper is more active learning

Meyers Elementary

- Respondents disagreed with LCAP surveys' percentages
- Connections for students: need more counselors and CTE support; personal connection and investment with an adult
- Students hold each other accountable in the right circumstances
- Support system for all grades
- A-G or CTE diploma - 4x4 challenges

Special Education Services

- Students with IEPs
- Teachers in general education classes do not have the tools or proper expectations, they need to meet students' needs and adjust
- Some parents could raise expectations of their students, applies to SPED and general education; some have inflated, some have deflated expectations
- SPED teachers' responsibility to provide guidance

Sierra House Elementary

- What is working: modality approaches - modeling, "I can" statements; student-friendly objectives; students being able to explain expectations
- Next Steps: scope/sequences conveyed to parents, video modeling with math curriculum

Family Engagement

What strategies could strengthen meaningful family engagement so that all parents feel informed, welcomed, and able to contribute to school decision-making?

Relevant Data from the 2025-26 LCAP Survey:

- 93% of parents report feeling welcome (up from 87%)
- 70% of parents report opportunities exist to provide input (+10%)
- ~27% of parents continue to report they do not have opportunities to provide input
- Staff report increased access to translation services (86%)

Community

- What we are doing well: active volunteer committees at Bijou, parents are welcome to volunteer at Bijou; Coffee with the Counselor; ELAC and SSC; SST (School Study Team) meetings - inclusive
- What to Improve: increase PTA board engagement; share the steps after sending surveys; increase input - option on newsletters at back-to-school night, conferences, and family events; suggestion section at the front office; parent feedback section at conferences
- Taking care of business helps to engage parents
- 8th grade transition/welcome at South Tahoe High School
- Success = open house, Spring Welcome, newsletters, website updates, State of the District; related to attendance issues
- No public-facing part of LTUSD - no public relations or marketing
- Weekly progress reports, open line of communication with teachers

- Do we have weekly grade reports? Possibly add teacher's notes.
- Keep families engaged as students get older
- Personal connection is important for parents to feel comfortable with reaching out
- STHS Principal consistently attending Bijou Cafecitos meetings has made a difference
- Word of mouth is how messages are spreading, not necessarily emails

Tahoe Valley
- Get families engaged in planning
- Community communication
- Getting volunteers involved

South Tahoe Middle School
- Opportunities for parents-teachers to increase communication such as conferences, possibly once a month; what's happening in the classroom - teacher outreach
- Back to school night/calendar, make-up days in case events are postponed; have an event for parents and teachers each trimester
- Community gathering
- Booths during Open House with more partnerships
- Monthly workshops on different technologies, navigating Aeries, Google Classroom, and Canvas
- Consistent platform such as Canvas or Google - choose one
- Continue with positive calls home
- Parent volunteering - organized committees

Special Education Services
- Survey of IEP parents - what would those numbers reflect?
- Percentages (of responses) may be based on a small number of participants
- Disparity in engagement; respond timely and openly to parents to increase engagement; monthly SPED community night goes through Aeries (sometimes staff members); low level of trust with parents
- Special Olympics

Sierra House Elementary
- Working: ParentSquare, newsletters, and direct teacher communication
- Future: parent interest surveyed regarding availability, Read-Across-America Week

95%+ Attendance for All Students
What strategies could help ensure that 95% or higher attendance becomes the norm for all students while also increasing students' motivation and sense of belonging at school?

Relevant Data from the 2025-26 LCAP Survey:
- ~36% of students report they do not like going to school every day

- 87% of students report feeling academically challenged in school
- 86% of students report receiving helpful feedback from teachers
- 95% of staff report actively building connectedness with students

Relevant Attendance Data:

- Chronic absenteeism (missing more than 10% of school days, or 18 days in a year) remains a significant challenge, with approximately 26–31% of students in several grades experiencing moderate or severe chronic absenteeism in 2025–26 data trends (2024-25 = 26%, 2023-24 = 28%, 2022-23 = 35%)
- School-level Average Daily Attendance (ADA) remains relatively strong, generally between ~92% and 96% across schools, suggesting that while overall attendance averages are stable, chronic absence among specific student groups is still a concern
- Variation exists across school sites, with some campuses having higher levels of chronic absence and at-risk attendance, highlighting the importance of site-specific strategies and interventions

Community

- More consequences for missing classes, impose administrative consequences (only for tardiness)
- High school policy linking attendance to parking is not acceptable, want those students (should only be for senior parking)
- Make classes more engaging, some classes are really fun and students are apprehensive of being absent
- Set high expectations for all students
- College classes versus high school, some are more entertaining than others
- Incentivize parking to increase attendance, only possible with numbered spots and monitoring
- Clubs provide engagement and more reasons to attend school
- Consistency reveals importance
- Reinvest in attendance awards for direct incentive
- CTE (courses) answer (address) students' needs for relevance
- Doing well: attendance education at parent meetings, school counselors, SEL lessons, incentives, school counselor and school nurse partnership
- Needs and Ideas: morning check-ins with school nurse
- Share data on chronic absenteeism
- Positive calls home

South Tahoe High School

- Extensive debate around the relevance of school; students learn how to study and manage their time
- Parents do not remember how hard it is to learn when students do not go to class, school is easier when a student attends class every day
- Getting a parking spot is tied to attendance
- Students with a driver's license skip class more often

Special Education Services

- Not a big problem, students do not have a choice
- RSP (Resource Specialist Program) student attendance? Unsure, SDC (Special Day Class) has good attendance

- SPED students desire school
- Conduct a separate survey; results may present differently

Sierra House
- What is working: attendance per class incentives, school nurse available for support
- Next Steps: interview families of the most truant students, add survey question about barriers to attendance, offer support to chronically absent students such as transportation, contact family if a student is struggling
- Parent outreach: connect with families and communicate effectively with students and parents

Tahoe Valley
- Independent studies
- Get more students on buses

May 15, 2026
Participation: 15 community and staff members
Focus area: LTUSD Facility Improvements and Upgrades

Approximately 15 community and staff members attended the District Facility Improvements and Upgrades Community Conversation. Vendors and contractors provided brief presentations on their roles in the upgrade process, including completed and pending projects. Displays were set up around the meeting room, providing visual representations of construction phases and attendees participated in an open question and answer session.

Special Education Services
- 2026-27 LCAP was provided to the Interim Special Education Local Plan Area Director for input on actions and services appropriate to support students with exceptional needs
- Special Education Services staff sat on the LCAP Advisory Committee and provided input on site and district programs for consideration during LCAP development
- Based on educational partner input and data analysis, actions and services appropriate to support students with exceptional needs were included in LCAP goal and strategy development

LCAP Surveys
- Questions were grouped into categories and aligned across student, staff, and parent/community member surveys: safety, equity, community engagement, student engagement, student achievement, and SEL
- Majority of responses were positive
- Survey results revealed areas for growth in professional development to support teachers in meeting their students' academic needs; parents' understanding of academic standards guiding instruction and measuring student achievement; effective site monitoring systems to address student attendance issues; students enjoying going to school; staff differentiating instruction to meet student needs; opportunities for parents to provide input on site and district decisions; staff perception of campus safety inside and

outside the classroom; staff feeling listened to and supported by administrators and leaders; and discussion with students about utilization of artificial intelligence
- Grade 3-12 students were asked to best describe their school experience in one word; of 1,508 responses the most common answers were good, fun, boring, and okay

School Climate Surveys
Summary of Key Indicators from 2025-26 California Healthy Kids Survey, California School Parent Survey, California School Staff Survey
- 2025-26 Parent Survey: parents had the highest levels of agreement with teachers being responsive to students' social and emotional needs, schools providing them with advice and resources to support their children's social and emotional needs, and parents were involved in school; areas of need were schools actively seeking input from parents, schools enforcing rules equally, and schools/facilities were clean and well maintained
- 2025-26 Student Survey secondary (grades 7, 9, 11, non-traditional school): students had the highest levels of agreement for adults having high expectations of them, they had caring adult relationships, and they perceived their schools as very safe/safe; areas of need were students feeling school was boring, trouble focusing on schoolwork, meaningful participation, and facility upkeep
- 2025-26 Student Survey elementary (grade 5): students had the highest levels of agreement with rules being clearly defined, they were academically motivated, and they felt safe on their way to and from school; areas of need were being called names/target of mean jokes, students were well behaved, and meaningful participation
- 2025-26 Staff Survey: staff had the highest levels of agreement that adults in school had high expectations of students, caring adult relationships, and adequate counseling and support services; areas of need were student depression being a moderate/severe problem, students were motivated to complete schoolwork, and student readiness to learn
- Survey results are published on the CalSCHLS website

ELAC, DELAC, and Cafecitos
LCAP Advisory Committee members participated in ELAC, DELAC, and Cafecitos meetings, gathering and conveying input to the LCAP Advisory Committee for consideration during LCAP development. The DELAC reviewed LCAP implementation in December 2025, February 2026, and June 2026. Members provided the following input:
- Concerns about EL performance on state science assessments and that the assessments are language heavy
- Ongoing support for English language and subject matter comprehension to improve overall performance in academics and on state assessments
- Need to provide more information to families about participating in student classes
- Improve access to ELAC
- Students exiting ELD program versus parents opting them out of the program
- Concerns about EL student connectedness to their school and community
- Importance of attendance to establish school connectedness and support learning
- Parent engagement: consistent and effective communication with secondary EL students and their families on a 4-year plan such as A-G requirements and career/college preparation
- Address and eliminate implicit bias in teaching practices, increase cultural sensitivity
- Set high expectations for EL students

- Create a welcoming, inclusive learning environment

DELAC input was considered during revision and development of LCAP goals, actions, and services.

Citizens' Bond Oversight Committee
Comprised of seven members in accordance with California Education Code

- Provide oversight of bond/taxpayer money, inform the public on the status and details of bond-funded projects, ensuring bond expenditures align with specific projects outlined in the bond measure, and review and report the use of bond funds
- Two in-person meetings held: August 21, 2025 and February 5, 2026
- All meetings were open to the public and will continue throughout the bond cycle

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

Educational partner input informed all aspects of the LCAP. Various LCAP actions and services have been developed and/or modified based on efficacy and educational partner input. Actions prioritized for ongoing funding based on educational partner input include:

- Academic Performance: Academic Intervention Teachers, Evidence-Based Strategies; implementation of newly adopted Math curriculum commencing in 2026-27; new paraprofessional positions were suspended for the 2026-27 school year due to budget constraints and removed from the 2026-27 LCAP, existing positions will be retained and reported through Evidence-Based Strategies
- Climate and Culture, SEL: Elementary Counselors, Wellness Coach/Student Advocate Specialist, Health Clerk Services were added to support and expand School Nurse Services, SEL Intervention Teachers
- Professional Development and Staff Support: Teacher on Special Assignment - Math to support targeted staff training and implementation of newly adopted Math curriculum, continuation of Site Single Focus Plan implementation, Professional Development Implementation will include revision to the Staff Professional Development Day format and offering fewer, more targeted sessions based on staff input

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need for:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of EL, RFEP, SED, and FY students enrolled in AP classes	23/24 EL: 8 RFEP: 63 SED: 80 FY: 0 Source: Aeries	24/25 EL: 11 RFEP: 83 SED: 86 FY: 1 Source: Aeries	25/26 EL: 8 RFEP: 79 SED: 158 FY: 2 Source: Aeries	Increase from previous year annually	EL: no difference RFEP: +16 students SED: +78 students FY: +2 students
1.2	Number of EL and RFEP students earning Seal of Biliteracy upon graduation	22/23 EL: 0 RFEP: 18 Source: internal tracking	23/24 EL: 0 RFEP: 21 Source: internal tracking	24/25 EL: 0 RFEP: 27 Source: Internal tracking	Increase from previous year annually	EL: no difference RFEP: +9 students
1.3	Percentage of graduates completing UC/CSU requirements: Overall*	22/23: 48.7% Source: CalPads	23/24: 41.5% Source: CalPads	24/25: 35.7% Source: CalPads	Increase from previous year annually	-13.0 percentage points
1.4	Percentage of EL students making progress toward English language proficiency (score of 3 or 4 on summative ELPAC)	22/23: 52.0% Source: caaspp-elpac.ets.org	23/24: 50.0% Source: caaspp-elpac.ets.org	24/25: 52.8% Source: caaspp-elpac.ets.org	Increase from previous year annually	+0.8 percentage points
1.5	Percentage of students passing an AP exam with a score of 3 or higher: Overall*	22/23: 84.2% Source: Aeries	23/24: 77.9% Source: Aeries	24/25: 94.3% Source: Aeries	Increase from previous year annually	+10.1 percentage points
1.6	Dashboard - distance from standard of average score - ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 19.3 points below standard FY: data not displayed for privacy SED: 50.2 points below standard EL: 71.9 points below standard	23/24: 13.8 points below standard FY: data not displayed for privacy SED: 42.7 points below standard EL: 72.0 points below standard	24/25: 17.4 points below standard FY: data not displayed for privacy SED: 45.4 points below standard EL: 75.2 points below standard	Zero points below standard	Overall: +1.9 points FY: not reportable SED: +4.8 points EL: -3.3 points SWD: +22.1 points Homeless: -10.8 points LTEL: -19.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 91.9 points below standard Homeless: 109.1 points below standard 23/24 LTEL: 106.0 points below standard (new for 25/26 LCAP) Source: California School Dashboard	SWD: 85.2 points below standard Homeless: 87.4 points below standard Source: California School Dashboard	SWD: 69.8 points below standard Homeless: 119.9 points below standard LTEL: 125.3 points below standard Source: California School Dashboard		(+higher score/decreased distance from standard; -lower score/increased distance from standard)
1.7	Dashboard - distance from standard of average score - Math: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26), LTEL (new for 25/26 LCAP)	22/23: 59.3 points below standard FY: data not displayed for privacy SED: 91.7 points below standard EL: 111.0 points below standard SWD: 120.3 points below standard 23/24 Homeless: 111.0 points below standard (added for 25/26 LCAP) LTEL: 166.5 points below standard (new for 25/26 LCAP) Source: California School Dashboard	23/24: 45.5 points below standard FY: data not displayed for privacy SED: 75.7 points below standard EL: 101.4 points below standard SWD: 106.9 points below standard Source: California School Dashboard	24/25: 44.4 points below standard FY: data not displayed for privacy SED: 73.6 points below standard EL: 103.8 points below standard SWD: 108.4 points below standard Homeless: 176.1 points below standard LTEL: 181.1 points below standard Source: California School Dashboard	Zero points below standard	Overall: +14.9 points FY: not reportable SED: +18.1 points EL: +7.2 points SWD: +11.9 points Homeless: -65.1 points LTEL: -14.6 points (+higher score/decreased distance from standard; -lower score/increased distance from standard)
1.8	CAASPP results ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 44.1% met/exceeded standards FY: too few scores to report SED: 30.3%	23/24: 45.6% met/exceeded standards FY: too few scores to report SED: 33.1%	24/25: 45.2% met/exceeded standards FY: too few scores to report SED: 34.1%	Increase from previous year annually	Overall: +1.1 percentage points FY: not reportable SED: +3.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 9.1% SWD: 14.7% Homeless: data suppressed because fewer than 11 students tested 23/24 LTEL: 4.3% (new for 25/26 LCAP) Source: caasp-elpac.ets.org	EL: 12.2% SWD: 17.4% Homeless: too few scores to report Source: caaspp-elpac.ets.org	EL: 6.5% SWD: 24.9% Homeless: 15.6% LTEL: 3.5% Source: caaspp-elpac.ets.org		EL: -2.6 percentage points SWD: +10.2 percentage points Homeless: not reportable LTEL: -0.8 percentage points LTEL: report in 25/26
1.9	CAASPP results Math: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 30.3% met/exceeded standards FY: too few scores to report SED: 17.3% EL: 4.6% SWD: 11.3% 23/24 Homeless: too few scores to report (added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 34.0% met/exceeded standards FY: too few scores to report SED: 23.2% EL: 5.8% SWD: 15.3% Source: caasppp-elpac.ets.org	24/25: 35.2% met/exceeded standards FY: too few scores to report SED: 23.3% EL: 7.9% SWD: 18.3% Homeless: 5.9% LTEL: 3.5% Source: caasppp-elpac.ets.org	Increase from previous year annually	Overall: +4.9 percentage points FY: not reportable SED: +6.0 percentage points EL: +3.3 percentage points SWD: +7.0 percentage points Homeless: not reportable LTEL: +3.5 percentage points
1.10	EL reclassification rate	22/23: 13.7% Source: LTUSD EL Services records, CAASPP (TOMS) reports	23/24: 14.4% Source: LTUSD MLE Services records	24/25: 17.0% Source: MLE Services records	Increase from previous year annually	+3.3 percentage points
1.11	iReady growth Reading (K-8): Overall	Fall 2023: 26.9% early or mid/above grade level	Fall 2024: 30.0% early or mid/above grade level	Pending	Increase from previous year annually	Fall: +3.1 percentage points Spring: pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2024: 45.9% early or mid/above grade level Source: iReady	Winter 2025: 47.0% early or mid/above grade level Spring 2025 results pending Source: iReady			
1.12	iReady growth Math (K-8): Overall	Fall 2023: 13.2% early or mid/above grade level Spring 2024: 39.2% early or mid/above grade level Source: iReady	Fall 2024: 29.0% early or mid/above grade level Winter 2025: 31.0% early or mid/above grade level Spring 2025 results pending Source: iReady	Pending	Increase from previous year annually	Fall: +15.8 percentage points Spring: pending
1.13	Prepared for college (EAP) - ELA: Overall* (11th graders meet/exceed standards CAASPP)	22/23: 50.5% Source: caaspp-elpac.ets.org	23/24: 44.0% Source: caaspp-elpac.ets.org	24/25: 38.0% Source: caaspp-elpac.ets.org	Increase from previous year annually	-12.5 percentage points
1.14	Prepared for college (EAP) - Math: Overall* (11th graders meet/exceed standards CAASPP)	22/23: 22.7% Source: caaspp-elpac.ets.org	23/24: 24.5% Source: caaspp-elpac.ets.org	24/25: 24.8% Source: caaspp-elpac.ets.org	Increase from previous year annually	+2.1 percentage points
1.15	CTE pathway completion rate: Overall*	22/23: 20.2% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report	23/24: 26.4% Source: California School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report	24/25: 27.8% Source: CA School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report	Increase from previous year annually	+7.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	School facilities maintained in good repair	23/24: Yes with the exception of South Tahoe High School which received a school rating of Poor Source: SARC, FIT	24/25: Yes with the exception of South Tahoe High School and South Tahoe Middle School which both received a school ratings of Fair Source: SARC, FIT	25/26: Yes with the exception of Bijou Community School, South Tahoe High School, and South Tahoe Middle School which received overall ratings of Fair Source: SARC, FIT	Yes	+2 schools did not receive good ratings
1.17	School Plan for Student Achievement implementation	23/24: Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education Source: LTUSD Educational Services	24/25: Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education Source: LTUSD Educational Services	25/26: Yes All Site Single Focus Plans and SPSAs developed and approved by Board of Education Source: LTUSD Educational Services	Yes Developed and approved annually	No difference
1.18	Percentage of teachers that are fully credentialed and appropriately assigned	23/24: 96.8% Source: LTUSD Human Resources Department	24/25: 97.0% Source: LTUSD Human Resources Department	25/26: 96.0% Source: LTUSD Human Resources Department	100% of teachers are fully credentialed and appropriately assigned	-0.8 percentage points
1.19	Percentage of students who have successfully completed courses that satisfy UC/CSU requirements and CTE sequences or programs of study	22/23: 11.9% Source: California School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report additional report	23/24: 14.8% Source: California School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report	24/25: 10.7% Source: California School Dashboard, Met UC/CSU requirements and CTE Pathway Completion Report additional report	Increase from previous year annually	-1.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	CAASPP results Science: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 31.4% met/exceeded standards FY: too few scores to report SED: 18.1% EL: 3.7% SWD: 6.4% 23/24 Homeless: too few scores to report (added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 29.5% met/exceeded standards FY: too few scores to report SED: 20.7% EL: 2.1% SWD: 9.8% Source: caaspp-elpac.ets.org	24/25: 32.8% met/exceeded standards FY: too few scores to report SED: 19.6% EL: 0.8% SWD: 13.9% Homeless: 7.1% LTEL: 0.0% Source: caaspp-elpac.ets.org	Increase from previous year annually	Overall: +1.4 percentage points FY: not reportable SED: +1.5 percentage points EL: -2.9 percentage points SWD: +7.5 percentage points Homeless: not reportable LTEL: no difference
1.21	Programs and services have been developed and are provided to unduplicated students	23/24: Yes Source: LTUSD Educational Services	24/25: Yes Source: LTUSD Educational Services	25/26: Yes Source: LTUSD Educational Services	Yes	No difference
1.22	District offers a broad course of study	23/24 Yes Source: LTUSD Educational Services	24/25: Yes Source: LTUSD Educational Services	25/26: Yes Source: LTUSD Educational Services	Yes	No difference
1.23	Student access to standards-aligned materials	23/24: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	24/25: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	25/26: all students have access to standards-aligned materials Source: Instructional Materials Sufficiency Williams Settlement Board Resolution	All students have access to standards-aligned materials	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	English Learner Progress Indicator (current EL students making progress towards English language proficiency or maintaining the highest level)	22/23: 58.6% Source: California School Dashboard	23/24: 52.1% Source: California School Dashboard	24/25: 48.1% Source: California School Dashboard	Increase from previous year annually	-10.5 percentage points
1.25	Number of students enrolled in dual enrollment courses	23/24: 689 students Source: Aeries	24/25: 741 Source: Aeries	25/26: 767 Source: Aeries	Increase from previous year annually	+78 students
1.26	CAASPP results ELA: Grade 3 Overall (new for 25/26 LCAP)	23/24: 49.3% met/exceeded standards (new for 25/26 LCAP) Source: caaspp-elpac.ets.org		24/25: 55.2% Source: caaspp-elpac.ets.org	Increase from previous year annually	+5.9 percentage points
1.27	Programs and services have been developed and are provided to students with exceptional needs (new for 26/27 LCAP)	25/26: Yes Source: LTUSD Educational Services			Yes	

Goal Analysis [2025-26]

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

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

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

1.1: 4.0 of 5.5 FTE Academic Intervention Teacher positions were filled
1.2: 6.0 new paraprofessional positions remained vacant, existing paraprofessional positions were retained
Paraprofessional positions remained vacant due to budget constraints, removed from 2026-27 LCAP and will be included in 1.4 Evidence-based Instructional Strategies update for the 2026-27 LCAP

1.6: Daily Reading Campaign partially implemented at elementary level, not implemented at secondary level, more extensive collaboration with Read Tahoe partnering agencies will occur in 2026-27

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

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

Budgeted expenditures exceeded estimated actual expenditures:

1.1 Academic Intervention Teacher position for Bijou Community School remained vacant and salary costs were not realized, bilingual support services were contracted through South Lake Tahoe Family Resource Center; teacher extra duty costs were not realized
1.6 Daily Reading Campaign: partially implemented at elementary level, not implemented at secondary level, more extensive collaboration with Read Tahoe partnering agencies will occur in 2026-27; budgeted expenditures not realized

Estimated actual expenditures exceeded budgeted expenditures:

1.2 Paraprofessionals: six new paraprofessional positions remained vacant, estimated actual expenditures reflect salary costs for existing general education paraprofessional positions in continuing direct student support; increased district contribution toward insurance costs and salary step and column adjustments
1.4 CTE Provider (Specialist): increased district contribution toward insurance costs and salary step and column adjustments, non-personnel expenses funded through California Tahoe Conservancy grant and were higher than budgeted
1.5 Evidence-based Instructional Strategies: increased district contribution toward insurance costs and salary step and column adjustments; purchase of new math instructional materials adopted in 2025-26 for 2026-27 implementation and funded through concentration and Student Support and Professional Development Discretionary Block grants

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

1.1 Academic Intervention Teachers
LTUSD filled 4.0 of 5.5 FTE proposed Academic Intervention Teacher positions that were based at elementary school sites; 3.0 FTE Intervention Teachers were assigned to the highest need schools and 1.0 FTE to the highest performing school. The teachers' combined caseload was approximately 250 students.

