



PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019--20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4)

State and/or Local Priorities addressed by this goal:

- State Priorities:**
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**Local Priorities:** TTUSD Pathways 2020 Goals 1 and 4

## Annual Measurable Outcomes

### Expected

**Metric/Indicator**

1. Implementation of Academic Standards

Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each group and cohort groups based on previous year data by 5%.

2. English Language Arts (3-8) and Mathematics (3-8)

Show growth by increasing points away from level 3 according to the 5x5 ELA and Math Grid Placement Reports for "All Students" and decreasing points away from level 3 according to the 5x5 ELA and Math Grid Placement Reports for each student group that is below the "All Students" level by 7 or more points.

3. Graduation Rate Indicator

### Actual

1. CAASPP SBAC (%)  
SBAC not administered in 2019/2020 therefore no results are being reported in the LCAP and the CA Dashboard

2. CA Dashboard  
SBAC not administered in 2019/2020 therefore no results are being reported in the LCAP and the CA Dashboard

3. Graduation Rate: Goal Not Met  
2019/2020 Graduation Rate (source: CA Dashboard)  
ALL: 92%  
Hispanic: 89%  
White: 94%

**Expected**

Maintain graduation rate for "All Students" and continue to increase rates for groups below the "All Students" level.

**4. CTE Completion Rates**

Increase the number of students who complete a CTE Pathway (completers).

**5. A-G Requirements**

Increase the percentage of students passing "A-G" courses with a 2.0 GPA or better.

**6. AP Course Access**

For each group with a % lower than "All Students," increase the percentage of students taking an AP test by 2%.

**7. English Learner Indicator**

Increase the ELPI by 2%.

**8. Basics Indicator Instructional Materials**

Maintain 100% access to standards-aligned instructional materials.

**9. Technology**

Using Brightbytes, establish baseline data and create a plan to increase the integration of technology into student learning.

**10. EL Reclassification:**

Increase reclassification rates to at or above the county average.

**Actual**

EL: 79%  
SED: 89%  
SWD: 86%

2017/2018 compared to 2019/2020

ALL: increased 1% point  
Hispanic: increased 1% point  
White: decreased 2% points  
EL: decreased 4% points  
SED: decreased 1% points  
SWD: increased 7% points

4. CTE Completion Rates- Goal Met  
\*2019/2020 CTE Completers: 42 students

The current completer rate is 15%\* (source: DataQuest)  
\*denominator = total graduates

5. The College/Career Indicator (CCI) for 2019/2020 reports: Goal Not Met

Prepared  
ALL: 55%  
Hispanic: 25%  
White: 71%  
EL: 0%  
SED: 34%  
SWD: 2%

Approaching Prepared  
ALL: 14%  
Hispanic: 46%  
White: 46%  
EL: 5%  
SED: 60%

**Expected**

**19-20**

1. Implementation of Academic Standards: Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each student group and cohort groups based on previous year data by 5% points.

2. English Language Arts (3-8,11)

Maintain the All student group above "Level 3: At Standard" for

For Hispanic, SED and SWD student groups, show growth by decreasing the number of points away (by 7 points) from "Level 3: At Standard" (since these groups are below the standard, "decreasing the number of points away" moves them up and closer to the standard)

Mathematics (3-8,11): For Hispanic, EL, SED and SWD and the All student groups, show growth by decreasing the number of points away (by 7 points) from "Level 3: At Standard" (since these groups are below the standard, "decreasing the number of points away" moves them up and closer to the standard)

Maintain the White student group above "Level 3: At Standard."

3. Graduation Rate Indicator: Maintain graduation rate for the All student group and continue to increase rates for groups below the All student group level.

4. CTE Completion Rates: Continue to increase, by 5% points, the number of students who become a CTE Pathway Completer.

5. Using the College and Career Indicator increase by 5% points the percentage of students who are "Prepared."

**Actual**

SWD: 18%

Not Prepared

ALL: 31%

Hispanic: 52%

White: 45%

EL: 17%

SED: 66%

SWD: 25%

College/Career Indicator (CCI) three-year results:

1. 2017/2018 compared to 2019/2020:

Prepared

Based on the total number of graduates in the four-year cohort  
ALL: no change

Based on the total number of Prepared students

Hispanic: decreased 3% points

White: increased 6% points

EL: decreased 2% points

SED: increased 5% points

SWD: decreased 3% points

2. 2017/2018 compared to 2019/2020:

Approaching Prepared

Based on the total number of graduates in the four-year cohort  
ALL 5%-point decrease

Based on the total number of Approaching Prepared students

Hispanic: increased 6%-point increase

White: decreased 14% points

EL: decreased 7%-points

SED: increased 3% points

**Expected**

- 6. A-G UC/CSU Readiness: Increase by 5% points, the percentage of students passing "A-G" courses with a 2.0 GPA or better.
- 7. AP Course Access: For each group with a % lower than the All student group increase, the percentage of students taking an AP test by 2% points.
- 8. AP Exam Pass Rate: For each group with a % lower than the All student group increase, the pass rate by 2% Increase by 5% points the pass rate of the All student group.
- 9. English Learner Indicator: Increase the ELPI by 2% points.
- 10. Basics Indicator Instructional Materials: Maintain 100% access to standards-aligned instructional materials.
- 11. Ed Tech: Achieve a 5% points (41% to 36%) decrease in the "Never" category on the BrightBytes survey question: "Teachers ask students to develop or present multimedia presentations." .
- 12. EL Reclassification: Maintain reclassification rates above the county average.

