

2024-2025 TTUSD  
LCAP Mid-year Review  
February 19, 2025

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# SB 114 Mid-Year Requirement

Section	Key Requirement
<b>SB 114, Sec 61</b> EC 52062	<b>District</b> “mid-year” report to the board on or before February 28 of each year.

# Board Presentation Requirements

Senate Bill 114 requires LEA's to present an update on the 2024–2025 LCAP and budget overview for parents on or before February 28, 2025, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- All available mid-year outcome data (LCAP Metrics).
- All available mid-year implementation data (LCAP Actions).
- All available mid-year expenditure data (LCAP Expenditures).

# Metric Outcome Examples

## **Unknown:**

Metrics aligned to Local Indicators for 2024-25 may not yet be available, as updates may not have been completed.

## **In Progress:**

Some LCAP Metric outcomes will be in progress: Attendance Rates, Chronic Absenteeism Rates , Local Assessment Results

## **Known:**

Appropriately Assigned Teachers, Access to Instructional Materials, Spring 2024 CA Dashboard Data, FIT reports, since they are due for SARC reporting

# LCAP Goal 1:

By 2026-2027, TTUSD will provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

# LCAP Goal 1 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
1.1 CAASPP ELA	58.4%	47.04%	68%	<i>In Progress</i>
1.2 CAASPP Math	47.6%	35.54%	57%	<i>In Progress</i>
1.3 Increase ELPI	47.3% increased 35.8% maintained	38% increased 34% maintained	57% increased 45% maintained	<i>In Progress</i>
1.4 Percentage of K-2 students At or Above Standard: DIBELS	54%	65%	64%	<i>In Progress</i>

# LCAP Goal 1 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
1.5 A-G Readiness	55.4%	55.7%	65%	<i>In Progress</i>
1.6 College Career Indicators	58.8%	55.7%	68%	<i>In Progress</i>
1.7 Graduation Rate	94.8%	89.8%	99%	<i>In Progress</i>
1.8 CTE Pathway completion	27.1%	28.6%	37%	<i>In Progress</i>

# LCAP Goal 1 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
1.9 AP Passage Rate (at least one)	NTHS: 73% THS: 31%	NTHS: 73% THS: 31%	NTHS: 83% THS: 41%	<i>In Progress</i>
1.10 EL Reclassification	7.5% (43)	20% (106)	15%	<i>In Progress</i>



# LCAP Goal 1 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
1.11 Early Assessment Program 11th Grade Only	Data Year: 2022-23  Level 4 (ELA): 28.3% Level 3 (ELA): 34.8%  Level 4 (Math): 15.2% Level 3 (Math): 18.3%	Data Year: 2023-2024  Level 4 (ELA): 28.7%, Level 3 (ELA): 31.34%,  Level 4 (Math): 25.84%, Level 3 (Math): 23.53%	Level 4 (ELA): 38% Level 3 (ELA): 44%  Level 4 (Math): 25% Level 3 (Math): 28%	In Progress

# LCAP Goal 1 Actions:

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<b>1.1</b> K-12 Math Curriculum Implementation	\$ 600,000.00	\$ 714,855.00	<i>In Progress</i>
<b>1.3</b> Collaboration time for teachers across sites & district alignment	\$248,505.00	\$181,103.00	<i>In Progress</i>
<b>1.4</b> Designated ELD instruction and Professional Development	\$762,927.00	\$438,770.00	<i>In Progress</i>

# LCAP Goal 1 Actions:

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<b>1.5</b> TK Bridge Camp	\$7,836.00	\$7,836.00	<i>In Progress</i>
<b>1.6</b> Career Technical Education and College and Career Readiness	\$266,487.00	\$153,716.00	<i>In Progress</i>
<b>1.7</b> Summer School Literacy development	\$62,500.00	\$54,045.00	<i>In Progress</i>
<b>1.8</b> Summer Enrichment	\$1,224,489.00	\$520,429.00	<i>In Progress</i>

# LCAP Goal 1 Actions:

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<b>1.9</b> High School Credit Recovery	\$44,400.00	\$114,296.00	<i>In Progress</i>
<b>1.10</b> District literacy assessment and diagnostic alignment	\$101,155.00	\$11,700.00	<i>In Progress</i>

# Review of Current Goal 1:

The 2024-25 review of goal 1 presented both celebrations and challenges.

We are proud of the following:

## Celebrations:

- **Math Progress:** TTUSD's EL students showed growth in math scores this year. Overall more students are meeting grade-level standards.
- **Reclassified Fluent English Proficient Gains:** Significant gains observed for RFEP students in ELA (14.43% increase) and A-G completion (5.2% increase).
- **Consistent AP Performance:** High AP passage rates maintained at North Tahoe High School, with Truckee High School also demonstrating commitment to AP coursework.

# Review of Current Goal 1:

The 2024-25 review of Goal 1 presented both celebrations and challenges.