Academic Intervention Teachers provided Tier II and Tier III targeted support for students underperforming in math and English and participated in collaboration to review student performance data. They pulled out students during scheduled enrichment/intervention time established for each grade level and delivered ongoing intervention support in small-group settings for students struggling primarily in ELA and, to a lesser extent, math. Teachers worked as a collaborative team to assist with assessing and determining student groups and focus areas based on assessment results to ensure continuity of practice districtwide. In collaboration with families, site staff, and other service providers, they developed and implemented intervention plans and activities aligned with California state academic standards specific to students' literacy and math needs. Teachers met regularly with students and tracked student academic results to monitor progress and guide intervention and support practices. They were responsible for assessing students frequently; examining student assessment data; and

developing, implementing, and refining lesson plans and activities individually tailored to student academic needs. Teachers explored and employed methods to engage families in their students' education and provided teachers, students, and families with regular and timely updates on student progress.

Academic Intervention Teachers, along with site and district initiatives, have contributed to overall improvement in student outcomes on state ELA and math assessments across all elementary schools. For most elementary sites, performance on state ELA assessments varied yet improved overall from 2022 to 2025. In 2022, the percentage of Meyers students meeting/exceeding state standards was 73.0%, Bijou 34.4%, Sierra House 53.6%, and Tahoe Valley 35.0%. Bijou student performance improved in 2023 to 39.4% of students meeting/exceeding state standards while all other sites declined, with Meyers at 67.8%, Sierra House 51.3%, and Tahoe Valley 28.1%. ELA performance improved for all schools in 2024 with 75.2% of Meyers students meeting/exceeding state standards, Bijou 47.4%, Sierra House 53.3%, and Tahoe Valley 38.3%. In 2025, the percentage of students meeting/exceeding ELA state standards declined modestly for all sites except Tahoe Valley, with Meyers at 74.4%, Bijou 44.6%, Sierra House 52.3%, and Tahoe Valley 46.1%.

Performance on state math assessments trended similarly to ELA with overall improvement from 2022 to 2025. In 2022, the percentage of Meyers students meeting/exceeding state standards was 58.5%, Bijou 19.9%, Sierra House 42.1%, and Tahoe Valley 16.6%. Meyers, Bijou, and Tahoe Valley realized modest to significant gains in 2023 with 68.2%, 24.2%, and 22.5% of students meeting/exceeding state standards, respectively. Sierra House scores dropped slightly in 2023 with 40.7% of students meeting/exceeding state standards. Sierra House and Tahoe Valley math scores improved in 2024 with 46.1% and 26.8% of students meeting/exceeding state standards, respectively, while Bijou dropped slightly to 23.7% and Meyers declined to 61.2%. In 2025, math scores improved for Meyers with 64.8% of students meeting/exceeding state standards, Bijou 26.9%, and Tahoe Valley 31.5%. Sierra House dropped slightly to 45.3%.

Although student outcomes have improved overall in ELA and math, variation in results indicates an ongoing need for academic intervention. Intervention teachers will continue to provide targeted, individualized support based on student needs to sustain growth, support students in meeting rigorous state standards, and ensure continuity of learning throughout elementary grades as students progress with their cohorts.

1.2 Paraprofessionals
Six new proposed paraprofessional positions remained vacant during the 2025-26 school year. Existing paraprofessional positions were maintained to provide intervention and targeted student support across all subjects, including English and math skill improvement. Positions will be suspended for the 2026-27 school year due to budget constraints and removed from the 2026-27 LCAP.

1.3 California Education Partners Partnership
Since inception in 2021-22, collaboration with California Education Partners (CA Ed) has gained significant momentum in implementing high-leverage strategies supporting math instruction for grades TK through 3, expanding to eighth and ninth grades in 2024-25. The District-CA Ed partnership centered on examining and improving district systems to better support coherent math teaching, learning and forming methods for supporting students in developing thinking strategies, student access to grade-level standards (TK-3), and building teachers' and administrators' capacity.

Instructional strategies developed with CA Ed have been implemented at all brick and mortar district elementary schools, South Tahoe

Middle School, and South Tahoe High School. Grade-span teams included teachers from TK through ninth grade with site teams participating in monthly meetings to review new instructional strategies, grading, and assessment retakes. Interactive Team Workbooks were utilized to organize and track site and grade-span goals, tasks, data collection and analysis to target students' areas for growth and differentiating instruction, assess pilot materials, and collect team member observations and input. CA Ed worked with district staff in evaluating math materials piloted at traditional district schools for curriculum rigor, workability, lesson structure, and engagement.

Partners and team members developed tiered processes to address student absenteeism. These processes were utilized to support secondary schoolwide goals in reducing D and F rates, provide a quick tool to identify and target students for intervention, improve department collaboration and collective efficacy, and helping support staff address attendance concerns.

Monthly collaborations addressed effective teaching of math to engage students in discussing and solving tasks that promoted reasoning and problem solving and allowed multiple entry points, such as spiraling and cumulative assessments, and varied solution strategies. At the secondary level, group work addressed:

- What are teachers doing?
- *Motivating students' learning of math through opportunities for exploring and solving problems that build on and extend their current mathematical understanding
- *Selecting tasks that provide multiple entry points through the use of varied tools and representations
- *Posing tasks on a regular basis that require a high level of cognitive demand
- *Supporting students in exploring tasks without taking over student thinking
- *Encouraging students to use varied approaches and strategies to make sense of and solve tasks
- *Use Know/Show as a standard to determine student understanding
- What are students doing?
- *Persevering in exploring and reasoning through tasks
- *Taking responsibility for making sense of tasks by drawing on and making connections with their prior understanding and ideas
- *Using tools and representations as needed to support their thinking and problem solving
- *Accepting and expecting that their classmates will use a variety of solution approaches and that they will discuss and justify their strategies to one another
- Aligning learning and grading systems
- Setting expectations to assist teachers in monitoring grades
- Building a schoolwide progress monitoring system for grades and attendance tools: Viking Pathfinder, Wolf Tracker
- Align course expectations through know/show, high-rigor assessments, performance tasks, and utilization of FLEX
- Accurate grading that honors the learning process through unlimited retakes, updating grades, and embedded retakes
- Feedback-rich instruction of reteaching: modeling and guided discourse, common formative assessments, and high-dosage tutoring

The primary grade team and CA Ed focused on:

- Teacher monitoring routines: consistently using formative and summative student data to monitor the impact of instructional strategies, adjusting lessons, and collaborating with colleagues to improve alignment and student mastery of standards
- *Data analysis (iReady, state assessments): informing instruction, sharing results with families

- Site and district administrator routines: establishing routines to review implementation and student learning data to support the growth of teachers and students, and highlight system driven improvement in student outcomes, analyzing districtwide assessment data to evaluate effective instruction and instructional leadership across sites, identifying successful practices for replication, and ensuring alignment among pedagogy, assessment outcomes, and grade-level expectations
- Identifying strengths, gaps, and possible next steps to improve instructional strategies and student outcomes
- Determining what students know and what targeted supports are needed
- What and how to assess students more formatively

Sierra House Elementary School has been the lead in applying instructional strategies developed through the CA Ed partnership by dedicating time for math collaboration and discussing math learning objectives daily, having purposeful and focused collaboration on student work and strategies, developing common assessments, and embracing high-level pedagogical practices. Student performance on state math assessments improved with four additional percentage points more students meeting/exceeding state standards from 2021-22 to 2023-24 and, most notably, 13 additional percentage points more 3rd grade students meeting/exceeding standards over the same time period. Although schoolwide state math assessment results declined slightly for Sierra House students from 46.1% meeting/exceeding state standards in 2023-24 to 45.3% in 2025-26, results have improved overall since 2021-22 with 42.1% meeting/exceeding standards. The percentage of students not meeting standards (level 1) at 31.3% in 2021-22, declined to 26.9% in 2024-25 while those meeting standards (level 3) increased from 21.5% in 2021-22 to 26.0% in 2024-25. Markedly, Sierra House students' overall math performance has exceeded students statewide by no less than 6.1 percentage points since 2021-22. El Dorado County Office of Education hosted a site visit at Sierra House in spring 2025 for EDCOE leadership and district superintendents to observe the school's math instruction model for consideration of implementation across the county.

With support from California Education Partners, in 2023-24 South Tahoe Middle School (STMS) and South Tahoe High School (STHS) developed a 5-year plan to improve math instruction and learning. Plan implementation is ongoing with site administrators, staff curriculum leaders, and teachers leading instructional changes in the way math is taught and learned. They continue to focus on creating a streamlined transition between the two sites' math programs and ensuring students have a strong foundation and subject matter mastery through graduation. Teachers utilized new ways of engaging and motivating students and analyzed common formative assessment results to monitor student progress and adjust teaching strategies. STHS eliminated the Fundamentals of Math class in 2024-25 and moved toward rigorous, integrated instruction.

Teachers have been successful in closing student learning gaps and providing targeted support to improve student outcomes. This is exemplified by a drop in both the D/F rate of 8th grade math by over 30% from 2022-23 to 2024-25 and the high school D/F rate for Math I by 15%. STMS student performance on state math assessments has steadily improved from 25.4% of students meeting/exceeding standards in 2022-23 to 32.2% in 2023-24, and again in 2024-25 to 32.6%. STHS students also realized steady, significant gains in math performance with 19.1% meeting/exceeding state standards in 2021-22, 25.3% in 2022-23, 26.9% in 2023-24, and 27.7% in 2024-25. Overall district state math assessment scores have improved since 2021-22, when 27.9% of students met/exceeded standards, and are now exceeding pre-COVID levels, with 35.3% meeting/exceeding standards in 2024-25. Additionally, the percentage of students districtwide who met or exceeded standards in 2024–25 was the highest observed over the past decade.

Districtwide focus for 2026-27 will be implementing newly adopted math curriculum, professional development centering on new curriculum

and state math frameworks, implementing formative and summative assessments to guide instruction, and utilizing the eight math practices of:

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

Student math performance improvement efforts continued with staff attending Math P3CC fall and winter convenings held at El Dorado County Office of Education. The convenings were an extension of the Math Institute that district teachers attended in 2024-25.

1.4 CTE Provider (Specialist)
The CTE Specialist (CTE Technical Provider) position was maintained for the 2025-26 school year. A 2025-28 LTUSD CTE Elementary Pathway Program Strategic Plan was developed based on the program's mission to bring existing CTE pathways at STHS to the middle and elementary levels. The current pathways are: Arts, Media, and Entertainment; Allied Health; Environmental Science and Engineering; and Hospitality and Tourism. The CTE team focuses on introducing CTE pathways and education to K-5 "discover" and grades 6-8 "explore." Based on the district's vision to discover and foster the unique talents and potential of all students, the specialist collaborated with high school CTE staff, middle school CTE teachers, local businesses, organizations, and district administration to ensure students were provided engaging, hands-on CTE experiences. The CTE team and specialist aimed to engage students in equitable and intentional learning through STEAM (Science, Technology, Engineering, Arts, and Mathematics), design thinking, and work-based learning, both with a local and regional focus, to cultivate students' career interests.

During the 2025–26 school year, over 2,000 K–8 students participated in districtwide field experiences, environmental education programs, career exploration activities, and community-based learning opportunities in partnership with organizations including: South Tahoe Public Utility District (STPUD), South Tahoe Refuse and Recycling Services, Sugar Pine Foundation, Keep Tahoe Blue, U.S. Forest Service, Heavenly Ski Resort, M.S. Dixie, Marcella Foundation, South Lake Tahoe Fire Rescue, Tahoe Area Mountain Biking Association, Tahoe Resource Conservation District (TRCD), California Tahoe Conservancy (CTC), U.C. Master Gardeners, Tahoe Rim Trail Association, Tahoe Regional Planning Agency (TRPA), California State Parks, and Tahoe Institute of Natural Sciences. CTE teams sustained the program through outreach initiatives including collaboration and new and ongoing agreements with partnering agencies and businesses. Events and activities in which the CTE Specialist collaborated and/or coordinated included, but were not limited to:

- Coordinating with STEEC (South Tahoe Environmental Education Coalition) for grade K-5 students to participate in the annual Wonders of Water and Environmental Education (WOWEE) program providing hands-on, place-based learning for TK-1 on gardening (outdoor lesson), pollution ponds, and aquatic invasive species; grades 2-3 on Junior Ranger program, web of life, incredible journey/water cycle, fish adaptations, composting, and environmental stressors; and grades 4-5 on watersheds, Junior Ranger program, water pollution, composting, photosynthesis, and aquatic invasive species

- Coordinating with STEEC for 6th grade WOWEE program teaching students about fire prevention/defensible space, Wetland in a Bottle, and water quality testing/analysis
- Coordinating with STEEC for 7th grade WOWEE program teaching students about plants, microorganisms, watersheds, and reforestation by planting sugar pine seedlings in wildfire burn areas
- South Tahoe High School Enviro Day; 280 high school students participated in a range of workshops hosted by STEEC allowing students to interact with industry partners; nine industry partners provided in-depth sessions on how science was applied within their industries; Biology classes received two 30-minute sessions from Sugar Pine Foundation, STPUD, Tahoe Institute of Natural Sciences, and U.S. Forest Service; students self-selected sessions to experience how they could work in a science career; presenters showed students how classroom learning could be applied to local environmental careers and fields; lessons included bird banding, water quality testing, planting sugar pine seedlings, invasive species, defensible space, field journaling, and a “What’s in my Water?” lab
- Coordinating with STEEC for a 7th grade student field trip aboard the M.S. Dixie paddleboat; over 250 students participated in hands-on learning with various organizations and engaged in ember storm modeling and home gardening techniques, sustainable trail use and the seven principles of Leave No Trace, recycle sorting, identifying and preventing the spread of aquatic invasive species, observation of fire burn scars and Lake Tahoe geologic features, water taste test challenges, BPA (Bisphenol A) testing for plastics, terrestrial invasive species and plant identification, art and mindfulness, watershed discussions, exploring local mammal and bird life, and cloud in a bottle activities
- 5th grade field trip to South Tahoe Public Utility District laboratory and wastewater treatment plant; students participated in career exploration; water contaminant experiments testing for nitrates, metals, and bacteria; and water quality monitoring and, recycling, and reuse processing
- Reduce, Reuse, Recycle 2nd and 4th grade field trips to South Tahoe Refuse and Recycling Services waste management and recycling company; students participated in career exploration and learned about refuse sorting, gas emissions, landfills, composting, and the importance of recycling and reducing and reusing waste
- Snowshoe 6th grade field trip to Heavenly Ski Resort; students participated in lessons on snowmaking science, avalanche safety, animal adaptations and migration patterns, tree surveying, and explored careers involving heavy equipment
- 4th grade winter trek at Heavenly Ski Resort; students participated in lessons on the history of the Washoe Tribe, Lake Tahoe history, animal adaptations, and how plants survive in the winter
- 5th grade snowshoe trek trip to Chickadee Ridge, Humboldt-Toiyabe National Forest; students participated in lessons about animal adaptations, geology, ecology, and how plant and animal life survive in the winter
- 3rd grade swim lessons; each student was provided four days of swim lessons, one hour per day, at the City of South Lake Tahoe Recreation Center; students learned important life-saving skills for living by Lake Tahoe and future field trips to lakes and rivers
- 4th grade field trip to Emerald Bay State Park; students applied in-class science lessons to rock formation observations and explored geologic processes through which Lake Tahoe was formed including surrounding mountain rock composition, volcanoes, glaciers, and earthquakes
- 5th and 8th grade tours of South Tahoe High School; students were surveyed to determine their interests and most suitable CTE pathways; toured CTE classrooms; participated in hands-on activities such as CPR simulations, Dental Assisting tray setup, mini-workouts, and food preparation; and met with CTE teachers and students to learn about pathways
- Heavenly Epic Days 5th grade field trip to Heavenly Ski Resort; students moved through various hands-on stations and participated in lessons provided by South Tahoe Refuse on composting, Sugar Pine Foundation on biodiversity, STPUD on watershed geology and accessing drinking water, Keep Tahoe Blue on water quality, and U.S. Forest Service on defensible space

- Children's Forest 3rd and 4th grade field trips to Mt. Tallac Historic Site; 3rd grade students learned about the ways of the Washoe Tribe and plants they utilized, healthy forests, and aquatic invasive species hitchhikers; 4th grade students participated in lessons on Tahoe founding families and transportation, watershed health, healthy forests, nature journaling, and food components
- Woods, Water, and Wildlife Kindergarten through 2nd grade field trips to Sugar Pine State Park; Kindergarten students studied groundwater, animal adaptations, and tree habitats; 1st grade lessons included animal metamorphosis, sound mapping, and tree anatomy and biology; 2nd grade lessons included plant and animal interactions, watershed health, and the life of a tree
- Woods, Water, and Wildlife 3rd grade field trip to Sugar Pine State Park; students learned about the history of Lake Tahoe, toured the Hellman-Ehrman Mansion constructed in 1903, and participated in a nature walk to identify species of trees
- CTE Trout in the Classroom with the four traditional elementary schools each housing a fish tank specifically designed to raise Cutthroat trout; trout were raised from eggs and released into Taylor Creek, a local waterway that enters Lake Tahoe, during a class field trip; students directly observed and investigated the life cycle of fish, food webs, water quality, and aquatic invasive species
- CTE Community Event hosted at South Tahoe Middle School introducing students and the community to CTE pathways offered at South Tahoe High School during which attendees could discover, explore, and engage with students and teachers from the four CTE pathways

The program ensured equitable access to career exploration opportunities for all TK–8 students through districtwide field experiences and in-class instruction. The CTE Specialist will be involved in future planning, coordination, and implementation of in-class lessons for:

- TK-5: Dental assisting (Allied Health)
- 4th or 5th grade: Construction (Environmental Science and Engineering)
- K-5: Auto (Environmental Science and Engineering)
- 3rd-5th grades, 6th-8th grades: Sports Medicine (Allied Health)
- TK-5: Tahoe Institute of Natural Sciences
- TK-2: South Tahoe Refuse and Recycling Services
- TK-5: Keep Tahoe Blue
- TK-5: U.S. Forest Service

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

Program goals for the 2025-26 school year were attaining a 5.0% increase in EL achievement, as measured by CAASPP, iReady, and ELPAC results, and a 3.0% increase in EL attendance rates. To achieve these goals, the MLE department provided comprehensive support to all staff and expanded instructional support for teachers, professional learning in partnership with principals, student achievement data

analysis, attendance and achievement monitoring, new protocols for attendance outreach, and ongoing partnership with the South Lake Tahoe Family Resource Center.

Per the CDE DataQuest web-based reporting system, the number of district LTELs (Long-Term English learners identified as EL for six years or more) in grades 6 through 12 dropped from 344 in 2021-22 to 199 in 2022-23 and again in 2023-24 to 122, plateauing in 2024-25 at 125. This was partly due to successful reclassification with students mastering the English language earlier in their academic path. The EL population across all grades, which includes LTELs, declined from 725 students in fall 2022 to 643 in fall 2023, dropping to 605 in fall 2024 and 544 in fall 2025.

EL student performance on state math assessments improved slightly from 2022-23 to 2023-24 with 4.57% and 5.81% of students meeting/exceeding state standards, respectively. Performance continued to improve in 2024-25 with 7.88% of EL meeting/exceeding state standards. LTELs performed below EL students overall with 0.9% meeting/exceeding standards in 2022-23 and none in 2023-24. However, 3.51% of LTELs met/exceeded standards in 2024-25. Best practices, such as through the work with California Education Partners in improving math instruction and learning, have introduced resonant academic strategies which supported all students, including English learners.

EL student performance on state ELA assessments has varied since 2022-23. In 2022-23, 9.1% of EL met/exceeded state standards, increasing to 12.2% in 2023-24 and declining to 6.5% in 2024-25. LTELs performed below EL students in ELA and followed a similar trend. In 2022-23, 1.8% of LTELs met/exceeded state standards, increasing to 4.3% in 2023-24 and declining slightly to 3.5% in 2024-25.

With 0.8% of English learners meeting/exceeding state Science standards in 2024-25, improving performance in Science remained a focus for the 2025-26 school year through professional learning and continued implementation of a system of districtwide language protocols. Target strategies in these language protocols included direct vocabulary instruction through practice and play, required oral language practice through a variety of think/pair/share strategies, consistent use of sentence frames with increasing levels of difficulty, mandatory participation, and introduction of oral practice and sentence frames. MLE staff met with the STHS Science department and reviewed the structure and content of state Science assessments. Accordingly, the Science department is in the process of developing local assessments aligned to the format and rigor of state assessments and supporting teachers in implementing instructional practices at the same level of rigor as assessments, along with integrated scaffolding to further support students.

Progress has varied for district EL graduation and improved for the average number of years to exit the ELD program, chronic absenteeism, and reclassification rates. Per the California School Dashboard, 81.4% of ELs graduated in 2023 climbing to 85.7% in 2024, with slowed growth in 2025 and a 74.0% graduation rate. Despite a drop in the 2024-25 graduation rate, higher percentages of EL and LTEL students were prepared for college and career upon graduation. The percentage of EL prepared for college and career dropped slightly from 15.3% per the 2023 Dashboard to 15.1% in 2024 with a significant increase to 36.8% in 2025. Similarly, the percentage of LTELs prepared for college and career rose dramatically from 15.2% in 2024 to 33.3% in 2025; LTEL results were first reported on the 2024 Dashboard. This may be partly attributable to higher reclassification rates and students exiting the ELD program earlier.

Chronic absenteeism rates for EL in grades TK-8 consistently declined from 37.2% per the 2023 Dashboard to 30.3% in 2024 and 29.4% in 2025. The gap between ELs and district students overall in grades TK-8 continued to narrow with chronic absenteeism districtwide at 25.8% per the 2025 Dashboard. MLE staff track EL absences, family communication, participation incentives, and targeted supports to address

student resistance and/or barriers to attending school.

The average number of years for EL to be reclassified as fluent English proficient (RFEP), and exit the English Language Development (ELD) program, decreased from 5.57 years in 2022-23 to 5.17 in 2023-24. Reclassification rates, the percentage of students previously identified as EL reclassified as RFEP within a given academic year upon meeting state and local criteria, increased from 14.4% in 2023-24 to 17.0% in 2024-25. Exiting the ELD program sooner allows RFEP students to enroll in mainstream classes with greater access to elective courses, and promotes self-efficacy and exploration of individual academic interests. Summative ELPAC assessment results showed 2.8 percentage points more EL were designated as moderately to well developed in English language proficiency from 2023-24 at 50.0% to 52.8% in 2024-25.

Local iReady assessment results showed growth in ELA and math by EL students from fall to spring of the 2025-26 school year. The percentage of EL students at grade level in ELA increased across all traditional elementary schools with higher concentrations of EL students: Bijou fall 0.0%, spring 27.0%; Sierra House fall 3.0%, spring 27.0%; and Tahoe Valley fall 3.0%, spring 35.0%. STMS English learners did not realize gains as significant as those of elementary schools, yet the percentage of EL at grade level in ELA increased from 3.0% in fall to 6.0% in spring. Similarly, the percentage of elementary-grade EL at grade level in math increased from fall to spring: Bijou fall 1.0%, spring 17.0%; Sierra House fall 2.0%, spring 24.0%; and Tahoe Valley fall 3.0%, spring 26.0%. STMS English learners had stronger gains in math than ELA, increasing from 0.0% at grade level in fall to 7.0% in spring.