**Baseline**

- 1. Implementation of Academic Standards

Percentage of students meeting and exceeding ELA standards in 2016:

All Students:	57%
EL	13%
SED	36%
SWD	16%

**Actual**

- SWD: increased 10% points
- 3. 2017/2018 compared to 2019/2020: Not Prepared  
Based on the total number of graduates in the four-year cohort/DASS graduation rate  
ALL: increased 4% points  
  
Based on the total number of Not Prepared students  
Hispanic: decreased 16% points  
White: increased 17% points  
EL: decreased 21% points  
SED: decreased 11% points  
SWD: no change
- 6. A-G Readiness: Goal Not Met 2019/2020: 60% of graduates  
  
2017/2018 compared to 2019/2020: decreased 3% points (source: DataQuest)
- 7. AP Exam Rate: Goal Met  
Total number of exams taken increased from 570 exams taken in 2019 to 637 exams taken in 2020. (source: College Board)
- 2018/2019 compared to 2019/2020:  
ALL: increased 12% points  
Hispanic: increased 18% points  
White: increased 12% points  
Fee reduction/SED: increased 18% points
- 8. AP Exam Pass Rate: Goal Met  
  
2018/2019 compared to 2019/2020:

**Expected**

Hispanic 33%  
White 72%

Percentage of students meeting and exceeding Math standards in 2016:

All Students: 51%  
EL 12%  
SED 30%  
SWD 12%  
Hispanic 26%  
White 66%

2. English Language Arts (3-8) and Mathematics (3-8)

2017 ELA Status:

ELA Change

All students: +4 points

SED: +3 points

SWD: -5 points

Hispanic: +2 points

White: +4 points

2017 Math Status:

Math Change

All students: +10 points

SED +6 points

SWD: +5 points

Hispanic: +4 points

White: +13 points

3. Graduation Rate Indicator

2016 graduation rate

All students: 96%

**Actual**

ALL: 49% to 61% - increased 12% points  
Hispanic: 45% to 55% - increased 10% points  
White: 51% to 62% - increased 11% points  
Fee reduction/SED: 29% to 52% - increased 23% points  
(source: College Board)

9. English Learner Indicator: Baseline Year ELPI not reported in 2019/2020

10. Basics Indicator Instructional Materials: Goal Met

11. Technology: Due to school building closures related to Covid 19, the Brightbytes survey was not administered.

**Expected**

SED: 93%  
SWD: 83%  
Hispanic: 94%  
White: 97%

**4. CTE Completion Rates**

2016 CTE Completers: 5 students

**5. A-G UC/CSU Requirements**

2016 percentage of students passing "A-G" courses with a 2.0 GPA or better: 55%

**6. AP Course Access**

The number of students taking a 2016 AP test:

All students: 222

SED: not available

SWD: not available

Hispanic: 51

White: 155

**7. English Learner Indicator**

Fall 2017 California School Dashboard ELPI performance level is medium or "orange" at 71% with a -4% decline.

**8. Basics Indicator Instructional Materials**

100% of students were assigned a textbook in Reading/Language Arts, Mathematics, Science, History/Social Science, and Foreign Language.

**9. Technology**

**Actual**

**Expected**

Using Brightbytes, establish baseline data and create a plan to increase the integration of technology into student learning.

10. EL Reclassification:  
2016 reclassification rate was 10%.

**Actual****Actions / Services****Planned  
Actions/Services**

Provide systematic TK-12 PD integrating newly adopted ELA/ELD materials with key concepts such as close reading, scaffolding, differentiation, academic discourse, and "how to teach reading" instruction. In addition, these PD sessions will weave in "programs" that the district has committed to such as Step Up to Writing, Daily 5/CAFE, and "Penny Kittle" strategies for 9-12. All ELA/ELD teachers will attend at least three release days in the upcoming school year.

**Budgeted  
Expenditures**

Meeting supplies and materials 4000-4999: Books And Supplies Lottery \$2500  
Substitutes for teacher release (approx. 140 teachers x 3 substitute days x \$150/day/sub) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Lottery \$63,000

**Actual  
Expenditures**

Meeting Supplies and Materials 4000-4999: Books And Supplies Lottery \$0.00  
Substitutes for teacher release (approx. 140 teachers x 3 substitute days x \$150/day/sub) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Lottery \$75,600

Support early learning through Transitional Kindergarten at TES, GES, KBE and TLE and full day Transitional Kindergarten and Kindergarten at the Title I site with the highest percentage of SED students (TES).

TK Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$488,792

TK Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$497,922

Use the High-Quality CTE Program Evaluation rubric provided by CDE to improve CTE pathways.