Our district is still working on next steps such as:

- **Targeted Interventions:** Prioritize intensive interventions for underperforming subgroups (English Learners, Students With Disabilities, Hispanic, Socioeconomically Disadvantaged).
- **Professional Development:** Provide high-quality professional development for teachers focused on effective strategies for English Learner instruction, early literacy development, and culturally responsive teaching.
- **Data Analysis & Monitoring:** Implement more robust data analysis and monitoring systems to track student progress and identify areas for improvement.

# LCAP Goal 2:

By 2026-2027, TTUSD will address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources, for academic achievement, effective learning environments, facilities and infrastructures for students, educators and staff.

# LCAP Goal 2 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
2.1 Percentage Identified Special Education and Related Services	All: 14% Hispanic: 20% EL: 22%	All: 14% Hispanic: 35.5% EL: 12.5%	All: 12% Hispanic: 35% EL: 15%	In Progress
2.2 TTUSD Teachers meet California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.	90.7%	89.5%	98%	In Progress



# LCAP Goal 2 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
2.3 Instructional Materials Data	100%	100%	100%	In Progress
2.4 Suspension Rate Indicator Data	All: 1.5% Hispanic: 1.5% EL: 1.7% SED: 8% SWD: 3% Homeless: 3%	All: 1.4% Hispanic: 2.1% EL: 2.0% SED: 2.2% SWD: 2.9% Homeless: 1.2% LTEL: 8.8%	All: >1% Hispanic: >1% EL: >1% SED: >1% SWD: >1% Homeless: >1%	In Progress
2.5 Expulsion Rate Indicator Data	0%	0%	0%	In Progress

# LCAP Goal 2 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
2.6 Chronic Absenteeism	All: 20% White: 19% Hispanic: 29% EL: 30% SED: 34% SWD: 25% Homeless: 45%	All: 12.4% White: 9% Hispanic: 17.4% EL: 17% SED: 18.6% SWD: 19.3% Homeless: 20.5%	All: 10% White: 9% Hispanic: 19% EL: 30% SED: 24% SWD: 15% Homeless: 35%	In Progress
2.7 Facilities Data	Instances Where Facilities Do Not Meet the “Good Repair” Standard: 0%	Instances Where Facilities Do Not Meet the “Good Repair” Standard: 4%	Instances Where Facilities Do Not Meet the “Good Repair” Standard: 0%	In Progress
2.8 Transportation Data	All: 2345 SED: 1104 SWD: 76 SED & SWD: 1180	All: 2553 SED: 1094 SWD: 440 SED & SWD: 1534	All: >2500 SED: >1120 SWD: >150 SED & SWD: >1200	In Progress

# LCAP Goal 2 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
<b>2.9</b> High School Dropout Rate Middle School Dropout Rate Data	HS: 2.6% MS: 0%	HS: 1.8% MS: 0%	HS: 2% MS: 0%	<i>In Progress</i>
<b>2.10</b> Mini DESSA Social-Emotional Screener (Elementary sites)	All: 5% White: 5% Hispanic: 7% EL: 10% SED: 7% SWD: 16%	All: 6% White: 3% Hispanic: 9% EL: 14% SED: 10% SWD: 18%	All: <3% White: <3% Hispanic: <3% EL: <3% SED: <3% SWD: <6%	<i>In Progress</i>

# LCAP Goal 2 Metrics:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
2.11 Student Support: Percentage of students, staff, and families who agree or strongly agree that at district schools I understand what types of social-emotional supports are available to students.	All: 81% EL: 86% SED: 83% SWD: 88% Staff: 97 Families:76%	ALL: 83% EL: 88% SED: 83% SWD: 83% Staff: 83% Families: 77%	91% All 96% EL 93% SED 98% SWD 99% Staff 86% Families	<i>In Progress</i>

# LCAP Goal 2 Actions:

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<b>2.2</b> Mental Health Supports and Services	\$1,718,580.00	\$917,547.00	<i>In Progress</i>
<b>2.4</b> Basic: Facilities: Continue to provide safe and well-maintained facilities	\$6,382,712.00	\$4,160,605.00	<i>In Progress</i>

# LCAP Goal 2 Actions:

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<b>2.5</b> Basics: Transportation: continue to provide Safe and Efficient transportation & Transportation for students with disabilities	\$890,361.00	\$428,813	<i>In Progress</i>
<b>2.6</b> Analytic Monitoring Systems for attendance behavior and academics	\$39,868.00	\$98,046.00	<i>In Progress</i>

# Review of Current Goal 2:

The 2024-25 review of goal 2 presented both celebrations and challenges.

We are proud of the following:

- **Curriculum & Materials:** 100% compliance with providing state-adopted curriculum and instructional materials; no findings in Williams Compliant Protocol.
- **Suspensions:** Overall suspension rate decreased slightly to 1.4%, nearing the <1% goal. White student suspension rate (0.9%) meets the target. Homeless student suspension rate improved significantly to 1.2%.
- **Expulsions:** 0% expulsion rate, demonstrating effectiveness of PBIS and restorative practices.
- **Social-Emotional Support:** 6% of elementary students identified as needing social-emotional support. White students flagged at 3%, while Hispanic students at 9%, English Learners at 14%, and Students with Disabilities at 18%.

