TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

Local Control 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
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Our Region and District
The Tahoe Truckee Unified School District is in the historic Tahoe Truckee region of the Sierra Nevada Mountains, 100 miles northeast of Sacramento and 35 miles west of Reno, Nevada. This community is caring, active, and dedicated to the vibrant ecosystem. Formerly home to nomadic Native American tribes, the region began to change when it became the crossing-over point in the Sierra's for explorers and settlers headed to mine for gold and silver. In the 1860s, when silver was discovered in nearby Virginia City, a vibrant lumber and railroad industry emerged. After the first car survived the pass in 1905, famous and not-so-famous people seek the outdoors' respite, as did lodges and restaurants. In the winter of 1960, the Olympic Games held at Squaw Valley solidified the region's winter sports frenzy. The region is best known for beautiful Lake Tahoe, winter sports, music, arts, and the pristine environment, which provides year-round fun and adventure.

A dedicated community helped to establish the first connection with the county school system in 1927. Tahoe Lake School, at the top of Grove Street, was then opened. Since then, the school district has grown to approximately 4,000 students in 12 schools and spans three California counties: Nevada, Placer, and El Dorado. The District encompasses more than 720 square miles, and its boundaries stretch from Sierra County, eight miles north of Truckee, south to Emerald Bay, and from Yuba Gap, twenty miles to the west, to Floriston, fifteen miles to the east of Truckee.

Tahoe Truckee Unified is a basic aid district recognized for its commitment to providing challenging and engaging learning opportunities so that scholars can thrive and be successful in a globally competitive age. Extensive partnerships with community members and agencies allow the district to provide additional programs that enhance students' overall education. The district boasts some of the lowest district-wide class size ratios in Placer County. Many schools have been recognized as Gold Ribbon, California Distinguished, Title I High Achieving, and Honor Roll for Academic Achievement schools in the past several years.

Elected Board of Education
The TTUSD Board of Education holds students as the focus of all decisions. It works in collaboration with students, parents, staff, and the community to sustain a culture of quality, accountability, responsibility, and respect. The Pathways 2020 document represents collaborative work started in the spring of 2021 when the Superintendent Chief Learning Officer, Carmen Diaz Ghysels, conducted a comprehensive Listening and Learning tour of the school district. From this data and district and state assessment data, themes were identified to celebrate learning success and address gaps. The district's governance team used this information and more to develop a new district vision and beliefs that are included below:

District Vision & Beliefs
Pathways 2020 – Providing Pathways to Possibilities and Student Success
District Vision
All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities to thrive and to be successful in life. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated, and caring principals and teachers will engage scholars with effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem-solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Beliefs
- Students are the focus of all decisions.
- A culture of accountability shall drive excellence and promote the district's vision of teaching and learning.
- Open, honest, respectful, and responsive communication is fundamental to the collaborative process.
- Students' physical, social, and emotional well-being results from a partnership between families, the school staff, and the community.
- Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
- We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.
- The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.
- Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.
- Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.
- School principals are passionate professionals who are leaders of leaders and accountable for the success of the school.
- All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.

- The Superintendent-Chief Learning Officer has a critical responsibility to communicate a vision of the future and initiate and support action toward the vision.
- The Board of Education is entrusted with the responsibility for setting policies and strategies that are consistent with these beliefs and assures the district meets its vision.

Our Students
Tahoe Truckee Unified School District serves 3,923 students from Transitional Kindergarten through 12th grade. We also have two preschool programs and an Adult Education program.

In 2020-2021 the student group percentages were:

Total TK-12 Enrollment: 3,923
- Hispanic: 37% 1435 students
- White: 58% 2270 students
- Socio-economically disadvantaged: 35% 1369 students
- English Learners: 16% 624 students
- Homeless/Foster Youth: <1% 30 students
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With the three LCAP goals focusing on academic excellence, support, safety, and adult professional capacity, students in Tahoe Truckee will be provided the skills, knowledge, and resources to graduate college, career, and life ready.

Our Staff
The Tahoe Truckee Unified School District is served by a five-member Board of Trustees and led by a Superintendent Chief Learning Officer and Executive Cabinet, an Executive Director of Educational Services, an Executive Director of Business Services, and an Executive Director of Student Services. Each elementary school has a principal, and both Glenshire and Truckee Elementary schools have full-time assistant principals in addition to a principal. Both Alder Creek Middle School and North Tahoe Middle School have a principal and full-time assistant principal, as do both comprehensive high schools. One principal successfully serves both Sierra High School and Cold Stream Alternative. The teaching staff in Tahoe Truckee Unified is outstanding and continually strives for effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem-solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. Additional certificated and classified staff that includes counselors, psychologists, instructional coaches, secretaries, librarians and library technicians, food services personnel, bus drivers, maintenance staff, as well as custodians, LVNs/Health Aides, interpreters, instructional assistants, yard duty, and computer technicians all serve to ensure student success!

The Tahoe Truckee Unified School District takes pride in providing Pathways to Possibilities and Student Success!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on an analysis of the 2018/2019 CA Dashboard:
Goal One

- On the ELA SBAC, Students with Disabilities (SWD) student group gained 8% points and on the Math SBAC gained 9% points.
- In both ELA and Math, the Students with Disabilities (SWD) group decreased the number of points away (decrease of 10 points in ELA & 7 points in Math) from "Level 3: At Standard." (ie. while still below, this group did move up...closer to the benchmark).

Tahoe Truckee Unified School District performed in the Green range overall on the following indicators:

- English Language Arts
- The White student group performed in the "blue" (highest performance) range on English Language Arts (3-8 & 11) and is in the "green" range on Math (3-8 & 11). Source: CA Dashboard
- Baseline data was established via the Brightbytes annual assessment of technology integration. The following question was identified as a key area of focus: “Teachers ask students to develop or present multimedia presentations." Baseline results for this question indicate that 41% of teachers never ask their students to develop or present multimedia presentations. 2020-2021 Goal: Decrease

in this area by 5% points (41% to 36%).

- TTUSD reclassification rates increased to 17% which is 4% points above the county average. (source: DataQuest)

Goal Two: based on 2018/2019 actions and analysis

CA Dashboard 18/19
Tahoe Truckee Unified School District performed in the Green range overall on the following:

- Suspension Rate

Local Measures

The following High-Reliability Schools (HRS) surveys HRS Level 2, HRS Level 3, and the TTUSD Reflective survey was created with Google Forms and provided data to measure the impact of professional development and progress toward becoming more reliable as measured by the HRS indicators for Levels 2 and 3.

The High-Reliability Schools (HRS) surveys for Levels 2 and 3 were created. Surveys were administered to teachers in the fall only, results

were anonymous and provided to each school site for review and action. Administrators took the survey once.

With the goal of having all indicators average at a 4.0 or higher (agree/strongly agree), results are as follows:

Administrator Results-Fall 2018 compared to Spring 2019:

- Level 2: all but two indicators remained similar from 2018 to 2019

Indicator 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school: moved from a 3.4 average to a 4.0 average

Indicator 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data: moved from a 3.0 to a 2.9

- Level 3: all but one indicator remained similar from 2018 to 2019

Indicator 3.1 The school curriculum and accompanying assessments adhere to state and district standards: moved from a 3.5 to a 4.0

Teacher Results(baseline)-Fall 2019:

- Level 2: For both teacher groups (elementary and 6-12), responses for

Indicators 2.1(The school leader communicates a clear vision as to how instruction should be addressed in the school)
and
2.2 (Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans)
averaged at or above the goal of 4.0

- Level 3: For both teacher groups (elementary and 6-12), responses for

Indicator 3.1 (The school curriculum and accompanying assessments adhere to state and district standards) averaged at or above the goal of 4.0.