Manager of CC/AE, CC/AE Admin Sec. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$150,675  
CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$663,617

Manager of CC/AE, CC/AE Admin Sec. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$124,508  
CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds \$401,070

instructional supplies, materials, curriculum 4000-4999: Books And



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies Carl D. Perkins Career and Technical Education \$16,667 per pathway allocation approximately \$10,000 for materials, software, curriculum, field trips, equipment based 4000-4999: Books And Supplies Grant \$70,000	Supplies Carl D. Perkins Career and Technical Education \$16,667 per pathway allocation approximately \$10,000 for materials, software, curriculum, field trips, equipment based 4000-4999: Books And Supplies Grant \$99,007
	Extra duty for pathway teachers to develop job shadows, internships, participate in externships and other activities related to improving pathways 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$25,000	Extra duty for pathway teachers to develop job shadows, internships, participate in externships and other activities related to improving pathways 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$0.00
	CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$25,000	CTE Teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Grant \$614,369
Expand use and access to Naviance as a tool to better align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.	Naviance software and CCR curriculum 5800: Professional/Consulting Services And Operating Expenditures Grant \$20,000	Naviance software and CCR curriculum 5000-5999: Services And Other Operating Expenditures Grant \$17,427
Provide a Career Center Technician at each comprehensive high school to provide information to students on career/post high school educational opportunities, administer and interpret career assessment tools, plan on site presentations by colleges and career representatives and manage ongoing CCR programs.	College and Career Tech 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$67,158	College and Career Tech 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$66,514
Provide practice college admissions testing (PSAT) for all 10th and 11th-grade students, a credit recovery option for students via APEX and provide SAT, Albert licenses to provide test preparation opportunities for students.	PSAT: \$13,000 Albert: \$3300 SAT boot camp: \$4000 APEX licenses: \$7000 5800: Professional/Consulting	PSAT Albert SAT boot camp APEX licenses 5800: Professional/Consulting

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Services And Operating Expenditures Supplemental \$27,300</p> <p>Stipend for the APEX teacher 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$3,500</p>	<p>Services And Operating Expenditures Supplemental \$17,166</p> <p>Stipend for the APEX teacher 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$22,812</p>
<p>Use improvement science methods to address the needs of the three student groups (Hispanic, SED and SWD) that are two or more levels below the All student group in ELA according to the California Dashboard.</p>	<p>TNTP consultant to assist with Literacy Innovation Team's work to improve the literacy system in the district and community for SED students and families 5800: Professional/Consulting Services And Operating Expenditures Grant \$10,000</p> <p>Books for SED students in conjunction with the Literacy Innovation Team's efforts to improve literacy and increase access to books in the homes. 4000-4999: Books And Supplies Title I \$5,000</p> <p>Supplies and materials Literacy Innovation Team meetings 4000-4999: Books And Supplies Title II \$1,000</p>	<p>TNTP consultant to assist with Literacy Innovation Team's work to improve the literacy system in the district and community for SED students and families 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p> <p>Books for SED students in conjunction with the Literacy Innovation Team's efforts to improve literacy and increase access to books in the homes. 4000-4999: Books And Supplies Title I \$0.00</p> <p>Supplies and materials Literacy Innovation Team meetings 4000-4999: Books And Supplies Title II \$1,000</p>
<p>Continue to provide summer programs to offset summer learning loss, achieve learning gains, and give low-performing students the chance to master material that they did not learn during the previous school year. In addition, the incoming TK and K programs help these students adjust to the school environment as well as address social and academic needs.</p> <p>For incoming 6 - 8 students, the district will continue to partner with community agencies to provide Aim High. Aim High is a free summer learning and enrichment program in Northern California. The multi-year</p>	<p>Summer Certificated Staff 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$114,433</p> <p>Summer Classified Staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$18,986</p>	<p>Summer Certificated Staff 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$102,914</p> <p>Summer Classified Staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$17,731</p>

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

program includes academic and enrichment opportunities that prepare students for the transition to high school and beyond. Aim High expands opportunities for low-income middle school students.

4000-4999: Books And Supplies Supplemental \$10,000  
Transportation for Summer School program students and AIM high students 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$19,643

4000-4999: Books And Supplies Supplemental \$755  
Transportation for Summer School program students and AIM high students 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$17,411

Maintain lower class sizes

Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$1,082,170  
Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds \$0.00

Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$1,082,170  
Teacher Salaries 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds \$998,926

Maintain English Learner support by providing additional staff allocations such as, a Coordinator of EL Programs and Accountability, EL Coordinator for each school site and stipends for HS teachers who teach ELD.

Certificated Salaries for EL Coordinators 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$251,790  
Bilingual Aides, EP's 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$278,394  
Coordinator of English Learner Programs and Accountability 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$107,870  
Stipend for HS ELD teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$114,538

Certificated Salaries for EL Coordinators 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$376,109  
Bilingual Aides, EP's 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$204,423  
Coordinator of English Learner Programs and Accountability 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$120,914  
HS ELD teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$108,738

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

Provide Reading Intervention Teachers at all TK-8 schools.

