2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
1	Amended 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: Graduation Rate	2020 Percent Graduated All: 92% White: 94% Hispanic: 89% SED: 89% EL: 79% SWD: 86%	2021 Percent Graduated All: 93% (+1) White: 95% (+1) Hispanic: 89%(nc) SED: 95% (+6) EL: 67% (-12) SWD: 75% (-11)	2022 Percent Graduated All: 96.4% (+3.4%) White: 98.3% (+3.3%) Hispanic: 92.7% (+3.7%) SED: 93.2% (-1.8%) EL: 81% (+14%) SWD: 85% (+10%)	2023 Percent Graduated: All: 94.8% graduated (-1.7%) White: 97.3% (-1.0%) Hispanic: 92.5% (-.2%) EL: 78.3% (-2.7%) SED: 90.1%(-3.1%) SWD: 79.2% (-5.8%)	Percent Graduated All: 97% White: 97% Hispanic:94% SED:94% EL: 89% SWD: 91%
Percent of Students meeting UC/CSU Requirements (A-G Readiness)	Percent Ready All: 61% White: 75% Hispanic: 32% SED: 40% EL: 17% SWD: 26%	2021 Percent Ready All: 62% White: 72% Hispanic: 48% SED: 47% EL: 9% SWD: 14%	2022 Percent Ready All: 61% White: 73% Hispanic: 38% SED: 42% EL: 19% SWD: 18%	2023 Percent Ready All: 55.4% White: 64.2% Hispanic: 41.0% SED: 41.6% EL: 13.0% SWD: 14.6%	Percent Ready All: 74% White: 80% Hispanic: 42% SED: 50% EL: 27% SWD: 28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2021 *SBAC Not Reported for 20-21	2022 Points above/below standard All: 17.1 pts above White: 49.1 pts above Hispanic: 39.9 pts below SED: 30.9 pts below EL: 71.3 pts below SWD: 70.5 pts below Homeless: 43.4 below pts	2023 Points above/below standard All: 14.7 pts above White:45.8 pts above Hispanic: 42.5 pts below SED: 38.4 pts below EL: 76.5 pts below SWD: 72.9 pts below Homeless:75.4 pts below	Points above/below standard All: >30pts above White: >50 pts above Hispanic: > 1 pts above SED: > 1 pts above EL: > 1 pts above SWD: > 1 pts above Homeless: > 1 pts above
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	2021 *SBAC Not Reported for 20-21	2022 Points above/below standard All: 8.6 pts below White: 25.4 pts above Hispanic: 70.2 pts below SED: 62.6 pts below EL: 85.9 pts below SWD: 88.1 pts below Homeless: 72.3 pts below	2023 Points above/below standard All: 10.4 pts below White: 21.6 pts above Hispanic:69.2 pts below SED: 63.4 pts below EL: 89.4 pts below SWD: 94.7 pts below Homeless:39.7 pts below	Points above/below standard All: >30pts above White: >50 pts above Hispanic: > 1 pts above SED: > 1 pts above EL: > 1 pts above SWD: > 1 pts above Homeless: > 1 pts above

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 Not Prepared All: 31% White: 23% Hispanic: 44% SED: 43% EL: 89% SWD: 66%	2021 *CCI Not Reported for 20-21	2022 Percent Prepared All: 50% White: 64% Hispanic: 27% SED:36% EL: 3% SWD: 7% Percent Approaching Prepared *Not reported in 21-22 Percent Not Prepared *Not reported in 21-22	2023 Percent Prepared All: 58.8% White: 69.5% Hispanic:42% SED: 42.4% EL:13.6% S WD:16.7% Percent Approaching: All: 15.9% White: 13.4% Hispanic: 20.6% SED: 20.9% EL: 27.3% SWD: 25% 2023 Percent Not Prepared: All: 25.3% White: 17.1% Hispanic: 37.4% SED: 36.7% EL: 59.1% SWD: 58.3%	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% Percent Not Prepared All: 16% White: 13% Hispanic: 22% SED: 22% EL: 45% SWD: 33%
CTE Pathway Completion	2020 Number of students/ % of students All: 39/23% White: 26/22%	2021 Number of students/ % of students All: 66/21% White: 39/22%	2022 Number of students/ % of students All: 72/23% White:46/26 %	2023 Percentage of students: All: 44% White: 31.6%	% of students All: 33% White: 32% Hispanic: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic: 12/29% SED: 17/30% EL: 0/0% SWD: 0/0% Homeless: grp size 11 or less	Hispanic: 23/21% SED: 22/15% EL: 1/4.5% SWD: 2/5.6% Homeless: grp size 11 or less	Hispanic: 21/19% SED:30/21% EL:1 /4.8% SWD: 5/12.5% . Homeless: grp size 11 or less	Hispanic: 22.4% SED: 23% EL: 13% SWD: 16.7% Homeless: grp size 11 or less	SED: 40% EL: 10% SWD: 10% Homeless: *
Increase ELPI	Baseline will be established in Fall 2021	ELPI not reported for 20-21	2022 Number of students/ % of students 363 /44.4% making progress	2023 TTUSD Overall: 47.2% making progress (2.8% increased)	% of students 54% making progress

Goal Analysis

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.

The implementation of Goal 1 actions has been divided into three categories: implemented as planned, partially implemented, and not implemented.
Fully Implemented actions:
1.1: Career Technical Education and College and Career Readiness
1.2 Professional Learning Communities
1.3 Extended School Year
1.4: TK/K Readiness
1.5: Designated ELD
1.7: High School Credit Recovery: Extended Year/Within School Day
1.11: TK Programming
1.12: Tiered Responses of Student Support
1.14: Analyze, disaggregate, and report on student achievement data through Professional Learning communities for all students

1.15: Extended School Year
1.17: Reading Intervention

Partially implemented actions:
1.13 Career Technical Education and College and Career Readiness; did not use planned tools and met additional goals
1.6 Reading Intervention; continuous Improvement for increased learning outcomes for students receiving reading intervention
1.8: SWD Math-Specific Supports; not a focus this year based on literacy focus
1.9: SWD CCI-Specific Supports; CCI metrics still being updated for best use of data to drive instruction
1.16 Designated ELD

Not Implemented Actions:
1.10: PK/TK/K Readiness; discontinued.

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

Goal 1/ Action1: Actual expenditures are in line with budgeted Expenditures. YTD we expended $228,639 of the budgeted $266,487. At the end of the fiscal year we project that the full allocated amounts will be spent.
Goal1/ Action 2: Actual expenditures have exceeded budgeted Expenditures. YTD we expended $346,730 of the budgeted $319,954. The excess expenditures are due to a negotiated salary increase with all of TTUSD bargaining units.
Goal 1/ Action 3: Actual expenditures have exceeded the budgeted Expenditures. YTD we expended $1,418,233 of the budgeted $1,147,000. At the end of the fiscal year we project to far exceed the budgeted amount.
Goal 1/Action 4: Actual expenditures are in line with budgeted Expenditures. YTD we expended $7006, of the budgeted $7006
Goal 1/Action 5: Actual expenditures are in line with budgeted Expenditures. YTD we expended $504,185 of the budgeted $548,507. At the end of the fiscal year we project that the full allocated amounts will be spent.
Goal 1/Action 6: Actual expenditures are in line with budgeted Expenditures. YTD we expended $558,177 of the budgeted $874,078. At the end of the fiscal year we project that the full allocated amounts will be spent.
Goal 1/Action 7: Actual expenditures are in line with budgeted Expenditures. YTD we expended $99,209, of the budgeted $99,209.
Goal 1/ Action 8: Actual expenditures are in line with budgeted Expenditures. YTD we expended $99,209, of the budgeted $99,209.
Goal 1/Action 9: Actual expenditures are in line with budgeted Expenditures. YTD we expended $10,000, of the budgeted $10,000
Goal 1/Action 10: Actual expenditures are in line with budgeted Expenditures. YTD we expended $10,000, of the budgeted $10,000
Goal 1/ Action 11: Actual expenditures exceeded budgeted Expenditures. YTD we expended $ $1,484,810 of the budgeted $830,956.
Goal 1/ Action 12: Actual expenditures are in line with budgeted Expenditures. YTD we expended $227,077 of the budgeted $298,515. At the end of the fiscal year we project that the full allocated amounts will be spent.

Goal 1/Action 13: Increase from $336,479 to $507,475 due to CTE FTE increases and salary increase
Goal 1/Action 14: Decrease from $15,000 to $0. Anticipated extra duty did not materialize.
Goal 1 /Action 15: Increase from $1,396,175 to $1,788,090. Increases for 2023-24 and 2024-25 program start up costs for ELO-P.
Goal 1/Action 16: Increase from $83,754 to $119,698 due to Title III carryover expenditures
Goal 1/Action 17: Increase from $85,603 to $106,596 due to salary increases and Title I carryover expenditures for Truckee ES.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective actions:
1.1, 1.2, 1.5, 1.6, 1.12, 1.13 Focus on Academic Achievement:See analysis for each action by site and/or grade level span.