Elementary teachers rated Indicator 3.5 (Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals) at a 4.0 average

The TTUSD Reflective survey measures improved instruction and aligns with The New Art and Science of Teaching Design Questions and Elements and the TTUSD Instructional Framework for Student Learning, which was finalized this year.

The TTUSD Reflective survey was administered twice to teachers. Results were anonymous and provided to each school site for review and action.

Fall 2018 compared to Spring 2019 results show a slight gain in two elements: Establishing and Communicating Learning Goals and Tracking Student Progress

In support of the TTUSD Instructional Framework: Learning Goals, Relationships, and High Expectations student surveys were created so that a teacher could gather more data to inform their growth and progress toward reaching/exceeding the "applying level" of implementation with framework elements that were identified via yearly professional goals. Surveys were solely for the teacher's growth, therefore, were not administered or collected by the district.

Professional development/release days were focused on HRS Levels 1-3 by structuring time so that certificated staff could continue to collaboratively (HRS Level 1) work on creating and refining a Guaranteed and Viable Curriculum (HRS Level 3) and improving Effective Teaching in Every Classroom (HRS Level 2). Progress on Levels 2 and 3 was accomplished through the identification of common priority standards and proficiency scales for many content areas. PCOE supported H/SS PD at the middle and high school grades. It was focused on the California H/SS and C3 Frameworks. High school teachers were able to apply this learning as they reviewed H/SS instructional materials for the upcoming pilot process.

Teachers were able to select from a variety of topics that aligned with the TTUSD Instructional Framework for Student Learning during one session of PD during the winter semester and 43 teachers attended these unpaid after-school sessions.

Increased collaboration between the Student Services Division and the Educational Services Division has resulted in more coordinated PD opportunities for special education teachers across the district.

In support of monitoring PD effectiveness and to inform next steps, a common "exit ticket" was created.

- 100% of TTUSD teachers continue to be Highly Qualified Teachers (HQT).

Goal Three: based on 2018/2019 actions and analysis

A High-Reliability Schools (HRS) Level 1 survey for parents, teachers, administrators and students was created with Google Forms. Surveys were administered once for teachers and administrators and once in the spring for parents. Survey results provide a way to monitor progress toward HRS

Level 1: Safe, Supportive and Collaborative Environment. Results were anonymous, collected and provided to each school for analysis and action. District results were also compiled and provided information to inform progress and possible next steps.

TTUSD Parent surveys were administered this spring with ten common districtwide questions. Over 800 parents responded to this survey. Since this is the first year of this revised survey, it's a baseline year. Overall parents responded in 9 of the 10 areas with high percentages of Strongly Agree/Agree (above 80%).

At the elementary level, all ten areas were ranked high: seven areas at or above 90% of parents responding with Strongly Agree/Agree and the other three areas, 87%+ of parents responding with Strongly Agree/Agree.

- Level 1 Administrator Results-Fall 2018 compared to Spring 2019

Six indicators moved to at or above the 4.0 goal
The six indicators that increased were:
Indicator 1.2 Students, parents, and the community perceive the school environment as safe and orderly moved from 3.8 to 4.3
Indicator 1.3 Teachers have formal roles in the decision-making process regarding school initiatives moved from 3.8 to 4.3
Indicator 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students moved from 3.5 to 4.3
Indicator 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school moved from 3.8 to 4.1
Indicator 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school moved from 3.8 to 4.3
Indicator 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers moved from 3.7 to 4.6

- Level 1 Teacher Results(baseline)-Fall 2019

TK-12 grade teacher averages for the three indicators below were at or above the 4.0 average:
Indicator 1.1 The faculty and staff perceive the school environment as safe and orderly
Indicator 1.2 Students, parents, and the community perceive the school environment as safe and orderly
Indicator 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged

- TK-fifth grade teacher averages for the three indicators below were at or above the 4.0 average:

Indicator 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students
Indicator 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school
Indicator 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school

- Sixth-twelfth grade teacher averages for the one indicator below was at or above the 4.0 average:

Indicator 1.3 Teachers have formal roles in the decision-making process regarding school initiatives moved from 3.8 to 4.3

Overall Level One: Safe, Supportive and Collaborative Culture is a strength when compared to the other two levels.

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19/20 Successes

Graduation Rates 2019 v 2020
All: 3% point increase (89% > 92%)
EL: 16% point increase (63% > 79%)
SED: 34% point increase (85% > 89%)
SWD: 20% point increase (66% > 86%)

Hispanic: 7% point increase (82% > 89%)
White: 1% point increase (93% > 94%)

CA Dashboard
College and Career Indicator:
Prepared Level: increased White student group
Approaching Prepared Level: increased Hispanic & SED student group (students moved from Not Prepared to Approaching Level) decreased White student group (students moved up into Prepared Level)

AP Exams
Total number of exams taken increased from 570 exams taken in 2019 to 637 exams taken in 2020. (source: College Board)

2018/2019 compared to 2019/2020:
ALL: 12% increase
Hispanic: 18% increase
White: 12% increase
Fee reduction/SED: 18% increase

AP Pass Rates
2018/2019 compared to 2019/2020:
ALL: 49% to 61% 12% point increase
Hispanic: 45% to 55% 10% point increase
White: 51% to 62% 11% point increase
Fee reduction/SED: 29% to 52% 23% point increase
(source: College Board)

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GOAL TWO:

19/20 Results:
100% of TTUSD teachers continue to be Highly Qualified Teachers (HQT)

Distance Learning Professional Development was a success

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GOAL THREE: Due to Covid 19 school building closures and lack of CDE/CA Dashboard data, TTUSD is unable to report on Suspension, School Expulsion, and Chronic Absenteeism.

Basics Indicator - Facilities: Goal Met
All facilities continue to be in good or exemplary condition according to the Facilities Inspection Tool.

Middle school dropout rate remains at 0%: Goal Met

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the CA Dashboard (18/19 and 19/20: Graduation Rate and College and Career Indicator Only) and Local Assessment Data, TTUSD's greatest needs are as follows:

CA Dashboard 18/19

STUDENT GROUP: All (TK-12)
Suspension Rate: 3% Dashboard color: Orange

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STUDENT GROUP: English Learner

(3-8 & 11) (Students who are marked as EL at any time during the school year (at the school where they tested), including students who were reclassified (or RFEP) within the past four years)

ELA: Distance from the standard remained 47 points below with no decrease in the distance (i.e., no gains in ELA)
Dashboard color: Orange

ELA: the EL student group is two or more performance levels below the"ALL" student group

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STUDENT GROUP: Students with Disabilities (3-8 & 11)

Math: Distance below the standard is 97 points with no decrease in the distance (i.e., no gains in Math). Dashboard color: Orange

(TK-12) Suspension Rate: 3% Dashboard color: Orange

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STUDENT GROUP: Socioeconomically Disadvantaged

(TK-12) Suspension Rate: 4% Dashboard color: Orange

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STUDENT GROUP: Homeless (TK-12: 52 students)

Suspension Rate: 10% Dashboard color: Red

Chronic Absenteeism Rate: 24% Dashboard color: Red

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STUDENT GROUP: Hispanic (TK-12)

Suspension Rate: 4% Dashboard color: Orange

STUDENT GROUP: Two+ Races

(TK-12: 145 students) Suspension Rate: 3% Dashboard color: Orange

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Steps taken to address the above areas can be found in the: 2019-2020 LCAP Annual Update and the 2020-2021 LCP

CA Dashboard 19/20: Graduation and College and Career Indicator

Graduation Rates and College and Career Indicator (Prepared Level) Rates for Hispanic, English Learners, and Socioeconomically Disadvantaged students

Steps to address this need above are identified in the 2021-2024 LCAP- Goal One

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities in order to be prepared for college, career, and life by increasing the Graduation and College and Career Indicator Rates for our Hispanic, English Learners and students who are socio-economically disadvantaged (SED) by increasing the CCI Rate for the Hispanic student group to 60% prepared and the SED student group to 70% prepared.