EL Materials 4000-4999: Books And Supplies Supplemental \$5,897  
 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,836  
 Reading Intervention teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$376,521  
 Substitutes for Reading Intervention Teachers to participate in monthly meetings to improve the intervention system at each TK-8 school and to further develop reading instruction strategy implementation. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II \$6,000  
 Instructional materials to support reading intervention at each TK-8 grade school 4000-4999: Books And Supplies Lottery \$37,890

EL Materials 4000-4999: Books And Supplies Supplemental \$1,727  
 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,339  
 Reading Intervention teachers 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$389,048  
 Substitutes for Reading Intervention Teachers to participate in monthly meetings to improve the intervention system at each TK-8 school and to further develop reading instruction strategy implementation. 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II \$0.00  
 Instructional materials to support reading intervention at each TK-8 grade school 4000-4999: Books And Supplies Lottery \$0.00

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented with one revision to Action #5: The Career Center Technician position was replaced with a revised position: Career Technical Education Technician. The person was hired in March 2020. Funds allocated for the position were used to support the students, families and teachers with the transition to implementation of distance learning. Specifically, these funds were used to provide more technology for students, increased online learning applications and extra duty for staff who supported parents.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

To avoid repetition, starting on March 13, 2020, TTUSD closed all school buildings and pivoted to distance learning. From this date to the end of the school year and through the summer of 2020, all actions were impacted by COVID 19.

#### Successes

##### Action #1:

Instructional coaches became a key resource to support teachers as they transitioned instruction to a virtual platform; PD morphed into office hours and Meets that were focused on elements of the Distance Learning Playbook and teacher need; PD choice boards were created; PD on how to teach virtually was provided and teachers earned a paid day for completing this PD-as a result we have most if not all teachers with a common understanding of virtual tools and pedagogy.

Elementary coaches hosted three sets of release days for elementary teachers to support the implementation of the Wonders Curriculum. The days focused on integrating Wonders into the Daily Five model and integrating Step Up to Writing into the Wonders ELA curriculum. Teachers at each grade level also refined their focus in writing. Many/ all elementary sites benefited from 1-5 PD sessions around implementing academic conversations in the classroom. There were differing levels of focus on this at different sites. Individual sites provided their own PD.

Instructional Coaches met with the Grades 6-12 ELA/ELD curriculum trainers for the newly adopted materials to ensure time and attention was given to close reading and differentiation strategies for readers of all levels. StudySync training (grades 6-8) focused on differentiation, scaffolding, and ways to personalize the digital curriculum based on student needs. Coaches collaborated with trainers from Springboard (9-12) to maximize the new adoption's implementation.

Coaches provided support during the PD days with outside presenters and then provided support with individual teachers within each school following the initial trainings. Instructional Coaches provided additional training in reading using Penny Kittle and Carol Jago strategies for new teachers and teachers who wanted a review.

Instructional Coaches also trained new teachers in Step Up to Writing, Close Reading, and Academic Discourse. Coaches offered optional after-school sessions on Daily Five, Step Up to Writing, and other relevant topics. Coaches were available for one-on-one coaching and lesson modeling as requested by teachers MS teachers at both sites engaged in a PDSA inquiry cycle focused on school-wide literacy strategies and bridging gaps (specifically) with SED focus students which the coaches also supported.

##### Action #2:

Implemented as planned.

##### Action #3:

The CTE team was able to help support CTE programs when COVID hit by quickly developing a list of Virtual Guest Experts willing to provide industry expertise and support virtually with online resources; They also immediately switched the CTE exploration event

known as the CTE & STEAM Fair to a virtual event that provided four high-quality virtual experiences where students were able to digitally join experts in the field and ask them questions.

**Action #4:**

Successes at NTHS include plans to integrate Naviance more into their CCR classes in 2021-22. With students recently returned to the classroom, NTHS 9th grade students are completing a project integrating the Strengths Explorer tool and connecting it to college and career goals. The LIFE and CCR classes are slowly integrating it back into their programs; Older students utilize Naviance at a higher level.

**Action #5:**

CTE Technician was hired and began on March 12, 2020; connections with PCOE & TTUSD CTE staff were established virtually; school building closures provided an opportunity for the CTE Technician to learn the role, connect with the team lead, and organize and develop online resources for CTE teachers.

**Action #6:**

Implemented as planned.

**Action #7:**

Improvement science methods were partially implemented at the following schools: GES, TES, THS, ACMS; new actions were implemented, as a result of school building closures with the biggest focus on engaging SED parents in their child's education via parent education, community resource support, etc.

**Action #8:**

District/community partnerships were strengthened as teams worked to provide summer programming for Tahoe-Truckee youth; a small group of EL students participated in a district virtual summer program; teachers of this EL summer program worked with Jeff Zweirs, a senior researcher at the Stanford Graduate School of Education and the director of professional development for Understanding Language, to enhance academic discourse; engaging choice boards were created.

TTUSD held an elementary Summer Program for English learners in 2020. This program was for digital learning in ELD where teachers provided fun and rigorous project-based curriculum focused on authentic communication. This was supported by Jeff Zweirs (Author of Academic Conversations) and teachers participated in weekly meetings with Jeff and district leaders where they shared a video of their students engaged in academic conversations and used the PLC structure to improve their practices.