The MLE department facilitated professional learning across the District through participation in grade level collaboration, advancing instructional strategies for English language development, and teacher one-on-one and team meetings with the Multilingual Learner Specialist. Collaboration included a minimum of two all staff professional learning sessions at each school site focused on sites' individual needs, analyzing student data, lesson planning, modeling strategies in the classroom, and co-teaching. MLE department training opportunities included:

- Introduction to the MLE department at each school site
- Best instructional practices for integrated ELD across the curriculum in elementary
- Best instructional practices for secondary integrated ELD across the curriculum with targeted supports in science, ELA, and math
- STHS culturally responsive instruction
- ELPAC practice slide deck by grade level and language domain

The District retained a highly experienced Director of Multilingual Learner Equity in 2025-26 who also provided support for student and family engagement and basic needs as Director of South Lake Tahoe Family Resource Center (FRC). The FRC is a well-established, nonprofit organization which enables any community member in need to access comprehensive support and services. All services are free and bilingual, allowing the FRC to work toward its mission of enabling individuals and families to achieve self-sufficiency, economic stability, develop resilience in parents and children, and assist families in becoming a contributing part of the community. Sharing Director duties between the two organizations reinforced wraparound services for the Spanish-speaking community and provided ongoing targeted support for district families and students. Multilingual Learner services goals and planning were driven by the District vision to discover and foster the unique talents and potential of all students. The Director developed program goals aligned with LCAP goals and oversaw implementation guided by the California English Learner Roadmap. Following MLE services guiding principles of valuing home language fluency as an essential component of bilingualism, family engagement enhancing student learning, all educators supporting EL, and best instructional strategies to support all students, the Director oversaw and was actively involved in:

- Developing, sustaining, and supporting districtwide implementation of EL systems in aligning all programs and services
- Directly supporting teachers with instruction
- Comprehensive planning and implementation of systematic, districtwide professional learning
- Ongoing implementation of CA EL Roadmap best practices through teacher self-reflection surveys used to design targeted professional development and monitoring efficacy utilizing an observation tool and classroom walkthrough protocol
- Making data-driven decisions based on ELPAC results, CAASPP state assessments, iReady local assessments, and California School Dashboard results
- Promoting and monitoring EL and RFEP students earning the State Seal of Biliteracy and enrollment in AP (advanced placement), honors, and dual enrollment classes
- Coordinating and providing monthly ELD training and leading team collaboration for shared outcomes and planning including vertical articulation
- Introducing new and reinforcing existing best practices for a master schedule built around protected ELD instruction, designated (small group or class) ELD based on standards, integrated ELD to support access across curricula, alignment of programs and practices for dually identified students, and intervention
- Effective communication of MLE priorities, programs, strategies, and supports including updates at all district leadership meetings; regular communication with site leaders; consistent outreach to site leaders and site visitation schedule by MLE Specialist; district website postings; increasing in-person ELAC and DELAC participation; social media communication both through the District and FRC
- Maintaining resource access through the Ellevation EL management program, expanding EL services through professional development, providing EL Roadmap toolkits
- Sustaining expanded translation services both orally and in writing, in remote and in-person settings, and reinforcing formalized procedures for translation requirements, through both the school district and the FRC
- Monitoring EL attendance and academic performance to meet program goals
- Bilingual Support and Family Engagement contract services at three district schools with high concentrations of EL, supporting instruction and family engagement through newcomer support, reading groups, family communication, and referrals for basic needs services and wraparound family support; funded through the California Community Schools Partnership Program grant
- Hosting the local community college to assist high school students with college planning

The District/FRC partnership had continued success in increasing the number of families involved in parent outreach meetings and community forums, parents accessing the high school career and college counselor based out of FRC, and multiple other well-attended programs and partnerships with local agencies in addressing family health, wellness, nutrition, healthy relationships, and prevention of substance abuse. Families regularly received support for basic needs, access to community services, career advancement, and advocacy. The FRC continued to host enrichment activities for students and families, such as Ballet Folklorico, at the center and school sites. Students also had opportunities to engage in art classes and families could attend weekly Cafecitos coffee time meetings with community partners in a safe, inviting, and informative space. Under the supervision of the MLE/FRC Director, the Ellevation web-based platform is used on an ongoing basis to monitor the progress of students learning English, as well as those reclassified as RFEP within the past four years. Teachers contributed by providing classroom-level assessments of student achievement.

iReady Assessments
Online assessment and instruction program iReady was fully implemented in 2024-25 and continued in 2025-26. Assessments in reading

were administered to grades K through 8 and in math to grades K through 5 in fall, winter, and spring. Site administrators and teachers analyzed results, specifically student performance in each grade-level placement (on, below, or above grade level) and domain performance, to identify areas of potential focus, student growth during and across years, setting goals, planning learning experiences for administrators and teachers, adjusting curriculum pacing, and individualizing instruction. Secondary sites opted to monitor student progress and identify areas for growth through analysis of interim state assessments, interim assessment benchmarks, and assessments embedded in curricular programs.

Placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. The adaptive diagnostic assessment adjusts questions to meet student needs in determining how to best support individual student learning. Assessment results were used as an indicator of student performance on state assessments and to guide instruction. Results were disaggregated by socioeconomic status, EL status, gender, and students receiving special services.

The instructional component provided students with lessons based on their individual skill level and needs to reach grade level, allowing students to learn at their optimal pace using engaging, interactive lessons. iReady is aligned with California state standards with a high correlation to CAASPP state assessments covering phonological awareness, phonics, high-frequency words, vocabulary, comprehension in literature and informational text, numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.

With the exception of math in winter and fall of 2025, student performance on iReady assessments improved annually from 2023-24 to 2025-26 and throughout each school year. In fall 2023, 26.9% of students districtwide were early (partially at) or mid/above grade level in reading, increasing to 45.9% in spring 2024. Similarly, fall 2023 math assessment results showed 13.2% of students districtwide were early or mid/above grade level increasing to 39.2% in spring 2024. Math assessment results for 2024-25 revealed the same trend with higher percentages of students partially at/mid/above grade level earlier in the school year. Fall 2024 assessment results showed 30.0% of students overall were early or mid/above grade level in reading, rising to 47.0% in winter 2025, and 29.0% were early or mid/above grade level in math rising to 31.0% in winter 2025. The 2025-26 results to date show the highest percentage of students at early or mid/above grade level since implementation of iReady. Fall 2025 reading assessment results showed 35.0% of students were early or mid/above grade level, increasing to 49.0% in winter 2026. Fall 2025 math assessment results showed 15.0% of students at early or mid/above grade level, increasing to 32.0% in winter 2026. Spring 2026 results are pending.

iReady assessment results were analyzed during site data meetings to monitor student progress. Based on individual results, students were provided targeted support during intervention, FLEX, and dedicated EL periods. Professional development was, and will continue to be, engineered based on students' areas for growth identified through assessment results. iReady math assessment results guided district collaboration with El Dorado County Office of Education and California Education Partners on teacher training and refining instructional strategies to support student outcomes. Future plans include, in partnership with the Marcella Foundation and other agencies affiliated with the Read Tahoe 2025-30 Action Plan, utilizing iReady reading assessment results to positively change literacy outcomes for students.

CAASPP Spring Push
Traditional elementary schools and South Tahoe Middle School offered targeted, direct instruction to students nearly meeting standards on ELA and math state assessments through the CAASPP Spring Push after-school program. Primary objectives were:

- To support students approaching standards with additional knowledge, skills, and practice to support their mastery of ELA and math state standards
- To provide teachers with training to explore formative assessments and their impact on student learning, using iReady standards mastery or CAASPP interim assessments
- For teachers to utilize grade-level content while providing scaffolding supports to increase student learning

Program participation was available to a maximum of twelve students per testing grade level who were approaching standards, willing to receive additional temporary support from a teacher, and committed to attending all sessions. Teachers delivered intensive, targeted instruction for a minimum of 45 minutes per lesson. ELA and math sessions were well attended with participation close to capacity.

The ELA Push program consisted of twelve total grade-level lessons in March 2026, delivered three days per week over four weeks. Teachers utilized rigorous, grade-level fiction and nonfiction instructional materials with a focus on reading complex text across genres, writing using evidence from text, research-inquiry tasks, and listening in academic contexts to support student success on state assessments.

The Math Push program consisted of nine total grade-level lessons in April 2026, delivered three days per week over three weeks. Teachers utilized rigorous, grade-level instructional materials with a focus on reasoning and application claims, concepts and procedures, problem solving/modeling and data analysis, and communicating and reasoning.

Student outcomes will be reflected in 2025-26 iReady local assessment and CAASPP state assessment results.

Special Education Services
Special education is a vital component of LTUSD's instructional program, requiring ongoing review to ensure quality, compliance, and fiscal responsibility. The LTUSD Board approved a study of the Special Education program by School Services of California (SSC). SSC conducted a comprehensive evaluation of the district's special education program, including staffing, service delivery, compliance, fiscal practices, and alignment with best practices. The study comprised a financial audit; compliance checks; data analysis; observations and site visits; and interviews with staff, students, and families. SSC will provide recommendations addressing underlying trends and patterns, as well as possible actions that, if implemented with fidelity, will build the district's capacity to provide high-quality, compliant programs, support improved outcomes for students with disabilities, and maximize available resources. Final report pending at the time of this writing.

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

Sierra House Elementary School
Let's Grow – Getting Results with Objectives and (hard) Work

The Sierra House Elementary School Single Focus Plan targeted math instruction, with approaches and practices aligned with the LTUSD vision and mission statements. Their work encompassed literacy, innovation, and teaching for the whole child as well as valuing the strengths

and contributions of staff and families. Developed in fall 2021, the Single Focus was based on the premise of improving math instruction and student outcomes. Initial steps included delving into California state standards and critical concepts and posting and discussing daily math lesson objectives in student-friendly terms. Since inception, Sierra House has built efficacy as teachers and collaborators, established long-standing systems that will endure through team composition changes, and observed student growth in math performance.
The plan defined clear objectives to continue improving and sustaining high level student math performance:

- Why: focus on coherence and continue to refine horizontal and vertical articulation, utilize data to improve student outcomes
- What: focus on the standards; clear objectives, coherence, collaboration, asset-based instruction
- How: research-based practice and strategies proven to help students become confident and capable learners; using Standards of Mathematical Practice (SMP), help students master the eight standards of mathematical practice and support staff in using the eight effective math teaching practices

Since 2023-24, the site utilized an internally developed yearlong implementation planning document to which staff could add information as objectives were met. The document ensured work was consistent and thoughtfully planned out as well as providing a record of progression throughout the school year. Regular collaboration sessions were held with customized guiding documentation sheets that identified specific outcomes and provided space for staff to note their thoughts, learning, questions, and discoveries. These documents also served as reference materials designed to support growth and develop professional practices. During the first half of the 2025-26 school year, two days per month were set aside for teacher collaboration involving consecutive meetings with targeted focus on math data, analyzing student work, and planning instruction based on student performance. Collaboration expanded to include writing during the second half of the school year, with one day dedicated to math and the second to writing. As with math, the Sierra House team initiated the process of building coherence and rigor into its writing practices through grade level collaboration, vertical articulation methods based on the Step Up to Writing program, ongoing analysis of writing practices and student outcomes, and creating a working document focused on California state writing standards by grade level.

With support from CA Ed Partners, Sierra House continued to utilize the Learning from Children data collection resource which analyzes six California state math standards and what strategies students use to solve problems. Data reveals student strategies and relational thinking allowing for analysis of the number of correct answers, how students approached the solution, and determination if instruction is building genuine procedural fluency from conceptual understanding. Students are given the same question at the beginning of the year and after each trimester; results showed a higher percentage of students correctly answering the same question over the progression of the school year and strategies used. Additionally, longitudinal data for the same students showed progression over time with 1) a higher number of 3rd grade students coming to a correct answer than when in 2nd grade, and 2) the evolution of strategies with utilization of more and different strategies in 3rd grade than when in 2nd grade. Students were also posed questions to determine their relational thinking which revealed whether students understood the equivalence of an equation, not just simple computation. Analyzing student responses to this and similar tasks was essential for staff learning labs and classroom visits in helping them to develop shared practices and ensuring coherence across teaching teams.

Fidelity of practice was accomplished through teachers' commitment to posting daily objectives and discussing learning intentions with students; collaborating with CA Ed Partners; ongoing professional development; and monthly collaborations to reflect on instruction, student work and thinking, assessing efficacy of instruction, and identifying next steps to maximize student learning. Teachers utilized research-based strategies and addressed critical concepts to remediate and challenge students, Learning from Children Assessment and Dashboard results analysis, and participated in learning labs and classroom visits/observations.

iReady local math assessment results showed consistent long-term growth with two percentage points more students performing at or above grade level from winter 2023 (29.0%) to winter 2026 (31.0%). The percentage of students performing two to three or more grade levels below grade level remained fairly consistent for the same time period ranging from 17.0% in winter 2023 to 18.0% in winter 2026. Schoolwide iReady math results from September 2025 to January 2026 also showed a consistent positive trend of students moving toward grade level proficiency.

Although schoolwide state math assessment results declined slightly for Sierra House students from 46.1% meeting/exceeding state standards in 2023-24 to 45.3% in 2025-26, results have improved overall since 2021-22 with 42.1% meeting/exceeding standards. The percentage of students not meeting standards (level 1) at 31.3% in 2021-22, declined to 26.9% in 2024-25 while those meeting standards (level 3) increased from 21.5% in 2021-22 to 26.0% in 2024-25. Notably, Sierra House students' overall math performance has exceeded students statewide by no less than 6.1 percentage points since 2021-22. The intentional, cyclical use of data is associated with student success and growth.

Sierra House and the LTUSD Board of Education were honored at the California School Boards Association Golden Bell Awards for equitable student outcomes. The Golden Bell awards promote excellence in education and school board governance. The awards reflect the depth and breadth of education programs and governance decisions supporting these programs that are necessary to meet students' changing needs. For the second year in a row, Sierra House was recognized by the Educational Results Partnership and made the Educational Results Honor Roll. Sierra House was designated as a STAR school (greater than, or equal to, 33% of students designated as SED) for making gains in closing student achievement gaps based on state assessment results. Additionally, the school principal and staff presented at the Northern California Math Conference on quality warmups.

Future plans to further student growth and instructional strategies in math include:

- Professional development with guest speaker on effective math practices and standards for mathematical practice
- Ongoing collaboration with CA Education Partners and El Dorado County Office of Education
- Build on understanding of state math frameworks and standards
- Pilot and implement new math curriculum
- Continue student work analysis and reflection (iReady, Learning from Children)

Mt. Tallac Continuation High School
Increase Student Success: increase attendance, graduation rates, and student employability

The Mt. Tallac Continuation High School Single Focus Plan concentrated on increasing student attendance, graduation rates, and employability. The school continues to provide a strong multi-tiered system of supports resulting in a 73.0% attendance rate, approximately 4.0% higher than the state average for continuation schools. Higher attendance is expected to positively impact graduation rates and overall student outcomes. Attendance interventions and supports were provided to students through a progressive tiered scale with Tier 1 offering incentives and recognition; Tier 2 providing attendance coaching, SARB referrals, and student/family meetings; Tier 3 requiring a contract meeting, home visits, graduation date extension, wraparound services, and impact on employment/internship opportunities; and Tier 4 students potentially transitioning into either Adult Education for not attending class or not on track to earn their diploma by the age of 18 or independent study if they were close to earning sufficient credits to graduate.

Students had to digitally sign in upon arrival at school, which mimicked reporting for a job and provided staff better data on student attendance. Students were required to spend accountability time after school for tardiness; staff communicated daily with students and their families about excessive tardiness and absenteeism in seeking solutions to attendance barriers, and a quarterly incentive program was continued for students attending 90.0% or more of their instructional days. The school was successful in improving graduation rates with 76.7% of students graduating per the 2023 California School Dashboard, increasing to 82.0% in 2024. In 2025, graduation rate growth slowed with 68.9% of students receiving diplomas.

In working towards improving graduation rates, Mt. Tallac has been successful in removing cell phones from the classroom. Individualized strategies are developed for students to remain in school and earn credits towards graduation, interventions are established early for struggling students, and the school collaborates with district support staff and community partners to remove barriers and support student success.

Student employability has been one of Mt. Tallac's primary focuses. Friday visits to Lake Tahoe Community College (LTCC) continued during which students attended their regular classes on LTCC's campus, were exposed to the college campus environment, and attended presentations on department programs. Students had the opportunity to explore college programs such as forestry, culinary arts, and the Fire Academy. Guest speakers, of similar backgrounds to Mt. Tallac students, presented on opportunities after graduation.

Students were enrolled in the Career dual-enrollment course, providing 20 credits of career study above state requirements. The school prepared students for employment through exploration of student values, interests, and skills; preparing resumes, participation in mock interviews; completing employability skills modules; guidance on securing and maintaining a job; and completion of CPR and food handler certification as a requirement for graduation. Mt. Tallac maintains strong relationships with community partners who support student transition into the workforce or post-secondary education.

Mt. Tallac continued to hold its annual meet and greet where various community organizations met with students and families, organization representatives participated in mock student interviews, and students engaged with community members in a different format. Students visited various business and trade schools to explore and prepare for post-secondary career and college opportunities:

- Universal Technical Institute: explored vocational programs
- Sierra Academy of Style: explored cosmetology school program
- Truckee Meadows Community College: explored degree and certificate programs
- Margaritaville Resort: explored employment opportunities

The student internship program was modified to include rotations through various district departments. Students shadowed staff members in food services, elementary support, facilities, and office support. Staff taught students about their jobs and department roles, modeled workplace skills, and answered questions about their careers. Students wore Student Intern shirts throughout rotations, not only identifying them as interns but giving them a sense of connectedness to the school and District as a whole.

As a small school, Mt. Tallac prioritized developing comprehensive data collection systems. Staff compared and analyzed beginning and end of year data on employability to assess what students learned over the school year and evaluate their post-secondary plans. Future plans include expanding district internships, offering learning opportunities by incorporating experiences in the CTE Makerspace program, and

expanding student well-being engagement opportunities in partnership with the city's newly constructed recreation center. Mt. Tallac remains focused on increasing student success by improving attendance, strengthening pathways to graduation, and preparing students with meaningful real-world skills for life beyond high school.

Elevated Digital Learning Academy
Reimagining Elevated Digital Learning Academy to sustain and support students desiring a flexible online environment

The Site Single Focus plan was revised in 2025-26 from experiential learning to reimagining Elevated Digital Learning Academy to sustain and support students desiring a flexible online learning environment. Enrollment has fluctuated greatly since inception in the 2020-21 school year, peaking at 119 students in 2024-25 and dropping to 76 in 2025-26. This resulted in decreased staffing from five full-time teachers to 1.6, with one teacher dedicated to students up to 6th grade three days per week and another teacher dedicated to 7th through 12th grades full time. With the notable change in enrollment, the academy transitioned to a new model relying on external online companies and teachers taking on a new role as Success Coaches.

The elementary grade teacher utilized the Acellus K-12 online learning system, which applies vectored instruction in identifying gaps in student knowledge and provides targeted instruction to accelerate student learning. The program offers standards-based courseware for classroom, hybrid, and independent student environments using adaptive instruction and targeted intervention. The teacher held individual meetings with every student weekly and communication with parents and students was ongoing, often daily, to build relationships and hold students accountable. Students were also required to participate in monthly, in-person meetings which included academic instruction and community-building activities.

Grades 7 through 12 utilized the newly adopted Subject.com platform which was introduced in the 2025-26 school year. The curriculum combines cinematic short-form video lessons with interactive assignments so students can demonstrate subject matter mastery through different authentic assignment types. Students could participate in interactive lab activities, debates, and group work embedded within the platform. The program contains embedded tools such as highlighting, read-aloud, translation, and an explanation feature, which provide additional support to students with exceptional needs and those with a 504 plan. Students also had access to tutors virtually for subject area course work, which aligned with the model of the academy, provided additional academic support, and promoted deep engagement in the curriculum. Graduation requirements were adopted specifically for Elevated and students completed a senior seminar course through the Subject.com platform. The secondary teacher met individually with every student weekly, either in-person or virtually, and held in-person learning labs for students who performed better through teacher interface. Finals were held in-person to increase student accountability and middle school-aged students participated in an advisory and iReady pathway teacher meeting every week. The secondary teacher also hosted parent workshops every semester to promote family engagement. The workshops were well attended and provided families opportunities to network and recognize they had a shared community, even in an online, digital learning environment.

In 2025-26, school counselor support expanded to serve all secondary academy students. The counselor plays a critical role in developing individualized student schedules to accommodate unique circumstances, demonstrating the dynamic necessity of the academy. Elevated’s flexible schedule accommodates student athlete training and competition regimen allowing them to pursue their passion while receiving a high-quality educational experience. The academy also serves students experiencing mental health challenges, mid-semester crises, and mental and physical health conditions preventing students from attending a traditional school setting. Elevated also administered the Independent Learning Academy to support students who did not meet age requirements for other educational alternatives or required home-

based flexibility.

Elevated focuses on offering students a stable online learning environment and improving student performance. Teachers used iReady, an online reading and mathematics program, to identify student needs, develop individualized lesson plans and supports, and work directly with students through the platform while monitoring their progress. Future objectives are to improve student performance on state assessments and stabilize enrollment. Secondary enrollment was limited in 2025-26 to maintain a manageable class load for the dedicated secondary teacher and ensure students received targeted support to meet their individual needs.

To increase student online safety, accountability, and teacher communication, teachers monitored online activity using the Lightspeed program.

Future plans include:

- Continue to monitor student progress through Acellus, Subject.com, and iReady
- Monitor student enrollment and ensure supports are accessible to all students
- Review staffing needs with district leadership
- Accreditation review

Meyers Elementary School
Strengthening relationships among students, staff, and families while continuing to elevate learning and achievement for all

Meyers Elementary School's Single Focus Plan targets strengthening relationships among students, staff, and families while continuing to elevate learning and achievement for all. The Meyers team concentrated on instruction and creating systemwide coherence. A key part of their work was participation in the (CA Ed Partners) P3CC Math collaborative and using evidence-based instructional practices to improve student achievement.

Meyers teachers were dedicated to reading literacy and delivering high-quality instruction while integrating interventions to ensure student growth and success. iReady local assessment results for reading revealed the percentage of students early on or mid/above grade level increased significantly from fall 2025 at 52.0% to 73.0% in winter 2026. This aligned with 2024-25 state ELA assessment results and 74.4% of Meyers students meeting/exceeding standards, a slight drop from 75.2% in 2023-24.

With development and implementation of systemwide coherence in math instruction coupled with targeted interventions, students made measurable gains in math performance. Fall 2025 iReady results showed that 31.0% of students were early on or mid/above grade level, increasing to 58.0% in winter 2026. Student performance on state math assessments improved from 61.2% meeting/exceeding state standards in 2023-24 to 64.8% in 2024-25. Strong performance on state and local assessments indicates student readiness for post-secondary career and college, less remediation, and long-term success.

The Meyers team utilized open math tasks to engage students' curiosity, critical thinking, and creativity rather than simply following step-by-step instructions. Counting Collections activities required students to figure out how many objects were in a "collection," then create a written representation of what and how the objects were counted. Students would organize, compare, and think critically about quantities which strengthened both their number sense and ability to communicate their thinking processes.

Whole child school-based supports available to all students included access to a school psychologist, nurse, and part-time counselor. Social-emotional learning was provided through programs including 123 Wellness (see 2.2 Social Emotional Practices for program details), sponsored by the El Dorado County Office of Education, and Soul Shoppe, supported by the Tahoe Alliance for Safe Kids (TASK) and Meyers PTA. Real time data on student wellness was available to staff through the 123 Wellness dashboard, helping staff to connect instantly with students who were struggling or demonstrating patterns of behavior that required additional support. Soul Shoppe, a research-based experiential learning model rooted in early childhood development practices, taught students how to have healthy relationships – at school and at home – by providing them tools to self-regulate, support their friends, and resolve conflict.

The school made a collective effort to develop a strong community and instill pride, joy, and a sense of belonging in its educational partners. Meyers celebrated students through special events, assemblies, student presentations, and meaningful recognitions. Outreach extended beyond the school with emergency services personnel and staff from other sites reading to students during Community Reader events. The school PTA sponsored several events, including a beginning of the year ice cream social, end of year barbecue, staff appreciation week, 5th grade overnight field trip to Yosemite National Park, and funding transportation costs for all field trips. They partnered with staff and families to engage the community in creating a connected, supportive environment where students could thrive socially, emotionally, and academically. Meyers PTA partnership promoted family engagement and student morale by coordinating family events, fundraisers, Spirit Wear sales, and school dress up days. They also provided financial support for classroom supply purchases and refurbished the school's staff lounge.

Meyers Elementary continued its tradition of the PAWSITIVE student incentive program which promoted Practicing safety, Acting responsibly, Working together, and Showing respect. Focused on honoring student success, students were recognized and celebrated for exhibiting these behaviors during quarterly assemblies, attended by the school community and family members. PAWS tickets were distributed daily at all grade levels by teachers and support staff, and the program aligned with school awards assemblies. This reinforcement system helped build positive school culture, promoted schoolwide core values, and encouraged students to follow behavior expectations.

Meyers Kindness Club, a student leadership club overseen by the school counselor and comprised of 5th grade students, shared a positive quote and cheer before each assembly, recognized PAWS winners, and sat with younger students to model positive behavior. They also shared a daily kindness quote during morning announcements, enthusiastically greeted and welcomed students and family members to school every Friday, assisted staff and PTA with schoolwide Random Acts of Kindness week and other school events, and served as peer buddies during grade K-2 recess and reading times. Students developed original, creative ideas for promoting kindness, inclusion, and PAWS core values. These student leaders demonstrated that they were driven and motivated, as evidenced by their commitment to supporting positive culture initiatives and committing significant time during lunch, recess periods, and before and after school. They also provided valuable input to site leaders on students' needs and concerns, ensuring that student voices remained an important part of the site's decision-making process.