Goal 2: By 2023-24, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), that they can learn at the highest levels and be prepared for college, career, and life. In addition to using the results from Goal 1 metrics, an SED/EL effective strategy implementation increase of 25% (from baseline to be established in 21/22) will be measured by surveys and observation.

Goal 3: By 2023-24, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

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.

Sierra Continuation High School

Support for Identified Schools

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

The Tahoe Truckee Unified School District will meet with Placer County Office of Education (PCOE) and other stakeholders to determine the CSI needs, resources, and implementation of support.

Monitoring and Evaluating Effectiveness

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

The Tahoe Truckee Unified School District will monitor growth based on office referrals, student success in school, and post-high school outcomes.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholders were engaged with the LCAP in the following manner:

Step 1: Stakeholders were provided an overview of the plan in a transparent and factual manner

Step 2: Questions asked by the presenter were developed to engage stakeholders with understanding plan elements, surfacing questions, concerns, and ideas for actions

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall stakeholder document. Other means of communication(email, in person, etc.) were also made available.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

Step 5: Actions were considered for the LCAP based on the following: alignment to the district vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates (see steps above):
Parent Superintendent Advisory: 5/13/21 & 6/10/21 ; no comments/input was received

DELAC (see steps above): April 22 & May 13; parents were very thankful about the support their child received this past school year and were excited to have learned tech skills themselves

TTEA & CSEA: Overview of Annual Review (draft provided) and LCAP (draft provided); 4/29/21 3:00-4:00 pm
2021-2024 LCAP: Draft emailed on 5/21/21; no comments/input was received

SELPA was consulted on 5/20/21

Alder Creek Middle School
Parent Meeting Dates - 4/21/2021, 4/27/2021 and 4/30/2021
Staff Meeting Dates - 5/05/21

Donner Trail Elementary
Parent Meeting Dates - 5/04/2021
Staff Meeting Dates - 5/04/2021

Glenshire Elementary School
Parent Meeting Dates - 4/29/2021
Staff Meeting Dates - 4/29/2021

Kings Beach Elementary School
Parent Meeting Dates - 4/27/2021 and 4/06/2021
Staff Meeting Dates - 4/29/2021

North Tahoe High School
Parent Meeting Dates - 4/29/2021
Staff Meeting Dates - 4/29/2021

North Tahoe School
Parent Meeting Dates - 5/04/2021
Staff Meeting Dates - 5/19/2021

Sierra High School/Cold Stream Alternative
Parent Meeting Dates - 5/05/2021
Staff Meeting Dates - 4/23/2021 and 4/30/2021

Truckee Elementary School
Parent Meeting Dates - 4/06/2021, 4/26/2021, and 4/27/2021
Staff Meeting Dates - 4/22/2021

Truckee High School
Parent Meeting Dates - due to the short timeline, unable to hold a parent meeting
Staff Meeting Dates - 5/12/2021 and 5/19/2021

Tahoe Lake Elementary School
Parent Meeting Dates - 4/06/2021, 4/20/2021 and 4/28/2021
Staff Meeting Dates - 4/29/2021

A summary of the feedback provided by specific stakeholder groups.

Staff and Parent Input

Within the School Day
Career Day/Class to meet real professionals

Provide one-on-one tutoring with office hours for struggling students within specific subject areas - longer than 30-minute sessions
Provide outside seating to create outdoor environmental education plus space for lunch/snack outside
Provide one-on-one with teacher/staff to follow the student from the beginning of school to the last day at school (for ES, MS, HS)
District funded full-day kindergarten program
Additional Staffing Needs
Extending intervention position from .3 to .5
Paraprofessional support
Additional staff
Have paraprofessionals available at Parks & Recreation
Additional Bilingual Aide
Full-time counseling-aide/career tech
Hire more paraprofessionals to support small groups/targeting learning
Student invention program better in morning/before school starts
More Math support (similar to Reading Intervention)
Walk to learn programs successful in the past (pairing with different teacher/staff
Alternative curriculum to meeting multiple credits
Add intramural sports or a team B to include all levels of athletes
Access to literacy, math, science, reading
Team-based projects
School assemblies
Enrichment classes - handwriting/cursive, keyboarding, Spanish (immersion)

Extended School Day/Year
Extend School Day and offer transportation
Afterschool staffed study hall and/or activities
Summer - virtual and in-person learning opportunities
Create learning hubs
Online learning outside of the school day - year-round
Summer Reading program
Afterschool Programming to support academic/enrichment (coordinate with other organizations)
Go to neighborhoods in need to offer additional support, tutoring, food/nutrition, etc.
Online office hours
Homework hotline staffed by HS students
Empower parents to teach their student(s) outside of school hours to support school learning
Provide education for parents - how to check on students' grades, progress. How do they help their child and advocate for their learning?

Emotional Well-being/Mental Health
Clubs/Activities (sports, leadership, peer clubs, Latino students) during recess
Support students' self-image - "kids don't care what you know until they know you are"

Yoga, book club, or quiet time mixed in with intervention, tutoring time
On-campus therapist; peer support groups
Sports and other outdoor activities
Wellness Center at all school sites
Challenge Day
Motivational speakers
Snack cart available to all
Teachers have an allowance for snacks
Diversity Programs
Place or hub to hang out
Focus on students' strengths (i.e. sports help students grow and learn)
Community-wide events (i.e. Day of the Child, family events)
Peer-to-Peer support club/groups
Partner staff with a student for emotional support (trusted adult program)
Mentoring (tutoring) program
Create other opportunities for fun learning
Non-related sports clubs (Minecraft, D&D, acting, music, chess)
Field trips

Other ideas
Access for all students
Update library computers
Change focus to growth opportunities instead of what was lost to support growth
Transportation available to all
Create Leadership Group to bridge Aim High and middle school
Professional development on:
Biases
Cultural Biases
Equity
Strength-based teaching
More planning time for grade-level groups and PLCs (cross-curriculum opportunities)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following LCAP actions were influenced by stakeholder input:

Extended School Year Programming
Family and Community Partnerships

See ELO Plan for Extended School Day, Community Learning Hubs, and Wellness actions that were influenced by stakeholder input

Goals and Actions

Goal

Goal #	Description
1	Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

An explanation of why the LEA has developed this goal.

