

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8, HRS Level 1, 2, & 3) (State Priorities 1, 2, 4, 5, 7)

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	CA Dashboard: College/Career Four-Year Adjusted Cohort	2020 Percent Prepared All: 55% Hispanic: 38% White: 66% EL: 0% SED: 39%	2021 *CCI Not Reported for 20-21	Percent Prepared All: 75% Hispanic: 58% White: 76% EL: 20% SED: 59% SWD: 20%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		SWD: 11% Percent Approaching Prepared All: 14% Hispanic: 18% White: 11% EL: 11% SED: 18% SWD: 23% Percent Not Prepared All: 31% Hispanic: 44% White: 23% EL: 89% SED: 43% SWD: 66%		Percent Approaching Prepared All: 12% Hispanic: 20% White: 11% EL: 35% SED: 19% SWD: 47% Percent Not Prepared All: 16% Hispanic: 22% White: 13% EL: 45% SED: 22% SWD: 33%
2	CA Dashboard: Graduation Rate Four-Year Adjusted Cohort	2020 Percent Graduated All: 92% Hispanic: 89% White: 94% EL: 79% SED: 89% SWD: 86%	2021 Percent Graduated All: 93% (+1) Hispanic: 89% (nc) White: 95% (+1) EL: 67% (-18) SED: 95% (+6) SWD: 75% (-11)	Percent Graduated All: 97% Hispanic: 94% White: 97% EL: 89% SED: 94% SWD: 91%
4	CTE Pathway Completion Four-Year Adjusted Cohort	2020 # of students/% All: 39/14% of all TTUSD Graduates Of TTUSD Graduates who were Completers: Hispanic: 12/31% White: 26/67%	2021 CTE Pathway Completion not reported for 2020-21 Local data indicates: All: 38/13% of all TTUSD Graduates	Number of students All: 50 of all TTUSD Graduates Hispanic: 17 White: 31 EL: 5 SED: 22 SWD: 6 Homeless: 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		EL: 0/0% SED: 17/44% SWD: 0/0% Homeless: 0/0% grp size 11 or less	Of TTUSD Graduates who were Completers: Hispanic:16/ 42% White:22/ 58 % EL: 0/ 0% SED:7/ 18% SWD: 2/ .05 % Homeless: 0/0%	
7	A-G Readiness Four-Year Adjusted Cohort	2020 Percent Ready All: 61% White: 75% Hispanic: 32% SED: 40% EL: 17% SWD: 26%	2021 Percent Ready All: 62% White: 72% Hispanic: 59 % SED: 69% EL: % SWD: %	Percent Ready All: 74% White: 80% Hispanic: 42% SED: 50% EL: 27% SWD: 28%
4	CA Dashboard: SBAC ELA	2018 Points above/below standard All: 18 pts above Hispanic: 28 pts below White: 47 pts above EL: 47 pts below SED: 24 pts below SWD: 68 pts below Homeless: 31 pts below	2021 ** Not Reported for 20-21	Points above/below standard All: 25 pts above Hispanic: 14 pts below White: 50 pts above EL: 24 pts below SED: 12 pts below SWD: 34 pts below Homeless: 15 pts below
4	CA Dashboard: SBAC Math	2018 Points above/below standard All: 1 pts below Hispanic: 49 pts below White: 30 pts above	2021 ** Not Reported for 20-21	Points above/below standard All: 15 pts above Hispanic: 25 pts below White: 40 pts above EL: 33 pts below

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		EL: 65 pts below SED: 44 pts below SWD: 95 pts below Homeless: 68 pts below		SED: 22 pts below SWD: 47 pts below Homeless: 34 pts below
5	MS & HS Readiness: rising 5th and 8th graders	Baseline will be established in June 2021- percent of students "ready" for middle school & high school	Due to the impact of Covid Student Readiness have not yet been implemented	25% increase in the percent of students "ready" for middle school & high school
	Increase ELPI	Baseline will be established in Fall 2021	** Not Reported for 20-21	TBD

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	Career Technical Education and College and Career Readiness Career Technical Education and College and Career Readiness <ul style="list-style-type: none"> 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	By 2023-2024, CCR/CTE opportunities will be increased resulting in an increased level of graduates at the CCI Prepared level	Yes	LCFF \$392,171	Local \$14,392	Federal \$21,627	\$710,826.00	\$417,589	
				Other State \$240,286					
				Local \$42,350					