In the K-Ready program, incoming kindergarten and TK students and families were placed with a "promotora" or community educator to learn how to best support their children in the transition to TK and kindergarten. This program is a collaboration between four community non-profits and the district. The district provides outreach, selection of families, and weekly professional learning for the community educators who work with families in a "coach-like" way. This program is provided in Spanish.

AimHigh offered a virtual program; an extensive resource bank of online learning links was created to support families over breaks and the summertime; schools "ramped" up summer reading challenges.

**Action #9:**  
Implemented as planned.

**Action #10:**  
It was helpful having these supports in place during school closure. The ELD teachers and coordinators were able to connect with and support students who were struggling to access the core curriculum due to language or circumstances beyond their control. ELD teachers and coordinators as well as bilingual aides set up regular check-ins with students and connected with classroom teachers to ensure that accessible content and scaffolding were provided.

#### **Challenges**

**Action #1:**  
Time to train new teachers was one of the challenges as new teachers were learning so much already in terms of the school procedures, curriculum, and then the additional strategies and support curriculum. Another challenge was finding the best time to conduct these training sessions. We wanted to maximize the time and include all teachers in the content area, yet the number of substitutes and time out of the classroom was a hardship for the school and the students. Initial training and follow-up does not always lead to full, school-wide implementation.

**Action #2:**  
Release days were not held which slowed the work of communicating grant requirements and planning actions as a result of an assessment of the High-Quality CTE Program Evaluation rubric.

**Action #3:**  
Consistent use of Naviance at all high schools; finding time to train school users; lack of a district lead; Student advisory times did not happen during COVID and students have only recently returned to the classroom where teachers have felt an urgency to make up learning of core academic content.

**Action #4:**  
The CTE Technician that was hired and started while school buildings were closed. This impacted her ability to make in-person connections with district staff and community partners; the development of WBL opportunities was slowed significantly.

**Action #5:**  
Implemented as planned.

**Action #6:**

Some planned actions (walkthroughs related to predominant strategies, PD that supports High Expectations for All) had to be set aside, adjusted, or delayed.

**Action #7:**

AimHigh offered a virtual program that engaged significantly fewer students than the normal program; in-person district summer programs were not offered.

**Action #8:**

Collaboration impacted by school building closures.

**Action #9:**

Intervention schedules were interrupted; teaching reading via virtual platform.



## Goal 2

TTUSD will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology, and utilizing data to actively engage each scholar to learn at the highest levels and gain 21st-century skills in order to be prepared for college, career, and life. (TTUSD Pathways 2020 Goals 1 and 2)

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: TTUSD Pathways 2020 Goals 1 and 2

### Annual Measurable Outcomes

#### Expected

#### Metric/Indicator

1. High Reliability Schools Level 2 measures

Expand the capacity of effective teaching in every classroom as measured by HRS Level 2 surveys, interviews and observations.

2. Quality Professional Development:

Create, implement and use data from professional development sessions to improve the quality of learning opportunities available for teachers and staff.

3. Basics Indicator- Teachers

Maintain 99% or higher Highly Qualified Teachers.

19-20

#### Actual

Due to COVID-19, school building closures, TTUSD was not able to implement assessments #1, #2, #4 to measure growth.

TTUSD continues to maintain 99% or above Highly Qualified Teachers.

**Expected**

1. High Reliability Schools Level 2 & 3 measures: Implement and use data from TTUSD surveys that collect information from teachers and administrators to inform progress toward LCAP Goal 2, implementation of the TTUSD Instructional Framework and other information for identified lagging indicators that will increase effective implementation of instructional strategies in all classrooms and ensure a districtwide guaranteed and viable curriculum. Administer, collect and analyze data from the teacher's TTUSD Reflective Survey.

**Goal:**

Both overall and disaggregated by group, increase lagging indicator survey results at or above a 4.0 average by 10% over the prior year's results on Level 2, Level 3 and the TTUSD Reflective surveys.

2. Quality Professional Development: Implement PD evaluation "exit ticket." Analyze and make adjustments to PD based on results from the "exit tickets."

3. Basics Indicator- Teachers: Maintain 99% or higher Highly Qualified Teachers.

4. Baseline data was established via the Brightbytes annual assessment of technology integration. The following question was identified as a key area of focus: "Teachers ask students to develop or present multimedia presentations." Baseline results for this question indicate that 41% of teachers never ask their students to develop or present multimedia presentations. 2019-2020 Goal: Decrease in this area by 5% points (41% to 36%).

**Baseline**

Since this goal and the metrics are new, baseline data is:

1. High Reliability Schools Level 2 measures:

**Actual**

**Expected**

Create, implement and use data from a TTUSD survey that collects information from teachers, administrators, parents and students to inform progress toward LCAP Goal 2, implementation of the TTUSD Instructional Framework and other information for identified lagging indicators that will increase effective implementation of instructional strategies in all classrooms:

Currently, only a survey has been created and implemented for teachers and administrators.