Dashboard results for Meyers Elementary reflect ongoing efforts to create and maintain a connected, supportive school environment. Chronic absenteeism dropped from 13.2% in 2024 to 9.3% in 2025, well below students statewide at 17.1% in 2025. Suspension rates climbed slightly from 0.3% in 2024 to 0.6% in 2025, yet remained below students statewide at 2.9% in 2025. CHKS results for 5th grade students showed 66% of students felt a sense of connectedness to their school, 80% felt safe at school, and 74% reported students were treated with respect. With only 50% of students reporting students were well behaved, site initiatives will serve to promote a positive school climate and

potentially increase respectful student behavior among peers.

Teachers participated in ongoing professional development and collaboration to refine instruction and improve student outcomes. They focused on creating systemwide coherence in instruction by using data and formative assessments to guide teaching. A site team collaborated through the CA Ed Partners Math P3CC partnership in identifying student and instructional strengths and gaps and developing future goals and actions.

Bijou Community School
Improving research-based instructional practices in English and Spanish language development in order to improve student outcomes, particularly for English language learners.

Bijou's Single Focus plan centered around an asset-based approach, including home language as an asset for all students. All students are considered language models and language learners in the belief that no student should have to relinquish their first language to learn a second. The Bijou Single Focus Team was comprised of teachers from each grade level and the site principal, ensuring the focus on language development was shared and supported across every classroom and grade level. The school supported an additive bilingualism environment for students to retain their first language and cultural identity while empowering their academic growth.

The 2025-26 plan is the culmination of five years of intentional work, progressing through needs analysis in 2021 to aligning dual-language programs and ELD models. Thinking Maps and the Path to Proficiency approach, which provided skills in supporting students to talk and write using these maps, were integrated into instructional strategies over the past two years to provide specific supports for speaking and writing. Write from the Beginning, an extension of Thinking Maps, was implemented in 2025-26 to teach and plan writing. Staff have focused on writing alignment and coaching, and ensuring engagement strategies were active across all content areas to provide students consistent opportunities to collaborate and communicate in a supportive, equitable environment.

Bijou moved toward a high structure, intentional approach to language and away from incidental language development, recognizing that oral language is the essential bridge to successful writing. This was accomplished through utilization of Thinking Maps as a shared visual "language for learning" for all subjects. Lessons included opportunities for students to use oral language at each stage of their writing.

The school continued core instructional practices as part of its long-term commitment to student growth. Staff sustained core practices which fostered participation through Think/Pair/Share for equitable engagement, Random Calling to maintain a culture of participation, and Thinking Maps to support critical thinking. These strategies supported active language output, increased the number of students engaged simultaneously, and allowed teachers to actively monitor students and determine what they were understanding through content. Thinking Maps created consistency across the school by generating a shared visual language for learning. They were used for understanding reading content, understanding the structure of text, and thinking critically and talking about writing through content. Think/Pair/Share is a cooperative discussion strategy which promoted oral language and allowed students processing time for new content; provided time for teachers to observe how students were using language; and assisted student development of social skills in talking, listening, and speaking clearly. Teachers continued to use equity sticks or digital programs to randomly select students to answer questions, rather than calling on students with raised hands. Random calling supported a culture of participation and attention which allowed teachers to check for understanding with a random sample of students. Bijou continued utilizing its modified ELD model for grades TK-5 to ensure English learners received both integrated and designated ELD that met their specific needs in a dual language program. The partnership with CA ED continued to support

academic language development in math instruction through ongoing implementation of strategies such as Counting Collections, Number Talks, and Three Reads Protocol. Initially implemented in 2024-25, Bijou continued with a 15-minute English math block added to grades 3-5 in which students participated three times per week. The block served to cover math topics in English that were taught in Spanish during regular classroom instruction. This also benefitted students who were administered state assessments in English.

Utilization of Thinking Maps evolved from learning the eight fundamental maps of circle – defining in context, bubble – describing, double bubble – comparing and contrasting, tree – classifying, brace – whole relationships, multi-flow – cause and effect, and bridge – analogies to specifically targeting narrative writing through Write from the Beginning. Staff consistently utilized the maps to provide students tools for academic speaking and writing.

Implementation of site programs was supported through full day, grade-level professional development sessions to teach narrative writing and learn about vertical progression across grades; ongoing coaching; reviewing concepts and strategies during early-out Wednesday collaboration time; and modeled lessons such as TK guided writing, 1st grade categorical writing, and imaginative narratives for 4th and 5th grades. During the past three years, targeting language development has been aligned with speaking and writing instruction based on the maps to give students tools they need for academic success.

Bijou teachers continued to score student writing based on grade-level rubrics, using summary sheets to analyze skills students have mastered and those requiring reteaching, such as providing mini-lessons on descriptive sentences. Rubrics were also used to identify programmatic instructional strengths and weaknesses.

Bijou students made significant growth in reaching grade level benchmarks in Spanish reading during the 2025-26 school year. Local assessment iReady results showed 18.0% of Kindergartners at mid/late/above grade level in fall 2025 increasing to 87.0% in spring 2026, 1st grade 45.0% in fall and 75.0% in spring, 2nd grade 36.0% in fall and 71.0% in spring, 3rd grade 25.0% in fall and 51% in spring, 4th grade 22.0% in fall and 35.0% in spring, and 5th grade 14.0% in fall and spring. Despite slower or lack of growth in higher grades, foundational shifts in Bijou's instructional strategies will continue to close learning gaps as students progress through grade levels.

Student performance on state ELA and math assessments has steadily improved from 2021-22 to 2024-25, yet learning gaps between student groups persisted. In 2021-22, 34.4% of Bijou students met/exceeded state standards in ELA, 39.4% in 2022-23, 47.4% in 2023-24, and 44.6% in 2024-25. This reflects an increase of 10.3 percentage points over the past four years. Additionally, almost 75% of students improved their ELA scores from 2023-24 to 2024-25. The highest performing student group in ELA across all years was White students with 69.2% meeting/exceeding state standards in 2021-22, 71.9% in 2022-23, 76.5% in 2023-24, and 73.0% in 2024-25. SWD followed with 25.0% meeting/exceeding standards in 2021-22, 23.1% in 2022-23, 37.5% in 2023-24, and 42.5% in 2024-25. In 2021-22, 20.6% of Hispanic students met/exceeded state standards, rising to 23.5% in 2022-23, 34.5% in 2023-24, and 29.3% in 2024-25. SED performed lower than SWD in 2021-22 with 16.9% meeting/exceeding standards, 24.5% in 2022-23, 31.5% in 2023-24, and 28.7% in 2024-25. The lowest performing student group over all four years was EL with 9.0% meeting/exceeding ELA standards in 2021-22, 7.0% in 2022-23, increasing significantly to 19.2% in 2023-24, and dropping to 8.9% in 2024-25. When comparing 2021-22 and 2024-25 data, with the exception of EL, student group performance on state ELA assessments showed moderate to significant improvement with percentage point increases of students meeting/exceeding standards for White students of 3.8, 8.8 Hispanic, 11.8 SED, and 17.5 SWD. Comparing 2024-25 results to 2021-22, EL performance dropped 0.1 percentage points.

From 2021-22 to 2024-25, Bijou students' overall performance on state math assessments trended similarly to ELA with overall improvement and persistent learning gaps amongst student groups. In 2021-22, 19.9% of Bijou students met/exceeded state standards, increasing to 24.2% in 2022-23, 23.7% in 2023-24, and 26.9% in 2024-25. An overall increase of 7.0 percentage points was realized over the 4-year time span. White students were the highest performing student group in math with 50.0% meeting/exceeding standards in 2021-22, 43.9% in 2022-23, 51.0% in 2023-24, and 49.2% in 2024-25. SWD followed with 15.0% meeting/exceeding standards in 2021-22, 23.1% in 2022-23, 16.7% in 2023-24, and 32.5% in 2024-25. In 2021-22, 8.3% of Hispanic students met/exceeded state standards, 13.9% in 2022-23, 11.6% in 2023-24, and 15.5% in 2024-25. SED performed slightly below Hispanic students in 2021-22 with 6.9% meeting/exceeding state standards, 15.0% in 2022-23, 13.3% in 2023-24, and 20.4% in 2024-25. EL was the lowest performing student group in math, with 5.8% meeting/exceeding state standards in 2021-22, 6.4% in 2022-23, 6.7% in 2023-24, and 8.9% in 2024-25. Comparing 2021-22 and 2024-25 data, with the exception of White students, student group performance on state math assessments showed moderate to significant improvement with percentage point increases of students meeting/exceeding standards for SWD of 17.5, 13.4 SED, 7.2 Hispanic, and 3.1 EL. Comparing 2024-25 results to 2021-22, White student performance dropped 0.8 percentage points.

Bijou EL performance on ELPAC assessments has varied with an overall slight decline from 2021-22 to 2024-25. The percentage of students who decreased at least one ELPI level in 2021-22 was 23.5%, 21.3% in 2022-23, 11.3% in 2023-24, and 22.1% in 2024-25. In 2021-22, 27.5% of EL maintained ELPI levels 1 to 3H, 33.9% in 2022-23, 22.6% in 2023-24, and 30.1% in 2024-25. The percentage of students who progressed at least one ELPI level was 49.0% in 2021-22, 44.9% in 2022-23, 65.3% in 2023-24, and 46.9% in 2024-25. Comparing 2024-25 results to 2021-22, the percentage of students who decreased at least one ELPI level dropped by 1.4 percentage points, maintained ELPI levels 1 to 3H increased by 2.6 percentage points, no students maintained level 4, and increased at least one ELPI level declined by 2.1 percentage points. Changes to the ELPAC assessment process, such as excluding TK students starting in the 2024-25 school year, may have impacted results.

Bijou’s aim is for students to be proficient in oral language by 3rd grade, which also supports reclassification in middle school. Reclassification rates have increased overall since 2021-22. In 2021-22, 10.0% of the school's EL students were reclassified as RFEP, 6.0% in 2022-23, and 14.0% in both 2023-24 and 2024-25.

In 2026-27, Bijou plans to focus on expository writing through Thinking Maps professional development and teacher coaching, building on prior work in narrative writing and continued writing calibration practices. Plans include reflecting on lessons learned in the 2025-26 school year and engaging in teacher collaboration to review student work and develop short, targeted mini-lessons.

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

South Tahoe Middle School’s Single Focus Plan aimed to maximize engagement of students, families, and staff to create a positive school culture. The plan was supported and facilitated by a team of curriculum representatives across departments who guided the work collaboratively. Members represented Special Education, Social Studies, Science, ELA, Physical Education, Math, Language/Electives, and administration. Staff utilized PBIS practices extensively to improve school climate by promoting positive behavior. PBIS implementation included supportive systems such as social probation and restorative projects through which STMS utilized student discipline as learning opportunities. Students learned from their actions and remained connected to the campus. In 2025-26 to date, 180 Student of the Month awards, 25 teacher PRIDE awards, and over 500 student PRIDE recognition awards have been issued.

The school's motto, PRIDE, stands for: being Positive, showing Respect, acting with Integrity, staying Determined, and being Engaged. PRIDE provides a common language and defines expectations of student behavior. It is taught and reinforced through use of a PBIS matrix, weekly drawings, student and staff recognition, visual displays, the schoolwide rodeo, and videos broadcast through the school's Timberwolf Television.

STMS's approach to engagement goes beyond academics by supporting the whole child and ensuring every student feels supported, connected, and cared for. The onsite Wellness Center, which focuses on building students' social-emotional skills, provided targeted individual and group support. The school has partnered with the Boys and Girls Club of South Lake Tahoe, Lake Tahoe Community College, and Tahoe Youth and Family Services to further strengthen a comprehensive support system and create a safety net for all students. STMS continued to partner with Sierra Child Services, Hands for Hope, the TRIO college tutoring program, and Mountain High Recovery Center to provide comprehensive wraparound services to students. Work is grounded in the five SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. These social-emotional supports teach students to manage stress, navigate challenges, and build healthy relationships with school staff and their peers.

STMS offered a variety of enrichment clubs including arts, academics, and athletics, providing students with diverse opportunities for exploration and engagement. The SAVE Promise Club, Girls Empowerment, and Youth on the Margins Through Art were added in the 2025-26 school year to existing clubs, including Mathletes, Snowboard/Ski Club, Ally Club, Art Club, Badminton, Chess, Karaoke, LIVAT (Lead Inspire Volunteer Act Thrive) Club, Snack Making, Volleyball, and recreational athletics. Of significant importance is all STMS clubs were facilitated by staff, strengthening relationships and students' sense of connection and belonging to their school beyond academics.

The SAVE Promise Club was facilitated by STMS's counseling team. It is a student-led violence prevention and inclusion club and part of the Sandy Hook Promise network. Students participated in initiatives such as starting conversations with their peers to promote inclusion for all students, developing a "see something, say something" culture to combat bullying and violence, raising awareness through kindness grams and lunchtime outreach events, and No One Eats Alone Day.

The Girl Empowerment club was a 12-week series facilitated by Tahoe Youth and Family Peer Advocates. The club focused on building student confidence through peer support, developing leadership skills, and establishing healthy relationships. Students participated in sessions on team building, communication skills, assertiveness, digital safety, body image and self-worth, self-care, coping skills, and values and life choices. Club members were encouraged to participate in positive peer interactions which supported efforts to reduce social isolation and create opportunities for kindness and inclusion.

Youth on the Margins Through Art was coordinated by Lake Tahoe Community College, STMS, and TRIO, and offered students opportunities to express their creativity through art. Sessions were led by a local artist and helped boost students' confidence and sense of belonging through interactions with fellow club members. They created individual expressive art pieces and completed a group mural. The club contributed to a more welcoming and supportive school culture by providing students with a safe and supportive space for self-expression, and created opportunities for meaningful student voice and storytelling.

Data on behavioral referrals showed a significant decline in major behavior referrals since 2024-25. Considerable reductions in the number of chronic-case students receiving seven or more major behavior referrals have been observed since 2023-24, reflecting the impact of the

school's strengthened support systems. The number of students receiving one to three major behavior referrals in 2023-24 was 87, dropping to 75 in 2024-25, and 66 in 2025-26 year to date. The same trend was observed for students receiving four to six referrals at 17 in 2023-24, 12 in 2024-25, and 5 in 2025-26. In 2023-24, seven students received seven to ten major behavior referrals, increasing to 8 in 2024-25, and dropping to 2 in 2025-26 to date. Six students received eleven or more major behavior referrals in 2023-24, 9 in 2024-25, and 1 in 2025-26 to date.

STMS student attendance has improved since 2023-24 across most months. Monthly attendance rates stabilized between 90.0% and 94.0% with stronger mid-year stability, closing the gap toward the 95.0% goal. Chronic absenteeism rates also improved for students overall and most student groups. In 2023-24, 38.2% of students were identified as chronically absent, dropping to 36.1% in 2024-25. Data showed White students had the lowest chronic absenteeism rate in 2023-24 at 31.4%, rising to 39.1% in 2024-25 which represented the third lowest student group rate. SWD had the second lowest chronic absenteeism rate in 2023-24 at 40.4%, increasing to 48.5% and the highest student group rate in 2024-25. EL followed SWD in 2023-24 at 40.7% chronically absent, dropping to 38.4% in 2024-25 and the second lowest student group rate. Hispanic followed EL with 41.6% chronic absenteeism in 2023-24, dropping to 37.5% and the lowest student group rate in 2024-25. SED had the highest chronic absenteeism rate in 2023-24 at 43.5%, dropping to 42.8% in 2024-25 and the second highest student group rate.

STMS athletics programs continued to thrive in 2025-26 with 524 athlete entries, 317 unique participants, and a 7.0% overall increase in participation from 2024-25, exemplifying strong student interest and multisport involvement. Participation rates showed 35.0% of 6th graders, 48.0% of 7th graders, and 51.0% of 8th graders took part in at least one sport. Overall, 44.0% of the student body participated in at least one sport. Increased student participation in extracurricular activities reinforces students' sense of belonging to their school and connection with their peers.

A daily 30-minute FLEX Period was continued in 2025-26 offering enrichment, intervention, and student choice. The flexibility allowed teachers to target support based on student needs and afforded students opportunities to explore interests and extend their learning. RTI Scheduler was also continued in 2025-26 to enhance the FLEX period. The software is a digital logistics tool that assists in organizing student groups dynamically and responding to student data in real time. The combination of FLEX period and RTI Scheduler facilitated timely student support reinforcing STMS's commitment to individualized support in academic areas.

In 2025-26, the Parent Institute of Quality Education (PIQE) continued to offer South Tahoe Middle School parents learning opportunities on developing skills and techniques to meet the educational needs of their students. PIQE is a national organization with evidence-based programs that engage, empower, and transform parents to actively engage in their children's education and strengthen parent-school collaboration. The institute provides empowering information, skills development and support systems for low-income families, communities of color, and English Learner and immigrant families. PIQE recruited EL parents to participate in the middle school program, provided a needs assessment, and offered an 8-week evening training session which required parents to attend a 1¼-hour meeting each week. The institute's focus in 2025-26 was:

- Self-management, academic standards, and standardized testing
- Supporting academic achievement
- Building relationship skills and accessibility resources
- Fostering social awareness and understanding the school system
- Preparing for college and other post-secondary options

Approximately 45 parents attended more than four meetings qualifying them to receive a certificate of completion. Parents received their certificates during a graduation ceremony in December 2025 celebrating their accomplishments and a former STMS student served as keynote speaker. PIQE engaged parents in their students' educational journeys; improved communication between families and school staff; and helped families better understand the school system, student expectations, and pathways.

STMS utilized multi-channel connections to engage students and families. Leadership and advisory meetings were held regularly and parents were encouraged to volunteer and participate in school committees and organizations such as School Site Council, the English Learner Advisory Committee, and PTA. The site informed families and students of school activities through multiple platforms, including Timberwolf Television, Smore parent newsletters, Aeries Communications ParentSquare school messaging system, and infographics. STMS actively sought families to be active participants in their students' education and the school community.

South Tahoe Middle School staff engagement continued in 2025-26 through ongoing work with the Marzano High Reliability Schools (HRS) model focusing on level 2 of effective teaching in every classroom. Target areas were refining instructional strategies and realigning grading practices for better consistency across grades. Work was guided by Marzano The New Art and Science of Teaching framework and supported through various professional development opportunities, teacher collaboration during early-out Wednesday focused on student engagement, and Curriculum leader committee-led sessions including key instructional elements. Curriculum leaders reviewed the framework through The New Art and Science of Teaching, administered and analyzed a staff survey to identify priorities, identified and prioritized the top ten elements based on staff input, and departments prioritized the top three elements upon which strategies were developed. Using informal assessment of the whole class, highlighting critical information, and reflecting on learning were identified as top priority elements for 2025-26. Curriculum leaders then facilitated learning and sharing opportunities to practice strategy implementation, grade-level focused conversations and planning, and whole group sharing of success and opportunities for growth.

STMS staff recognized the need to refine grading practices in ensuring consistency and clarity across all grades. STMS blended standards-based and traditional grading, using a 1 to 4 scale which was converted to percentages for letter grades. This refinement created a more unified and transparent system, improving how student learning was communicated and better preparing students for high school expectations. Grading practices were analyzed and input gathered to improve processes. Staff were surveyed, the results of which were used to identify trends, strengths, and areas for growth. Curriculum leaders moderated staff feedback sessions to gather additional input, reflection, and support ongoing discussion. A draft proposal is in progress, which will align with district policy, with the goal of implementing updated grading practices in the 2026-27 school year.

The STMS Wellness Center provided opportunities designed to support teacher stress management and burnout prevention practices. Teachers received wellness journals to help them build consistent habits supporting balance, reflection, and resilience throughout the school year. Additionally, access to the Educator Wellness Book and Journal publication, offering a weekly teacher wellness focus, was shared through the STMS staff Smore newsletter every week.

STMS will continue to broaden enrichment opportunities, strengthen family education pathways, and expand its focus on high-quality instructional practices to support students in their academic and social-emotional growth.

South Tahoe High School

Build and elevate a culture of achievement, belonging, and collaboration for every student.

The Single Focus Plan for South Tahoe High School was driven by its vision to build and elevate a culture of achievement, belonging, and collaboration for every student. In 2025-26, STHS standardized rigor across all courses by developing and revising common summative and formative assessments, aligning courses' scope and sequence, and focusing on reducing D and F rates. The framework ensured students were receiving consistent, equitable, and high-quality aligned instruction. Further, curriculum alignment and instructional coherence will be refined in 2026-27 through the application of WASC and Marzano High Reliability Schools-aligned strategies:

- Developing student-friendly I Can statements for every unit
- Regularly analyzing student work during Wednesday early out Professional Learning Communities (PLC)
- Adjusting collaboration calendar to maximize PLC time for department-wide work

The three strategies will be applied in all departments, with subject-specific I Can statements guiding student learning and teacher instruction.

The CTE Department focused on bridging the gap between school and industry by significantly expanding work-based learning opportunities. Scope and sequence of all CTE courses were updated and digital assessment forms were introduced to monitor students' hands-on competencies in real time. Future plans include formalizing I Can statements such as, "I can demonstrate competence in a specific trade task," and "I can recognize proper versus improper techniques of a specific skill."

STHS English Language Development (ELD) Department refined its scope and sequence, enhanced formative and summative assessments, and created a grade 9-10 benchmark assessment. I Can statements, such as, "I can use academic language to support my ideas with evidence and background information," will be utilized to help students develop English language proficiency. All ELD seniors completed their senior projects (see requirements in the following paragraph) demonstrating significant growth in their writing and speaking skills, as well as their confidence. Based on state assessment results, EL performance in ELA and math remained areas for growth which will be addressed, in part, through ongoing application of WASC and HRS-aligned strategies.

The English Department is continuing to update courses to better reflect the variety of students' learning opportunities and align formative and summative assessments to direct instruction and demonstrate student growth. The department is developing I Can statements such as, "I can cite evidence from credible sources to prove a claim." Senior projects, a mandatory performance standard required for graduation, continued with students working with a mentor for a minimum of fifteen out-of-class hours on a self-selected topic, preparing a research paper, and providing an oral presentation to a panel of community members and faculty. Students collaborated with community partners to identify and develop post-secondary skills, which in 2025-26 included earning scuba certification, working in elementary school classrooms and dental offices, learning about radiology and physical therapy, working with local police and fire departments, composing and performing music, developing budget-friendly recipes, and publishing a 400-page book of poetry.

STHS's LOTE (Languages Other Than English) Department developed a full scope and sequence connecting the eleven Spanish courses offered through the department. During the WASC mid-cycle report, students reported to the WASC committee high levels of collaboration within the department which contributed to students' strong performance on the AP Spanish Language Exam. The department is developing I Can statements, such as "I can demonstrate the skills necessary to earn the California State Seal of Biliteracy." In 2025-26, 49 students will be awarded the California State Seal of Biliteracy, with six students identified as candidates.

To determine curriculum which will meet the state's rigorous standards and prepare students for post-secondary success, the Math Department piloted two curricula in 2025-26; the selection process is ongoing. Alignment of curriculum and scope and sequence across all math courses is near completion, which will ensure vertical alignment from Math 1 through advanced courses. I Can statements were developed to translate course and curriculum rigor into clear and concise student expectations: “I can graph all six trigonometric functions.”

In 2025-26, the Physical Education Department focused on professional development in coordination with elementary sites. Collaboration allowed STHS staff to refine their instructional approach and better serve students’ well-being. Scope and sequence were significantly updated to ensure strong alignment with California state standards. The department is emphasizing a clear progression of skills, health literacy, and core fitness concepts with fidelity across all grade levels to provide a consistent physical education experience. To engage students and teach them to integrate regular physical activity into their lifestyles, learning targets were included in I Can statements such as, “I can demonstrate how regular exercise benefits overall health and wellness.”

Social Sciences expanded class offerings by launching a new Cultural Geography course in 2025-26, taught in both English and Spanish. The course focuses on current events, with a responsive curriculum, and teaches the physical and political geography of various cultures. The Spanish course is available to students enrolled in the LTUSD Two-Way Bilingual Immersion program. Significant progress was made in embedding common assessments across history sections and establishing scope and sequence. Students will be able to demonstrate understanding through targeted I Can statements such as, “I can evaluate how the United States rapidly became an imperialist power following the Spanish-American War.”

STHS Student Services made progress toward increasing opportunities for students receiving special services to participate and learn in the least restrictive environment, enabling them to work alongside their peers in general education classes. The department continues to develop scope and sequence to vertically align with general education classes in English, math, and science. The Special Services I Can statement relates to aligning math classes: “I can solve 2-step equations solving for one variable.”