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>High School</p> <ul style="list-style-type: none"> • 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 • ----- <p>Create and use a user-friendly version of the CA School Dashboard College/Career Readiness document for mapping HS graduation requirements</p> <p>Using the CA School</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Dashboard College/Career Readiness document:</p> <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • ----- ----- <p>Middle School Actions Support and improve upon current career exploration opportunities</p> <p>Using the CA School Dashboard College/Career Readiness document:</p> <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • ----- - <p>Elementary School Actions Using the CA School Dashboard College/Career</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Readiness document:</p> <ol style="list-style-type: none"> 1. Communicate the purpose of the College and Career TTUSD Middle School Student Readiness Reports to stakeholders (counselors, teachers, parents, students, etc.) 2. Create, revise and implement College, and Career TTUSD Middle School Student Readiness reports with 4th and 5th graders <ul style="list-style-type: none"> • ----- • 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 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.2	<p>Professional Learning Communities (HRS Level 1, 2, & 3) Implement Professional Learning Communities</p> <p>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:</p> <p>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):</p> <ul style="list-style-type: none"> • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing <p>2. Create and monitor goals based on student data</p> <p>3. Improve first instruction</p>	By 2023-2024, effective districtwide PLC implementation will be a contributing factor to increased student learning	Yes	Other State \$90,467 Local \$90,001	LCFF \$113,152	\$293,620.00	\$193,891

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	4. Improve student learning outcomes						
1.3	<p>Extended School Year Extended School Year - Targeted Student Groups</p> <p>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)</p> <p>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."</p>	Summer 2021 and ongoing implementation	Yes	LCFF \$82,072 Other State \$255,551 Local \$115,853	Other State \$20,500	\$473,976.00	\$486,695
1.4	TK/K Readiness Identify and address local challenges to improve the	K Ready was first implemented	Yes	LCFF \$0 Other State \$0	LCFF \$0 Other State \$0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>transition from pre-school to kindergarten and beyond</p> <p>Improve and increase TK/K and Early Learning resources and support for SED/EL families and students</p> <p>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.</p>	in the Summer of 2020		Local \$0 Federal \$0	Local \$0 Federal \$0				
1.5	<p>Designated ELD Increase EL student achievement</p> <p>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:</p>	By 2023-2024, systemic issues will be addressed and student learning will increase	Yes	LCFF \$606,827 Other State \$50,579 Federal \$73,790	LCFF \$6,000	\$737,196.00	\$346,912		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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):</p> <ul style="list-style-type: none"> • ELPAC • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing <p>2. Create and monitor goals based on student data</p> <p>3. Improve first instruction</p> <p>4. Improve student learning outcomes improving systemic issues and increasing instructional time</p> <ul style="list-style-type: none"> • ----- <p>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</p>						

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	<p>designated ELD.</p> <ul style="list-style-type: none"> • ----- <p>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:</p> <p>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):</p> <ul style="list-style-type: none"> • ELPAC • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing <p>2. Create and monitor goals based on student</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>data</p> <p>3. Improve first instruction</p> <p>4. Improve student learning outcomes improving systemic issues and increasing instructional time</p>						
1.6	<p>Reading Intervention Improve learning outcomes for students receiving reading intervention</p> <p>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:</p> <p>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):</p> <ul style="list-style-type: none"> STAR Early Literacy (English and Spanish) 	By 2023-2024, systemic issues will be addressed and student learning will increase	Yes	<p>LCFF \$725,902</p> <p>Other State \$21,926</p> <p>Federal \$129,543</p>	LCFF \$7,000	\$884,371.00	\$494,203

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing <p>2. Create and monitor goals based on student data</p> <p>3. Improve first instruction</p> <p>4. Improve student learning outcomes improving systemic issues and increasing instructional time</p> <ul style="list-style-type: none"> • ----- <p>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:</p> <p>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</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>the following district local assessments(aggregated and disaggregated):</p> <ul style="list-style-type: none"> • STAR Early Literacy (English and Spanish) • STAR Reading (English and Spanish) • STAR Math (English and Spanish) • Writing <p>2. Create and monitor goals based on student data</p> <p>3. Improve first instruction</p> <p>4. Improve student learning outcomes improving systemic issues and increasing instructional time</p>						
1.7	<p>High School Credit Recovery: Extended Year/Within School Day Blended HS Credit Recovery Program will be implemented starting in Summer 2021</p> <ul style="list-style-type: none"> • Students may choose a blended or independent study program 	Summer 2021- year one implementation; based on these results this program will continue as resources allow	Yes	Other State \$10,500	Other State \$40,052	\$50,552.00	\$42,577