Survey results indicate:

Administrators - 1/20 indicators average score of 4.0 or above  
Elementary Teachers - 5/20 indicators average score of 4.0 or above

Secondary Teachers\* - 7/20 indicators average score of 4.0 or above  
\*high school representation low

**2. Quality Professional Development:**

Create, implement and use data from professional development sessions to improve the quality of learning opportunities available for teachers and staff:

Currently, there is not a districtwide instrument to measure this element.

**3. Basics Indicator- Teachers**

Maintain 99% or higher Highly Qualified Teachers:

The district currently employs 100% at the level of HQT.

**Actual**

## Actions / Services

### Planned Actions/Services

1. Ensure the development, effectiveness, and retention of highly qualified staff by creating, implementing and using data from professional development session surveys to improve the quality of learning opportunities and support available for teachers and staff. Learning topics will be aligned to the TTUSD Instructional Framework for Student Learning

2. Publish a district/county PD document that is a result of learning from Action 1 (above) and aligns with the TTUSD Instructional Framework for Student Learning.

3. Continue to expand the capacity of Instructional Coaches, Coordinator of EL Programs and Accountability and the Accelerated Learner Lead Teacher to fulfill their role with a high level of skill and effectiveness.

Monitor the effectiveness of Instructional Coaches in expanding the capacity of others and make adjustments, as needed.

### Budgeted Expenditures

Substitute teachers for 2 release days for H/SS, Science and Math (approx. 142 release days x \$150/day/sub.) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II \$21,300

Meeting supplies (approx \$25/meeting) 4000-4999: Books And Supplies Title II \$9,450

PCOE facilitators for H/SS, Science and Math 5800: Professional/Consulting Services And Operating Expenditures Title II \$5000

Printing cost, possible graphic support 5800: Professional/Consulting Services And Operating Expenditures Basic Funding \$1,000

Instructional Coaches (7.0 FTE) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$791,423

Literature for book studies, meeting supplies 4000-4999: Books And Supplies Title II \$1000

Accelerated Learner Lead Teacher 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$117,008

### Actual Expenditures

Substitute teachers for 2 release days for H/SS, Science and Math (approx. 142 release days x \$150/day/sub.) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Title II \$36,209

Meeting supplies (approx \$25/meeting) 4000-4999: Books And Supplies Title II \$6,000

PCOE facilitators for H/SS, Science and Math 5800: Professional/Consulting Services And Operating Expenditures Title II \$0.00

Printing cost, possible graphic support 5800: Professional/Consulting Services And Operating Expenditures Basic Funds \$1,000

Instructional Coaches (7.0 FTE) 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$688,179

Literature for book studies, meeting supplies 4000-4999: Books And Supplies Title II \$1,000

Accelerated Learner Lead Teacher 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$118,047

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Ensure effective professional development via increasing teacher-directed collaboration time, providing relevant and supportive professional development resources and utilizing improvement science methods to monitor and adjust professional development sessions and topics.	Improvement Science Consultant 5800: Professional/Consulting Services And Operating Expenditures Basic Funding \$15,000	Improvement Science Consultant 5800: Professional/Consulting Services And Operating Expenditures Basic Funding \$11,097
5. Maintain 99% or higher compliance with Highly Qualified Teacher (HQT).	1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding \$23,410,283	1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding \$24,220,429
6. Regularly scheduled PD will be provided at each school. The focus will be on integrating technology skills including supporting teachers with providing students with opportunities to show their learning via multimedia presentations. As part of this, school administrators will be taught and asked to model technology during meetings and PD.	LITE release days 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funds \$5,000.00	LITE release days 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding \$5,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action #2: Publish a district/county PD document that is a result of learning from Action 1 (above) and aligns with the TTUSD Instructional Framework for Student Learning was the only action not implemented. Funds were reallocated to support teacher professional development focused on distance learning platforms, pedagogy and preparation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

To avoid repetition, starting on March 13, 2020, TTUSD closed all school buildings and pivoted to distance learning. From this date to the end of the school year and through the summer of 2020, all actions were impacted by COVID 19.

### Successes

Action #1: A common exit ticket was used, results analyzed, and adjustments made based on the analysis results; see action #4 below.

Action #2: Coaches were able to establish team and personal goals and started to develop ways to measure their impact on teaching and learning; an Instructional Coach survey to measure the impact and "use" of coaches at the schools was administered three times (BOY, EOY and then BOY 2020) the Literacy Instruction and Design Coach was the team leader and created safe and trusting

conditions for the team to learn, celebrate and address challenges; the Literacy Instruction and Design Coach met 1:1 with each coach every month to provide support and practice coaching skills; each month the team met as a whole and as an elementary team and secondary team; the Team Coach model was used on multiple occasions, this model is one in which the entire team plans for and facilitates PD for a school or at a district-wide event; coaches attended monthly meetings with the principals to coordinate and plan for common districtwide PD to be facilitated at the school level.