TTUSD has chosen this goal as a result of CA Dashboard results and because increasing the numbers of students who are prepared for college and career is a primary goal of the district and education in general. The data also shows that focused attention on outcomes for EL, Hispanic, SWD and SED students are where TTUSD can make significant impact.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: College/Career	2020 Percent Prepared All: 55% White: 66% Hispanic: 38% SED: 39% EL: 0% SWD: 11% Percent Approaching Prepared All: 14% White: 11% Hispanic: 18% SED: 18% EL: 11% SWD: 23%				Percent Prepared All: 75% White: 76% Hispanic: 58% SED: 59% EL: 20% SWD: 20% Percent Approaching Prepared All: 12% White: 11% Hispanic: 20% SED: 19% EL: 35% SWD: 47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percent Not Prepared All: 31% White: 23% Hispanic: 44% SED: 43% EL: 89% SWD: 66%				Percent Not Prepared All: 16% White: 13% Hispanic: 22% SED: 22% EL: 45% SWD: 33%
CA Dashboard: Graduation Rate	2020 Percent Graduated All: 92% EL: 79% SED: 89% SWD: 86% Hispanic: 89% White: 94%				Percent Graduated All: 97% EL: 89% SED:94% SWD: 91% Hispanic:94% White: 97%
CTE Pathway Completion	2020 Number of students All: 39/23% White: 26/22% Hispanic: 12/29% SED: 17/30% EL: 0/0% SWD: 0/0% Homeless: grp size 11 or less				Number of students All: 50 White: 31 Hispanic: 17 SED: 22 EL: 5 SWD: 6 Homeless: 2
A-G Readiness	Percent Ready All: 61% White: 75%				Percent Ready All: 74% White: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic: 32% SED: 40% EL: 17% SWD: 26%				Hispanic: 42% SED: 50% EL: 27% SWD: 28%
CA Dashboard: SBAC ELA	2018 Points above/below standard All: 18 pts above White: 47 pts above Hispanic: 28 pts below SED: 24 pts below EL: 47 pts below SWD: 68 pts below Homeless: 31 pts below				Points above/below standard All: 25 pts above White: 50 pts above Hispanic: 14 pts below SED: 12 pts below EL: 24 pts below SWD: 34 pts below Homeless: 15 pts below
CA Dashboard: SBAC Math	2018 Points above/below standard All: 1 pts below White: 30 pts above Hispanic: 49 pts below SED: 44 pts below EL: 65 pts below SWD: 95 pts below Homeless: 68 pts below				Points above/below standard All: 15 pts above White: 40 pts above Hispanic: 25 pts below SED: 22 pts below EL: 33 pts below SWD: 47 pts below Homeless: 34 pts below
MS & HS Readiness: rising 5th and 8th graders	Baseline will be established in June 2021- percent of students "ready" for				25% increase in the percent of students "ready" for middle school & high school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	middle school & high school				
Increase ELPI	Baseline will be established in Fall 2021				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education and College and Career Readiness	Career Technical Education and College and Career Readiness • Continue to develop the CTE/CCR team, including the position of CTE Technician, to increase the college and career readiness of Hispanic, SED, SWD, and EL students. • Expand the use of Naviance • ---------- High-Quality CTE Program Evaluation Rubric: 2, 5a & b, 6 High School • Support and improve upon current career exploration and career guidance programs (#2) • Collaboratively plan for and implement CTE student leadership opportunities (#5a) • Increase and solidify existing industry and labor partnership to increase student access to Work-Based Learning opportunities • Support and improve upon opportunities for students to participate in out of school activities and competitions • ----------	$710,826.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Create and use a user-friendly version of the CA School Dashboard College/Career Readiness document for mapping HS graduation requirements Using the CA School Dashboard College/Career Readiness document: 1. Communicate the CA School Dashboard College/Career Readiness document expectations to stakeholders (counselors, teachers, parents, students, etc.) 2. Create, revise and implement College and Career TTUSD Student Readiness reports • ---------- Middle School Actions Support and improve upon current career exploration opportunities Using the CA School Dashboard College/Career Readiness document: 1. Communicate the CA School Dashboard College/Career Readiness document expectations to stakeholders (counselors, teachers, parents, students, etc.) 2. Create, revise and implement College, and Career TTUSD High School Student Readiness reports with 6th-8th graders • ---------- Elementary School Actions Using the CA School Dashboard College/Career Readiness document: 1. Communicate the purpose of the College and Career TTUSD Middle School Student Readiness Reports to stakeholders (counselors, teachers, parents, students, etc.)		

Action #	Title	Description	Total Funds	Contributing
		2. Create, revise and implement College, and Career TTUSD Middle School Student Readiness reports with 4th and 5th graders • ---------- • Create and implement a system to monitor and measure the impact of actions outlined above and additional actions as needed. The system must include the analysis of aggregated and disaggregated student learning and engagement outcomes. • Adjust and improve the implementation based on analysis		
2	Professional Learning Communities (HRS Level 1, 2, & 3)	Implement Professional Learning Communities The Curriculum and Instruction Department will provide support to school instructional leaders and school teams to effectively implement professional learning communities that improve first instruction by: 1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated): • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing 2. Create and monitor goals based on student data 3. Improve first instruction 4. Improve student learning outcomes	$293,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Extended School Year	Extended School Year - Targeted Student Groups Elementary: In partnership with The Boys & Girls Club(BGC) of North Lake Tahoe/Truckee implement an improved extended school year(summer) option for 1-5 grade identified students. (Alignment: LCAP Goals 1, 2 & 3 and HRS Levels 1-3) Middle School: In partnership with AimHigh, continue to support summer middle school programming. AimHigh is a program that provides a "transformative summer enrichment program that has empowered thousands of middle schoolers from low-income neighborhoods, igniting their love of learning and yielding real results—97% of Aim High alumni graduate high school and go on to college."	$473,976.00	Yes
4	TK/K Readiness	Identify and address local challenges to improve the transition from pre-school to kindergarten and beyond Improve and increase TK/K and Early Learning resources and support for SED/EL families and students K Ready Program TTUSD developed a program called “K-ready.” The K Ready program relies on the partnership with two local non-profits: Tahoe Truckee Reads and the Sierra Community House. TTUSD provides structure and training for the Sierra Community House Promotoras (community educators) to provide coach-like support to parents and direct academic support to students the summer before and during their first year in TTUSD as TK or Kindergarten students.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Designated ELD	Increase EL student achievement The Curriculum and Instruction Department will provide support to school instructional leaders and the EL PLC to effectively implement professional learning communities that improve first instruction by: 1. Regularly use evidence of student learning to identify the specific needs of individual EL students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated): • ELPAC • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing 2. Create and monitor goals based on student data 3. Improve first instruction 4. Improve student learning outcomes improving systemic issues and increasing instructional time • ---------- All ELD Coordinators, ELD teachers will participate in the Stanford (Understanding Language) to collaboratively write and or adapt units of study across content areas to support both integrated and designated ELD. • ---------- To maximize learning for EL students, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers, and Reading Intervention Teachers. These professional learning communities will:	$737,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated): • ELPAC • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing 2. Create and monitor goals based on student data 3. Improve first instruction 4. Improve student learning outcomes improving systemic issues and increasing instructional time		
6	Reading Intervention	Improve learning outcomes for students receiving reading intervention The Curriculum and Instruction Department will provide support to school instructional leaders and the Reading Intervention PLC to effectively implement professional learning communities that improve reading intervention instruction: 1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated): • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing	$884,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Create and monitor goals based on student data 3. Improve first instruction 4. Improve student learning outcomes improving systemic issues and increasing instructional time • ---------- To maximize learning for SED, EL, and Hispanic students who are receiving reading intervention, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers, and Reading Intervention Teachers. These professional learning communities will: 1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated): • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing 2. Create and monitor goals based on student data 3. Improve first instruction 4. Improve student learning outcomes improving systemic issues and increasing instructional time		

