Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Tahoe Truckee Unified School District

CDS Code:

66944

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

As outlined in the goals of TTUSD Strategic Plan 2020 and LCAP:
We will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology and utilizing data to actively engage each scholar to learn at the highest levels, gain 21st century skills and develop personal educational plans in order to be prepared for college, career and life.
We will expand human, community and financial resources and ensure these resources are used most effectively to achieve our vision for teaching and learning for all scholars.
We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.
We will provide for the physical, social, and emotional well-being of our scholars. We will also identify, model, and integrate positive character traits as well as develop means for assessment to help our scholars become contributing, responsible, and caring members of a diverse community.
We will actively engage families and the broader community as valued partners in the education process.
We will provide safe and clean facilities that support the educational goals of the district.
TTUSD uses Marzano's High Reliability Schools Framework to reach our goals as explained in the LCAP. The dashboard shows the areas for growth are in the subgroups of SED and English learners in ELA, Math, and chronic absenteeism.
To address the areas of need, Title funds are used for positions or partial positions to provide additional services to SED EL and as risk students. These include; District ELD Coordinator, site ELD Coordinators, Site Intervention teachers, and Instructional Aides. Other uses of federal funds include the District Literacy Innovation Team, which is a collaboration of school, district, and community leaders which uses improvement science to implement change ideas related to the needs of students who are socio-economically disadvantaged, books, materials, fees for tests, technology, and other resources dedicated for SED and EL student needs. Lastly, Federal funding is used to ensure that Principals, Teachers, and instructional aides receive high quality professional learning focused on the needs of our ELs and SED students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Use of Federal funding aligns to our district goals and spending priorities to meet the needs of English learners and students who are socio-economically disadvantaged. Based on our work with HRS (High Reliability Schools) TTUSD allocates resources based on student need and provides Professional learning based on those priorities, especially high expectations for all learners, learning goals, building relationships, and engagement strategies. For 2019-2019, TTUSD is especially focused on high quality differentiated instruction, Parent engagement, and addressing chronic absenteeism.
Stakeholders such as DELAC, ELAC, SSC, EL PLC advise on how TTUSD uses both state and federal funding and SPSAS reflect district priorities and LCAP goals

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.