Whole District: (1.5, 1.6,1.12, 1.14, 1.17)
This goal was developed in response to the needs identified through data analysis and input from educational partners. Data from the California School Dashboard (Dashboard) as well as local assessment data indicated a clear need to continue supporting students through providing challenging and engaging learning opportunities that best prepare them for college, career, and life. For example, 20.9% of the 2021 cohort completed at least one CTE pathway. Since setting this goal, TTUSD graduates who completed at least one CTE pathway have increased to 27.1% in 2023. Additionally, ELA CAASPP scores for students grades 3-8 and 11 met or exceeded standard have increased from 55.9% in 2021 to 58.4% in 2023. ELPI scores increased from 44.4% in 2022 to 47.2% in 2023. Math CAASPP scores for students grades 3-8 and 11 met or exceeded standard have increased from 44.2% in 2021 to 47.2% in 2023. These data support that the following actions were successful in increasing opportunities to be prepared for college, career, and life.
TTUSD utilizes ELA, ELD, Math, CCI metrics to determine the effectiveness of actions.

With a focus on ELA/ELD, TTUSD is providing designated ELD that proved to be effective in supporting 47.3% of English Learners progressing at least one ELPI level.
Reading intervention, in the past, has used the STAR reading as the local assessment metric. The percent of students scoring at/above grade level on STAR reading has slightly increased each year. While this metric shows mild improvement, TTUSD is evaluating the use of new diagnostics to elicit data on specific reading skills needed by students. In analysis of student subgroups our EL population are developing their English acquisition which can be reflected in their scores. Our white population is outperforming the state and county.

Our Subgroups are not performing at the level of our white student subgroup population. STAR and ELA CAASPP score data show that scores have remained relatively the same for the whole district for the last three years. Most subgroups are scoring higher or equal to that of the state but not the county showing our current literacy model's effectiveness. We are working to scale up the plan district wide for implementation in the fall of 2024. A district wide focus on literacy using a universal screener and more specific diagnostic assessments at all grade spans continue to be executed and the sites with this progress monitoring in place show a correlation to the increased ELA scores. This year, we are taking advantage of continuous improvement professional development with Placer County to collaborate on what is working with our alike districts which has been effective. The % at/above includes "Nearly met and met" which is our highest % in TTUSD.

Because our highest % of students are in the near standard range for all domains, we can align strategies for these domains in all tier 1 instruction to be most effective on this goal of meeting the needs of all of our students. For the 2023-2024 school year, this is the main purpose of choosing academic discourse practices as our district agreement so that we meet the needs of all our students in ELA. Lastly, TTUSD utilizes credit recovery to support students with staying on track for graduation and support their continued academic success. TTUSD has been successful in that 50 students were able to complete their credit recovery within the 22-23 school year using Edgenuity without retaking the entire class.

The district Instructional Leadership PLC has been effective for the 2023-2024 school year based on SPSA goal alignment and the creation of a district data analysis protocol and a PDSA district template. We will use these protocols to increase PLC effectiveness at the site levels by modeling for principals this year and in 2024 expecting that principals use the protocols at their sites; most are using them in the 2023-2024 school year. The use of PDSA cycles has supported the disaggregation of assessment data by all school site professional learning communities after each universal screening assessment to drive the continued support and progress growth toward all scholars being provided with appropriately challenging learning opportunities. Through this process, students in need of additional support were identified earlier and provided with the support needed. School site professional learning communities (PLCs) completed at least two Plan Do Study Act (PDSA) cycles.

To ensure students at the middle and elementary school levels are provided opportunities to be prepared for college, career, and life both middle schools have implemented AVID and accelerated learning services at the elementary schools. New for 2022-2023 was the addition of a full-time GATE/Accelerated Learner for the Lakeside elementary schools. The additional FTE on the lakeside resulted in more equitable access to this program for unduplicated students.
A CTE committee was created in Fall 2023 and includes TOSA, CTE teachers. CTE technicians and new A-G counselors were used to increase the college and career readiness of our subgroups. Scoir is used at the site level by the high school counselors and technicians to meet with students to plan post secondary options to include college, career, technical and trades. CTE teachers and a new CTE subcommittee meet in December 2023 to complete a needs assessment of current pathways, and create new TK-12 articulation into the pathways for the 24-25 school year.

Reading Intervention action has been effective in providing reading intervention sessions for students who need tiered academic support. Data was utilized to determine targeted support for unduplicated students. Reading intervention teachers met quarterly to create alignment across all sites in the use of a Universal Screener for all students and diagnostics to be given to students who are below grade level.

Secondary Schools
Each secondary school within TTUSD is unique, while each site strives for alignment of goals and strategic strategies to benefit all students, they approach it in slightly different ways to meet the specific needs of their student population.
With a district focus on preparing students for college, career, and life, the high schools have hired either a Career Technician or College and Career Readiness counselor, and offer AVID and Accelerated Workshop courses at the middle school level.
The career technicians at SHS and NTHS provide CCR and A-G support to students through streamlined opportunities for students to dually enroll in Sierra College, create Individualized Learning Plans (ILP) and/or Individualized Graduation Plan/Contract (IGPC) to meet CCR, A-G, and graduation requirements, as well as expand outreach to more student. The technicians also meet with parents and families to ensure

appropriate plans and goals are set to ensure student success. SHS' career technician was highly effective in setting ILP & IGPC plans and has successfully helped 11 students dually enroll in Sierra College courses. NTHS's career technician was marginally effective in supporting growth in CCI due to a lack of background knowledge and skill needed. NTHS is considering a College and Career Counselor may be more effective.

To ensure that all scholars are provided challenging and engaging learning opportunities to best be prepared for college, career, and life, the district is addressing the growing number of diverse career interests through offering a wide variety of CTE pathways that connect with the local labor market and student interest. Throughout TTUSD, 6 unique CTE pathways are offered at the secondary level: Firefighting and Emergency Medicine, Product Innovation and Design, Sports Medicine, Engineering Technology, Food Service and Hospitality, Welding and Materials Joining. The CTE pathway offerings are effective in preparing students and due to high student interest, NTHS has expanded their Sports Medicine pathway to include the capstone course Sports Medicine 2 which acts as a A-G life science courts as well.

Our strategies centered on CTE pathway expansion and completion were effective as we significantly increased the number of CTE completers (32 to 46) from 2021 to 2023, at NTHS. All subgroups nearly tripled in this time. Our students achieving pre-Approaching status according to the state college and career readiness indicators was about 80%, with 83 students either meeting A-G requirements or completing a CTE pathway. This increase was due to our strategies focused on increasing completion of CTE pathways. 13 students qualified as approaching because they are pathway completers. Additionally, TTUSD supports students who do not envision attending a 4-year college after high school through ILPs, providing presentations, Career Fairs to include apprenticeship programs, and field trips to vocational educational institutions and community colleges with vocational and technical programs. These opportunities provide students with hands-on experiences and knowledge of academic programs, financial aid, scholarships, and grants available to students.

The funded A-G Counselor, at THS, conducted individual learning plans (ILP) to 10th and 11th grade students, specifically in subgroups that are underrepresented in the A-G completion ratio (SED, RFEP, EL, SWD). These in-depth plans included students' academic and personal goals, transcripts review to identify the proper course of action needed to be on track for A-G completion and graduation. The ILP also covers students' career interests and identifies the type of secondary education they will need to attend after graduating from high school.

Districtwide the ILPs and IGPCs are progress monitored for all students, including key student groups (foster youth, low-income students, and English learners), to ensure access to A-G and CCR coursework.
The A-G counselor was effective as THS saw a 16% gain as a result of focused work from the A-G counselor which included: proactive A-G awareness measures include A-G presentations to grade 9 and 10 students and an A-G poster/graphic, utilize the College Career Dashboard indicators to create a holistic approach to supporting students' post-high school goals, with a career plan they are excited about and in creating an A-G watchlist to identify students' progress toward A-G completion through their progress checkpoints for each grade level. Through data lead projects, this position has improved the A-G completion rate from 55% to 70% through the actions listed above. Students who are off track or are at risk of being off track are highlighted as "At Risk". Students who are at risk are met with to develop a plan to get back on track.

With a strong focus on A-G across the district, which is the UC/CSU admission requirements, A-G readiness has increased over the past 3 years better preparing TTUSD graduates for College and Career. The percent of TTUSD students "prepared" on the College Career Indicators increased from 50% to 58.8% this year. To increase our %, The A-G counselor and career techs focused on the Individualized

Learning Plans for students not A-G ready with targeted intervention opportunities. There was also new exposure to College and Career opportunities, explicit presentations on A-G awareness and in person college and career partner visits offered.