**Action #3:** Teacher feedback was used to develop and guide PD sessions; a release day format was used most often; after school PD sessions (non-paid) were attended by 43 teachers; the TTUSD Reflective survey was created and implemented, this survey measured instructional strategy growth and aligns with The New Art and Science of Teaching Design Questions and Elements and the TTUSD Instructional Framework for Student Learning; the TTUSD Reflective survey was administered twice to teachers. Results were anonymous and provided to each school site for review and action. In support of the TTUSD Instructional Framework: Learning Goals, Relationships, and High Expectations student surveys were created so that a teacher could gather more data to inform their growth and progress toward reaching/exceeding the "applying level" of implementation with framework elements that were identified via yearly professional goals; student surveys were solely for the teacher's growth, therefore, were not administered or collected by the district; professional development/release days were focused on HRS Levels 1-3 by structuring time so that certificated staff could continue to collaboratively (HRS Level 1) work on creating and refining a Guaranteed and Viable Curriculum (HRS Level 3) and improving Effective Teaching in Every Classroom (HRS Level 2). Progress on Levels 2 and 3 was accomplished through the identification of common priority standards and proficiency scales for many content areas. PCOE supported H/SS PD at the middle and high school grades. It was focused on the California H/SS and C3 Frameworks. High school teachers were able to apply this learning as they reviewed H/SS instructional materials for the upcoming pilot process.

**Action #4:** 100% HQT

**Action #5:** Although it was a shift from what was intended PD that integrated technology was created and TTUSD had high participation by teachers in the online sessions. Topics included but were not limited to how to engage your students virtually, use SeeSaw, create breakout rooms, create choice boards, etc.

#### Challenges

**Action #1:** Implementing the common exit ticket with the DL PD sessions because everything was happening so quickly that this was not implemented.

**Action #2:** Instructional Coaches were not utilized to their full potential; survey participation was low; some schools did not take the survey because they did not have an instructional coach; the ways the schools use their coaches varies; vacancies.

**Action #3:** Impacted by school building closures.

**Action #4:** Implementing the actions and survey due to school building closures; as TTUSD shifted to DL teachers struggled with all the new learning and the changes.



## Goal 3

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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

State and/or Local Priorities addressed by this goal:

- State Priorities:**
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**Local Priorities:** TTUSD Pathways 2020 Goals 3, 6, 7 and 8

### Annual Measurable Outcomes

#### Expected

- Metric/Indicator**
1. Suspension Rate Indicator:  
Suspension rate will remain at or below 1.5%.
  2. Expulsion Rate Indicator:  
Expulsions will remain below 0.5%.
  3. Chronic Absenteeism:  
Reduce and maintain overall chronic absenteeism to 5% or below.
  4. High School Dropout Rate:  
Maintain the Cohort Dropouts Rate below 3% and continue to decrease it.
  5. Create, implement and use data from TTUSD Annual Parent, Staff and Student Surveys that collect information to inform

#### Actual

1. Suspension Rate Indicator (TK-12): 19/20 data not reported.
2. Expulsion Rate: 19/20 data not reported local data indicates 0% expulsions.
3. Chronic Absenteeism (TK-8): 19/20 data not reported.
4. Four Year High School Cohort Dropout Rate.  
High School Dropout Rate Results: 8% (24 students)  
Decreased 2% points from 2019
5. Local Climate Surveys/HRS Level 1: Not administered in 19/20 due to school building closures.
6. Basics Indicator - Facilities: Goal Met  
All facilities continue to be in good or exemplary condition according to the Facilities Inspection Tool.



**Expected**

progress toward LCAP goals and provides detailed information for identified lagging indicators related to Goal 3.

Increase parent participation in the survey overall and increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD).

For students, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD).

For staff, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD).

For teachers, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD).

For administrators, increase and maintain an average of 4.0 or above agree/strongly agree on leading indicators (TBD).

**6. Basics Indicator - Facilities:**

Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool.

7. Use data from the California Healthy Kids biennial survey to improve actions and services in support of Goal 3.

8. Maintain middle school drop out rate at 0%.

**19-20**

**1. Suspension Rate Indicator:**

Suspension rate will decrease and remain at or below 1.5%.

**2. Expulsion Rate Indicator:**

Expulsions will remain below 0.5%.

**3. Chronic Absenteeism:**

Reduce and maintain chronic absenteeism to 5% or below.

**4. High School Dropout Rate:**

**Actual**

7. California Healthy Kids Surveys: 2019-2020 was not a CHKS administration year therefore no data is available.

8. Maintain middle school drop-out rate at 0%: Goal Met

**Expected**

**Actual**

Maintain the Cohort Dropout Rate below 3% and continue to decrease it.

5. Local Climate Surveys/HRS Level 1:  
Increase parent participation in the survey overall and increase and maintain an average of 4.0 or above agree/strongly agree on HRS Level 1 survey questions.

Administer the HRS Level 1 survey to students. Collect, analyze and implement actions based on the results to increase and maintain an average of 4.0 or above agree/strongly agree on HRS Level 1 survey questions.

Administer the HRS Level 1 survey to teachers and administrators two times a year. Collect, analyze and implement actions based on the results to increase and maintain an average of 4.0 or above agree/strongly agree on HRS Level 1 survey questions.