The Science Department expanded advanced placement and dual enrollment course offerings with the launch of AP Chemistry in 2025-26 and securing approval for CTE Tahoe Science II as a dual enrollment course starting in 2026-27, introducing students to the foundational forestry program. Documents for common formative and summative assessments and scope and sequence were developed, while work on refinement for rigor and assessment alignment continues. I Can statements were developed using student-friendly scales, including the Biology statement of “I can collect data and present it visually.” The department coordinates the Science Expo in alternating years with the Social Sciences Department, during which students participate in project-based learning by carrying out start-to-finish experiments and presenting results to their peers. In partnership with STEEC, Science Department staff coordinated Industry Enviro Day offering upperclassmen in-depth, hands-on lessons presented by industry community partners. The program was expanded in 2025-26 from smaller, 30-minute sessions to 84-minute, in-depth sessions with nine industry partners. Partners demonstrated to students how they utilized science skills in their professions and how students could transition into these careers.

The Visual and Performing Arts Department expanded student opportunities in 2025-26 through AP and dual enrollment Art courses, sold-out student performances and plays, and the launch of a zero-period competitive Jazz Band. Work on scope and sequence for music and art is nearly complete and common formative and summative assessments are in development. Performance-based scales include targets such as, “I can independently play and sing a complete song using basic guitar chords, rhythm, and vocal technique.”

Implementation of WASC and HRS-aligned strategies may be positively impacting student attendance, enrollment in higher-level and dual enrollment courses, and academic achievement. Average daily attendance (ADA), the total number of days of student attendance relative to the total number of instructional days, has increased since 2023-24. Peak ADA occurred each September from 2023-24 through 2025-26. In September 2023, ADA was 91.1%, increasing to 93.7% in 2024 and again to 94.6% in 2025. With the exception of November 2024 and February and March 2025, monthly ADA increased from 0.2 to 2.6 percentage points for the same month in subsequent years, across all years. Consistent with ADA trends, students' average weighted grade point average (GPA) increased from 2.73 in 2023-24 to 3.04 in 2025-26. The gradual, yet consistent, rise in GPA has resulted from teachers and support staff raising expectations of their students and promoting the I Can principle. The number of students enrolling in dual enrollment courses also increased substantially, from 745 in 2022-23 to 1,242 in 2025-26. Earning college credit while enrolled at STHS gives students a great advantage for post-secondary success in career and/or college.

Student performance on ELA and math state assessments has varied from 2021-22 to 2024-25, with chronic learning gaps between student groups. In 2021-22, 50.4% of STHS students met/exceeded state standards in ELA, 54.7% in 2022-23, 47.3% in 2023-24, and 41.5% in 2024-25. This reflects a decrease of 8.9 percentage points over the past four years. The highest performing student group in ELA across all years was White students with 56.6% meeting/exceeding state standards in 2021-22, 66.7% in 2022-23, 57.5% in 2023-24, and 50.0% in 2024-25. Hispanic followed with 42.5% meeting/exceeding state standards in 2021-22, 41.2% in 2022-23, 35.2% in 2023-24, and 31.1% in 2024-25. In 2021-22, 29.8% of SED students met/exceeded state standards, 45.5% in 2022-23, 33.6% in 2023-24, and 38.4% in 2024-25. SWD performed lower than SED in 2021-22 with 9.4% meeting/exceeding standards, 8.6% in 2022-23, 5.3% in 2023-24, with significant growth in 2024-25 to 14.3%. EL was the lowest performing student group across all four years with 6.3% meeting/exceeding ELA state standards in 2021-22, dropping to zero in 2022-23, 8.7% in 2023-24, and 2.6% in 2024-25. When comparing 2021-22 and 2024-25 data, student group performance on state ELA assessments fluctuated. Percentage point increases in students meeting/exceeding state standards were 8.6 for SED and 4.9 for SWD. The percentage of students meeting/exceeding state standards declined for all other high concentration student groups when comparing 2024-25 performance against 2021-22: Hispanic students by 11.4 percentage points, White students by 6.6 percentage points, and EL by 3.7 percentage points.

Conversely, student performance on math state assessments demonstrated fairly stable progress from 2021-22 to 2024-25 for all students and student groups, although long-standing learning gaps between student groups remained. In 2021-22, 19.1% of STHS students met/exceeded state standards in math, 25.3% in 2022-23, 26.9% in 2023-24, and 27.7% in 2024-25. This reflects an increase of 8.5 percentage points over the past four years. The highest performing student group in math across all years was White students with 31.8% meeting/exceeding state standards in 2021-22, 32.7% in 2022-23, 43.4% in 2023-24, and 44.6% in 2024-25. Hispanic followed with 7.3% meeting/exceeding standards in 2021-22, 14.4% in 2022-23, 13.6% in 2023-24, and 11.7% in 2024-25. In 2021-22, 3.4% of SED students met/exceeded state standards, 19.8% in 2022-23, 13.3% in 2023-24, and 19.1% in 2024-25. SWD and EL performed lower than SED in 2021-22 and 2022-23 with no students meeting/exceeding standards, increasing to 5.0% for SWD in 2023-24 and 4.4% for EL, 6.7% for SWD in 2024-25 while EL declined to 2.6%. When comparing 2024-25 to 2021-22 data, student group performance on state math assessments showed slight to significant improvement with percentage point increases in students meeting/exceeding standards of 15.7 for SED, 12.8 for White students, 6.7 for SWD, 4.4 for Hispanic students, and 2.6 for EL.

Identifying a rigorous, engaging curriculum; applying the I Can strategy to all subjects with fidelity; finalizing scope and sequence; and aligning local assessments will support improved student academic achievement. The impact of these processes is evident in reduced D and

F rates, higher ADA, and increased enrollment in college credit courses. In the long term, this will translate into improved outcomes in core subjects such as English Language Arts and math, and increased student learning and subject matter mastery.

Tahoe Valley
Charting a Course for Success: Implementing a New Math Curriculum, A Three-Year Journey to Continued Enhanced Math Learning

Tahoe Valley Elementary School narrowed the scope of their Single Focus Plan to target the implementation of a new math curriculum and ongoing improvement of student learning in math. The site explored alternate math curriculum in 2025-26 and participated in two pilot programs to sample and provide input on the most engaging and rigorous materials best suited to improve student learning. In spring 2026, staff participated in professional development on the new curricula to prepare for full implementation in 2026-27. This will be followed by group discussions, collaboration, and exploring new math pedagogy and teaching techniques in the 2026-27 school year to support cohesion and efficacy.

Various instructional strategies were utilized in 2025-26 across all grade levels, including warm ups and administering monthly open math problems. For each open problem, three common-themed problems of varying degrees of difficulty were developed per grade. Schoolwide fidelity was maintained by:

- Identifying each standard and mathematical practice
- Including teachers' notes and sentence frames for student answers
- Math talk prompts
- Applying effective teaching practices
- Targeted discussion questions
- Including a sample of questions modeled after those on state assessments

During collaboration, staff reviewed and provided insight on student responses to open math problems, identified strengths and areas for growth, and explored future directions for math instruction.

Student performance on ELA and math state assessments has varied, yet improved, from 2021-22 to 2024-25 for students overall and across all student groups. In 2021-22, 35.0% of Tahoe Valley students met/exceeded state standards in ELA, 28.1% in 2022-23, 38.3% in 2023-24, and 46.1% in 2024-25. This reflects an increase of 11.1 percentage points over the past four years. Additionally, 79.5% of students improved their ELA scores from 2023-24 to 2024-25. The highest performing student group in ELA across all years was White students with 45.5% meeting/exceeding state standards in 2021-22, 34.9% in 2022-23, 43.6% in 2023-24, and 55.4% in 2024-25. SED followed with 37.1% meeting/exceeding state standards in 2021-22, 20.7% in 2022-23, 36.3% in 2023-24, and 44.6% in 2024-25. In 2021-22, 25.0% of SWD met/exceeded state standards, 10.0% in 2022-23, 15.8% in 2023-24, and 20.0% in 2024-25%. Hispanic students performed lower than SWD in 2021-22 with 22.1% meeting/exceeding state standards, 22.1% in 2022-23, 34.6% in 2023-24, and 28.7% in 2024-25. The lowest performing student group in ELA over all four years was EL with 2.9% meeting/exceeding standards in 2021-22, 14.3% in 2022-23, 25.6% in 2023-24, and 11.8% in 2024-25. When comparing 2024-25 data to 2021-22, with the exception of SWD, student group performance on state ELA assessments showed moderate to significant improvement with percentage point increases in students meeting/exceeding standards of 14.7 for Hispanic students, 9.9 for White students, 8.8 for EL, and 7.5 for SED. Comparing 2024-25 results to 2021-22, SWD performance dropped five percentage points.

In 2021-22, 16.6% of Tahoe Valley students met/exceeded state standards in math, 22.5% in 2022-23, 26.8% in 2023-24, and 31.5% in 2024-25. This reflects consistent improvement and an increase of 15.0 percentage points over the past four years. Additionally, 77.0% of students improved their math scores from 2023-24 to 2024-25. As with ELA, the highest performing student group in math across all years was White students with 21.8% meeting/exceeding state standards in 2021-22, 28.8% in 2022-23, 33.9% in 2023-24, and 39.1% in 2024-25. SED followed with 9.8% meeting/exceeding state standards in 2021-22, 16.5% in 2022-23, 22.6% in 2023-24, and 29.5% in 2024-25. In 2021-22, 9.1% of SWD met/exceeded state standards, 15.0% in 2022-23, 31.6% in 2023-24, and 13.3% in 2024-25. Hispanic students performed slightly below SWD in 2021-22 with 9.0% meeting/exceeding state standards, 14.3% in 2022-23, 19.1% in 2023-24, and 22.0% in 2024-25. EL was the lowest performing student group in math across all four years with no students meeting/exceeding standards in 2021-22, 8.6% in 2022-23, 7.0% in 2023-24, and 15.8% in 2024-25. When comparing 2024-25 data to 2021-22, student group performance on state math assessments showed moderate to significant improvement with percentage point increases of students meeting/exceeding standards for SED of 19.7, 17.3 White, 15.8 EL, 13.0 Hispanic, and 4.3 SWD.

Tahoe Valley will advance student growth in math, and all subjects, by providing ongoing professional development and opportunities for teacher collaboration, vertical alignment, and sharing best practices. Students will have equitable access to core and supplemental curriculum, instructional materials, and resources to ensure academic success and overall well-being. Progress will continue to be monitored through analyzing local and state assessment results with instructional pathways developed to meet each student's individual needs.

1.6 Daily Reading Campaign
LTUSD implemented the Multitudes reading screener, developed by University of California – San Francisco, to help staff identify learning challenges, including dyslexia, in grades K-2 students. The screener was available in English and Spanish, with instructional resources appropriate for upper elementary students. They were administered once per year in the student's home language. Administered one-to-one, the screener used engaging characters that guided students through the assessment while teachers marked responses, ensured comprehension, and encouraged participation. The screener identified students who would benefit from targeted support and instruction and provided additional relevant tasks to measure a student's unique strengths and needs. It generated a composite score accounting for results from universal screening tasks per grade based on phonological awareness, decoding, language and vocabulary, and rapid automatized naming (time/accuracy in naming items). Students were identified as support needed, some support needed, or on target.

The Daily Reading Campaign was partially implemented during the 2025-26 school year.
Sites hosted various reading and literacy events:

Bijou Community School
- Latino Literacy 10-week series
- *Parent/family sessions exploring family topics and content focus on reading at home and family connections
- *Parents/families completed a literacy task based on each story such as family trees, poems for their student, and future hopes

Meyers Elementary School
- Read-A-Thon 1-week event
- *Students raised funds for the school through reading, logging minutes read, and gathering pledges from family, friends, neighbors, and businesses

- *Goal: to ensure all students finished with a strong desire to read and developed a richer knowledge of how the skill of reading affects all aspects of their lives; TK-2 students read 20 minutes per night and grades 3-5 read 30 minutes per night for a total of 57,120 minutes
- *Incentivized with daily dress up days and school and classroom celebrations
- Community Readers Event
- *Staff from other district sites and members of the U.S. Forest Service, law enforcement, local fire protection district, and utility district read to students in their classrooms

Sierra House Elementary School
- Community Reading Night
- *Event was held after regular school hours to promote attendance
- *Activities included Scholastic Book Fair, Cal Fresh information table, county library card signups, fundraising, creating a bookmark, Native American project presentations, and a bulletin board contest
- *Guest readers included first responders and a legal professional
- *Students had the opportunity to bring their favorite book and read to a therapy dog
- Read-A-Thon 2-week event
- *Top reader was awarded lunch with the principal and a book of their choice from a local bookstore
- *Top two readers per class were awarded lunch with the principal

Tahoe Valley Elementary School
- Reading Pals program
- *Volunteer reading program which provided students the opportunity to read to an adult, establish a trusting relationship, and accept guidance in reading
- *Volunteers were mainly retired teachers and community members
- *Volunteers were provided training, books to read with students, and guidance on interventions
- *Students met with their Reading Pal once per week
- *Funding for materials and volunteer supervision provided by the Marcella Foundation
- *Over 50 students participated in the program

In partnership with Lake Tahoe Community College, first grade students continued to participate in the annual Gift of Literacy program. The program is designed to increase student literacy rates and introduce books into the South Lake community. It aims to encourage students to enjoy and be excited about learning by:
- Exposing them to a variety of books: Each student reads eight carefully selected titles throughout the year
- Empowering them with a choice: Each student chooses their favorite title and receives a hardbound copy of the book at the celebration
- Reinforcing the importance and enjoyment of reading: Students are split into small groups and read to by community members, sometimes even authors, at the celebration
- Introducing them to a college campus: Held at Lake Tahoe Community College, where students get a glimpse of college life

The guest author for 2025-26 was local author Kat Medina. Her book Grumple the Great: A Tahoe Tale of Kindness, follows a grumpy bear in

Lake Tahoe who learns that kindness, not being the greatest, is what truly matters. The story teaches students about compassion through a narrative set in a familiar local landscape as the main character discovers the power of friendship and self-discovery.

Professional development opportunities included training on components of the Science of Reading during the districtwide Staff Professional Development Day held in October 2025. The Science of Reading is a comprehensive, scientifically-based body of research about reading and issues related to reading and writing. The TK-4 session was devoted to Phonological Progression with the grade 5-8 session focusing on Language Comprehension. Teachers were provided a high-level overview of the Science of Reading and resources.

An objective of the Read Tahoe program was to improve student reading proficiency of third grade students by 5.0% every two years. District third grade students surpassed this goal with an increase of 5.9 percentage points meeting/exceeding state ELA standards from 49.3% in 2023-24 to 55.2% in 2024-25. Additionally, 1.7 percentage points more students performed above state standards in the Reading area of the state ELA assessment, increasing from 17.2% in 2023-24 to 18.9% in 2024-25.

All third-grade students visited the local public library after a swimming field trip. Coordination with Read Tahoe partnering agencies was limited and more extensive collaboration will occur during the 2026-27 school year.

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

1.1 Academic Intervention Teacher FTE reduced from 5.5 to 5.0 for 2026-27
1.2: 6.0 new paraprofessional positions suspended for 2026-27 due to budget constraints, removed from 2026-27 LCAP; revised action numbers accordingly
1.2: Moved California Education Partners action from 1.3 to 1.2; clarified relationship to goal 3, action 3.2 TOSA - Math
1.4: Identified Evidence-Based Instructional Strategies as partially funded through Learning Recovery Emergency Block Grant
1.6: Math curriculum implementation added to 2026-27 LCAP to support initial and ongoing implementation of California state standards-aligned math instructional curriculum starting in 2026-27
Metric 1.27: Programs and services have been developed and are provided to students with exceptional needs new for 26/27 LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Intervention Teachers	Hire 5.0 FTE Academic Intervention Teachers (Credentialed Teacher) for Tier II and III support • ITs will be assigned to elementary schools with the highest needs: Meyers 1.0 FTE, Tahoe Valley 1.0 FTE, Sierra House 1.5 FTE, Bijou 1.5 FTE	$748,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ITs will work as a collaborative team to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon data analysis and assessment results to ensure continuity of practice at school sites and districtwide • ITs will utilize instructional strategies to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • Tahoe Valley EL and Homeless students districtwide received a red performance level in ELA and Sierra House SWD received a red performance level in Math on the 2023 California School Dashboard		
1.2	California Education Partners partnership	Continue Partnership with CA Education Partners for Math alignment • Continuous Improvement partnership to improve Math • Identify and address challenges and barriers to student progress in Math growth, including English Learners and long-term English learners • Sierra House SWD received a red performance level in Math on the 2023 California School Dashboard No direct cost Associated with Teacher on Special Assignment - Math goal 3, action 3.2 (contributing, revised from Content Area Specialist to Teacher on Special Assignment for 25/26 LCAP to TOSA - Math for 2026-27 LCAP) Associated with Academic Intervention Teachers goal 1, action 1.1	$10,100.00	Yes
1.3	Career Technical Education Provider (CTE Specialist)	Hire 1.0 FTE Career Tech Education Provider for K-12 to continue expansion of the CTE program down through Elementary Schools. CTE Specialist will support the development of discovery programs at Elementary, exploration at Middle School, and engagement at High School in order to provide students the opportunity to garner interest in all possible career pathways after High School. Current Pathways that exist in our	$113,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community and opportunities for expansion down through all Elementary Schools: • Allied Health emphasis on Exercise Science, Sports Medicine, and Dental Assisting • Hospitality and Tourism emphasis on Culinary Arts, Resort and Recreational Management, and Event Planning • Engineering emphasis on Automotive Repair, Construction, and Environmental/Natural Resources • Arts, Media and Entertainment emphasis on Digital Photography, Graphic Design, and Broadcast and Video Production The Specialist will be a districtwide position with a focus on bringing CTE education to all students, beginning the pathway linkage early and have it tie directly to current CTE pathways at South Tahoe High School.		
1.4	Evidence-based Instructional Strategies	Emphasis on Tier I instruction with a focus on state standards/critical concepts and alignment across all grades • High expectations of students • Utilization of common formative assessments • Collective efficacy • Ongoing instructional strategies training for teachers, including culturally responsive teaching and addressing the unique needs of English Learners and long-term English Learners in becoming English language proficient • The following school sites and student groups received red performance levels on the 2023 California School Dashboard for academic performance: District - Homeless ELA; Sierra House - SWD Math; Tahoe Valley - EL ELA; STMS - SWD ELA; STHS - SWD ELA Partially funded through Learning Recovery Emergency Block Grant: $350,000	$4,097,509.00	Yes
1.5	Daily Reading Campaign	Explore and participate in Read Tahoe 2025-30 Community Action Plan	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support campaign for grade TK-12 students to read at least 20 minutes outside the regular school day • Collaborate with Read Tahoe partnering agencies in improving student reading proficiency of 3rd grade students by 5% every two years • Implement K-2 Reading Difficulty Screener • Provide Science of Reading professional learning opportunities for Elementary School instructional staff • Host Community Literacy event at each traditional Elementary School: Bijou, Meyers, Tahoe Valley, Sierra House • The following student groups received red performance levels on the 2023 and 2024 California School Dashboards for academic performance: District - EL ELA 2024 Dashboard; Tahoe Valley - EL ELA 2023 Dashboard		
1.6	Math Curriculum implementation (new for 2026-27 LCAP)	Implement Board-adopted, California state standards-aligned math curriculum for traditional elementary schools: • Sierra House Elementary School • Meyers Elementary School • Bijou Community School • Tahoe Valley Elementary School Continue to explore, research, pilot, and adopt California state standards-aligned math curriculum for traditional secondary schools: • South Tahoe Middle School • South Tahoe High School • Math materials will include supplemental learning resources to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition and meeting California math state standards	$120,357.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need for:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate: Overall* Disaggregated by EL, FY, SED, SWD,	22/23: 37.6% FY: too few to report SED: 45.7% EL: 41.9% SWD: 45.0%	23/24: 32.7% FY: 70.6% SED: 38.0% EL: 36.2% SWD: 38.9%	24/25: 29.6% FY: 64.7% SED: 36.4% EL: 33.6% SWD: 34.1%	Decrease from previous year annually	Overall: -8.0 percentage points FY: not reportable SED: -9.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic, Filipino, Homeless	Hispanic: 42.7% Filipino: 36.7% Homeless: 64.0% Source: Dataquest Chronic Absenteeism Rate	Hispanic: 35.3% Filipino: 35.7% Homeless: 53.9% Source: Dataquest Chronic Absenteeism rate	Hispanic: 33.8% Filipino: 23.0% Homeless: 65.3% Source: Dataquest Chronic Absenteeism rate		EL: -8.3 percentage points SWD: -10.9 percentage points Hispanic: -8.9 percentage points Filipino: -13.7 percentage points Homeless: +1.3 percentage points
2.2	High school dropout rate: Overall* (number of students)	22/23: 21 students Source: CalPads	23/24: 10 students Source: CalPads	24/25: 14 students Source: CalPads	Decrease from previous year annually	-7 students
2.3	High school graduation rate: Overall* Disaggregated by EL, FY, SED, SWD, Homeless	22/23: 89.0% FY: data not displayed for privacy SED: 85.1% EL: 81.4% SWD: 82.1% Homeless: 51.7% Source: California School Dashboard	23/24: 92.3% FY: data not displayed for privacy SED: 92.1% EL: 85.7% SWD: 87.8% Homeless: 82.1% Source: California School Dashboard	24/25: 89.0% FY: data not displayed for privacy SED: 84.9% EL: 74.0% SWD: 82.9% Homeless: 57.7% Source: CA School Dashboard	Increase from previous year	Overall: no difference FY: not reportable SED: -0.2 percentage points EL: -7.4 percentage points SWD: +0.8 percentage points Homeless: +6.0 percentage points
2.4	Middle school dropout rate: Overall* (number of students)	22/23: 0 students Source: CalPads	23/24: 0 students Source: CalPads	24/25: 0 students Source: CalPads	Maintain at 0 students	No difference
2.5	Parent input on decision making for the District and schoolsites	23/24 76.0% of respondents as parents agree they have opportunities to provide input on decisions about schoolsites and the District	24/25 67.1% of respondents as parents agree they have opportunities to provide input on decisions about school sites and the District	25/26 72.4% of respondents as parents agree they have opportunities to provide input on decisions about school sites and the District	Increase from previous year annually	-3.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LCAP Parent/Community Survey	Source: LCAP Parent/Community survey	Source: LCAP Parent/Community survey		
2.6	Parent participation in programs for students with exceptional needs	23/24 88.0% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children Source: LCAP Parent/Community Survey	24/25 77.2% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children Source: LCAP Parent/Community survey	25/26 81.8% of respondents as parents of students with exceptional needs agree they are provided opportunities to support their children Source: LCAP Parent/Community survey	Increase from previous year annually	-6.2 percentage points
2.7	Parent participation in programs for unduplicated students	23/24 86.0% of respondents as parents of unduplicated students agree they are provided opportunities to support their children Source: LCAP Parent/Community Survey	24/25 89.7% of respondents as parents of unduplicated students agree they are provided opportunities to support their children Source: LCAP Parent/Community survey	25/26 87.2% of respondents as parents of unduplicated students agree they are provided opportunities to support their children Source: LCAP Parent/Community survey	Increase from previous year annually	+1.2 percentage points
2.8	Student expulsion rate: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 0.0% FY: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Source: Dataquest Expulsion Rate	23/24: 0.0% FY: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Source: Dataquest Expulsion rate	24/25: 0.0% FY: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Source: Dataquest Expulsion rate	Maintain at 0.0%	No difference overall and for all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	School attendance rate: Overall*	22/23 average daily attendance not yet available 22/23 CBEDS day enrollment: 3649 Ratio: pending Source: EdData, CalPads	22/23 average daily attendance: 3219 22/23 CBEDS day enrollment: 3649 22/23 ratio: 88.2% 23/24 average daily attendance: 3270 23/24 CBEDS day enrollment: 3528 23/24 ratio: 92.7% Source: Ed Data (ADA), CalPads (enrollment)	24/25 average daily attendance: 3222 24/25 CBEDS day enrollment: 3363 24/25 ratio: 95.8% Source: Ed Data (ADA), CalPads (enrollment)	Maintain ratio of ADA to CBEDS day student enrollment	+7.6 percentage points
2.10	Suspension rate: Overall* Disaggregated by EL, FY, SED, SWD	22/23: 4.3% FY: too few to report SED: 6.1% EL: 6.6% SWD: 5.8% Source: California School Dashboard	23/24: 4.4% FY: too few to report SED: 5.9% EL: 5.3% SWD: 6.4% Source: California School Dashboard	24/25: 5.3% FY: 11.8% SED: 6.8% EL: 5.5% SWD: 8.4% Source: CA School Dashboard	Decrease from previous year annually	Overall: +1.0 percentage points FY: not reportable SED: +0.7 percentage points EL: -1.1 percentage points SWD: +2.6 percentage points
2.11	Chronic absenteeism rate K-8: Overall* Disaggregated by EL, FY, SED, SWD, Hispanic, Filipino, Homeless	22/23: 34.5% FY: less than 11 students - data not displayed for privacy SED: 42.0% EL: 37.2% SWD: 38.5% Hispanic: 40.0% Filipino: 34.0% Homeless: 56.3% Source: California School Dashboard	23/24: 28.0% FY: less than 11 students - data not displayed for privacy SED: 33.8% EL: 30.3% SWD: 33.4% Hispanic: 30.3% Filipino: 30.6% Homeless: 41.7% Source: California School Dashboard	24/25: 25.8% FY: 72.7% SED: 32.9% EL: 29.4% SWD: 28.1% Hispanic: 30.8% Filipino: 20.0% Homeless: 60.7% Source: CA School Dashboard	Decrease from previous year annually	Overall: -8.7 percentage points FY: not reportable SED: -9.1 percentage points EL: -7.8 percentage points SWD: -10.4 percentage points Hispanic: -9.2 percentage points Filipino: -14.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: +4.4 percentage points