Action #	Title	Description	Total Funds	Contributing
7	High School Credit Recovery: Extended Year/Within School Day	Blended HS Credit Recovery Program will be implemented starting in Summer 2021 • Students may choose a blended or independent study program • Within the School Day, Credit Recovery Program at THS and NTHS sections will be offered • An analysis of program effectiveness will be conducted on both programs. Assessment tools include but will not be limited to interviews, student learning data, actual numbers of credits recovered, etc.	$50,552.00	Yes
8	SWD Math Specific Supports	Offer practice SBAC test opportunities for all SWD. • Provide two practice test opportunities during each school year. • Provide safe testing environments for students with disabilities to practice Identify and develop IEP goals that will align with state standards, which will be addressed in the special education learning environment. • Provide special education teachers with professional development opportunities around writing academic IEP goals that align with state standards. The District Office will complete one mid-year audit of each case-manager to identify if they are developing academic IEP goals that align with state standards. Identify and develop IEP testing accommodations to support students with disabilities.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide special education teachers with an annual professional development opportunity regarding testing accommodations and how to develop the IEP aligned with the accommodation needs of each student. Part of the annual professional development will be to provide the teachers with a list of accommodations that can be used to develop an IEP.		
9	SWD CCI Specific Supports	Provide opportunities for students with disabilities to support their path to prepare for college and/or career opportunities upon completion of high school and/or transition program. • Provide professional development opportunities for staff during the school year to promote, build and implement college and career educational opportunities for students. • Offer guest speakers for students regarding college and career options Special education teachers will align with general education teachers regarding instruction, state standards and CCI. • Special education teachers will meet with CCI staff to collaborate, calibrate and align with their educational opportunities/practices.	$2,500.00	No
10	PK/TK/K Readiness	PK-3 Coherence and Collaboration • TTUSD will participate in a multi-year, multi-district, improvement science collaboration with Cal Ed Partners starting fall 2021 to begin building academic and structural bridges between all the transitions from Pre-K to 3rd grade	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with a sharp focus on the transition from Pre-K to TTUSD kindergarten programs. • The focus of year one's goal will be at Truckee Elementary School and Truckee (State) Preschool (Title I School) therefore the results of this work will directly improve services for unduplicated students.		
11	TK Programming	Provide early learning by providing Transitional Kindergarten Programs at GES, TLE, KBE and TES (full day TK and K programs). Truckee Elementary School is a Title I school and this is the location for the only full day TK and K programs. TLE and KBE are also Title I schools.	$512,129.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

An explanation of why the LEA has developed this goal.

TTUSD developed this goal because it aligns with LCAP Goal One and supports district improvement efforts in HRS Level Two: Effective Instruction in Every Classroom. It also aligns with improving our SED and EL students' outcomes, which the data shows are not achieving at the same rates as the ALL and White student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. High Reliability Schools Level 1 Survey 2. Common District PD Exit Ticket 3. Basics Indicator-Teachers	1. High Reliability Schools Level 1 (PLC) Survey: Baseline will be determined in 2021-2022 2. Quality Professional Development: Baseline will be determined in 2021-2022 3. Basics Indicator-Teachers				1. High Reliability Schools Level 1 (PLC) Survey: TBD 2. Quality Professional Development: TBD 3. Basics Indicator-Teachers Maintain 99% or higher Highly Qualified Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The district currently employs 100% at the level of HQT.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Teaching in Every Classroom via Effective PLC's (HRS Level 1 & 2)	With the additional support of the Curriculum, Instruction and Assessment Coordinator and Coordinator of English Learner Programs and Accountability: 1. Implement effective PLC's (see LCAP Goal #1) 2. Communicate a clear vision of instruction using the TTUSD Framework for Student Learning Focus Areas: High Expectations, Building and Sustaining Relationship and Learning Goals 3. Provide job embedded and relevant professional development in a variety of ways including but not limited to coaching, PLC's, peer observations, release time and after school PD sessions. Session topics will focus on key areas that support the Framework for Student Learning and implementation of PLC's	$108,152.00	No
2	Highly Qualified Teachers	Recruitment & Credentialing The Human Resources department participates in recruitment all year long. Examples of recruitment practices include attending numerous job fairs, partnering with California and Nevada State Universities, participating in mock interviews, and participating as a guest speaker in the university education departments.	$20,191,898.00	No

Action #	Title	Description	Total Funds	Contributing
		The Tahoe Truckee Unified School District is committed to recruiting, hiring, and retaining Highly Qualified Teachers (HQT). The District has Board Policy 4113.0 that specifically addresses credentialing, equitable distribution of qualified teachers and assignment placement. In addition, Board Policy 4112.22 addresses teacher qualifications for teaching English Learners. TTUSD continues to maintain the standard of requiring that all teaching staff demonstrate highly qualified status. The District provides a New Educator Academy annually, at the beginning of the school year. At the academy, new educators are introduced to the standards and expectations of the district, covering everything from human resources, technology, special education, social-emotional learning, and educational services. The academy is designed to set teachers up for success.		
3	Professional Learning specific to SWD teachers	Math Focus Identify and develop IEP goals that will align with state standards, which will be addressed in the special education learning environment. • Provide special education teachers with professional development opportunities around writing academic IEP goals that align with state standards. The District Office will complete one mid-year audit of each case-manager to identify if they are developing academic IEP goals that align with state standards. Identify and develop IEP testing accommodations to support students with disabilities. • Provide special education teachers with an annual professional development opportunity regarding testing accommodations and how to develop the IEP aligned with	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the accommodation needs of each student. Part of the annual professional development will be to provide the teachers with a list of accommodations that can be used to develop an IEP. CCI Focus Provide opportunities for students with disabilities to support their path to prepare for college and/or career opportunities upon completion of high school and/or transition program. • Provide professional development opportunities for staff during the school year to promote, build and implement college and career educational opportunities for students. Special education teachers will align with general education teachers regarding instruction, state standards and CCI. • Special education teachers will meet with CCI staff to collaborate, calibrate and align with their educational opportunities/practices.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8, HRS Level 1)

An explanation of why the LEA has developed this goal.