During the 2022-2023 school year, North Tahoe School was effective by enrolling 48 students in AVID elective class sixth through eighth grade and 55 students in 2023-2024. With three teachers and two administrators trained in AVID, the NTS staff has been part of four site visits and school-wide professional development on WICOR strategies. Currently NTS uses AVID strategies school-wide around Organization and Academic Discourse to support students in challenging and engaging learning opportunities. ACMS implemented Accelerated Workshop, Reading Intervention, and AVID to strengthen RTI.

Specifically students enrolled in AVID, Accelerated Workshop, and Reading Intervention at ACMS and NTS learn focused strategies in WICOR (Writing, Inquiry, Collaboration, Organizations, and Reading), and receive targeted support in academics. In addition, grade-level PLCs use AVID and RTI strategies to implement a focus on Academic Discourse through PDSA cycles. Progress of these interventions can be measured through STAR Data, CAASPP Data and student engagement. This was effective as evidenced by the ELA and Math SBAC results for NTS AVID students. For example, of sixth grade AVID students at NTS, 83.3% of students stayed the same or increased on ELA SBAC and 61% of students stayed the same or increased in Math SBAC. ACMS experienced a 6% increase in CAASPP ELA scores (61% proficient or higher) and RFEP students increasing 10% in scoring proficient or higher.

Elementary Schools:
TTUSD elementary schools utilize focused PLCs and PDSA cycles to refine student support, identify watchlist students, and support ELA, Spanish Language Arts (SLA), and math through MTSS per grade level in order to provide appropriate RTI to students TK-5, which include phonological awareness, phonics, etc. School sites, at all grade levels, analyze data at the beginning, middle, and end of the year in order to intentionally place students in intervention and apply strategies for students in Tier 1 instruction. The data analyzed by elementary school sites was provided through DIBELS/Lectura as an assessment tool K-5 and was effective in supporting grade level PLCs with disaggregating the assessment data, and provided reading intervention curriculum support.
Focused PLC centered on ELA and SLA standards and the Walk to Learn model proved effective at KBE as CAASPP ELA scores from June of 22 (35% proficient or higher) to June of 23 (50% proficient or higher). TLE also utilized the Walk to Learn model to provide differentiated instruction and was effective with student achievement in reading showing more growth than in math – the 5th grade cohort scored 60% meeting/exceeding standard on CAASPP ELA, a growth of 32 points (28% of the cohort met/exceeded standard as 2nd graders).. For example, while the 5th grade cohort showed a gain of 10% meeting or exceeding standard in math in 2023 that only represents 24% of students achieving standard as measured by CAASPP. GES was effective in 100% of staff participation in PDSA cycles and 100% of grade level teams engaging in data analysis and RTI planning every two weeks throughout the year. DTE was effective in monitoring and providing student support through RTI as a comparison of their DIBELS scores shows significant growth from last year to current year for grades 1, 2, 3, and 5, while grade 4 stayed consistent. (1st grade - 55% growth, 2nd grade - 5% growth, 3rd grade - 7% growth, 5th grade - 7% growth).

Partially implemented actions (1.6, 1.8, 1.9, 1.16):
1.6 Reading Intervention; continuous Improvement for increased learning outcomes for students receiving reading intervention was partially implemented. While we were not effective at closing the achievement gap based on Spring 2023 CAASPP metrics, we have taken action to increase student achievement on the ELA CAASPP. Throughout the 2023 school year, the educational services team lead professional learning communities with the elementary and middle school reading intervention teachers and instructional leaders. These PLCs focused on continuous improvement for increased learning outcomes and focused on creating alignment for interventions throughout the district.

1.8: SWD Math-Specific Supports; not a focus this year based on literacy focus. This action was partially implemented. A math steering committee met regularly to review curriculums and discuss areas of need. TTUSD will be considering new math curriculums for adoption and will collaborate on improved math specific supports and potential interventions.

1.9: SWD CCI-Specific Supports; CCI metrics still being updated for best use of data to drive instruction

1.16: The designated ELD action has been partially implemented. TTUSD currently has only ELPAC to measure progress, and are working on coming to an agreement on formative progress monitoring including Interim ELPAC in the 2024-2025 school year. Additionally, there has been a PD offered this year, however a systematic Designated ELD districtwide training planned for the 2024-2025 school year. The district's EL coordinator hosts a monthly ELD coordinators PLC focusing on best practices and foundational state and federal guiding resources for designated ELS to build capacity of ELD coordinators to calibrate data-driven instruction within and across sites. Additionally, the district EL Coordinator has refined systems of communication on EL progress through Annual EL Parent notification, EL Parent Teacher Conference updates, and EL Report Card Addendums. Monthly individual check-ins with every site ELD coordinators is held to provide differentiated support for sites and use ELPAC data to drive Designated ELD instruction.

Ineffective components of the above clustered actions (1.1, 1.2, 1.5, 1.6, 1.12, 1.13):
We were not effective at closing our achievement gap based on our Spring 2023 CAASPP metrics. Both our SED and EL subgroups continue to be below the proficiency score each year in all grade levels on all state assessments. In ELA specifically, our EL subroup was 73 points below the ELA proficiency scale score, our SED subgroup 61 points below while all TTUSD 11th graders in 22-23 were above the proficiency level by 28 points. All TTUSD falls 51 points below the proficiency score in math while the achievement gap is increased for our ELs by 94 points and SED by 51 points. Based on our Math CAASPP metrics, our current actions are ineffective and will be updated for next school year with our new math curriculum adopted so principals and teachers can choose new effective strategies. These actions will be updated in the new LCAP to address math curriculum training, strategic math itnerventions, and professional development opportunities, with a focus on unduplicated students and closing the achievement gap.

Effective Actions of: 1.3, 1.4, 1.7, 1.11, 1.15 Extended/Additional school programs:

During the summer program of 2022-2023, the academic programs were designed to focus on enrichment rather than academic readiness. The K-ready program, which is usually offered to prepare children for kindergarten, was not available during this time. However, the TK program was offered as a 10-day play-based curriculum to promote social-emotional learning. It's important to note that the assessments of the TK program are not assessed during a 10 day bridge program but on the ongoing running records of the child's development. In addition, the Power Summer program, which was previously available, was not offered in the summer of 2022-2023. Instead, the Tahoe Truckee Unified School District (TTUSD) collaborated with the Boys and Girls Club of North Lake Tahoe to provide a summer enrichment program. The program aimed to support academics, offer recreational activities such as STEAM, Arts, and outdoor education, and promote social-emotional learning. Thanks to the ELOP grant, the program was successful in serving 385 students, ranging from Kindergarten to 6th grade. The program was designed to provide a fun and engaging summer experience while also promoting academic and social-emotional growth. Through the expanded partnership with TTUSD and BGCNLT we saw an increase in attendance by 156% in our rising K- rising 6 students.

Overall, the TK bridge camp was a comprehensive and engaging program that helped prepare students for their first year in TTUSD. By providing students with a strong foundation in key skills and fostering a love of learning, TTUSD is helping to ensure that all students have the tools they need to succeed in a comprehensive school setting. In the first year of offering the TK bridge program, 15 students participated, and all of them had 100% attendance.The TTUSD also employed a Summer School Credit Recovery coordinator to track

attendance, completion, and student progress. The coordinator provided support to the teachers to ensure that students received the help they needed to succeed. Through the coordinator's efforts, there was an increase in student completion with passing grades. Overall, this blended summer school credit recovery option was a safe, supportive, and effective way for TTUSD students to recover credits and get back on track with their education. During the summer of 2023, 30% of students completed their in-person courses while only 11% completed their online courses. In total, TTUSD students completed 330 semester required graduation credits.

The TTUSD TK programs prioritize the implementation of assessments based on the CDE Preschool foundations to ensure that students are evaluated using developmentally appropriate practices. The assessments are thoughtfully designed to provide parents/guardians with a comprehensive understanding of their child's developmental progress based on age-appropriate milestones.
Effective Actions of 1.8 and 1.9: Academic Supports for Students with Disabilities:

TTUSD Analyzed 22-23 Performance indicators 1, 2, 14 (graduation rates, dropout rates, postsecondary outcomes) for targets met (1 & 2), not met (14). Post Secondary and transition plan Professional development offered 3 times in the fall of 2023. Increased effective and compliant transition plan development with high school teachers to write measurable goals and identify specific targeted activities for improved higher education access (students targeted through records reviews and submitted to CDE in November). Secondary schools will continue to monitor enrollment in A-G courses & AP classes for Students with Disabilities to ensure equitable access. The workability and TPP activities will occur monthly in middle and high school classes.
Reviewing the state 2023 metrics, 16.2% of Students with Disabilities met and/or exceeded standard on the CAASPP math assessment, showing ineffectiveness as 20.1% of the 2022 the subgroup met and/or exceeded standard. This will be addressed in the next LCAP through the adoption of a new math curriculum that ensures equitable access for all students, offers differentiated instruction, and provides professional development, and through the use of PDSA cycles, with a focus on unduplicated students.
The actions taken to support students with disabilities (SWD) in College and Career Readiness was effective as 58.3% of students with disabilities were prepared using the CA College Career Indicators. This is a 51.3% increase of students with disabilities being considered prepared.