Goal Analysis [2025-26]

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

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

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

2.6: 1.0 of 1.5 FTE Social-Emotional Intervention Teacher positions was filled

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

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

Budgeted expenditures exceeded estimated actual expenditures:

2.5 Attendance Interventions: purchase of budgeted supplies, travel, and professional services not required; portion of site substitute and teacher extra duty costs applied to Attendance Interventions; budgeted expenditures not fully realized
2.6 Social-Emotional Intervention Teacher: 0.5 FTE remained vacant and full salary costs were not realized
2.7 Family Engagement: budgeted expenditures were not realized
2.8 Suspension Interventions: purchase of budgeted supplies, travel, and professional services not required; portion of site substitute and teacher extra duty costs applied to Suspension Interventions; budgeted expenditures not fully realized

Estimated actual expenditures exceeded budgeted expenditures:

2.2 SEL Practices: increased district contribution toward insurance costs and salary step and column adjustments
2.4 School Nurse Services: increased district contribution toward insurance costs and salary step and column adjustments

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

2.1 Elementary Counselors
3.5 of 3.5 FTE Elementary Counselor positions were filled for the 2025-26 school year providing more targeted social-emotional, behavioral, physical, and mental health support for students. Through a Memorandum of Understanding with a neighboring county, one counselor provided 0.5 FTE services to LTUSD students and 0.5 FTE services to Alpine County Unified School District/Office of Education students. Serving a combined caseload of over 1,600 students at four elementary schools, counselors maintained educational opportunities for equity

and cultural responsiveness to promote each student's academic success and overall well-being. Focusing on social-emotional learning, counselors:

- Designed and built unique SEL slide presentations offering universal curriculum to reach every student daily
- Administered SEL surveys to students and connected students with appropriate interventions
- Promoted development of the five CASEL (Collaborative for Academic, Social, and Emotional Learning) Core Competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Delivered SEL lessons to classrooms based on identified needs reinforcing SEL concepts through explicit instruction
- Built PBIS at school sites
- Assisted families seeking psychological evaluations for their students and connected them to mental and behavioral health community resources, and worked with site Wellness Center staff on student referrals for mental and behavioral health needs
- Provided SEL professional development, promoted trauma-informed teaching practices, and assisted teachers in implementing programs and strategies
- Conducted suicide risk assessments and developed safety plans with students and their families in accordance with district crisis response protocol
- Spearheaded and oversaw Kindness Clubs, Lunch Bunch Groups, and Student Leadership Groups to promote positivity and improve school climate
- Organized and led schoolwide initiatives such as Kindness Week, Anti-Bullying Month, Mental Health Awareness, and the Peacemakers peer-to-peer problem-solving leadership group
- Continued utilization of an efficient digital school counseling referral process for teachers, caregivers, and student self-referrals
- Participated in the district's Threat Assessment team to prevent and mitigate violence
- Assisted in improving student attendance rates by addressing students' resistance to school, establishing healthy routines, helping students make safe and supportive connections with adults and peers at school, and building a positive mindset about school
- Served as 504 Coordinators
- Family outreach and input through newsletters, surveys, informal gatherings such as Coffee with the Counselor, and community resource guides

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

Counselors assisted in administering 123 Wellness SEL curriculum. The research-based program guided students in learning their unique wellness formulas and developing personalized wellness habits through short, daily smart wellness checks. It offers a wellness toolkit, video courses, digital resources, age-appropriate lesson plans, student e-workbooks, learning workshops, virtual coaching, and a mobile

application. Real-time data insights can also assist the district in identifying culture and climate needs and developing organization-wide solutions.

The Meyers Elementary School counselor supported a 123 Wellness site challenge in which staff and students logged into the platform daily, identified how they were feeling, and engaged in a coping strategy. At 92.5% participation, including 321 students, the site nearly reached its goal of 100%. The Bijou counselor administered the Delaware Social and Emotional Competency Screener to 4th and 5th grade students to measure learning with Second Step, a research-based SEL curriculum composed of age-appropriate lessons designed to build specific skills such as emotion regulation, flexible thinking, and problem-solving. The curriculum included a pre and post survey to measure student growth. Bijou Community School offered student members of the site's Kindness Club opportunities to learn about various careers in the local area through experiential learning, including field trips to a fire station and local community college; business-owner guest speakers; and a visit with the Heavenly Ski Patrol and Avalanche Mitigation Team accompanied by an avalanche rescue dog. The site's goal is to have two experiences per grade level to develop a more comprehensive system.

Investing in Elementary Counselors, along with site and district initiatives, has contributed to a reduction in chronic absenteeism rates and improved overall student performance on state ELA and math assessments across all elementary schools. Over the past four years of Dashboard reporting, traditional elementary school chronic absenteeism rates peaked in 2023, with the exception of Tahoe Valley which peaked in 2022 at 48.0%. In 2023, 21.2% of Meyers students were identified as chronically absent, Bijou 25.6%, Sierra House 40.0%, and Tahoe Valley 44.4%. Rates dropped by no less than 8.0 percentage points across all schools in 2024 with Meyers at 13.2%, Bijou 14.7%, Sierra House 27.4%, and Tahoe Valley 35.1%. Attendance continued to improve in 2025 with chronic absenteeism dropping to 9.8% for Meyers, 12.0% for Bijou, 26.6% for Sierra House, and 30.1% for Tahoe Valley.

For most elementary sites, performance on state ELA assessments varied yet improved overall from 2022 to 2025. In 2022, the percentage of Meyers students meeting/exceeding state standards was 73.0%, Bijou 34.4%, Sierra House 53.6%, and Tahoe Valley 35.0%. Bijou student performance improved in 2023 to 39.4% of students meeting/exceeding state standards while all other sites declined, with Meyers at 67.8%, Sierra House 51.3%, and Tahoe Valley 28.1%. ELA performance improved for all schools in 2024 with 75.2% of Meyers' students meeting/exceeding state standards, Bijou 47.4%, Sierra House 53.3%, and Tahoe Valley 38.3%. In 2025, the percentage of students meeting/exceeding state ELA standards declined modestly for all sites except Tahoe Valley, with Meyers at 74.4%, Bijou 44.6%, Sierra House 52.3%, and Tahoe Valley 46.1%.

Performance on state math assessments trended similarly to ELA with overall improvement from 2022 to 2025. In 2022, the percentage of Meyers students meeting/exceeding state standards was 58.5%, Bijou 19.9%, Sierra House 42.1%, and Tahoe Valley 16.6%. Meyers, Bijou, and Tahoe Valley realized modest to significant gains in 2023 with 68.2%, 24.2%, and 22.5% of students meeting/exceeding state standards, respectively. Sierra House scores dropped slightly in 2023 with 40.7% of students meeting/exceeding standards. Sierra House and Tahoe Valley math scores improved in 2024 with 46.1% and 26.8% of students meeting/exceeding state standards, respectively, while Bijou dropped slightly to 23.7% and Meyers declined to 61.2%. In 2025, math scores improved for Meyers with 64.8% of students meeting/exceeding state standards, Bijou 26.9%, and Tahoe Valley 31.5%. Sierra House dropped slightly to 45.3%.

Expanded opportunities for social interaction; targeted social-emotional, mental, and behavioral supports; and personal fulfillment through greater academic achievement serve to strengthen students' feelings of connectedness to their teachers, support staff, and the community school overall. Through the guidance of counselors, students learn to build trusting, supportive relationships with staff and peers, and

recognize the value of attending school regularly.

2.2 Social Emotional Learning Practices
In 2025-26, LTUSD maintained social-emotional, mental, and behavioral health supports and services through Wellness Centers, agency partnerships, and curriculum and assessments specifically designed to target districtwide and individual needs of students. In partnership with Sierra Child and Family Services, Wellness Centers were established at South Tahoe High School, South Tahoe Middle School, and Bijou Community School during the 2021-24 LCAP cycle; an additional part-time center was established at Mt. Tallac in 2025-26. All centers provided direct support and wraparound services to students and their families by assisting students and families in navigating community resources, offering a safe space on campus, and improving overall student health and well-being. Wellness Center facility upgrades began in 2024-25 with construction of office space to facilitate confidential student and family meetings and program administration. Additionally, more staff were hired at the high school center in 2024-25 to expand student supports and services.

The District continued to partner with El Dorado County Office of Education which received a grant to assess district needs within El Dorado County. The Student Behavioral Health Incentive Program (SBHIP) is intended to address behavioral health barriers for Medi-Cal students through targeted interventions that increase access to preventive early intervention and behavioral health services by school-affiliated providers for TK-12 students attending public schools. Funds partially supported Elementary Counselor salaries during the 2025-26 school year.

Soul Shoppe, a nonprofit organization that provides elementary SEL programs, sent presenters to every traditional elementary school four times during the 2025-26 school year. Sponsored by the Tahoe Alliance for Safe Kids and site PTAs, Soul Shoppe provided interactive assemblies in which students were given tools and language they could use to self-regulate, support their friends, communicate effectively, and resolve conflict. Soul Shoppe also offered a Free Family Night where parents worked with facilitators to learn the coping skills students were being taught at school.

LTUSD provided training, resources, and services to maintain a school and districtwide environment which is physically and emotionally safe, well disciplined, and conducive to learning. Sufficient student and teacher instructional materials for Positive Prevention Plus, a healthy relationships and sexual health curriculum, have been purchased which will continue as needed. Appropriate grade level teachers are trained in delivering instruction on the curriculum and students have, and will continue to receive, direct instruction in middle and high school. Counselors assisted in administering 123 Wellness SEL curriculum. The research-based 123 Wellness program guided students in learning their unique wellness formulas and developing personalized wellness habits through daily short, smart wellness checks. It offers a wellness toolkit, video courses, digital resources, age-appropriate lesson plans, student e-workbooks, learning workshops and virtual coaching, and a mobile application. Real-time data insights can also assist the District in identifying culture and climate needs and developing organization-wide solutions. Counselors also supported a 123 Wellness challenge in which staff and students logged into the platform daily, identified how they were feeling, and engaged in a coping strategy.

SEL practices were utilized by various sites which targeted student and family engagement, and developing and maintaining a positive climate as their sites' single focus. South Tahoe Middle School identified maximizing engagement of students, families, and staff to create a positive school as its focus in the 2024-25 school year, which continued in 2025-26. This was accomplished through offering the Parent Institute of Quality Education program; PBIS practices; promoting student attendance; FLEX periods and RTI Scheduler; ongoing work with

Marzano's High Reliability School model by revisiting level one in creating a safe, supportive, and collaborative culture and exploring level 2 of effective teaching in every classroom; and supporting staff and student wellness. Meyers Elementary School focused on strengthening relationships among students, staff, and families while continuing to elevate learning and achievement for all. Site activities that fostered social-emotional health and well-being during the school year included, but were not limited to, the Meyers Pawsitive Tickets student incentive program which recognized positive student behavior, Kindness Club, Random Acts of Kindness Week and similar events, fundraisers, coordinating school events with Meyers PTA, and transparent communication with families to promote engagement and student morale. Bijou Community School offered members of the site's Kindness Club opportunities to learn about various careers in the local area through experiential learning including field trips to a fire station and local community college; guest speakers who were business owners; and a visit with the Heavenly Ski Patrol and Avalanche Mitigation Team accompanied by an avalanche rescue dog.

LTUSD hired a 0.70 FTE certified Wellness Coach II/Student Advocate Specialist in the 2025-26 school year to support and expand the counseling and guidance program. Working in tandem with the Counseling Department and School Psychologists, the advocate assisted in coordinating mental and behavioral health supports and services for students and their families. The Student Advocate identified student needs and provided community linkages and resources to address mental and behavioral health, physical wellness, and basic needs.

In addition to hiring a Wellness Coach II/Student Advocate Specialist, LTUSD filled the McKinney-Vento Liaison position with a 1.0 FTE certified Wellness Coach I who dually served as the Foster Youth/Homeless Student Advocate. The Wellness Coach I-Foster Youth/Homeless Student Advocate partnered with school administration and counselors to ensure students had full access to academic resources and were properly placed in appropriate courses. In addressing student academic needs, the advocate met with students regularly to support assignment completion based on their unique needs, coordinated and oversaw targeted tutoring services paid through grant funding, promoted participation in extracurricular activities, and fostered students' sense of trust and connection with their peers and school community. The advocate also represented student interests to site and district administration and staff, including attending discipline and attendance meetings.

Academic/Social-Emotional Intervention Teachers were maintained for the 2025-26 school year to provide in-depth support for student academic and social-emotional learning. Located in traditional elementary schools, they worked directly with teachers in identifying the unique needs of students, assumed caseloads of students requiring extra support as well as their families, provided student progress updates to families, and developed and implemented intervention plans and activities aligned with CASEL and PBIS strategies. SEL Intervention Teachers also participated in site and department meetings to assist in coordination of intervention services.

SEL practices, along with other district initiatives such as Elementary Counselors and Site Single Focus Plans targeting school climate, have helped students develop both a sense of individual self and belonging within their school communities. Key indicators from the California Healthy Kids Survey from 2023-24 to 2025-26 show an overall increase in students' sense of connectedness to their schools and perceptions of school safety. In 2023-24, 64% of grade 5 students felt a sense of connectedness to their school, rising to 70% in 2024-25 and 72% in 2025-26. Grade 7 students had a lower overall sense of connection than grade 5 students across all years, at 43% in 2023-24, 48% in 2024-25, and 60% in 2025-26. In 2024-25, 44% of grade 9 students felt connected to their schools, rising to 58% in 2025-26. Grade 11 students had the lowest percentage of school connectedness at 51% in 2024-25 and 54% in 2025-26. The highest percentage of students reporting a connection to their school were those attending non-traditional school (continuation high school) at 73% in 2024-25 and 83% in 2025-26. Results were not available for grades 9, 11, and non-traditional school in 2023-24.

The percentage of students feeling safe at school or perceiving their school as safe also increased from 2023-24 to 2025-26. In 2023-24, 70% of grade 5 students reported feeling safe at school, increasing to 79% in 2024-25 with a slight drop to 78% in 2025-26. Among 7th grade students, 49% perceived their school as safe in 2023-24, 47% in 2024-25, rising significantly to 69% in 2025-26. In 2024-25, 64% of grade 9 students perceived their school as safe increasing to 68% in 2025-26. Similarly, 62% of grade 11 students reported their school was safe in 2024-25 increasing to 67% in 2025-26. As with school connectedness, higher percentages of students attending a non-traditional school perceived their school as safe. In 2024-25, 96% of students attending a non-traditional school reported their school was safe, dropping slightly to 93% in 2025-26.

Social-emotional learning practices, including sites utilizing components of CASEL and PBIS frameworks, emotional and behavioral support provided by SEL teachers and counselors, and connecting students and their families to mental health services, contributed to students' sense of belonging and connection to their school community and peers. These efforts helped reduce conflict, increase attendance, and improve students' overall well-being.

Mt. Tallac Continuation High School was awarded $85,470 in Equity Multiplier state funds based on students' 2024-25 non-stability and SED rates (see Plan Summary General Information) for utilization in the 2025-26 school year. Funds supported salaries for the site's Alternative Education Counselor and Teacher on Special Assignment. Equity multiplier expenditures were included in estimated actual expenditures for action 2.2; funds were fully expended.

See goal 1 analysis: 1.5 Evidence-based Instructional Strategies
See goal 2 analysis: 2.1 Elementary Counselors, 2.3 Wellness Coach/Student Advocate Specialist, 2.6 Social-Emotional Intervention Teachers

2.3 Wellness Coach/Student Advocate Specialist
LTUSD hired a 0.70 FTE certified Wellness Coach II/Student Advocate Specialist in the 2025-26 school year to support and expand the counseling and guidance program. Working in tandem with the Counseling Department and School Psychologists, the advocate assisted in coordinating mental and behavioral health supports and services for students and their families. The Student Advocate identified student needs and provided community linkages and resources to address mental and behavioral health, physical wellness, housing, and food insecurity needs. Services provided by the Student Advocate included:

- Child- and youth-centered care prioritizing primary prevention and early intervention
- Ensuring culturally diverse and underrepresented communities were served including capacity for racial inclusiveness, cultural humility and responsiveness, and a linguistically competent workforce
- Outreach to and engagement with underserved and inappropriately served students and their caregivers who are, or are at risk of, developing behavioral health conditions
- Using effective, innovative, evidence-based, and community-identified practices
- Promoting wellness recovery, resilience, and other positive behavioral health and primary care outcomes for students and their families
- Working collaboratively across disciplines to deliver individualized supports based on student and family needs
- Promoting interagency services that include school-based early childhood education, pre-K through 12 educational organizations, and public and nonprofit agencies with health agencies and other child- and youth-serving organizations

The advocate counseled families and their students who exhibited academic, social, and/or emotional problems that impacted learning and peer and staff interactions. Working jointly with families, support staff, and administrators, the advocate coordinated case conferences with support agencies, facilitated appropriate student placement, and academic and mental health supports. The advocate implemented district policies in emergent situations such as suicide threats or abuse, and collaborated with Wellness Centers, outside organizations, and family service agencies to coordinate wraparound services for students and their families.

Advocate responsibilities also included monitoring student attendance and academic progress and providing intervention strategies in partnership with site administration to support student promotion with their grade level cohort. The advocate provided professional development for counseling/guidance staff and teachers on student guidance and implementation of programs and strategies, as well as student counseling sessions to assist students in:

- Changing maladaptive behavior
- Learning the decision-making process
- Preventing problems

In addition to hiring a Wellness Coach II/Student Advocate Specialist, LTUSD filled the McKinney-Vento Liaison position with a 1.0 FTE certified Wellness Coach I who dually served as the Foster Youth/Homeless Student Advocate.

The Wellness Coach I-Foster Youth/Homeless Student Advocate partnered with school administration and counselors to address barriers attendance and ensure proper access to academic resources and course placement. In addressing student academic needs, the advocate met with students regularly to support assignment completion based on their unique needs, coordinated and oversaw targeted tutoring services paid through grant funding, promoted participation in extracurricular activities, and fostered students' sense of trust and connection with their peers and school community. The advocate also represented student interests to site and district administration and staff, including attending discipline and attendance meetings.

The advocate was involved in the El Dorado County Homeless Continuum of Care program which provides case management and housing assistance, resource collaboration meetings, and close working relationships with local and regional agencies. Through community collaborations, the advocate engaged caregivers and offered coordinated wraparound services to address basic needs such as housing, food insecurity, transportation, and healthcare. Additionally, the advocate maintained a resource room of school supplies, emergency food items, household goods, clothing, and winter gear. These items were primarily available to homeless students, though they were also accessible to all LTUSD students and families in need. Responsibilities included systematically tracking student attendance, social-emotional and academic progress, and disciplinary incidents to monitor outcomes. Appropriate interventions and supports were coordinated through collaboration with teachers, site administration, School Nurses, student support staff, and partnering agencies.

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

2.5 Attendance Interventions and Supports
2.8 Suspension Interventions and Supports
District and site leaders collaborated on a monthly basis to track student attendance, chronic absences, SARB processes, and average daily attendance. Student attendance and behavior were also addressed through LCAP actions 1.5 Evidence-based Instructional Strategies, 2.1 Elementary (and Secondary) Counselors, 2.2 SEL Practices, 2.3 Wellness Coach/Student Advocate Specialist, 2.6 SEL Intervention Teachers, 2.7 Family Engagement Opportunities, and 3.4 Site Single Focus Plans. The combination of these actions and services contributed to decreases in chronic absenteeism rates for the district overall and student groups. With the exception of students experiencing homelessness and foster youth, chronic absenteeism rates dropped by at least 7.8 percentage points for students districtwide and all student groups from 2022-23 to 2024-25; see Reflections: Annual Performance Chronic Absenteeism section for details.

In contrast, with the exception of EL students, suspension rates rose by at least 0.4 percentage points from 2022-23 to 2024-25. In 2022-23, the overall suspension rate was 4.3%, rising slightly to 4.4% in 2023-24 and moderately to 5.3% in 2024-25. White students had the lowest suspension rate of all student groups across the same time period at 3.4% in 2022-23, 3.7% in 2023-24, and 4.6% in 2024-25. Hispanic students followed with a 5.5% suspension rate in 2022-23 and 2023-24, rising slightly to 5.9% in 2024-25. SWD had a slightly higher suspension rate than Hispanic students at 5.8% in 2022-23, rising to 6.4% in 2023-24, with a considerable increase to 8.4% in 2024-25. In 2022-23, the SED suspension rate was 6.1% dropping slightly to 5.9% in 2023-24, then increasing to 6.8% in 2024-25. English Learners followed with a 6.6% suspension rate in 2022-23, dropping significantly to 5.3% in 2023-24, and rising nominally to 5.5% in 2024-25.

Elements of restorative practices and alternate discipline measures have been implemented by sites. Administration plans to review suspension data for students overall, by student group, and by grade, along with academic achievement and chronic absenteeism. Staff received CPI training which included de-escalation techniques. Counselors, Wellness Coaches, and Wellness Center staff provided targeted, reflective support for students who had committed suspendable offenses to determine root causes and help students develop better decision-making skills.

LTUSD will continue to utilize Attendance Works, a national nonprofit initiative dedicated to advancing student success by reducing chronic absenteeism. The initiative is driven to build public awareness and support for evidence-based strategies, encourage proven and innovative practices, facilitate peer learning among educational partners, and advance policies that improve attendance. District staff have access to free tools, including data trackers and toolkits, to promote attendance through student engagement. The district will explore additional strategies and professional learning opportunities to address student behavior and alternatives to suspension.

Throughout the 2025-26 school year, one teacher at Sierra House Elementary School dedicated a portion of their time to support students' social-emotional well-being, funded through the site-based Community Schools grant. The teacher targeted specific students to address suspendable behavior and barriers to attendance, regularly meeting with a caseload of students for check-ins, connecting them to school and local resources, and supporting them to manage challenges at home and school. Behavior and attendance support was also provided through:

- Implementation of various Site Single Focus Plans prioritizing student engagement and well-being including South Tahoe Middle School – engagement to strengthen a positive school culture; Mt. Tallac Continuation High School – increase student success through increased attendance, graduation rate, and student employability; Meyers Elementary School – strengthening relationships among students, staff, and families while continuing to elevate learning and achievement for all

- Elementary and Secondary School Counselors
- SEL practices
- Wellness Coaches
- SEL Intervention Teachers

Sites implemented student attendance and behavior incentives, continued refining instructional strategies and developing more engaging lessons, provided CPI training to support staff and teachers which included behavior de-escalation techniques, and coordinated wraparound services for students and families to address basic and complex needs. Wellness Center services were provided to students struggling mentally and emotionally and chronically absent students were referred to the School Attendance Review Board for high level intervention.