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • 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. 							
1.8	<p>SWD Math Specific Supports Offer practice SBAC test opportunities for all SWD.</p> <ul style="list-style-type: none"> • Provide two practice test opportunities during each school year. • Provide safe testing environments for students with disabilities to practice 	By 2023-2024, effective districtwide procedures will be provided and implemented by teaching staff related to CAASPP testing opportunities for all students with disabilities.	No		Local	\$2,500	\$2,500.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Identify and develop IEP goals that will align with state standards, which will be addressed in the special education learning environment.</p> <ul style="list-style-type: none"> • Provide special education teachers with professional development opportunities around writing academic IEP goals that align with state standards. <p>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.</p> <p>Identify and develop IEP testing accommodations to support students with disabilities.</p> <ul style="list-style-type: none"> • Provide special education teachers with an annual professional development opportunity regarding testing accommodations and how to develop the IEP aligned with the 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>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.</p>							
1.9	<p>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.</p> <ul style="list-style-type: none"> • 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 	By 2023-2024, effective districtwide procedures will be in place to support SWD to enhance their CCI opportunities.	No		Local	\$2,500	\$2,500.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>regarding college and career options</p> <p>Special education teachers will align with general education teachers regarding instruction, state standards and CCI.</p> <ul style="list-style-type: none"> Special education teachers will meet with CCI staff to collaborate, calibrate and align with their educational opportunities/practices. 							1.10	<p>PK/TK/K Readiness PK-3 Coherence and Collaboration</p> <ul style="list-style-type: none"> 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 	Not implemented due to lack of resources	Yes	Local	\$10,000	Local	\$10,000	\$20,000.00	\$7,463

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>grade with a sharp focus on the transition from Pre-K to TTUSD kindergarten programs.</p> <ul style="list-style-type: none"> 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. 						
1.11	<p>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.</p>	Implemented as planned and TK has been ongoing as described	No	LCFF \$512,129		\$512,129.00	\$294,275

Goal 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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8, HRS Level 2) (State Priorities 1, 2, 8)

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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 The district currently employs 100% at the level of HQT.	1. High Reliability Schools Level 1 (PLC) Survey: Due to the impact of Covid this survey has will not be implemented this year 2. Quality Professional Development: Due to the impact of Covid Professional Development will not be implemented this year 3. Basics Indicator- Teachers The district currently employs 100% at the level of HQT.	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

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Effective Teaching in Every Classroom via Effective PLC's (HRS Level 1 & 2)	By 2023-2024, Effective Teaching in	No Yes	LCFF \$574,746	LCFF \$108,152	\$682,898.00	\$325,715

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>With the additional support of the Curriculum, Instruction and Assessment Coordinator and Coordinator of English Learner Programs and Accountability:</p> <ol style="list-style-type: none"> 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 Instructional coaching, PLCs, 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 	Every Classroom via Effective PLC's (HRS Level 1 & 2) will be evident					
2.2	<p>Highly Qualified Teachers Recruitment & Credentialing</p> <p>The Human Resources department participates in recruitment all year long. Examples of recruitment practices include attending numerous job fairs,</p>	By 2023-2024, TTUSD will continue to employ 100% Highly Qualified Teachers	No	LCFF \$20,191,898		\$20,191,898.00	\$11,046,544

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>partnering with California and Nevada State Universities, participating in mock interviews, and participating as a guest speaker in the university education departments.</p> <p>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.</p> <p>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.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.3	<p>Professional Learning specific to SWD teachers Math Focus</p> <p>Identify and develop IEP goals that will align with state standards, which will be addressed in the special education learning environment.</p> <ul style="list-style-type: none"> Provide special education teachers with professional development opportunities around writing academic IEP goals that align with state standards. <p>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.</p> <p>Identify and develop IEP testing accommodations to support students with disabilities.</p> <ul style="list-style-type: none"> Provide special education teachers with an annual professional 	By 2023-2024, TTUSD will continue to provide robust professional development to ensure our SWD have the necessary strategies and supports in place for math instruction, assessments and CCI ready.	No		LCFF \$15,000	\$15,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p> <p>CCI Focus</p> <p>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.</p> <ul style="list-style-type: none"> • Provide professional development opportunities for staff during the school year to promote, build and implement college and career educational opportunities for students. 						

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Special education teachers will align with general education teachers regarding instruction, state standards and CCI.</p> <ul style="list-style-type: none"> Special education teachers will meet with CCI staff to collaborate, calibrate and align with their educational opportunities/practices. 						

Goal 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) (State Priorities 1, 2, 3, 5)