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.

Beginning for the 2024-2025 school year, we will use the above analysis of effective and ineffective actions for our new LCAP goals. The new goals will represent the new approved 2023-2026 District Strategic Plan and the 2023-2024 SPSA goals set by site leaders, teachers, School Site Councils, ELACS, and PSACs.
In the 2024 LCAP,

The metrics below will remain a TTUSD focus to meet the actions remaining as well as the new actions in the new LCAP. These metrics and actions will remain the same based on the effectiveness analyzed above:
Districtwide (1.1, 1.2):

5 - 10% increase on CAASPP ELA, ELPAC, and Math for all students and all subgroups. The decision was made in an effort to create attainable goals. TTUSD acknowledges that if the desired outcomes for CA Dashboard metrics are attained, then an achievement gap persists. TTUSD is committed to accelerating the achievement of our significant student subgroups so their results exceed the desired outcomes stated in the metrics above and close the achievement gap. The AERIES college career indicator (CCI) student page will be accurate as a live metric to formatively assess the CA School Dashboard College/Career Readiness Indicators. District aligned data analysis protocols, data sources are accurate and disaggregated across the district.

Secondary Schools:
In our pursuit of enhancing instruction and fostering equitable outcomes, our Professional Learning Communities (PLCs) prioritize the enhancement of academic discourse both in quality and quantity. Through collaborative efforts, site PLCs will meticulously select strategies tailored to learning and regular PLC meetings will serve as forums for data review, subgroup monitoring, and responsive actions, including the implementation of Accelerated Workshops (AW) and AVID at the middle school levels to address learning needs. PLC teams are actively engaged in the Plan-Do-Study-Act (PDSA) Cycle to refine instructional strategies aimed at facilitating student comprehension and idea development. This iterative process involves identifying effective teaching methods, measuring student progress, and adapting instruction as necessary to ensure continual improvement.

The following new actions will be implemented:
In the 2023-2024 school year, a math pilot was completed by all TTUSD math teachers to analyze data and choose a curriculum to provide effective, evidence based instruction for all students. High-quality professional learning, collaboration, and resources were offered with the math pilot instructional materials, curricula, and lessons-in-action by the trainers to support teacher's growth and development and see an impact on TTUSD metrics listed above. All TTUSD schools will focus on academic discourse practice shifts in classrooms to include math and intervention classes.

Elementary Schools:
Schoolwide Walk to Learn Academic support/enrichment Models, predominant strategies in ELA and district alignment on academic discourse through the use of a district walkthrough tool and PDSA Cycles allows sites to focus on data analysis to drive intervention strategies around each grade level goal using DIBELS/Lectura assessment. Professional Development focusing on the application of the LETRS/ Science of Reading training.
Elementary schools use ELA and math Interventions to support target student needs. For example, TES offers after school Math Tutoring Program and TLE has a single year certificated staff member providing math intervention. School site offers a "What I need" or Walk to learn model that provides differentiated instruction in ELA. These programs use local assessment scores from DIBELS, 95%, Fundation, LETRS, Eureka Math, Geodes, etc. at the beginning, middle and end of the year to monitor student growth. The interventions provide students a challenging and engaging learning opportunity to clarify terms and support their ideas with evidence, examples, and logical reasoning, build upon peer ideas, and ask relevant thoughtful questions while meeting ELA, SLA, and Math standards. The MTSS, focus sup group, data analysis, and PDSA cycles were effective as noted above.

In the 2024-2025 school year, A new action will be that TTUSD will use the TTUSD Watchlist (by site) and decrease the number of students on the risk levels for attendance, behavior, and academics. Knowing that we want 100% of English Learners to make at least one level of

growth per year on the ELPAC, A new action for the 2024-2025 school year is based on our district making the agreement to prioritize academic discourse across all grade levels TK-12 and across all content areas in order to accelerate student progress for speaking and listening which, when strategically planned and implemented can also positively impact reading and writing scores.
For actions supporting our English Learners in goal 1, we will continue actions 1.5, 1.6, and 2.7 as they have proven effective in meeting the needs of our English learners as evidenced by 54% of English Learners making progress on the ELPI.

The following actions will be removed from the upcoming 2024 TTUSD LCAP: Action 1.10

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

Goals and Actions

Goal

Goal #	Description
2	Amended Goal 2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New for 2022-2023 Decrease by 10 percentage points the number of students both overall and decrease by 20 percentage points in significant subgroups not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).	2019 Percent not met standard (level 1) All: 17.18% White: 9.35% Hispanic: 30.43% EL: 64.09% SED: 29.69% SWD: 60.14%	2021 Percent not met standard (level 1) All: 22.05% White: 10.37% Hispanic: 41.87% EL: 68.91% SED: 39.24% SWD: 56.14%	2022 Percent not met standard (level 1) All: 20.09% White: 9.98% Hispanic: 38.03% EL: 66.52% SED:36.16% SWD: 56.45%	2023 Percent not met standard (level 1) All: 20.07% White: 10.01% Hispanic: 38.03% EL: 65.5% SED:37.45% SWD: 56.02%	Percentage of students both overall and in significant subgroups not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP). All: 7.18% White: <3% Hispanic: 10.43% EL: 44.09% SED: 9.69% SWD: 40.14%
New for 2022-2023 Decrease by 10 percentage points the number of students overall and decrease by 20 percentage	2019 Percent not met standard (level 1) All: 20.01% White: 9.88%	2021 Percent not met standard (level 1) All: 29.53% White: 16.32%	2022 Percent not met standard (level 1) All: 26.32% White: 14.29 %	2023 Percent not met standard (level 1) All: 25.80% White: 13.82%	Percentage of students both overall and in significant subgroups not meeting standards in Math on the California

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
points students in significant subgroups not meeting standards in math on the California Assessment of Student Performance and Progress (CAASPP).	Hispanic: 36.29% EL: 62.67% SED: 33.79% SWD: 50.9%	Hispanic: 51.34% EL: 69.49% SED: 49.55% SWD: 65.63	Hispanic: 47.84% EL: 64.05% SED: 47.44% SWD: 62.25%	Hispanic: 47.02% EL: 62.41% SED: 45.24% SWD: 65.51%	Assessment of Student Performance and Progress (CAASPP). All: 10.01% White: <3% Hispanic: 16.29% EL: 42.67% SED: 13.79% SWD: 30.9%
New for 2022-2023 English Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC.	2019 ELPAC Level 4: 9.02% 2019 English Learner Progress Indicator (ELPI) 52.3% gained a least one ELPI level	2021 ELPAC Level 4: 11.8% 2021 English Learner Progress Indicator (ELPI) not reported	2022 ELPAC Level 4: 12.03% 2022 English Learner Progress Indicator (ELPI) 42.7% gained a least one ELPI level	2023 (Spring) ELPAC Level 4: 10.90% 2023 English Learner Progress Indicator (ELPI) 30% gained at least one ELPI Level	2024 ELPAC Level 4: 100% 2024 English Learner Progress Indicator (ELPI) 100% gained a least one ELPI level
New for 2022-2023 Decrease the number of Long Term English Learners (LTEL) students and students at-risk for becoming	2019-2020 LTEL: 60 At Risk: 67	2020- 2021 LTEL:137 At Risk: 139	2021- 2022 LTEL: 76 At Risk: 107	2022-2023 LTEL: 73 At Risk:100	LTEL: <15 At Risk: <30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LTEL) in grades 4 - 12					
New for 2022-2023 Decrease by 10 percentage points the number of students overall and decrease by 20 percentage points students in significant subgroups scoring below the 25th in percentile ranking on Early STAR Literacy, STAR Reading, and STAR Math.	2020-2021 Early STAR Literacy Percentage of students Below 25th percentile All: 35% White: 22% Hispanic: 63% EL: 72% SED: 60% SWD: 66%	2021-2022 Early STAR Literacy Percentage of students Below 25th percentile All: 32% White: 24% Hispanic: 55% EL: 69% SED: 50% SWD: 58%	2022-2023 Early STAR Literacy Percentage of students Below 25th percentile All: 32% White: 20% Hispanic: 62% EL: 85% SED: 59% SWD: 66%	2023-2024 EOY Metric is discontinued.	Early STAR Literacy Percentage of students Below 25th percentile All: 25% White: 12% Hispanic: 43% EL: 52% SED: 40% SWD: 46%
	2020-2021 STAR Reading Percentage of students Below 25th percentile All: 32% White: 16% Hispanic: 59% EL: 82% SED: 54% SWD: 75%	2021-2022 STAR Reading Percentage of students Below 25th percentile All: 30% White: 15% Hispanic: 56% EL: 77% SED: 53% SWD: 70%	2022-2023 STAR Reading Percentage of students Below 25th percentile All: 29% White: 16% Hispanic: 54% EL: 73% SED: 52% SWD: 63%		STAR Reading Percentage of students Below 25th percentile All: 22% White: 6% Hispanic: 39% EL: 62% SED: 34% SWD: 55%
	2020-2021 STAR Math Percentage of students Below 25th percentile All: 22%	2021-2022 STAR Math Percentage of students Below 25th percentile All: 19%	2022-2023 STAR Math Percentage of students Below 25th percentile All: 20%		STAR Math Percentage of students Below 25th percentile All: 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 12% Hispanic: 42% EL: 70% SED: 39% SWD: 62%	White: 9% Hispanic: 38% EL: 59% SED: 36% SWD: 53%	White: 10% Hispanic: 41% EL: 59% SED: 39% SWD: 50%		White: 2% Hispanic: 22% EL: 50% SED: 19% SWD: 42%
New for 2022-2023 TTUSD will monitor proportionality within Special Education for Hispanic/Latino students and English Learners.	N/A (new metric)	2021 (Preschool- Transition Age) All=12% Hispanic= 12% EL= 25%	2022 (Preschool- Transition Age) All= 14.2%% Hispanic= 47.9% % EL= 21.7%	2023 Preschool Transition Age All=39% (13 of 33 identify as Hispanic AND list Spanish as their native language) Hispanic = 45% (15 of 33) EL = 39% (13 of 33 identify Spanish as their native language)	(Preschool- Transition Age) All= <12% Hispanic= <12% EL= 15%
New for 2022-2023 TTUSD schools will have consistent student study team protocols and processes that meet district criteria.	N/A (new metric)	2021 0% of TTUSD schools have consistent student study team protocols and processes that meet district criteria.	2022 0% of TTUSD schools have consistent student study team protocols and processes that meet district criteria.	2023 0% of TTUSD schools have consistent student study team protocols and processes that meet district criteria.	100% of TTUSD schools will have consistent student study team protocols and processes that meet district criteria.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High Reliability Schools (HRS) Level 1 Survey	Fall 2019 Level 1 Teacher Results 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 Overall HRS Level One: Safe, Supportive and Collaborative Culture is a strength when compared to HRS levels 2 and 3.	2021 Survey data not collected in 21-22.	2022 Survey data not collected in 22-23.	2023 Survey not collected and will be discontinued.	High Reliability School Survey results will show Level 1 and Level 2 indicators at or above 4.0 on average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basics: TTUSD Teachers meet California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.	The district currently employs 100% at the level of HQT.	The district currently employs 100% at the level of HQT.	The district currently employs 100% at the level of HQT.	The district currently employs 100% at the level of HQT.	The district will employ 100% at the level of HQT.
New for 2022-2023 Basics: Instructional Materials	Instructional Materials 2020: 100% of students have access to state adopted curriculum and materials (No findings in Williams Compliant Protocol)	Instructional Materials 2021: 100% of students have access to state adopted curriculum and materials (No findings in Williams Compliant Protocol)	Instructional Materials 2022: 100% of students have access to state adopted curriculum and materials (No findings in Williams Compliant Protocol)	Instructional Materials 2023: 100% of students have access to state adopted curriculum and materials (No findings in Williams Compliant Protocol)	100% of students have access to state adopted curriculum and materials (No findings in Williams Compliant Protocol)