See goal analysis for:
Goal 1 analysis 1.5 Evidence-based Instructional Strategies – Site Single Focus Plans
Goal 2 analysis 2.1 Elementary Counselors, 2.2 SEL Practices, 2.3 Wellness Coach/Student Advocate Specialist, 2.6 SEL Intervention Teachers

2.6 Social-Emotional Intervention Teachers
1.0 of 1.5 FTE Social-Emotional Intervention Teachers was maintained in the 2025-26 school year, with a portion of staff providing dual academic and SEL improvement support. Located at Sierra House Elementary School, the teacher worked as a collaborative team member to assist in identifying students for targeted interventions and supports and determining focus areas based on assessment results, ensuring continuity of practice districtwide. Student caseloads were determined based on excessive student absences, tardiness, discipline incidents, and teacher and administrator referrals. The SEL teacher participated in site and department meetings to assist in coordination of intervention services. In collaboration with families, site staff, Wellness Centers, and other service providers, the teacher developed and implemented intervention plans and activities aligned with CASEL (Collaborative for Academic, Social, and Emotional Learning) and PBIS strategies to support students and their families. The teacher worked with classroom teachers to develop and implement lesson plans and activities tailored to students' social-emotional needs; tracked student information such as attendance, academics, and discipline to guide intervention and support practices; and monitored student progress.

This action contributed to outcomes described in updates for related LCAP actions.

2.7 Family Engagement: Opportunities, Resources, Support
Various opportunities, resources, and supports were available for parents to develop skills in assisting their children through the educational experience. The district contracted with South Tahoe Family Resource Center for family outreach and promoting involvement of Spanish-speaking families. The center facilitated Cafecitos, ELAC, and DELAC meetings; supported student academic and social-emotional learning; offered parent education; provided translation services as needed; and participated in parent night planning and partnering in parent classes.

Sites held multiple school and community events which were publicized via the Aeries Communications ParentSquare automated messaging system, site and district newsletters, social media platforms, newspaper announcements, and electronic school signage. Parents were invited to join site and district committees such as School Site Council, ELAC and DELAC, School Safety Committee, Citizens' Bond Oversight

Committee, LCAP Parent Advisory Committee, PTA (Parent Teacher Association), Booster Club, and volunteer in classrooms and at school functions. Families were offered wraparound services through Wellness Centers, School Nurses, and Wellness Coaches to address mental, behavioral, social-emotional, and physical health. Academic and SEL Intervention Teachers, along with school counselors, engaged with families in addressing their students' academic and social-emotional learning barriers.

In 2025-26, the Parent Institute of Quality Education (PIQE) continued to offer South Tahoe Middle School parents learning opportunities on developing skills and techniques to meet the educational needs of their students. PIQE is a national organization with evidence-based programs that engage, empower, and transform parents to actively engage in their children's education and strengthen parent-school collaboration. The institute provides empowering information, skills development and support systems for low-income families, communities of color, and English Learner and immigrant families. PIQE recruited EL parents to participate in the middle school program, provided a needs assessment, and offered an 8-week evening training session which required parents to attend a 1¼-hour meeting each week. The institute's focus in 2025-26 was:

- Self-management, academic standards, and standardized testing
- Supporting academic achievement
- Building relationship skills and accessibility resources
- Fostering social awareness and understanding the school system
- Preparing for college and other post-secondary options

Approximately 45 parents attended more than four meetings qualifying them to receive a certificate of completion. Parents received their certificates during a graduation ceremony in December 2025 celebrating their accomplishments and a former STMS student served as keynote speaker. PIQE engaged parents in their students' educational journeys; improved communication between families and school staff; and helped families better understand the school system, student expectations, and pathways.
In 2024-25, the Student Services department introduced LTUSD Special Education Update public meetings targeting families of students with disabilities. Updates continued in 2025-26 with in-person meetings publicized through the Aeries Communications ParentSquare messaging system. Meetings were held at the district office after regular school and business hours to promote attendance; the October 2025 meeting was well attended with up to 20 participants. Facilitated by an educational advocate, the meeting was attended by the Superintendent, Associate Superintendent of Educational Services, and Student Services Coordinator, with an open format giving families the opportunity to receive updates and provide feedback on the district's Special Services program. The October meeting focused on Individualized Education Plan (IEP) training for families and provided a comprehensive overview of the IEP process, including a detailed explanation of each page of the IEP document and key discussion points typically addressed during IEP meetings. The training was developed for families of students who currently receive special education services, as well as those seeking to learn more about the IEP process. The coordinator and education advocate collaborated to ensure content was tailored to district families and reflected district-specific practices. The one-hour training concluded with a brief question-and-answer session, during which families' questions were addressed by the advocate and district administration.

In 2024-25, the Student Services department introduced LTUSD Special Education Update public meetings targeting families of students with disabilities. Updates continued in 2025-26 with in-person meetings publicized through the Aeries Communications ParentSquare messaging system. Meetings were held at the district office after regular school and business hours to promote attendance; the October 2025 meeting was well attended with up to 20 participants. Facilitated by an educational advocate, the meeting was attended by the Superintendent, Associate Superintendent of Educational Services, and Student Services Coordinator, with an open format giving families

the opportunity to receive updates and provide feedback on the district's Special Services program. The October meeting focused on Individualized Education Plan (IEP) training for families and provided a comprehensive overview of the IEP process. Topics included a detailed
explanation of each page of the IEP document and key discussion points typically addressed during IEP meetings. The training was developed for families of students who currently receive special education services, as well as those seeking to learn more about the IEP process. The coordinator and education advocate collaborated to ensure content was tailored to district families and reflected district-specific practices. The one-hour training concluded with a brief question-and-answer session, during which families' questions were addressed by the advocate and district administration.

Elementary and secondary schools continued to meet with their representative parent groups in gathering input, sharing site and district goals and plans, and working towards alignment. LTUSD continued to increase oral and written translation services. Site and district documents were translated and provided to families in their native language, and oral translation services were provided as needed.

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

2.2: Identified Social-Emotional Learning Practices as partially funded through Learning Recovery Emergency Block Grant
2.4: School Nurse Services: added Attendance/Health Clerk services, action description updated to include job duties; reduced School Nurse FTE from 6.0 to 5.0
2.6: Social-Emotional Intervention Teachers increased from 1.5 to 2.5 FTE, added 0.5 FTE to Tahoe Valley Elementary School and 0.5 FTE to Bijou Community School

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elementary Counselors	3.5 FTE Elementary Counselors to support Social-Emotional Learning • SEL Curriculum and Strategies implementation • Utilization of Positive Behavioral Interventions and Supports (PBIS) practices • Implementation of Restorative Practices • Trauma-Informed Practices • Work directly with individuals, student groups, and classes • Counselors will be assigned to elementary schools: 0.5 FTE Meyers, 1.0 FTE Bijou, 1.0 FTE Sierra House, 1.0 FTE Tahoe Valley	$604,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Elementary Counselors will serve to expand counseling services to K-12 • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White		
2.2	Social-Emotional Learning Practices	Ongoing implementation of research and evidence-based Social-Emotional Learning Practices • Implement SEL Curriculum K-12 (123 Wellness Curriculum) • Implement Restorative Practices • Culturally Relevant Social-Emotional Learning Practices • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White; STMS - EL, SED, Hispanic • Homeless students districtwide received a red performance level for Graduation Rate on the 2023 Dashboard Partially funded through Learning Recovery Emergency Block Grant: $43,402	$1,108,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Wellness Coach/Student Advocate Specialist	Hire a 0.75 FTE Wellness Coach/Student Advocate to provide SEL/Behavioral and Mental Health Services, Supports, Resources • Evaluate, recommend, and execute academic, social, and vocational developmental and/or preventative plans • Corrective support in behavior modification, social skill instruction, SEL objective, and Community School grant implementation • Provide child and youth-centered care including culturally diverse students • Outreach, agency and community resource linkage • Individual and small group direct student support	$87,653.00	Yes
2.4	School Nurse and Attendance/Health Clerk Services (Attendance/Health Clerk new for 2026-27 LCAP)	Hire and maintain School Nursing Services for each physical school site and all educational programs throughout the District • Five (5.0) FTE Nurses Total Hire and maintain Attendance/Health Clerk to provide additional student physical health support for one elementary school • Meyers Elementary School • 0.88 FTE • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White	$671,864.00	Yes
2.5	Attendance Intervention and Supports	Provide targeted student and family supports to improve student attendance • Family education opportunities to emphasize the importance of daily in-class attendance • Student coaching and supports (home visits)	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Attendance review processes (i.e., School Attendance Review Board) • Engaging lessons and classroom environments • Promoting school connectedness which may include visual displays at sites, personal communication from site staff, and site incentive programs • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED, White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White		
2.6	Social-Emotional Intervention Teachers	Hire 2.5 FTE SEL Intervention Teachers (Credentialed Teachers) for targeted social-emotional learning • ITs will be individually assigned to sites to work on specific needs based upon data analysis and needs assessment: 0.5 FTE Tahoe Valley, 1.0 FTE Sierra House, 1.0 FTE Bijou • ITs will work as a collaborative team and with School Counselors to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon the assessment results to ensure continuity of practice at school sites and districtwide • ITs may provide student enrichment opportunities • ITs will promote the CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making • The following school sites and student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard for grades K-8: Overall - District, Bijou, Meyers, Sierra House, Elevated; District - overall, SED, Hispanic, Homeless, Filipino; Bijou - overall, EL, SED, Hispanic; Meyers - overall, SED,	$202,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
		White; Sierra House - overall, EL, SED, Hispanic, White, SWD; Tahoe Valley - SWD; Elevated - overall, White • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: District - EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White • Homeless students districtwide received a red performance level for Graduation Rate on the 2023 Dashboard		
2.7	Family Engagement: Opportunities, Resources, Support	Provide families the opportunities, resources, and support to develop skills in assisting their children through the educational experience • Continue with Parent Institute for Quality Education (PIQE) which assists parents in effectively supporting their students towards graduation. PIQE is to be implemented at the middle school level for all parents. • Continue to support and engage with parents by providing a platform for collaborative conversation and learning opportunities (i.e., Cafecitos, newsletters, academic nights - Math, Science, Literacy)	$34,420.00	Yes
2.8	Suspension Interventions and Supports	Reduce suspension rates by: • Review, refine, and fully implement restorative practices and alternative discipline measures • Expand social-emotional learning programs to address suspendable behavior • Continue counseling and mental health support • Reinforce positive behavior intervention systems • Continue to foster a culturally responsive environment • Train staff in de-escalation techniques • The following school sites and student groups received a red performance level for Suspension Rate on the 2023 Dashboard: Overall - Bijou, Tahoe Valley, EL; Bijou - overall, EL, SED, Hispanic, SWD; Tahoe Valley - overall, Hispanic, White; STMS - EL, SED, Hispanic	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need for:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of EL students at-risk of or are LTEL (starting 3rd grade, EL 4 years or more)	22/23 At-Risk 4-5 years: 7.4% LTEL 6+ years: 16.6% Source: Dataquest EL Data, "At-Risk" and LTEL by Grade	23/24 At-Risk 4-5 years: 8.7% LTEL 6+ years: 10.8% Source: Dataquest EL Data, "At-Risk" and LTEL by Grade	24/25 At-Risk 4-5 years: 6.6% LTEL 6+ years: 11.3% Source: Dataquest EL Data, "At-Risk" and LTEL by Grade	Decrease from previous year annually	At-Risk: -0.8 percentage points LTEL: -5.3 percentage points
3.2	Number of EL and RFEP students enrolled in AP classes	23/24 EL: 8 RFEP: 63 Source: Aeries	24/25 EL: 11 RFEP: 83 Source: Aeries	25/26 EL: 8 RFEP: 79 Source: Aeries	Increase from previous year annually	EL: no difference RFEP: +16 students
3.3	Number of EL and RFEP students earning Seal of Biliteracy upon graduation	22/23 EL: 0 RFEP: 18 Source: Internal tracking	23/24 EL: 0 RFEP: 21 Source: Internal tracking	24/25 EL: 0 RFEP: 27 Source: Internal tracking	Increase from previous year annually	EL: no difference RFEP: +9 students
3.4	CAASPP results ELA: Overall* Disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 44.1% met/exceeded standards FY: too few scores to report SED: 30.3% EL: 9.1% SWD: 14.7% Homeless: data suppressed because fewer than 11 students tested 23/24 LTEL: 4.3% (new for 25/26 LCAP)	23/24: 45.6% met/exceeded standards FY: too few scores to report SED: 33.1% EL: 12.2% SWD: 17.4% Homeless: data suppressed because fewer than 11 students tested Source: caaspp-elpac.ets.org	24/25: 45.2% met/exceeded standards FY: too few scores to report SED: 34.1% EL: 6.5% SWD: 24.9% Homeless: 15.6% LTEL: 3.5% Source: caaspp-elpac.ets.org	Increase from previous year annually	Overall: +1.1 percentage points FY: not reportable SED: +3.8 percentage points EL: -2.6 percentage points SWD: +10.2 percentage points Homeless: not reportable LTEL: -0.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: caaspp-elpac.ets.org				
3.5	CAASPP results Math: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 30.3% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 17.3% EL: 4.6% SWD: 11.3% 23/24 Homeless: data suppressed because fewer than 11 students tested(added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 34.0% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 23.2% EL: 5.8% SWD: 15.3% Source: caasppp-elpac.ets.org	24/25: 35.2% met/exceeded standards FY: too few scores to report SED: 23.3% EL: 7.9% SWD: 18.3% Homeless: 5.9% LTEL: 3.5% Source: caasppp-elpac.ets.org	Increase from previous year annually	Overall: +4.9 percentage points FY: not reportable SED: +6.0 percentage points EL: +3.3 percentage points SWD: +7.0 percentage points Homeless: not reportable LTEL: +3.5 percentage points
3.6	Climate survey, biennial: student sense of safety and school connectedness Climate survey, biennial: parent and staff sense of safety and school connectendess (new for 26-27 LCAP)	23/24: CHKS results pending 23/24 LCAP Student 3-12 survey My school is a safe place: 77.9% I feel like I am welcome and I belong at my school: 74.6% 25/26 CSPS (parent) School is a safe place for my child: 39%	CHKS safety Elementary - feel safe at school Grade 5: 23/24 70%, 24/25 79% Secondary - school perceived as very safe or safe Grade 7: 23/24 49%, 24/25 47% 23/24 results for grades 9, 11, NT not available	CHKS safety Elementary - feel safe at school 25/26 grade 5: 78% Secondary - school perceived as very safe or safe 25/26 grade 7: 69% 25/26 grade 9: 68% 25/26 grade 11: 67%	Increase student, parent, and staff sense of safety and school connectedness	CHKS Safety Grade 5: +9 percentage points Grade 7: -2 percentage points Grades 9, 11, NT report in 25/26 CHKS School connectedness Grade 5: +6 percentage points Grade 7: +5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents feel welcome to participate at this school: 37% School encourages me to be an active partner: 42% (New for 26/27 LCAP) 25/26 CSSS (staff) Is a safe place for staff: 30% Is a safe place for students: 32% Staff working environment: 30% Staff collegiality: 31% (New for 26/27 LCAP) Source: WestED CalSCHLS sruvey system	Grade 9: 24/25 64% Grade 11: 24/25 62% NT: 24/25 96% CHKS school connectedness Grade 5: 23/24 64%, 24/25 70% Grade 7: 23/24 43%, 24/25 48% 23/24 results for grades 9, 11, NT not available Grade 9: 24/25 55% Grade 11: 24/25 51% NT: 24/25 73% LCAP Student 3-12 survey The school campus is physically safe, both inside and outside the classroom: 79.63% I feel like I am welcome and I belong at my school: 78.73%	25/26 NT: 93% CHKS school connectedness Elementary 25/26 grade 5: 72% Secondary 25/26 grade 7: 60% 25/26 grade 9: 58% 25/26 grade 11: 54% 25/26 NT: 83% LCAP Student 3-12 survey The school campus is physically safe, both inside and outside the classroom: 90.23% I feel like I am welcome and I belong at my school: 84.69%		Grades 9, 11, NT report in 25/26
3.7	CTE pathway completion rate: Overall*	22/23: 20.2% Source: California School Dashboard, Met UC/CSU Requirements	23/24: 26.4% Source: California School Dashboard, Met UC/CSU	24/25: 27.8% Source: CA School Dashboard, Met UC/CSU	Increase from previous year annually	+7.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and CTE Pathway Completion Report additional report	requirements and CTE Pathway Completion Report additional report	requirements and CTE Pathway Completion Report additional report		
3.8	EL reclassification rate	22/23: 13.7% Source: LTUSD EL Services records, CAASPP (TOMS) reports	23/24: 14.4% Source: MLE Services records	24/25: 17.0% Source: MLE Services records	Increase from previous year annually	+3.3 percentage points
3.9	Implementation of academic content and performance standards for Common Core State Standards and English Language Development adopted by the state board	23/24: Implemented Source: LTUSD Educational Services	24/25: Implemented Source: LTUSD Educational Services	25/26: Implemented Source: LTUSD Educational Services	Implemented	No difference
3.10	LCAP survey: annual	23/24: Administered Number of parent responses: 522 Students (TK-12): 43.0% completed survey Staff: 36.0% completed survey Source: SurveyMonkey	24/25: Administered Number of parent responses: 270 Students (TK-12): 58.5% completed survey Staff: 47.8% completed survey Source: SurveyMonkey	25/26: Administered Number of parent responses: 234 Students (TK-12): 54.7% completed survey Staff: 42.0% completed survey Source: SurveyMonkey	Administered and increased participation from previous year annually	-288 parent responses +11.7 percentage points student +6.0 percentage points staff
3.11	Special Education Annual Performance Review	22/23 # targets met: 8 # targets not met: 5 # targets N/A: 3 Source: Annual Determination pursuant to IDEA, Compliance	23/24 data (24/25 determination) # targets met: 10 # targets not met: 6 # targets N/A: 0	24/25 data (25/26 determination) # targets met: 8 # targets not met: 7 # targets N/A: 1	Met all targets	No difference met targets +2 not met target -2 N/A targets

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and Improvement Monitoring Process Data and Information	Source: Annual Determination pursuant to IDEA, Compliance and Improvement Monitoring Process Data and Information	Source: Annual Determination pursuant to IDEA, Compliance and Improvement Monitoring Process Data and Information		
3.12	CTE pathway completion rate - Arts, Media, Entertainment: Overall* (number of students)	22/23: 2 students Source: CalPads	23/24: 0 students Source: CalPads	24/25: 3 students Source: CalPads	Increase from previous year annually	+1 student
3.13	CAASPP Science: Overall* Disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26 LCAP), LTEL (new for 25/26 LCAP)	22/23: 31.4% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 18.1% EL: 3.7% SWD: 6.4% 23/24 Homeless: data suppressed because fewer than 11 students tested (added for 25/26 LCAP) LTEL: 0.0% (new for 25/26 LCAP) Source: caaspp-elpac.ets.org	23/24: 29.5% met/exceeded standards FY: data suppressed because fewer than 11 students tested SED: 20.7% EL: 2.1% SWD: 9.8% Source: caaspp-elpac.ets.org	24/25: 32.8% met/exceeded standards FY: too few scores to report SED: 19.6% EL: 0.8% SWD: 13.9% Homeless: 7.1% LTEL: 0.0% Source: caaspp-elpac.ets.org	Increase from previous year annually	Overall: +1.4 percentage points FY: not reportable SED: +1.5 percentage points EL: -2.9 percentage points SWD: +7.5 percentage points Homeless: not reportable LTEL: no difference
3.14	Annual Staff Professional Development Survey	Baseline will be established in 24/25	24/25: Administered Source: LTUSD Educational Services	25/26: Administered Source: LTUSD Educational Services	Administered	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	Dashboard - distance from standard of average score - ELA: Overall* disaggregated by EL, FY, SED, SWD, Homeless, LTEL (new for 25/26 LCAP)	22/23: 19.3 points below standard FY: data not displayed for privacy SED: 50.2 points below standard EL: 71.9 points below standard SWD: 91.9 points below standard Homeless: 109.1 points below standard 23/24 LTEL: 106.0 points below standard (new for 25/26 LCAP) Source: California School Dashboard	23/24: 13.8 points below standard FY: data not displayed for privacy SED: 42.7 points below standard EL: 72.0 points below standard SWD: 85.2 points below standard Homeless: 87.4 points below standard Source: California School Dashboard	24/25: 17.4 points below standard FY: data not displayed for privacy SED: 45.4 points below standard EL: 75.2 points below standard SWD: 69.8 points below standard Homeless: 119.9 points below standard LTEL: 125.3 points below standard Source: California School Dashboard	Zero points below standard	Overall: +1.9 points FY: not reportable SED: +4.8 points EL: -3.3 points SWD: +22.1 points Homeless: -10.8 points LTEL: -19.3 points (+higher score/decreased distance from standard; -lower score/increased distance from standard)
3.16	Dashboard - distance from standard of average score - Math: Overall* disaggregated by EL, FY, SED, SWD, Homeless (added for 25/26), LTEL (new for 25/26 LCAP)	22/23: 59.3 points below standard FY: data not displayed for privacy SED: 91.7 points below standard EL: 111 points below standard SWD: 120.3 points below standard 23/24 Homeless: 111.0 points below standard (added for 25/26 LCAP) LTEL: 166.5 points below standard (new for 25/26 LCAP)	23/24: 45.5 points below standard FY: data not displayed for privacy SED: 75.7 points below standard EL: 101.4 points below standard SWD: 106.9 points below standard Source: California School Dashboard	24/25: 44.4 points below standard FY: data not displayed for privacy SED: 73.6 points below standard EL: 103.8 points below standard SWD: 108.4 points below standard Homeless: 176.1 points below standard LTEL: 181.1 points below standard Source: California School Dashboard	Zero points below standard	Overall: +14.9 points FY: not reportable SED: +18.1 points EL: +7.2 points SWD: +11.9 points Homeless: -65.1 points LTEL: -14.6 points (+higher score/decreased distance from standard; -lower score/increased distance from standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard				

Goal Analysis [2025-26]

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

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

With the exception of Teacher on Special Assignment (TOSA), all actions and services were implemented as planned with no substantive differences in planned actions and actual implementation. The TOSA position remained vacant during the 2025-26 school year due to budget constraints. Proposed TOSA responsibilities were managed by existing site and district staff through established practices.

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

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

Budgeted expenditures exceeded estimated actual expenditures:

3.2 TOSA: position remained vacant, salary costs were not realized; position has been filled for 2026-27 school year to support newly adopted Math curriculum implementation and teacher training
3.3 Early Out Wednesday: applied portion of site expenditures for purchase of training materials to support Early Out Wednesday individual, site, and District driven professional development; budgeted expenditures not fully realized
3.4 Site Single Focus Plans: due to material purchases in previous years; individual, site, and District driven professional development held during teacher contract hours; local grant award funding for professional development related travel expenses (i.e. CA Ed Partners); and significant budget constraints, planned Site Single Focus Plan expenditures were reduced and budgeted expenditures not fully realized

Estimated actual expenditures exceeded budgeted expenditures:

3.1 Professional Development Schedule: additional extra duty costs for tenured teachers to serve as mentors to new teachers; vendor and contractor services exceeded budgeted expenditures; majority of expenditures funded through title II

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

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

District administration surveyed staff on their training preferences for the annual Staff Professional Development Day; results of which

defined PD options offered during the districtwide training. The theme of the 2025-26 Lake Tahoe Unified School District staff professional development day was based on the District Board priority, “Everyone Matters,” as well as the district’s mission. Two high school teachers produced and presented a video featuring several students and staff sharing their thoughts around the topic of Everyone Matters. Held in October 2025, the professional development day offered a multitude of training sessions in small group settings, led by industry experts and district personnel:

- The Power of Play: Deepening Trust for Classrooms/Teams
- Artificial Intelligence for Educators (grades K-4)
- Artificial Intelligence for Educators (grades 5-12)
- Artificial Intelligence – Beyond the Basics: Practical AI for Classrooms
- Phonological Progression (grades TK-4): Key Insights from the Science of Reading
- Phonological Progress (grades K-4): Bijou Two-Way Bilingual Immersion teachers
- Language Comprehension (grades 5-8): Key Insights from the Science of Reading
- Culturally Responsive Instruction and the Brain (grades 9-12)
- KTEA (Kaufman Test of Educational Achievement) training: Resource Specialist Program and Special Day Class teachers
- 504 Training for Counselors and Coordinators
- Youth on the Margins (grades 6-12)
- Best Practices to Support Multilingual Learners and All Students
- Beyond Decoding: Strengthening Language Comprehension Through Syntax and Vocabulary
- Calming the Storm: Navigating Challenging Behaviors Through an SEL Lens
- Illustrative Math Pilot Experience
- The Anxious Generation and Smartphones (grades K-12)
- Little Math Activities with a Big Bang
- Teaching Modern Day Climate Science Around Climate Change
- Building a Strong Mathematical Foundation (grades TK-K): Transitioning from TK to K
- Early Literacy School Library Tools for Reading and STEAM (grades TK-3)
- Diving Into the Fun of Thinking Maps: An Overview
- TWBI Thinking Maps: Reading and Writing Planning
- Utilizing SEL and PBIS Aimed at Academic Achievement for Primary Teachers
- Building Strong Readers: Strengthening Phonics Through Foundational Literacy
- Hands-On Math Activity and Introduction to Illustrative Math
- Membean 2.0: Secondary ELA Teachers
- Introduction to CPR and First Aid
- Understanding Your Professional Rights and Responsibilities
- Visual and Performing Arts special topics (grades K-12)
- Nurses: Scopes and Standards of Practice
- STAR (Supportive Technical Assistance Review) billing: Counselors, Speech and Language Pathologists, Psychologists, Occupational Therapists
- Helios training for Teachers
- Streaming Video for Education for All of California
- TK Teacher training

- TK-4 grade level collaboration
- Grade 5-12 vertical collaboration
- Speech Collaboration
- Physical Education Teachers (grades TK-12)
- Site Debriefs and Surveys

Dr. Rachel Keller, Professor with the Grand Canyon University, guided teachers through deepening students' language comprehension through syntactic awareness and vocabulary instruction. They explored the role of syntactic awareness in reading comprehension and strategies for developing vocabulary instruction routines. Professor Keller coached teachers on strategies to explicitly teach syntax and sentence structure, having them practice integration into daily reading and writing instruction.