This goal is important because students throughout our nation, including TTUSD, have been impacted by the pandemic and educational learning experiences. Based on the amount of trauma and social-emotional development, this goal is important because it will enhance student academic performance and it aligns with our district beliefs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Suspension Rate Indicator 2. Expulsion Rate Indicator 3. Chronic Absenteeism 4. High School Dropout Rate: 5. Basics Indicator - Facilities 6. California Healthy Kids 7. MS Drop Out Rate	1. Suspension Rate Indicator 2019: ALL: 3% White: 2% Hispanic: 4% EL: 3% SED: 4% SWD: 6% Homeless: 10% 2. Expulsion Rate: 2019: ALL: 02% White: .04% Hispanic: 0% EL: 0% SED: 0% SWD: 0%				1. Suspension Rate Indicator ALL: 2% White: 1% Hispanic: 3% EL: 2% SED: 3% SWD: 5% Homeless: 5% 2. Expulsion Rate: ALL: 01% White: .03% Hispanic: 0% EL: 0% SED: 0% SWD: 0% Homeless: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 0% 3. Chronic Absenteeism Rate: 2019: ALL: 7% White: 6% Hispanic: 9% EL: 9% SED: 10% SWD: 12% Homeless: 24% 4. Cohort High School Dropout Rate: 2020 ALL: 8% White: 8% Hispanic: 7% EL: 19% SED: 9% SWD: 6% 5. Basics Indicator-Facilities 2018: 9/10 facilities are in good condition 6. CHKS 2016 Baseline 5th 7th 9th 11th Connectedness: 59% 66% 49% 49% Motivation: 43% 41% 29% 25%				3. Chronic Absenteeism Rate: ALL: 5% White: 4% Hispanic: 7% EL: 7% SED: 8% SWD: 10% Homeless: 20% 4. Cohort High School Dropout Rate: ALL: 4% White: 4% Hispanic: 3% EL: 8% SED: 3% SWD: 3% 5. Basics Indicator-Facilities Maintain all facilities in good condition or above based on the FIT 6. CHKS 2021 6th: Connectedness - 75% Motivation - 70% Safety - 95% 7th: Connectedness - 75% Motivation - 70% Safety - 95% 9th:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Safety: 82% 74% 74% 71% 7. Middle School drop-out rate - 0%				Connectedness - 75% Motivation - 65%% Safety - 95% 11th: Connectedness - 75% Motivation - 60%% Safety - 95% 7. Maintain middle school drop out rate at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Efficient transportation	TTUSD will continue to provide safe and efficient transportation for students. School transportation in our District is critical for students that live in the densely populated, low income neighborhoods. The District encompasses 720 square miles, because of the large geographic area without school busses a large percentage of our targeted student population would not get to school. Our most vulnerable students, low income, and on the SED list make up a little more than 65% of our ridership. Routes and bus stops are developed and prioritized with a focus on neighborhoods with high concentrations of targeted unduplicated students. Along with special education students, unduplicated students receive priority bussing. In addition, low income students that qualify will receive either free or reduced bus passes. The total funds included for Safe and Efficient Transportation represent the costs of transportation services prorated by the unduplicated percentage of the district (i.e., portion of costs attributed to unduplicated students only).	$1,391,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Safe and well maintained facilities	TTUSD will continue to provide safe and well maintained facilities.	$5,196,581.00	No
3	Parent Education and Family Support	Improve the communication and support to families by developing the skills and knowledge of the Community Liaison position. Community Liaisons primarily focus on supporting unduplicated students and their families as this position, along with TTUSD Interpreters, provides Spanish language support. • Monitor the impact of Community Liaison support on parent engagement and student learning at least three times a year • Continue allocation to support Community Liaisons and Community Liaison/Interpreters • Provide extra duty for Community Liaisons and Community Liaison/Interpreters to support families during data confirmation, enrollment, IEP meetings, etc. • Continue to implement the Community Liaison Intake Form to ensure that parents access resources, have support with the process, if needed, and identify the types of challenges families are facing • Communicate to all stakeholders (multiple platforms and frequently) the "improved" role of the Community Liaison • Implement the Annual Parent Academy and improve outreach to increase parent participation • Continue to provide Nurtured Heart parent sessions (English and Spanish)	$470,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Social Emotional Learning Support	Students will receive social-emotional learning supports and services to increase positive relations for school and community civility. • Students will receive social-emotional lessons a minimum of two times per week. • Staff will receive social-emotional training regarding strategies to support the various needs in their classroom by providing social-emotional lessons. • Wellness Centers	$245,737.00	No
5	Counseling Supports	• Offer counseling support for students in need of individual and/or small groups, which includes crisis/emergency response. We anticipate increasing our counseling supports through outside agencies to address this action item. We also will continue with our Hope Squad, Know the Signs, Link Crew, Web, and mindfulness training for students and staff. • Counselors will schedule regular counseling sessions with students in need of individual and/or small group counseling. • Students will be provided an overview at the beginning of each school year of the process for access support while in a social-emotional crisis.	$1,645,038.00	No
6	SEL Tools and Strategies	Staff will use various educational tools and strategies to support the social-emotional needs of all students. We will provide direct professional development for staff related to SEL. • Staff will receive professional development training on implementing social-emotional support in their classroom.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This training will provide the teachers with various tools/strategies to use as prevention and/or crisis response.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.69%	$2,580,346

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LCAP: Increased/Improved Services Section

The Tahoe Truckee School District LCAP Goals, Action, and Services recognize the need to support all unduplicated students with increased and improved services through all district services. To that end, Goal One specifically identifies English Learners and low-income (SED) students as two of the four target student groups. As a result of analysis and CA Dashboard results, the following actions focus on increasing the percentage of students (Hispanic, EL, SED, and SWD) at the CCI Level: Prepared. For detailed data, see LCAP pages 9, 10, 17, 18, 19, and 20. All actions addressed below are targeted to improve outcomes for the specific student groups identified in the goal. These actions were selected as a result of assessing the needs, conditions, and circumstances of Hispanic, EL, and SED students in TTUSD via:

- Student achievement data
- Stakeholder input
- Journey Maps

Goal 1

- Action 1: Increase college and career readiness and supports for EL, Hispanic, and SED students

Our student data shows that Hispanic, EL, and SED students were graduating at lower rates than the “All” student group and were disproportionately represented at the CCI Indicator Levels: Approaching Prepared and Not Prepared. TTUSD will expand college and career readiness opportunities for low-income, EL, Hispanic, and foster youth to address this condition. TTUSD recognizes that “By 2020, 65 percent of all jobs, and 92 percent of traditional STEM jobs, will require postsecondary education and training. College- and career-ready

(CCR) graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation.” (Achieve 2020). Anticipated actions to address the needs of these targeted student groups will be a deliberate and systematic approach.
This action, along with other actions, is designed to bring CCR opportunities to students earlier in their school journey because "Ginzberg(1951) suggests that career choice is a largely irreversible process that involves some
level of compromise. This choice process occurs across three periods – fantasy, tentative, and realistic choices. The tentative period which begins roughly around the fifth grade, involves children making career choices based on information available to them about their interests, skills, and values (Ginzberg, 1951). Exploration of interests, skills, and values is important in this stage because these aspects play a major role in student's selection of careers (Trice, Hughes, Odom, Woods, & McClellan, 1995)." We believe that more students will meet the CCI Prepared level by deliberately and systematically bringing tools and information to our Hispanic, EL, and SED students and families, along with supporting and monitoring student progress.

- Action #2: Implement Professional Learning Communities(PLC) with a specific focus on EL, Hispanic, and SED achievement results

We learned that professional learning communities in the district do not consistently function at high levels, particularly when implementing complete cycles of instructional improvement. The National Education Association (NEA) conducts ongoing research on the state of achievement gaps and has listed the best strategies for closing these gaps. Among the many strategies listed, the following directly related to effective PLC's:
1. Use test data and other research on students' performance to inform instruction;
2. Identify strategies and programs to increase achievement;
3. Use varied, effective strategies to instruct diverse learners;
4. Use test and other information on students' performance in instructional
planning;
5. Target literacy and math instruction, if needed;
6. Safeguard instructional time; and
7. Use research and data to improve practice

“Leadership is vital to this work. When strong leaders develop a culture in which continual learning is essential, PD is most effective (Moore et al., 2011). Because leaders can create policy and be the impetus for change (Schlechty 2002), they need to support professional learning experiences for educators. Through teachers who participate in effective PD that positively impacts student achievement (Cohen and Hill 2001), leadership teams can promote whole-school reform.” The Curriculum and Instruction Department will support school instructional leaders and school teams to effectively implement professional learning communities that consistently use evidence of student learning to improve first instruction because "only if consistent strong supports are in place can accountability improve the education of low-income children." (Duncan and Murnane 2014) These PLCs will set goals and monitor results, and will learn together as they work to improve the learning outcomes of our SED, EL, SWD, and Hispanic students.