Goal Analysis

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.

The implementation of Goal 2 actions has been divided into three categories: implemented as planned, partially implemented, and not implemented.

Implemented as Planned:
Action 2.1 Effective Teaching in Every Classroom via Effective PLC's

Action 2.2 Teacher Qualifications
Action 2.3 Professional Learning specific to SWD teachers
Action 2.4 Common District Assessments
Action 2.5 Data Collection & Analysis
Action 2.6 Data Information Specialists; reorganized dept. for additional efficiency without position (effective)
Action 2.7 EL and Newcomer Plans
Action 2.9 Professional Development
Action 2.10 Basics: Instructional Materials

Partially Implemented:
Action 2.8 Multi-tiered Systems of Support (MTSS)

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

Goal 2/ Action 1: Of the $386,159.49 allocation, YTD the expenditures are at $319,195. We adjusted our TK PLCs to meet after school at the teachers' request. Holding after-school PLCs allowed the teachers to remain in class with their students. By holding the afternoon PLC, we saved funding by not having to pay for a full-day substitute. Similarly, our last CTE PLC was in the afternoon, so full-day substitutes were not needed.
Goal 2/ Action 2: The original budget for all GF teachers was $22,493,577.99, YTD we have exceeded the budget and have spent $22,835,800. The increased spending is due to the negotiated salary increases with TTEA
Goal 2/ Action 3: The allocation of $10,000 has been fully spent
Goal 2/ Action 4: The original budget of $31,526.50 has been fully expended
Goal 2/ Action 5: The original budget of $26,110 has been fully expanded
Goal 2/ Action 6: Of the budgeted $303,020 to date, the actual expenditures are $220,732.92. Due to staff resignations and the inability to fill the position, the budgeted allocation will likely not be spent.
Goal 2/ Action 7:The original budget of $94,209 has been fully expended.
Goal 2/ Action 8: The original budgeted amount of 10,000 has been fully expended.
Goal 2/ Action 9: The original budgeted amount of 10,000 has been fully expended.
Goal 2/ Action 10: No Budget for the goal/action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Districtwide (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10):

Overall for Goal 2, the following actions were fully implemented, as planned, and this year's plan was effective 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, and 2.10. While Action 2.6 was not fully implemented as planned; though, the completed implementation was effective.
TTUSD was effective in providing teaching in every classroom via effective PLC's and PDSA cycles. Starting this fall the district level and principal goals are aligned with the current and future Instructional Leadership Professional Learning Community. There is currently a new vision based on the newly adopted district strategic plan. We have fully implemented 2.1 based on the new actions, steps and priorities in the district strategic plan. There is now a system in place to request and honor release days and a PDSA district template is being created. Also, TTUSD used Thought Exchange platform to get teacher's voice to plan the fall 2023 conference and convocation and teachers were given collaboration time and choice to align their grade level work to the new strategic plan goals.
Through these newly implemented actions, TTUSD has provided 75 districtwide collaborations amongst the ELA, Math, CTE, library departments, literacy innovation team, instructional leadership team, and more. This work supports the districtwide alignment efforts and ensures all TTUSD staff are effective in the classroom. This is evidenced by the decrease in students scoring below the 25th percentile on the STAR literacy assessment. In 2020-21, 35% of students in TTUSD scored below the 25th percentile, in 2022-23 32% of students scored below the 25th percentile. The reading percentage below the 25th percentile in 2020-21 was 32% and in 2022-23 it dropped to 29%. Additionally, students scoring below the 25th percentile on the STAR math assessment also dropped 2% from 2020-21 to 2022-23.

TTUSD has been effective in meeting action 2.2 teacher qualification. TTUSD now offers in-house Live Scan (fingerprinting) services. This has eliminated the need for employee candidates to find their own location to get printed. This has increased the speed of hiring new employees. TB (tuberculosis) screening is now in-house and being performed by our District Nurses. This is saving the District approximately $25.00 per applicant. The Credential Technicians participated in a four day training in October 2023 to learn more about teacher credentialing and the most recent updates to credentialing rules and regulations. Teamtailor is a recruiting webportal that will increase our recruiting efforts for classified staff. Adding in-house live scan and TB clearance has been effective. As of March 1, 2024, we have printed 153 candidates and volunteers. Our average on-boarding time has decreased from two to three weeks to two to three days. TeamTailor has increased the number of applicants for classified positions. After a year of receiving zero candidates for school bus drivers. We have two candidates. This work has also increased the retention of high quality teachers and the hiring of all highly qualified teachers with the required and appropriate credentials.

In the past year, professional development specific to SWD teachers was provided in March 2023 and was effective as evidenced by the IEP goal development training for all Sped Staff with F3 Legal. A second training was provided in February 2024 on Defensible IEPs and linguistically appropriate goal goal development. The second development will also focus on compliance improvement and monitoring activities including records reviews and corrective actions with training for staff on writing compliant IEPs. TTUSD is in the process of developing sample accommodations and modifications that are disability specific as a resource. Workability and Transition Plan training was offered 3 times during the fall of 2023. Special education state indicator training was provided in May 2024 in combination with LCAP input. This action has proven effective as evidenced by improved IEP development utilizing specific strategies provided through professional development. The professional development has resulted in transition plans linking students to activities directly related to postsecondary higher education and employment opportunities, development of targeted linguistically appropriate academic goals for students dually identified as English Learners and Students with Disabilities. Further evidence of success was provided upon the release of the annual

determination report and the determination of statewide target measures which detailed targets met in indicators 2, 5a, 5b, 5c, 6a, 6b, 6c, 8, Child Find, Suspension, and Dropout Rate. The Annual Determination report also supports the outlined actions above in focusing on ELA and Math academic performance to support graduation rate and student success in college and career.