Ms. Eliana Morris, Founding Director of PATH Education Initiatives and former LTUSD teacher, provided training on Positive Choice Management Structures which integrates specialized academic teaching methods with SEL and PBIS. Teachers learned strategies to promote social, emotional, and behavioral competence and how to provide positive, predictable, and safe environments promoting strong interpersonal relationships with students through teaching, modeling, and encouragement. These methods can result in reductions in major disciplinary infractions, antisocial behavior, aggressive behavior, bullying, and victimization, as well as improvements in student emotional regulation, engagement, and academic achievement. Teachers were able to utilize strategies based on the three-tier approach to PBIS – Universal Interventions, Targeted Group Interventions, and Individualized Interventions – to support classroom management. Ms. Morris introduced teachers to PATH's Happy Seeds (specific acts of kindness, fairness, and accountability) and the Happy Seed Animals curriculum, which honors and celebrates students' imagination, interests, and cognitive development. Teachers received charts, SEL curriculum materials, chants, hand dances, songs, activities, catch phrases, and visual motivators in a lesson plan format. Core standards were integrated into the SEL/PBIS curriculum so teachers can create a daily practice and culture of kindness, fairness, and accountability.

The district supported professional development for specific needs including curriculum and training for employees in positions supporting districtwide programs. Site professional development was based on site and individual needs and the implementation of Site Single Focus Plans. District leaders and the teachers' employee organization worked collectively to maintain early-out Wednesdays and provide teachers dedicated time to participate in collaboration and professional learning communities (PLCs). Every Wednesday, students were dismissed early to allow teachers to participate in collaboration and professional development. These early-out days provided all sites a minimum of one hour each week to focus on district and site initiated professional development, staff collaboration, and individual staff professional learning. District funded professional development included, but was not limited to: California Education Partners Math P3CC; new teacher mentoring; Crisis Prevention Institute; 2026 Counselor Spring Institute; math curriculum pilot; California Association for Health, Physical Education, Recreation and Dance Conference; California School Nurses Organization Conference; Fall and Spring Workability conferences for SPED staff; and Guided Language Acquisition Design training.

Grade and site-level lead teachers were established in the 2022-23 school year, continuing in 2023-24, to support grade level collaboration, promote equity and high expectations among all schools, and implement critical concepts. Elementary site-level lead teachers continued in 2024-25 and 2025-26 while grade-level lead positions were suspended due to budget constraints.

3.2 Teacher on Special Assignment (TOSA)

The TOSA position remained vacant during the 2025-26 school year due to budget constraints. Proposed TOSA responsibilities were managed by existing site and district staff through established practices.

All sites piloted new math materials, a process supported through the district's ongoing partnership with El Dorado County Office of Education, California Education Partners, and the selected textbook publishers. Teachers, site staff, and district administration analyzed the new California Mathematics Framework along with state and local assessment results to identify students' academic strengths and areas for growth, and guide instruction. The MLE department facilitated professional learning across the district to develop and sustain best practices for EL students through participation in grade level collaboration, advancing instructional strategies for English language development, and teacher one-to-one and team meetings with the Multilingual Learner Specialist.

See goal 1 analysis 1.3 California Education Partners
See goal 1 analysis 1.5 Evidence-based Instructional Strategies – Multilingual Learner Equity
See goal 1 analysis 1.5 Evidence-based Instructional Strategies – iReady Assessments

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

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

3.2 Teacher on Special Assignment (TOSA) was revised to focus on implemenation and ongoing support of Board-adopted, California state standards-aligned math curriculum, 1-year term
3.4 Site Single Focus Plan: added Elevated Digital Learning Academy to receive $2,500 for plan implementation
Metric 3.6 Student Sense of Safety and Connectedness: added parent and staff results for 2026-27 LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development Schedule: Staff Survey, Design, Implementation	Survey staff annually to determine Professional Development needs Develop a professional development schedule based on survey results to support District and Site needs addressing: • LCAP • Site Single Focus Plans • Standards/Critical Concepts alignment	$93,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Evidence-based instructional strategies including culturally responsive teaching and advancing English language development for English Learners and long-term English Learners • Universal Design for Learning (UDL)/Differentiated Instruction/Scaffolded Instruction • PLC (Professional Learning Community) implementation/training • Equity and culturally responsive teaching practices • Trauma-Informed Practices Professional Development Schedule will be implemented districtwide through collaboration with site and District leaders and teachers.		
3.2	Teacher on Special Assignment - Math (Math focus/support new for 2026-27 LCAP)	Hire 1.0 FTE Teacher on Special Assignment - Math (Credentialed Teacher) TOSA will support teacher implementation of targeted Math curriculum and instructional practices (K-12). Responsibilities for supporting teachers in the following areas include: • Curriculum alignment, adoption, and implementation • Professional development in conjunction with District and site leaders • Assessment and data; iReady and other District and site assessments • Instruction by assisting with best practices to meet student needs including strategies to meet the unique needs of and advance English Learners and long-term English learners in English language acquisition • TOSA will support Site Single Focus Plans when deemed appropriate • The following school sites and student groups received a red performance level on the 2023 California School Dashboard: Sierra House - SWD Math, Tahoe Valley - EL ELA	$139,126.00	Yes
3.3	Early Out Wednesday:	Collaborate with employee groups to identify time for dedicated Collaboration and Professional Development to occur on a regular basis	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Collaboration and Professional Development schedule	for the purpose of vertical and horizontal articulation, reflective analysis of teaching and learning, data analysis to monitor student growth, and collaborative planning Cost contained in staff salaries Associated with Professional Development Schedule: Staff Survey, Schedule, Implementation Goal 3, action 3.1 (contributing)		
3.4	Site Single Focus Plan	Provide direct funding to all school sites for the purpose of addressing professional development needs to implement Site Single Focus Plans: • Maintain Single Site Focus Plan with one (1) focus goal on student achievement tied to the LCAP goals • Allow flexibility to sites to utilize funds in a manner that will allow for targeted growth • Elementary: $5,000 • Middle school: $10,000 • High school: $10,000 • Mt. Tallac: $2,500 • Elevated: $2,500 Partially funded through Learning Recovery Emergency Block Grant: $45,000	$49,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,031,657	$147,121

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.986%	0.000%	$0.00	12.986%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Cohesion between core instruction and intervention supports • Critical thinking and problem solving skills • Engaging, rigorous grade level instruction • Access to rigorous curriculum • Direct academic support for low performing students including foster youth, English Learners, and low income **Scope:** Schoolwide		
1.2	**Action:** California Education Partners partnership **Need:** • Strengthening Math instruction • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts alignment • Engaging, rigorous grade level instruction with relevant lessons • Teaching students critical thinking and problem solving skills • Math support for all students including foster youth, English Learners, and low income **Scope:** Schoolwide	• Continuous Improvement partnership to improve performance in Math • Identify and address challenges and barriers to progress in Math growth • Make necessary shifts in instructional practices	1.7, 1.9, 1.12, 1.21

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:** Career Technical Education Provider (CTE Specialist) **Need:** • Access to courses and activities beyond core instruction • Student-centered • Critical thinking and problem solving skills • Strong and supportive relationships among students, teachers, and staff • Discovery, exploration, and engagement in CTE programs for all students including foster youth, English Learners, and low income **Scope:** LEA-wide	• Support the development of discovery programs at Elementary, exploration at Middle School, and Engagement at High School in order to provide students the opportunity to garner interest in all possible career pathways after high school • Bring CTE education to all students, beginning the pathway linkage early and have it tie directly to current CTE pathways at STHS	1.15, 1.19, 1.20, 1.21, 1.22
1.4	**Action:** Evidence-based Instructional Strategies **Need:** • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts and alignment • Common formative assessment and checking for understanding • Student-centered • High expectations • Engaging, rigorous grade level instruction with relevant lessons • Student access to rigorous curriculum	• Improving student academic achievement • Increase student engagement	1.1, 1.2, 1.3, 1.5, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.19, 1.20, 1.24

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Math Curriculum implementation (new for 2026-27 LCAP) **Need:** • Necessity for Tier I (appropriate grade level) instruction • Standards/critical concepts and alignment • Student-centered • High expectations • Engaging, rigorous grade-level instructional materials • Student access to rigorous curriculum • Critical thinking and problem-solving skills • Strengthening math instruction • Direct academic support for all students including foster youth, English Learners, and low income students **Scope:** LEA-wide	• Improving student academic achievement • Increase student engagement • Access to current, relevant, and rigorous math instructional materials aligned to California state standards	1.7, 1.9, 1.12, 1.14, 1.23
2.1	**Action:** Elementary Counselors **Need:** • Engagement through relevant, challenging and collaborative activities	Professional development and support in: • SEL Curriculum and Strategies implementation • Implementation of Restorative Practices • Trauma-Informed Practices • Working directly with individual students, student groups, and classes	2.1, 2.7, 2.8, 2.9, 2.10, 2.11

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
	• Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports • Environments and systems that are inclusive for all students • Counseling services • Improve attendance through student and family engagement and accountability • Target engagement and improve attendance of all students including foster youth, English Learners, and low income **Scope:** Schoolwide		
2.2	**Action:** Social-Emotional Learning Practices **Need:** • Engagement through relevant, challenging and collaborative activities • Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports • Access to extracurricular and enrichment activities	Ongoing student social-emotional, mental, behavioral, and physical health support districtwide • Identify SEL Curriculum K-12 • Implement Restorative Practices • Culturally Relevant Social-Emotional Learning Practices	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** School Nurse and Attendance/Health Clerk Services (Attendance/Health Clerk new for 2026-27 LCAP) **Need:** • Ongoing support of student mental, social-emotional, and physical health • School Nurse services • Provide support for social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income **Scope:** LEA-wide	• Maintain School Nursing Services for each physical school site and all educational programs throughout the District • School Nurses will provide incidental and ongoing basic health services for all students • Additional School Nurse and student physical health support	2.1, 2.9, 2.11
2.5	**Action:** Attendance Intervention and Supports **Need:** • Student engagement through relevant, challenging and collaborative activities • Parent involvement through engagement opportunities • Student-centered activities and relationships • Student social-emotional learning and supports	• Parent education opportunities • Student coaching and supports (home visits) • Attendance review processes (i.e., School Attendance Review Board) • Engaging lessons and classroom environments • Promoting school connectedness which may include visual displays at sites, personal communication from site staff, and site incentive programs	2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Student access to extracurricular and enrichment activities • Environments and systems that are inclusive for all students • Improve attendance through student and family engagement and accountability • Target engagement and improve attendance of all students including foster youth, English Learners, and low income **Scope:** LEA-wide		
2.6	**Action:** Social-Emotional Intervention Teachers **Need:** • Student engagement through relevant, challenging, and collaborative activities • Student-centered activities and relationships • Student social-emotional learning and supports • Improve attendance through student and family engagement and accountability • Parent involvement through engagement opportunities • Support social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income	• ITs will be individually assigned to sites to work on specific needs based upon data analysis and needs assessment: 0.5 FTE Tahoe Valley, 0.5 FTE Sierra House, 0.5 FTE Bijou • ITs will work as a collaborative team and with School Counselors to assist all sites with assessment and determination of grouping of students • ITs will be assigned specific sites and focus areas dependent upon assessment results to ensure continuity of practice at school sites and districtwide • ITs may provide student enrichment opportunities • ITs will promote the CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	2.1, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.7	**Action:** Family Engagement: Opportunities, Resources, Support **Need:** • Family involvement through engagement opportunities • Improve attendance through student and family engagement and accountability • Provide resources to families to support their student's academic achievement • Target engagement and improve attendance of all students including foster youth, English Learners, and low income **Scope:** LEA-wide	• Continue with Parent Institute for Quality Education (PIQE) that assists parents in effectively supporting their students towards graduation. PIQE is to be implemented at the middle school level for all parents. • Continue to support and engage with families by providing a platform for collaborative conversation and learning opportunities (i.e. Cafecitos, newsletters, academic nights - Math, Science, Literacy)	2.1, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11
2.8	**Action:** Suspension Interventions and Supports **Need:** • Student engagement through relevant, challenging, and collaborative activities • Parent engagement opportunities • Student-centered activities and relationships	• Alternatives to suspension to maintain student connectedness to school, staff, and peers • Identify causes of suspendable behavior and provide individualized student mental, social-emotional, physical, and basic needs supports	2.8, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Student social-emotional learning and supports • Student access to extracurricular and enrichment activities • Environments and systems that are inclusive for all students • Counseling • Targeted engagement for and improve attendance of all students including foster youth, English Learners, and low income • Support social-emotional, mental, behavioral, and physical health of all students including foster youth, English Learners, and low income **Scope:** LEA-wide		
3.1	**Action:** Professional Development Schedule: Staff Survey, Design, Implementation **Need:** • Unduplicated pupils are scoring below students districtwide in Reading and Math; additional academic support in core subjects • All students need grade level content exposure and differentiation including foster youth, English Learners, and low income **Scope:**	• Surveys will provide additional information of alignment of systems across the District and help to identify focus areas for professional development • Plan will take into consideration survey results, teacher and site needs, and align with School Plans for Student Achievement • Plan will focus on how to support teachers on best practices to meet the unique needs of targeted student groups	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16

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		
3.2	**Action:** Teacher on Special Assignment - Math (Math focus/support new for 2026-27 LCAP) **Need:** • Implementation of high-yield instructional strategies for all students including foster youth, English Learners, and low income • Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District **Scope:** LEA-wide	TOSA will be responsible for supporting teachers in: • Curriculum: alignment, adoption, implementation • Professional development (in conjunction with District and site leaders) • Assessment and data • Instruction: assisting with best practices to meet student needs • Support Site Single Focus Plans when deemed appropriate TOSA will be responsible for in supporting math curriculum implementation: • Planning, rollout, and continuous improvement of math curriculum in collaboration with leadership to ensure coherence with district goals and instructional priorities • Designing and facilitating professional development and Professional Learning Communities to support teacher understanding and curriculum utilization • Providing teacher coaching, assistance in implementing effective strategies for diverse learners, and build teacher capacity to use formative assessments to guid instruction • Monitoring student achievement through data collection, analysis, and reporting; support data-driven instructional refinement and improving student outcomes	3.2, 3.5, 3.9, 3.16

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District **Scope:** LEA-wide	• Utilize guaranteed curriculum, critical concepts, and vertical alignment with fidelity across the District • Address gaps in professional learning and align professional development to site strengths and areas of focus • Participate in districtwide training including classified staff	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

Concentration funding will support salaries to retain staff providing direct student services at sites with high concentrations of unduplicated students. This will include goal 1 action/service 1.4 Evidence-Based Instructional Strategies and goal 2 action/service Social-Emotional Learning Practices.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elevated Digital Learning Academy 1:75.8 Meyers Elementary School 1:41.7	Bijou Community School 1:29.3 Mt. Tallac Continuation High School 1:88.4 Sierra House Elementary School 1:23.1 Tahoe Valley Elementary School 1:25.4 South Tahoe High School 1:40.3 South Tahoe Middle School 1:39.8
Staff-to-student ratio of certificated staff providing direct services to students	Elevated Digital Learning Academy 1:21.6 Meyers Elementary School 1:15.9	Bijou Community School 1:19.3 Mt. Tallac Continuation High School 1:13.1 Sierra House Elementary School 1:16.2 Tahoe Valley Elementary School 1:14.2 South Tahoe High School 1:18.3 South Tahoe Middle School 1:18.6

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	38,745,856	5,031,657	12.986%	0.000%	12.986%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,860,749.00	$1,893,086.00	$9,100.00	$334,800.00	$8,097,735.00	$7,536,956.00	$560,779.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Intervention Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	Ongoing	$748,932.00	$0.00	$680,790.00	$68,142.00			$748,932.00	
1	1.2	California Education Partners partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley; Secondary: South Tahoe Middle School, South Tahoe High School PreK-3, 8-9	Ongoing	$9,000.00	$1,100.00	$1,000.00		$9,100.00		$10,100.00	
1	1.3	Career Technical Education Provider (CTE Specialist)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$113,930.00	$0.00	$56,965.00	$56,965.00			$113,930.00	
1	1.4	Evidence-based Instructional Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,822,509.00	$275,000.00	$3,371,794.00	$468,601.00		$257,114.00	$4,097,509.00	
1	1.5	Daily Reading Campaign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou,	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Meyers, Tahoe Valley									
1	1.6	Math Curriculum implementation (new for 2026-27 LCAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bijou, Sierra House, Meyers, Tahoe Valley, South Tahoe Middle School, South Tahoe High School	Ongoing	$0.00	$120,357.00	$75,357.00	$45,000.00			$120,357.00	
2	2.1	Elementary Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	Ongoing	$604,398.00	$0.00	$78,363.00	$526,035.00			$604,398.00	
2	2.2	Social-Emotional Learning Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,061,838.00	$46,902.00	$834,153.00	$262,711.00		$11,876.00	$1,108,740.00	
2	2.3	Wellness Coach/Student Advocate Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$86,153.00	$1,500.00	$1,500.00	$86,153.00			$87,653.00	
2	2.4	School Nurse and Attendance/Health Clerk Services (Attendance/Health Clerk new for 2026-27 LCAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$671,864.00	$0.00	$584,591.00	$87,273.00			$671,864.00	
2	2.5	Attendance Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.6	Social-Emotional Intervention Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tahoe Valley, Sierra House, Bijou	Ongoing	$201,472.00	$1,500.00	$1,500.00	$201,472.00			$202,972.00	
2	2.7	Family Engagement: Opportunities, Resources, Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$34,420.00	$11,610.00			$22,810.00	$34,420.00	

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
2	2.8	Suspension Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.1	Professional Development Schedule: Staff Survey, Design, Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$77,734.00	$16,000.00	$5,000.00	$45,734.00		$43,000.00	$93,734.00	
3	3.2	Teacher on Special Assignment - Math (Math focus/support new for 2026-27 LCAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$139,126.00	$0.00	$139,126.00				$139,126.00	
3	3.3	Early Out Wednesday: Collaboration and Professional Development schedule	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.4	Site Single Focus Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$49,000.00	$4,000.00	$45,000.00			$49,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
38,745,856	5,031,657	12.986%	0.000%	12.986%	$5,860,749.00	0.000%	15.126 %	**Total:**	$5,860,749.00
								LEA-wide Total:	$5,099,096.00
								Limited Total:	$0.00
								Schoolwide Total:	$761,653.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Academic Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	$680,790.00	
1	**1.2**	California Education Partners partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley; Secondary: South Tahoe Middle School, South Tahoe High School PreK-3, 8-9	$1,000.00	
1	**1.3**	Career Technical Education Provider (CTE Specialist)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,965.00	
1	**1.4**	Evidence-based Instructional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,371,794.00	

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	1.5	Daily Reading Campaign	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Sierra House, Bijou, Meyers, Tahoe Valley	$5,000.00	
1	1.6	Math Curriculum implementation (new for 2026-27 LCAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bijou, Sierra House, Meyers, Tahoe Valley, South Tahoe Middle School, South Tahoe High School	$75,357.00	
2	2.1	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Meyers, Bijou, Tahoe Valley, Sierra House	$78,363.00	
2	2.2	Social-Emotional Learning Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$834,153.00	
2	2.3	Wellness Coach/Student Advocate Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.4	School Nurse and Attendance/Health Clerk Services (Attendance/Health Clerk new for 2026-27 LCAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$584,591.00	
2	2.5	Attendance Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
2	2.6	Social-Emotional Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tahoe Valley, Sierra House, Bijou	$1,500.00	
2	2.7	Family Engagement: Opportunities, Resources, Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,610.00	
2	2.8	Suspension Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	**3.2**	Teacher on Special Assignment - Math (Math focus/support new for 2026-27 LCAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,126.00	
3	**3.3**	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	**3.4**	Site Single Focus Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,194,061.00	$7,843,407.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Intervention Teachers	Yes	$816,143.00	$772,398.00
1	**1.2**	Paraprofessionals	Yes	$958,490.00	$1,096,568.33
1	**1.3**	California Education Partners partnership	Yes	$38,500.00	$36,825.10
1	**1.4**	Career Technical Education Provider (CTE Specialist)	Yes	$116,632.00	$129,258.18
1	**1.5**	Evidence-based Instructional Strategies	Yes	$2,407,810.00	$3,056,613.64
1	**1.6**	Daily Reading Campaign	Yes	$37,300.00	$1,000.00
2	**2.1**	Elementary Counselors	Yes	$582,890.00	$586,631.21
2	**2.2**	Social-Emotional Learning Practices	Yes	$945,811.00	$1,086,256.52
2	**2.3**	Wellness Coach/Student Advocate Specialist	Yes	$94,550.00	$85,050.97
2	**2.4**	School Nurse Services	Yes	$633,362.00	$647,939.82
2	**2.5**	Attendance Intervention and Supports	Yes	$15,000.00	$3,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Social-Emotional Intervention Teachers	Yes	$217,673.00	$161,869.85
2	**2.7**	Family Engagement: Opportunities, Resources, Support	Yes	$27,126.00	$23,486.00
2	**2.8**	Suspension Interventions and Supports	Yes	$10,000.00	$3,000.00
3	**3.1**	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	$74,789.00	$120,301.76
3	**3.2**	Teacher on Special Assignment (TOSA)	Yes	$144,985.00	$0.00
3	**3.3**	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	$18,000.00	$5,000.00
3	**3.4**	Site Single Focus Plan	Yes	$55,000.00	$27,708.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,775,213.00	$5,610,417.00	$5,744,935.20	($134,518.20)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Intervention Teachers	Yes	$688,437.00	$698,455.00		
1	1.2	Paraprofessionals	Yes	$792,398.00	$831,375.08		
1	1.3	California Education Partners partnership	Yes	$28,500.00	$0.00		
1	1.4	Career Technical Education Provider (CTE Specialist)	Yes	$63,316.00	$46,103.00		
1	1.5	Evidence-based Instructional Strategies	Yes	$2,310,860.00	$2,600,829.86		
1	1.6	Daily Reading Campaign	Yes	$20,000.00	$1,000.00		
2	2.1	Elementary Counselors	Yes	$84,235.00	$76,632.97		
2	2.2	Social-Emotional Learning Practices	Yes	$774,903.00	$861,402.04		
2	2.3	Wellness Coach/Student Advocate Specialist	Yes	$12,000.00	$1,000.00		
2	2.4	School Nurse Services	Yes	$549,783.00	$562,701.90		
2	2.5	Attendance Intervention and Supports	Yes	$15,000.00	$3,500.00		
2	2.6	Social-Emotional Intervention Teachers	Yes	$4,000.00	$0.00		
2	2.7	Family Engagement: Opportunities, Resources, Support	Yes	$17,000.00	$18,704.00		

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)
2	**2.8**	Suspension Interventions and Supports	Yes	$10,000.00	$3,000.00		
3	**3.1**	Professional Development Schedule: Staff Survey, Design, Implementation	Yes	$32,000.00	$31,231.35		
3	**3.2**	Teacher on Special Assignment (TOSA)	Yes	$144,985.00	$0.00		
3	**3.3**	Early Out Wednesday: Collaboration and Professional Development schedule	Yes	$18,000.00	$5,000.00		
3	**3.4**	Site Single Focus Plan	Yes	$45,000.00	$4,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$37,977,693	$4,775,213.00	0.00%	12.574%	$5,744,935.20	0.000%	15.127%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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