# Review of Current Goal 2:

The 2024-25 review of Goal 2 presented both celebrations and challenges.

Our district is still working on next steps such as:

- **Long-Term English Learners (LTELs):** Prioritize intensive support for LTELs, investigating the root causes of their high suspension rate (8.8%) and implementing tailored interventions. This may involve language support, academic support, cultural responsiveness training for staff, and collaboration with families.
- **Implementation with fidelity:** Continue rigorous monitoring and support systems to ensure ongoing access to state-adopted curriculum and instructional materials.
- **Ongoing Monitoring:** Continue to monitor discipline data disaggregated by student subgroups to identify trends and ensure equitable support.



# LCAP Goal 3:

By 2026-2027, TTUSD will proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

# LCAP Goal 3:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
3.1 Staff Emotional Climate Percentage of staff who almost never experienced harassment or bullying.	Religion: 94% Disabilities: 92% Ethnicity/Skin Color: 84% Sex: 84%	Religion: 96% Disabilities: 92% Ethnicity/Skin Color: 87% Sex: 90%	Religion: 94% Disabilities: 92% Ethnicity/Skin Color: 84% Sex: 84%	<i>In Progress</i>
3.2 Student Emotional Climate Percentage of ES, MS, & HS students that feel they belong at school.	All:50% EL:49% SED:50% SWD:58%	All:51% EL:73% SED:75% SWD:75%	All:60% EL:59% SED:60% SWD:68%	<i>In Progress</i>

# LCAP Goal 3:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
<b>3.3</b> Parent and Family Engagement: Percentage of families who agree or strongly agree that district schools encourage parent involvement	All:76% People of Color/Multi-Racial:85% White: 76% Race/Ethnicity N/A:64% EL Student: 90% SWD: 74%	All:77% People of Color/Multi-Racial:79% White: 76% Race/Ethnicity N/A:77% EL Student: 93% SWD: 86%	All:86% People of Color/Multi-Racial:95% White: 86% Race/Ethnicity N/A:74% EL Student: 99% SWD: 84%	<i>In Progress</i>
<b>3.4</b> Parent and Family Engagement (Number of completed requests for Community Liaison/Bilingual Services tickets)	Completed tickets 10,000	Completed tickets 4,000	Completed tickets >15,000	<i>In Progress</i>

# LCAP Goal 3:

Metric	2022-2023 Baseline	2024-2025 Mid-Year Update	2026-2027 Desired Outcome	Status
<b>3.5</b> Community Involvement Percentage of students, staff and families who agree or strongly agree that district schools encourage involvement from community members and organizations	All: 79% EL student: 80% SED: 78% SWD: 81%	All: 89% EL student: 92% SED: 89% SWD: 83%	All: 89% EL student: 90% SED: 88% SWD: 91%	<i>In Progress</i>
<b>3.6</b> Student Voice Percentage of students, staff and families who agree or strongly agree that teachers and staff at district schools listen to students	All: 72% EL student: 81% SED: 78% SWD: 85%	All: 79% EL student: 89% SED: 82% SWD: 86%	All: 82% EL student: 91% SED: 88% SWD: 95%	<i>In Progress</i>

# LCAP Goal 3 Actions:

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<b>3.1</b> Support belonging and inclusion for all	\$1,500.00	0.00	<i>In Progress</i>
<b>3.2</b> Enhance outreach and resources at transition points.	\$45,000.00	\$47,500.00	<i>In Progress</i>
<b>3.3</b> Increase Parent and Family Engagement	\$783,948.00	\$431,148.00	<i>In Progress</i>

# Review of Current Goal 3:

The 2024-25 review of goal 3 presented both celebrations and challenges.

We are proud of the following:

- The Tahoe Truckee Unified School District's (TTUSD) Local Control and Accountability Plan (LCAP) survey showed improvement in almost all areas.
- English Learner families reported the greatest increase in their sense of belonging at school.
- More survey participants strongly agreed that they are happy with both school site and district leadership.

# Review of Current Goal 3:

The 2024-25 review of Goal 3 presented both celebrations and challenges.

Our district is still working on next steps such as:

- TTUSD will continue to develop strategies to ensure all families feel included in school activities.
- The district will continue monitoring its community engagement initiative to ensure students and families feel welcome and included in community programs and partnerships.
- TTUSD will continue to analyze data and develop a plan to ensure families feel heard and valued.

# Next Steps:

TTUSD is dedicated to providing all students with a high-quality education. To achieve this, we will focus on the following priorities:

- **Student Achievement:** We will implement strategies to improve academic outcomes for all students, including those from diverse backgrounds and with varying needs.
- **Student Well-being:** We will provide support systems and programs to promote students' social-emotional health and mental wellness.
- **Equity and Access:** We will ensure that all students have access to high-quality educational opportunities and resources.
- **Community Engagement:** We will strengthen partnerships with families and the broader community to support student success.



# **Thank you!**

We acknowledge and sincerely thank our staff for their hard work and dedication, the board for their support, our TTUSD families, and our resilient students for continuing to reach their potential.