TTUSD has piloted DIBELS to support action 2.4 and to review as a Common District Assessment. The pilot of DIBELS occurred at the elementary school level, currently TTUSD is working with the literacy committee and Instructional Leadership Team to implement a plan, including a timeline, for the implementation of district-wide, common formative and summative assessments. Overall, all elementary students have increased their DIBELS beginning of year scores from 29% at or above benchmark in 2021 to 47% at/above benchmark in beginning of year 2023. By site the following has been effective: GES: All reading intervention paras, assistant principal and some teachers have been trained and received additional training on giving the DIBELS assessment. All GES Students in grades K - 5 are given the DIBELS assessment a minimum of BOY, MOY and EOY. The DIBELS is given as a progress monitoring assessment tool for students in intervention and for focus students who are receiving Tier 1 in the classroom with their classroom teacher. Data from GES supports the effectiveness through Kindergarten student growth increasing from 32% to 58%, 1st grade grew from 51% TO 93%, and 2nd grade grew from 67% to 81%- all grade spans at GES showed growth in reading at grade level.
Data collection and analysis have been implemented as planned and in the fall of 2023, Instructional leaders across the district agreed on a consistent district wide data analysis protocol. Also effective is now using Frontline Student Analytics dashboard as an early warning of students at risk academically, behaviorally, and attendance. While we did not hire an additional data information specialist to fully implement action 2.6, we have been effective in this goal because Tech Services is collaborating with information services to streamline and simplify data categories for more accurate reporting (example, parent ed. level and parent contact information). This action has resulted in alignment of communication in the district between parents and school staff, informing the district on appropriate supports to be provided for students through the data in an MTSS.

TTUSD is working on a district wide agreement on integrated and designated English Language Development placements and strategies; this placement criteria is being implemented this fall at high schools. The EL Master Plan has been updated to include a Newcomer Plan with future implementation for the 2024-2025 school year. Other strategies to implement Action 2.7 that have been completed in Fall 2023 include: Research and collaboration across districts within PCOE and across districts in California to identify best practices and identify potential models of Newcomer Programs to emulate, Created Newcomer Resource Page for TTUSD to highlight best practices and curate resources for site admin, counselors, and educators, Grade span specific professional development and collaborative planning to identify instructional materials, and Assistant Superintendent of Ed Services, ELD Program Specialist, Director of Human Resources, and Coordinator of Translation and Bilingual Community Services working collaboratively to investigate potential staffing, location, best practices, and job descriptions to develop potential Newcomer Program. In order to monitor student progress and the efficacy of our implementation of strategies, the following metrics will be used in the upcoming years LCAP: Summative ELPAC scores with attention to Newcomers' growth in each domain and scaled scores for Oral Language Composite (Listening and Speaking) and Written Language Composite (Reading and Writing), English Learner Report Card Addendums (elementary level at Trimesters 2 and 3), Aeries progress reporting at each term in secondary grades.This work aims at reducing the number of long-term English Learners (LTELS) and at-risk students for being LTELS as well as continuing to increase the number of ELs who progressed at least one ELPI level. ELs who progressed at least one EPLI level in 2023 was 47.3%, up from 42.7% in 2022. In 2023, there were 100 at-risk LTEL, reduced from 109 in 2022 and 73 LTEL students in 2023, reduced from 148 in 2022.

MTSS systems development and alignment for attendance and discipline are currently being worked on. The SST alignment has not yet been addressed - Currently SIRAS is being utilized for 504 & IEP and has an SST component. There is a plan to introduce to the instructional leadership team for review in Spring. This will provide consistent protocols and streamline referrals in one SIS, and Special Education Staff has been provided training Nov/Dec/March 2023-2024 on identification of ELs, RFEP process, and writing linguistically appropriate goals in IEPs.

To meet action 2.10, TTUSD piloted a new math curriculum at all grade levels. The educational services department hosted multiple trainings at the district office and on sites with curriculum representatives. This provided the professional development for math teachers to become acquainted with the new curriculum and strategies that will better prepare students for the CAASPP and increase student achievement in math. The previous math curriculum used was ineffective as it lacked processes and procedures- which were the lowest performing indicators on the CAASPP as demonstrated at NTHS, for example, 42% of students tested below standard in concepts & procedures in 2022 and 2023. With the potential adoption of the Carnegie & Eureka Math curriculum, we expect to see an effective change and improvement in how students learn and communicate about math. These new curricula include collaborative activities and opportunities for students to build upon the standards and close the gap in achievement domains. This adoption and alignment with our comprehensive programs will also ensure effective transitions between the LEA schools, providing all students with a consistent, high-quality education and more substantial achievement in math.

Professional development, action 2.9, across the district has been effective. TTUSD has hosted over 75 professional development events and professional learning communities. Professional development events such as the TTUSD Academic Discourse Continous Improvement collaboration brought together site administrators, EL coordinators, literacy intervention teachers, TOSAs, Executive Director of Student Services, Assistant Superintendent of Educational Services, Director of Educational Services, Coordinator of Continuous Improvement and Support from Placer County Office of Education, and educational author PhD. Jeff Sweers. This group worked together quarterly to collaborate on strategies to increase the quality and quantity of academic discourse, baseline data and analysis and set goals for the school year. Additionally, the group calibrated district agreements, gained clarity on site predominant strategies and reflected on PDSA cycles. Similar tasks were held in all PD and PLC collaborations. This work was highly effective as evidenced by the reduction of at-risk English learners from 139 (2021) to 100 (2023), students scoring below the 25th percentile on the CAASPP Math decreased from 22% (2022) to 20% (2023).

Actions 2.5 and 2.9, supported all sites through focused on PDSA cycles that are reviewed on a regular basis and support staff by focusing on, but is not limited to, strategies that support academic discourse in the classroom, improved instruction and equitable outcomes, chronic absenteeism, reading and math proficiency. The cycles utilize data analysis and provide opportunities for successful professional development to be provided through the site leadership and the district office. The use of PDSA cycles and professional development has been effective based on the average growth of .48 for all students, 1.0 for SWD, and .312 on the STAR instructional reading level at NTS. ACMS also noted positive growth through an average growth of 50% for STAR math and 51% STAR ELA scores. 100% of GES teachers participated in PDSA cycles and had STAR growth from 66% to 72% overall.

Providing basics and instructional materials, action 2.10, is effective as all students have access to the state adopted curriculum and instructional materials. Tech Services collaborates with Ed Services to ensure all newly adopted curriculum is accessible and available for all enrolled students. All pilot curriculum is vetted for compatibility with our data and information systems for efficient data portability.

Partially Implemented (2.8)

Multi-tiered systems of support were partially implemented. TTUSD evaluated the processes for MTSS and are striving to develop consistent protocols district-wide for the following teams: Student Study Team, Response to Intervention, and English Language Development. The MTSS systems development and alignment for attendance and discipline is currently underway and will continue into the new LCAP. The SST alignment has not yet been addressed as SIRAS is currently being used for 504 & IEP and has an SST component that is not yet being used. This feature is being introduced to administrators in the upcoming LCAP year. Additionally, Special Education staff have been provided training in November, December and March of the 2023-2024 school year, as detailed priorly in this report.

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.

Beginning for the 2024-2025 school year, we will use the above analysis of effective and ineffective actions for our new LCAP goals. The new goals will represent the new approved 2023-2026 District Strategic Plan and the 2023-2024 SPSA goals set by site leaders, teachers, School Site Councils, ELACS, and PSACs.

In the 2024 LCAP, the metrics below will remain a TTUSD focus to meet the actions remaining as well as the new actions in the new LCAP. These metrics and actions will remain the same based on the effectiveness analyzed above:

Districtwide:
5 - 10% increase on CAASPP ELA, ELPAC, and Math for all students and all subgroups. The decision was made in an effort to create attainable goals. TTUSD acknowledges that if the desired outcomes for CA Dashboard metrics are attained, then an achievement gap persists. TTUSD is committed to accelerating the achievement of our significant student subgroups so their results exceed the desired outcomes stated in the metrics above and close the achievement gap.

All sites will use Attend Online Platform data to assess our effectiveness on a new goal of decreasing the percentage of TTUSD considered chronically absent.

TTUSD effectiveness of data collection will be assessed using CALPADS certification numbers with no errors for the end of the year 2024 to set new LCAP goals.

TTUSD will continue to meet all Williams Compliance for sufficient textbooks and materials based on the results of county visits in the Fall 2024.

TTUSD will discontinue the use of STAR literacy as a metric. Throughout the 2023-2024 school year, TTUSD's Literacy Innovation Team and Reading Intervention Teacher team has collaborated to create district alignment for literacy screening and diagnostic assessments, strategic interventions, and progress monitoring to ensure all students receive equitable support and opportunities to excel in literacy. TTUSD has piloted new literacy assessments and will proceed with the Capti Readbasix and DIBELS assessments, in replacement of the STAR literacy assessment. The Capti Readbasix and DIBELS are diagnostic reading assessments that provide Lexile measures and reading skill data for students. Analysis of assessment data will inform instruction, identify student needs, and guide intervention. The assessments will be used as a diagnostic screener and as a progress monitoring tool throughout the school year. These new assessments will be used in the 2024-2027 LCAP and future SPSA's.