- Action #3: Provide Extended School Year

Evidence shows that our EL, Hispanic, and SED students struggled more during the school building closures during the pandemic.

TTUSD provides a full-day summer program for elementary school students, supporting AimHigh (6-8) and implementing an improved

summer credit recovery program at the high school level. These programs are targeted to identified student groups and will offset summer knowledge loss and achieve learning gains for EL, Hispanic, and SED students. The two full-day programs are Power Summer (incoming first through fifth grades) and AimHigh (incoming sixth through eighth-graders), and High School Teen Leaders). TTUSD is also implementing a summer credit recovery program that provides two paths for students: blended learning and independent study using the Edgenuity, an online K-12 curriculum. These research-based actions are supported by research such as from What Works for Summer Programming for Low-Income Children and Youth: Preliminary Lessons from Experimental Evaluations of Social Interventions, which suggests that "summer learning programs can be effective and are likely to have positive impacts when they engage students in learning activities that are hands-on, enjoyable, and have real-world applications. This review also suggests some insights into promising practices. Programs that are guided by grade-level curricular standards, are led by experienced teachers, conduct classes with 15 or fewer students and at least two adults, and complement group learning with individual support were also found to be effective." (Terzian, Ph.D., M.S.W. and Moore, Ph.D. 2009)

- Action #4: Continue to improve the TK/K Ready Program

We learned that EL, Hispanic, and SED students have less access to experiences with quality preschool and enrichment than more affluent students. We also learned there is a disconnect between community and district PK and 0-3 providers and TTUSD TK/K programs and expectations and because we know "advances in neuroscience and research have helped to demonstrate the benefits of quality early education for young children and that the early years are a critical period in children’s learning and development, providing the necessary foundation for more advanced skills." (A Matter of Equity: Preschool in America U.S. Secretary of Education Arne Duncan, January 12, 2015) this program was developed. The K-Ready Program seeks to "close the school readiness gaps between disadvantaged children and their more advantaged peers" (Duncan, 2015) bring these parts of students' learning journey into alignment and support parents as their child's first teacher. The K Ready Program relies on the partnership with two local non-profits: Tahoe Truckee Reads and the Sierra Community House. TTUSD provides structure and training for the Sierra Community House Promotoras (community educators) to provide coach-like support to parents and direct academic support to students the summer before and during their first year in TTUSD as TK or Kindergarten students.

- Action #5: Provide Systematic and Targeted Designated ELD

We learned that English Learners and Hispanic are less likely to be prepared for postsecondary institutions and careers. As a result, TTUSD will improve current supports via the English Learner Professional Learning Community (ELPLC). This PLC will regularly use evidence of student learning to identify the specific academic needs of individual EL and Hispanic students. This ELPLC will implement goals, monitor results, and improve first instruction for our English Learner and Hispanic students. The ELPLC will learn together as they work to improve the learning outcomes of our English Learners and Hispanic students.

To maximize learning for EL and Hispanic students, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year: ELD Coordinators and teachers and Reading Intervention Teachers. These professional learning communities will This PLC will regularly use evidence of student learning to identify the specific academic needs of individual EL and Hispanic students. This combined PLC will:

Regularly use evidence of student learning to identify the specific needs of individual EL and Hispanic students
Create and monitor goals based on student data

Improve student learning outcomes by improving instruction
Improve student learning outcomes by improving systemic issues and increasing instructional time

Funding for additional specialized support staff and resources to increase EL student reclassification and academic achievement will continue. Targeted resources better ensure access to content in the mainstream classroom and provide additional instruction focused on developing general English language skills related to grammar, vocabulary, and communication (Garcia, 2009, p. 11). This support also includes, but is not limited to, support for Newcomers to develop basic English language skills, fill in content area gaps, and become familiar with American schools and culture (Garcia, 2009, p. 12). Lastly, this additional support ensures communication of and compliance with state and federal mandates.

- Action #6: Provide Reading Intervention Teachers at all TK-8 schools to systematically address the needs of students reading below grade level.

This position serves as a student advocate as well as helping students" grow into well-rounded readers capable of tackling the complex texts that they will inevitably encounter in school and beyond. (Frankel & Pearson, 2014). In addition to providing this resource, TTUSD has learned that increasing consistency of communicating high expectations and monitoring student progress will increase student achievement. The Reading Intervention PLC (RIPLC) will regularly use evidence of student learning to identify the specific academic needs of individual EL, Hispanic, and SED students. The PLC will implement goals, monitor results, and improve first instruction for students receiving reading intervention. The RIPLC will learn together as they work to improve the learning outcomes of our EL, Hispanic, and SED students.
This action was selected because research shows that "intensive interventions result in positive gains in reading performance for struggling readers in Grades K through 3" when the intervention is:
"standardization in which all students received the same instruction using a set of well-prescribed lessons and materials for modeling and guiding students in learning new reading practices" provides
"instructional content addressing phonological awareness (e.g., syllable segmentation, phoneme identification, and manipulation), phonics and word recognition (e.g., letter-name and letter-sound correspondence, blending and segmenting the sounds in words, reading decodable words and high-frequency words), and fluency (e.g., initial reading, rereading, and shared reading of decodable texts.)"
In addition to this intervention support, all elementary teachers will begin a two-year program to transform how reading instruction is taught in TTUSD. This program is based on the science of reading.

To maximize learning for EL, Hispanic, and SED students, the Curriculum, Instruction, and Assessment Coordinator and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers and Reading Intervention Teachers. This combined PLC will:

Regularly use evidence of student learning to identify the specific needs of individual SED, EL, and Hispanic students.
Create and monitor goals based on student data
Improve student learning outcomes by improving instruction
Improve student learning outcomes by improving systemic issues and increasing instructional time

- Action #7: Provide Blended HS Credit Recovery Program

We have learned through formal and informal data that students need more access to credit recovery programs that include in-person instruction. As a result, students may choose a blended (online and live instruction) or independent study program via the within-the-school day credit recovery sections at Truckee High School (THS) and North Tahoe High School (NTHS). This new and improved version will provide students more options to recover credits and graduate on time.

Goal 3

- Action #1: Safe and Efficient transportation

The District will provide transportation to all students who meet the following criteria: students who live within the district boundaries but outside the district walking limitation; McKinney-Vento Students and Homeless students; foster youth or other low-income students who cannot secure transportation to school. This service is essential to decrease chronic absenteeism and increase homeless youth, foster youth, and low-income students. Consistent school attendance increases students′ academic achievement, thus increasing their opportunity to graduate.

- Action #3: Parent Education and Family Support

To ensure that parents have the correct information to support their child's academic and social development, feel comfortable communicating with school staff, and support parent involvement (Sapungana, 2014), TTUSD will continue to provide translation and interpretation support Spanish speaking families. In addition to providing resources for Spanish-speaking families. TTUSD will design and maintain district and school-level engagement structures and practices inclusive of all parent, student, and staff voices and sensitive to our community′s diverse backgrounds and experiences. TTUSD′s priority to include parents, students, and staff on advisory committees provides families with multiple opportunities to be involved with their school and district community.