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	1. Suspension Rate Indicator 2. Expulsion Rate Indicator 3. Chronic Absenteeism	1. Suspension Rate Indicator 2019: ALL: 3% Hispanic: 4%	1. Suspension Rate Indicator: 2021 ALL: .2%	1. Suspension Rate Indicator ALL: 2% Hispanic: 3%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	4. Four-Year Adjusted Cohort High School Dropout Rate: 5. Basics Indicator - Facilities 6. California Healthy Kids 7. MS Drop Out Rate	White: 2% EL: 3% SED: 4% SWD: 6% Homeless: 10% 2. Expulsion Rate: 2019: ALL: 02% Hispanic: 0% White: .04% EL: 0% SED: 0% SWD: 0% Homeless: 0% 3. Chronic Absenteeism Rate: 2019: ALL: 7% Hispanic: 9% White: 6% EL: 9% SED: 10% SWD: 12% Homeless: 24% 4. Cohort High School Dropout Rate: 2020 ALL: 8% Hispanic: 7% White: 8% EL: 19% SED: 9% SWD: 6% 5. Basics Indicator-Facilities	Hispanic: .4% White: .1% EL: .7% SED: .5% SWD: .4% Homeless: 0% 2. Expulsion Rate: 2021 ALL 0% Student Group data suppressed to protect student privacy 3. Chronic Absenteeism Rate: 2021: ALL: Hispanic: 19% White: 7% EL: 24% SED: 18% SWD: 19% Homeless: 30% 4. Four-Year Adjusted Cohort Cohort High School Dropout Rate: 2021 ALL: 5% Hispanic: 7% White: 4% EL: 19% SED: 9% SWD: 8%	White: 1% EL: 2% SED: 3% SWD: 5% Homeless: 5% 2. Expulsion Rate: ALL: 01% Hispanic: 0% White: .03% EL: 0% SED: 0% SWD: 0% Homeless: 0% 3. Chronic Absenteeism Rate: ALL: 5% Hispanic: 7% White: 4% EL: 7% SED: 8% SWD: 10% Homeless: 20% 4. Four-Year Adjusted Cohort High School Dropout Rate: ALL: 4% Hispanic: 3% White: 4% EL: 8% SED: 3% SWD: 3% 5. Basics Indicator-Facilities

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		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% Safety: 82% 74% 74% 71% 7. Middle School drop-out rate - 0%	5. Basics Indicator-Facilities 2018: 9/10 facilities are in good condition 6. CHKS 2021 6th 7th 9th 11th Connectedness: 74% 66% 62% 68% Motivation: 70% 64% 68% 63% Safety: 79% 71% 69% 82% 7. Middle School drop-out rate - 0%	Maintain all facilities in good condition or above based on the FIT 6. CHKS 6th: Connectedness - 75% Motivation - 70% Safety - 95% 7th: Connectedness - 75% Motivation - 70% Safety - 95% 9th: Connectedness - 75% Motivation - 65%% Safety - 95% 11th: Connectedness - 75% Motivation - 60%% Safety - 95% 7. Maintain middle school drop out rate at 0%.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Continue to provide Safe and Efficient transportation TTUSD will continue to provide safe and efficient transportation for students.	By 2023-2024, TTUSD will continue to safe and efficient transportation	Yes	LCFF \$1,215,479	LCFF \$176,514	\$1,391,993.00	\$1,910,096

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>School transportation in our District is critical for students that live in 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 SED list make up a little more than 65% of our ridership. Routes and bus stops are developed and prioritized, focusing 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).</p>	for students provide					

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	<p>Continue to provide safe and well maintained facilities TTUSD will continue to provide safe and well maintained facilities.</p>	By 2023-2024, TTUSD will continue to provide safe and well maintained facilities provide	No	LCFF \$3,721,256	LCFF \$1,475,325	\$5,196,581.00	\$3,377,119
3.3	<p>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.</p> <ul style="list-style-type: none"> • 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 	By 2023-2024, communication and support to families will improve.	Yes	LCFF \$470,972		\$470,972.00	\$287,394

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li data-bbox="247 134 485 496">• Provide extra duty for Community Liaisons and Community Liaison/Interpreters to support families during data confirmation, enrollment, IEP meetings, etc. <li data-bbox="247 532 485 1016">• 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 <li data-bbox="247 1052 485 1320">• Communicate to all stakeholders (multiple platforms and frequently) the "improved" role of the Community Liaison <li data-bbox="247 1356 485 1503">• Implement the Annual Parent Academy and improve outreach to 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	increase parent participation <ul style="list-style-type: none"> Continue to provide Nurtured Heart parent sessions (English and Spanish) 								
3.4	Social Emotional Learning and Support Students will receive social-emotional learning supports and services to increase positive relations for school and community civility. <ul style="list-style-type: none"> 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 	By 2023-2024, all students will receive social emotional learning and support in a variety of settings and opportunities on a weekly basis.	No	LCFF \$80,000 Local \$147,031	LCFF \$5,000 Local \$13,706	\$245,737.00	\$204,678		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
3.5	<p>Counseling Supports</p> <ul style="list-style-type: none"> 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 	By 2023-2024, all students will have access to a counselor to ensure their social emotional learning needs are met.	No	LCFF \$946,391 Other State \$50,680 Local \$647,967		\$1,645,038.00	\$916,612	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	year of the process for access support while in a social-emotional crisis.						
3.6	<p>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.</p> <ul style="list-style-type: none"> • Staff will receive professional development training on implementing social-emotional support in their classroom. This training will provide the teachers with various tools/strategies to use as prevention and/or crisis response. 	By 2023-2024, all staff will have access to social emotional learning activities and lessons to support all students.	No		Other State \$30,000	\$30,000.00	