TTUSD will set new actions based on Local Assessment Data analysis using: DIBELS, CAPTI reading diagnostics, CAASPP Interim Assessment Blocks in Math for the high school level, and Safe Caring Connection Data for our MTSS goals.

We will be updating actions for the TTUSD Newcomer Plan for 2024-2027.

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

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Suspension Rate Indicator	Suspension Rate Indicator 2019: ALL: 3% White: 2% Hispanic: 4% EL: 3% SED: 4% SWD: 6% Homeless: 10%	Suspension Rate Indicator 2021: ALL: 0.2% White: 0.1% Hispanic: 0.4% EL: 0.7% SED: 0.5% SWD: 0.4% Homeless: 0%	Suspension Rate Indicator 2022: ALL: 2.8% White: 2.1% Hispanic: 4% EL: 3.3% SED: 4.6% SWD: 7% Homeless: 0%	Suspension Rate Indicator 2023 ALL: 1.5% White: 1.5% Hispanic: 2% EL: 1.7% SED: .8% SWD:3% Homeless: 3%	Suspension Rate Indicator ALL: <2% White: <1% Hispanic: <1% EL: <1% SED: <1% SWD: <1% Homeless: <3%
2. Expulsion Rate Indicator	Expulsion Rate: 2019: ALL: 02% White: .04% Hispanic: 0% EL: 0% SED: 0% SWD: 0% Homeless: 0%	Expulsion Rate: 2021: ALL: 0%	Expulsion Rate: 2022: ALL: 0%	Expulsion Rate 2023: All: 0%	Expulsion Rate ALL: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Chronic Absenteeism	Chronic Absenteeism Rate: 2019: ALL: 7% White: 6% Hispanic: 9% EL: 9% SED: 10% SWD: 12% Homeless: 24%	Chronic Absenteeism Rate: 2021: ALL: 11.4% White: 7% Hispanic: 19% EL: 24% SED: 18% SWD: 19% Homeless: 30%	Chronic Absenteeism Rate: 2022: ALL:15.7% White:10.2% Hispanic: 25.9% EL: 28.7% SED: 24% SWD: 21.2% Homeless: 20%	Chronic Absenteeism Rate: 2023: ALL:20% White:19% Hispanic:29% EL:30% SED: 34% SWD: 25% Homeless: 45%	Chronic Absenteeism Rate: ALL: 5% White: 4% Hispanic: 7% EL: 7% SED: 8% SWD: 10% Homeless: 20%
4. Four-Year Adjusted Cohort Cohort High School Dropout Rate:	Four-Year Adjusted Cohort Cohort High School Dropout Rate: 2020 ALL: 8% White: 8% Hispanic: 7% EL: 19% SED: 9% SWD: 6%	Four-Year Adjusted Cohort Cohort High School Dropout Rate: 2021 ALL: 5% White: 4% Hispanic: 7% EL: 19% SED: 9% SWD: 8%	Four-Year Adjusted Cohort Cohort High School Dropout Rate: 2022 ALL: .3% White: 0% Hispanic: .9% EL: 0% SED: .7% SWD: 0%	Four-Year Adjusted Cohort Cohort High School Dropout Rate: 2023 ALL: 2.6% White: .5% Hispanic: 4.6% EL: 13.6% SED: 5.1% SWD: 8.3%	Four-Year Adjusted Cohort Cohort High School Dropout Rate: ALL: 4% White: 4% Hispanic: 3% EL: 8% SED: 3% SWD: 3%
5. Basics: Local Indicators	Basics Indicators Facilities 2020: Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0% Transportation	Basics Indicators Facilities 2021: Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0% Transportation	Basics Indicators Facilities 2022: Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0% Transportation	Basics Indicators Facilities 2023: Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0%	Basics Indicators Facilities Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0% Transportation 2021(fall):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New metric: no data available	2021(fall): # of students All: 2086 SED: 742 SWD: 123 SED & SWD: 182	2022(fall): # of students All: 2230 SED: 1023 SWD: 72 SED & SWD: 1095	Transportation 2023(fall): # of students All: 2345 SED: 1104 SWD: 76 SED & SWD: 1180	# of students All: >3000 SED: >1000 SWD: >150
6. California Healthy Kids Survey (CHKS)	CHKS 2016 Baseline 5th 7th 9th 11th Connectedness: 59% 66% 49% 49% Motivation: 43% 41% 29% 25% Safety: 82% 74% 74% 71%	CHKS 2021 6th 7th 9th 11th Connectedness: 74% 66% 62% 68% Motivation: 70% 64% 68% 63% Safety: 79% 71% 69% 82%	CHKS 2022 No survey results for 2022 because the survey is administered every two years. Results will be available for year 3 (2023)	CHKS 2023 6th Grade Connectedness: 59% Motivation:73% Safety:65% 7th Grade Connectedness: 51% Motivation:58% Safety:51% 9th Grade Connectedness: 59% Motivation:68% Safety:71% 11th Grade: Connectedness: 62% Motivation:64% Safety:70%	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. MS Drop Out Rate	Middle School drop-out rate - 0%	Middle School drop-out rate - 0%	Middle School drop-out rate - 0%	Middle School dropout rate - 0%	Maintain middle school drop out rate at 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Local Assessments: Social-Emotional Screener (Elementary sites) and Caring Connections (Middle and High Schools)	Elementary (percent of students in needs category) New Metric- no data available prior to 2021-2022 Secondary THS (2020): 80% of students responded they were connected to an adult on campus. NTHS (2020): data not available SHS (2020): data not available	Elementary mid-year 2022 (percent of students in needs category) ALL: 6% White: 6% Hispanic: 11% EL: Not Available SED: Not Available SWD: Not Available Secondary THS (2021): 83% of students responded they were connected to an adult on campus. NTHS (2021): 87% of students responded they were connected to an adult on campus. SHS (2021):92% of students feel connected to a staff member.	Elementary mid-year 2023 (percent of students in needs category) ALL: 6% White: 6% Hispanic: 10% EL: Not Available SED: Not Available SWD: Not Available Secondary THS (2022): 88% of students responded they were connected to an adult on campus. NTHS (2022): 93% of students responded they were connected to an adult on campus. SHS (2022): 96% of students feel safe at school.	Elementary mid-year 2024 percent of students in needs category) ALL: 5% White: 5% Hispanic: 7% EL: 10% SED: 7% SWD: 16% Secondary THS (2023): 88% of students responded they were connected to an adult on campus. NTHS (2023): 91.7% of students responded they were connected to an adult on campus. SHS (2023): 97% of students feel safe at school.	Elementary (percent of students in needs category) ALL: <3% White: <3% Hispanic: <3% EL: Not Available SED: Not Available SWD: Not Available Secondary THS : 95% of students responded they were connected to an adult on campus. NTHS: 95% of students responded they were connected to an adult on campus. SHS: 97% of students feel connected to a staff member.
9. Parent Family Engagement (Percentage of completed requests for Community	Number of completed tickets by Community Liaison/Bilingual Services 2019-2020 3,300	Number of completed tickets by Community Liaison/Bilingual Services 2020-2021 4,266	Number of completed tickets by Community Liaison/Bilingual Services 2021-2022 4,261	Number of completed tickets by Community Liaison/Bilingual Services 2022-2023 5,200	Number of completed tickets by Community Liaison/Bilingual Services >4,800

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Liaison/Bilingual Services tickets will increase by 5% annually.)					

Goal Analysis

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.

All actions in goal 3 have been implemented as planned.

Implemented as planned:
Action 3.1 Basics: Transportation; Continue to provide Safe and Efficient Transportation
Action 3.2 Basics: Facilities; Continue to provide Safe and well-maintained facilities
Action 3.3 Parent Education and Family Support
Action 3.4 Social Emotional Learning and Support
Action 3.5 Counseling Supports for unduplicated students
Action 3.6 SEL Tools and Strategies
Action 3.7 Transportation for Students with Disabilities
Action 3.9 Social Emotional Learning and Support
Action 3.8 Parent Education and Family Support
Action 3.10 Basic Counseling Supports

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

Goal 3 / Action 1: Contributing expenditures decreased from $3,28629 to $786,063 after adjustment for transportation reimbursement and special education transportation.

Goal 3 / Action 2: The actual expenditure is in line with the projected budget, however, some material and services have exceeded our projection. This is due to the cost of materials and supplies increasing as a result of inflation. Of the $6,091,539 budget, year to date, we have expended $4,870,910.

Goal 3 / Action 3: The actual expenditures are in line with the budgeted amount. The original budget is $675,467 and year to date expenditures are $536,328.

Goal 3/ Action 4: The actual expenditure is in line with the budgeted amount. Of the original budget of $474,989, year to date, $ $256,089.78 has been spent.

Goal 3 / Action 5: The actual expenditure is slightly higher than the budgeted amounts. This is primarily due to salary negotiations that took effect in the winter. Year to date, actual expenditures are $$1,847,686.90.