The above actions address improvements to elements of the system (PK-12) that have been identified in need. Actions are being provided on an LEA-wide basis, and we expect that all TTUSD students will benefit. Due to the significantly lower graduation and college and career indicator rates of EL, Hispanic, and SED students, and because the actions meet needs most associated with the experiences of EL, Hispanic, and SED status, we expect that the graduation and college and career indicator rates for our EL, Hispanic and SED students will increase significantly higher than the average graduation and college and career indicator rates of all other students.

Some additional actions outside of the LCAP that support the TTUSD system of learning are:

- Food Services: The district supplements the nutritional services program for low-income students by providing support staff and other resources which encourage them to participate in the breakfast and lunch programs, helping to focus on learning rather than immediate needs, such as hunger.

- SPSA: The school sites support the LCAP goals by establishing Single Plans for Student Achievement (SPSA), which align with the actions and services and provide direct services. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as:

- classified and certificated extra duty to provide additional student support

- supplemental instructional materials
- career centers with support materials
- college and career readiness supports and opportunities
- parent engagement activities and support services for targeted students
- academic enrichment such as college entrance exam prep and advanced placement tutorials

- PBIS and Wellness: School sites and the District have allocated additional funding to expand student support for success through a socioemotional focus on PBIS and other student wellness programs and support.

All targeted actions/services have been identified via assessing the needs, conditions, and circumstances of Hispanic, EL, and SED students in TTUSD and are geared to increase student academic achievement and school connectedness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

According to the minimum proportionality percentage calculation of 7.69%, services provided in TTUSD for foster youth, English learners, and low-income students (including students experiencing homelessness) have been increased and improved as compared to services provided to all students accordingly and are described below:

- Increase college and career readiness and supports for EL, Hispanic, and SED students by using data, student readiness reports, expanding middle school career exploration, and targeting student support. (Goal 1, Action 1) $710,826.00

- Continue to improve the TK/K Ready Program by partnering with Tahoe Truckee Reads and the Sierra Community House to improve early learning experiences for EL/low-income students. TTUSD provides structure and training for the Sierra Community House Promotoras (community educators) to provide coach-like support to parents and direct academic support to students the summer before and during their first year in TTUSD as TK or Kindergarten students. (Goal 1, Action 4) $0.00

- Provide priority access to academic interventions and support courses during the school day for targeted students. Site teams will identify students through data tools and analysis of common assessments, supported by the District data, assessment, Reading Intervention Teachers, and the Curriculum, Instruction, and Assessment Coordinator. (Goal 1, Actions 2 & 6) $1,177,991.00

- Refine services and improved first instruction for English learners through focused support to school instructional leaders and effective implementation of the EL PLC. (Goal 1, Action 5) $737,196.00

- Provide increased access to effective high school credit recovery programs by improving the summer program to include in-person instruction and providing in-person instruction during the school day credit recovery sections. (Goal 1, Action 7) $50,552.00

- Provide an improved summer program for targeted students by partnering with the Boys and Girls Club to implement a full-day program that incorporates enrichment and academics and, in partnership with AimHigh, continue to support summer middle school programming. AimHigh is a program that provides a "transformative summer enrichment program that has empowered thousands of middle schoolers from low-income neighborhoods, igniting their love of learning and yielding real results—97% of Aim High alumni graduate high school and go on to college." (Goal 1, Action 3) $473,976.00

- Provide safe and efficient transportation for unduplicated student groups by providing transportation free or at a reduced cost. Low-income bus routes are prioritized to ensure that all unduplicated students have access to school. (Goal 3, Action 1) $1,391,993.00

- Parent Education and Family Support are provided via TTUSD Community Liaisons and Interpreters. These positions ensure that all parents have access, in their primary language, to information and experiences that support their child's education. (Goal 3, Action 3) $470,972.00

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$30,851,240.00	$810,541.00	$1,096,300.00	$224,960.00	$32,983,041.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$30,921,621.00	$2,061,420.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Career Technical Education and College and Career Readiness	$392,171.00	$240,286.00	$56,742.00	$21,627.00	$710,826.00
1	2	English Learners Foster Youth Low Income	Professional Learning Communities (HRS Level 1, 2, & 3)	$113,152.00	$90,467.00	$90,001.00		$293,620.00
1	3	English Learners Foster Youth Low Income	Extended School Year	$82,072.00	$276,051.00	$115,853.00		$473,976.00
1	4	English Learners Foster Youth Low Income	TK/K Readiness					$0.00
1	5	English Learners	Designated ELD	$612,827.00	$50,579.00		$73,790.00	$737,196.00
1	6	English Learners Foster Youth Low Income	Reading Intervention	$732,902.00	$21,926.00		$129,543.00	$884,371.00
1	7	English Learners Foster Youth Low Income	High School Credit Recovery: Extended Year/Within School Day		$50,552.00			$50,552.00
1	8	Students with Disabilities	SWD Math Specific Supports			$2,500.00		$2,500.00
1	9	Students with Disabilities	SWD CCI Specific Supports			$2,500.00		$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	PK/TK/K Readiness			$20,000.00		$20,000.00
1	11	TK	TK Programming	$512,129.00				$512,129.00
2	1	All	Effective Teaching in Every Classroom via Effective PLC's (HRS Level 1 & 2)	$108,152.00				$108,152.00
2	2	All	Highly Qualified Teachers	$20,191,898.00				$20,191,898.00
2	3	Students with Disabilities	Professional Learning specific to SWD teachers	$15,000.00				$15,000.00
3	1	English Learners Foster Youth Low Income	Safe and Efficient transportation	$1,391,993.00				$1,391,993.00
3	2	All	Safe and well maintained facilities	$5,196,581.00				$5,196,581.00
3	3	English Learners Foster Youth Low Income	Parent Education and Family Support	$470,972.00				$470,972.00
3	4	All	Social Emotional Learning Support	$85,000.00		$160,737.00		$245,737.00
3	5	All	Counseling Supports	$946,391.00	$50,680.00	$647,967.00		$1,645,038.00
3	6	All	SEL Tools and Strategies		$30,000.00			$30,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,796,089.00	$5,033,506.00
LEA-wide Total:	$2,450,360.00	$3,391,939.00
Limited Total:	$612,827.00	$757,196.00
Schoolwide Total:	$732,902.00	$884,371.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Career Technical Education and College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	5th-12th	$392,171.00	$710,826.00
1	**2**	Professional Learning Communities (HRS Level 1, 2, & 3)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,152.00	$293,620.00
1	**3**	Extended School Year	LEA-wide	English Learners Foster Youth Low Income	1st-8th	$82,072.00	$473,976.00
1	**4**	TK/K Readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TES (Title I School) & Truckee State PK TK-3rd		$0.00
1	**5**	Designated ELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$612,827.00	$737,196.00
1	**6**	Reading Intervention	Schoolwide	English Learners Foster Youth Low Income	TK-8	$732,902.00	$884,371.00
1	**7**	High School Credit Recovery: Extended Year/Within School Day	LEA-wide	English Learners Foster Youth Low Income	9-12		$50,552.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**10**	PK/TK/K Readiness	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Truckee Elementary and Truckee Preschool (PK-3)		$20,000.00
3	**1**	Safe and Efficient transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,391,993.00	$1,391,993.00
3	**3**	Parent Education and Family Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$470,972.00	$470,972.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **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).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.