Goal 3 / Action 6: The actual expenditures are in line with projections. The year to date expenditures are $10,000.00

Goal 3/ Action 7: The actual expenditures are in line with the budgeted amount. The original budget is $1,373,084.00 and year to date expenditures are $1,373,084.00.

Goal 3/ Action 8: The actual expenditures are in line with projections. The year to date expenditures are $11,900.00

Goal 3/ Action 9: The actual expenditures are in line with projections. The year to date expenditures are $342,269.00

Goal 3/ Action 10: The actual expenditures are in line with projections. The year to date expenditures are $2,289,572.00

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall for Goal 3, the following actions were fully implemented, as planned, and this year's plan was effective.

Districtwide (3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8):
To meet action 3.1, TTUSD transportation was able to increase ridership by 317 students showing effectiveness of this planned action. They accomplished this by frequently evaluating the needs of students and restructuring the bus routes to full capacity. The entire team is willing to work long hours to support open routes. They are also celebrating the provision of school buses, charter buses, and vans for most athletic trips and school bus transportation for college visitations, SWEP, and AVID. TTUSD hired four new bus drivers and the transportation department is now staffed with a committed team with a willingness to work long hours to support open routes. TTUSD was successful in providing school buses, charter buses, and vans for most athletic trips, college visitations, SWEP, and AVID throughout the district.

There was another FIT inspection done in the Fall of 2023 with zero findings and 100% TTUSD facilities met the "good repair" standard, for actions 3.2.

Action 3.3 was effective: Since the introduction of the Community Engagement Initiative in the spring of 2023, the committee has been effective as evidenced by completing the following plans: Bilingual Services working with Newcomers, Newcomer Student and family survey, Bilingual Services and High School Newcomer Transcripts. The presentations below were approached through the lens of the Community Engagement Initiative (CEI) to address "Systems for Improving Parent Meetings. 9/14/23 EL PLC - Collaborate with Translation and Bilingual Services and maximize our Community Liaison resources. 11/3/23 - Ed. Services Department Meeting - Bilingual Services Overview

11/6/23 - DLT and CEI - Community Engagement Initiative Update 11/13/23 District ILT - ELAC Meetings / Uphold Community Engagement Initiative learning to increase active participation and family empowerment February 2024 - CEI Presentation for TMO.

In December 2024, the Community Liaison/Bilingual Services received a total of 5400 requests. This year, the team started tracking parent requests as well. The team has included a new "menu option" for parent encounters, which includes phone, face-to-face, and text message interactions. In the past, only staff requests were tracked, but now we can also track how families use our support to access services at TTUSD. Parent Education and Family Support is partially implemented because, while the percentage of completed requests for Community Liaison/Bilingual Services tickets have increased by 5% annually, there are additional planned actions for 3.8 that will be included as changes listed below for the coming school year.

District wide, the DESSA resulted in the 75 students in the "needs" category on the pre-assessment administered in October 2022 with a decrease to 65 students in the "Needs" category by the post assessment administration in May 2023, as measured on the mini-DESSA at the Elementary Schools. Both the "Typical" and "Strength" categories showed growth of more than 10 students' social emotional skill development over the course of the year when provided SEL lessons at both the Tier 1 and Tier 2 levels.
Tech Services collaborated with Student services to increase context and awareness around what students are doing with their technology. This includes crisis alerts for grief, self harm, addiction, drug use, and pornography.

Counselors at every school site provide individual and small group counseling. Counselors at elementary and middle schools provide puberty, sexual health and relationship education and at middle school provide Teen Talk, Hope Squad, Link Crew at both high schools. Breaking down the walls provided fall of 2023 with positive feedback from students. ERMHS provided to identify students with IEPs requiring educationally related mental health intervention. TTUSD fully staffed Wellness Centers with Mental Health Therapists and Wellness Center Specialists to decrease the reliance on outside agency support since many are struggling with finding qualified staff. TTUSD is currently tracking wellness center use for the 2023 school year to update effectiveness of this planned action. It will be included for the 2024 LCAP. This work proved effective through the Caring Connections survey showing an increase in students having a connection to an adult on campus from an average of 87.3% in 2021 to 92.3% in 2022. These effective actions also supported in reducing the four-year adjusted cohort high school dropout rate from 8% in 2020 to 3% in 2023. Middle School drop out rate continues to be 0% ensuring that the planned action at the middle school level is effective. and using the CA Healthy Kids Survey, we plan to focus on increasing 7th grade resources and support.

In the Spring CA Healthy Kids Survey we saw, overall in middle school greater than 60% of 6th graders showed strong emotional health, indicating low social emotional distress, high growth mindset, and belief in self and others. Although this trends down in 7th grade, it increases again in 9th grade. At the high school level belief in self and others and emotional competence received the highest ratings at greater than 75% of students rating these categories as "very true" or "pretty much true". Other actions to make action 3.6 effective include: A2A, Convocation/Professional Development Day provided targeted Social Emotional Learning sessions with SEL strategies for classroom management, student engagement, and staff self-care (Restorative Practices, Mindfulness, Nurtured Heart, Power of One), SEL strategies embedded into all District Level PLCs and modeled at Staff Meetings for staff to utilize with students, Wellness Centers at every comprehensive site, Mental Health therapists and wellness center specialists fully staffed as of November 2023, SEL committee is formed to look at current SEL curriculum, Focus on Adult SEL and determining current needs and priorities for the 2024-2025 school year and CPI has been provided for targeted staff two times during the fall of 2023.

The effectiveness of SEL tools and strategies is also evident through THS' graduation rate being 99% and over 80% of students being involved in sports and extracurricular activities which supports a connected community and connection to school. Additionally, SHS saw a 88% decrease in office referrals compared to the previous year. Through the use of A2A to track attendance and attendance meetings, NTS decreased chronic absenteeism by 3% in the 22-23 school year. These practices are now being implemented at all school sites and data will be collected to analyze districtwide chronic absenteeism.

TTUSD has offered door to door transportation for highest need students, in-lieu of transportation for parents who drive their students to school, and transportation provided to all specialized programs districtwide. This has been effective in the decrease in chronic absenteeism across the district. Chronic absenteeism for the whole district decreased from 22% in 2023 to 13% in 2024, English Learner absenteeism decreased from 40% (2023) to 16% (2024), socio-economically disadvantaged dropped from 31% (2023) to 19% (2024) and students with disabilities decreased from 22% (2023) to 17% (2024).

Secondary Schools:
The high schools utilized a consistent implementation of SEL lessons, through adopted curriculum that are taught two or more times per week. This focus on SEL has been effective and resulted in an increase in the percentage of high school students reporting they were connected to an adult on campus. Over 80% of all students stated they had a trusted adult at THS which is a 7% increase, and 91% of all students at NTHS have stated they have a trusted adult on campus which is a 5% increase from the previous year.
Each secondary school has a Wellness Center, staffed with a Wellness Center Liason or Wellness Center Specialist that utilizes feedback loop closure so that the attendance component is reflected in student records and communicated with teachers. Additionally, the site utilizes Caring Connections data and leverages restorative practices to support student learning of the CASEL competencies and SEL lessons throughout the school day. Effectiveness can be seen at the NTS with 87.2% of students feeling connected to the Laker Community, 93.2% feel as though adults at NTS show them respect and kindness on a regular basis. and 92% of students at ACMS shared they have a trusted adult on campus.

With a focus on restorative practices at the secondary level, TTUSD has been effective and noticeably strengthened relationships with students. ACMS has been effective in lowering suspension rates with an overall- 3%. NTS experiences similar trends in decreasing suspension rates by from 9% to 3.5%.

Elementary Schools:
SEL and support at the elementary level has been effective. Elementary schools offer Nurtured Heart for staff and Families which has created consistency for behavior management and social emotional support for students, as evidenced by one suspension for the entire school year. Elementary schools also have wellness centers that are staffed and provide counseling sessions with students to teach reset strategies and mindfulness which have supported the low suspension and low assertive discipline rates.

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.

Beginning for the 2024-2025 school year, we will use the above analysis of effective and ineffective actions for our new LCAP goals. The new goals will represent the new approved 2023-2026 District Strategic Plan and the 2023-2024 SPSA goals set by site leaders, teachers, School Site Councils, ELACS, and PSACs.

Minor adjustments will be made for the following actions and plan to remain:
Action 3.2 is expanding because the District is embarking on a facilities master plan process to identify future facilities needs for the District and major maintenance components affecting daily maintenance and operations.
Action 3.3 will adjust based on the recommended strategies from the district's participation in the 2022-23 Community Engagement Initiative (CEI). The actions tested at North Tahoe Middle and High Schools will be scaled district-wide if the trial actions get the desired outcomes. This will be ongoing learning during the 2023-2024 school year for new actions in the 2024-2025 LCAP.
3.4 At the middle school level TTUSD will continue using the CA Healthy Kids Survey to provide data to support the district plan to focus on increasing 7th grade resources and support.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023