6. Basics Indicator - Facilities:  
Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool.

7. California Healthy Kids Surveys: Increase to and maintain above 80% agree and strongly agree on student connectedness, motivation and safety.

8. Maintain middle school drop out rate at 0%.

**Baseline**

1. Suspension Rate Indicator  
2016: 2.6%  
2017: 3.3%

2. Expulsion Rate:  
2016: .03%

**Actual**

**Expected**

2017: .02%

3. Chronic Absenteeism Rate:

2016: NA via CDE data

2017: 11%

4. Cohort High School Dropout Rate:

2016: 3%

2017: NA

5. Local Climate Surveys/HRS Level 1 (parents, staff, teachers, administration and students): Baseline data for the revised survey will be collected during the Winter of 2018.

6. Basics Indicator-Facilities

2017: 9/10 facilities are in good condition

7. CHKS 2016 Baseline

5th 7th 9th 11th

Connectedness: 59% 66% 49% 49%

Motivation: 43% 41% 29% 25%

Safety: 82% 74% 74% 71%

8. Maintain middle school drop out rate at 0%.

**Actions / Services**

**Planned  
Actions/Services**

Continue implementation and expansion of positive behavior intervention & supports to schools throughout the district by integrating related topics into meetings with principals, assistant principals and counselors. Outcomes from these meetings will include actionable items that result in a more positive and safe school climate.

**Budgeted  
Expenditures**

4000-4999: Books And Supplies  
Med- Cal Admin Account \$5000

**Actual  
Expenditures**

4000-4999: Books And Supplies  
Med- Cal Admin Account \$0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide safe and well maintained facilities.	<p>Maintenance and custodial staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$3,319,572</p> <p>Maintenance and custodial supplies 4000-4999: Books And Supplies Basic Funding \$324,674</p> <p>Repairs and services for maintenance and custodial 5000-5999: Services And Other Operating Expenditures Basic Funding \$976,807</p>	<p>Maintenance and custodial staff 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$3,275,685</p> <p>Maintenance and custodial supplies 4000-4999: Books And Supplies Basic Funding \$416,380</p> <p>Repairs and services for maintenance and custodial 5800: Professional/Consulting Services And Operating Expenditures Basic Funding \$1,073,303</p>
Implement the 2nd Annual Parent Academy in November and increase outreach to ensure more parents attend this coming school year.	<p>Materials and supplies for the Parent Academy; 4000-4999: Books And Supplies Title I \$1,000</p> <p>Extra duty for staff to increase parent outreach via personal phone calls or home visits (approx. 50 additional hours) 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Title I \$2,000</p>	<p>Materials and supplies for the Parent Academy; 4000-4999: Books And Supplies Title I \$0.00</p> <p>Extra duty for staff to increase parent outreach via personal phone calls or home visits (approx. 50 additional hours) 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Title I \$0.00</p>
Provide safe and efficient transportation for students.	<p>Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$1,295,846</p> <p>Transportation Materials and Supplies 4000-4999: Books And Supplies Basic Funding \$179,640</p> <p>Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding \$27,897</p>	<p>Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$1,220,222</p> <p>Transportation Materials and Supplies 4000-4999: Books And Supplies Basic Funding \$163,664</p> <p>Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding \$27,989</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide free, safe, and efficient transportation for targeted students.	<p>Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$1,841,795</p> <p>Transportation materials and supplies 4000-4999: Books And Supplies Basic Funding \$255,322</p> <p>Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding \$39,651</p>	<p>Transportation Salaries 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Program \$1,734,311</p> <p>Transportation materials and supplies 4000-4999: Books And Supplies Basic Funding \$232,618</p> <p>Transportation services and repairs 5000-5999: Services And Other Operating Expenditures Basic Funding \$39,780</p>
Continue to provide School-Based Therapy for struggling students at all sites and social skill interventions at elementary sites.	<p>Therapy Services 5800: Professional/Consulting Services And Operating Expenditures Grant \$50,000</p>	<p>Therapy Services 5800: Professional/Consulting Services And Operating Expenditures Grant \$50,000</p>
Continue to provide interpretation and translation support for our Spanish-speaking families. Community Liaisons are also providing to assist families and students.	<p>Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$492,660</p> <p>Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Grant \$176,871</p>	<p>Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Supplemental \$436,531</p> <p>Translations and Interpretation Department Community Liaisons, Interpreters, Translators and the Coordinator 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Grant \$121,011</p>
In partnership with Tahoe Forest Hospital and other community agencies, continue to develop and expand wellness opportunities for students and staff.	<p>Wellness Contract 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$60,000</p>	<p>Wellness Contract 2000-2999;3000-3999 Classified Personnel Salaries and Benefits Basic Funding \$51,776</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue systematic character education in grades K-8 and purchase curriculum in grades 9-12.	4000-4999: Books And Supplies Basic Funding \$18,000 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding \$10,000	4000-4999: Books And Supplies Basic Funding \$9,802 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Basic Funding \$9,666
Provide ongoing funding for 12.7 counselors.	Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$846,637 Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Measure A \$594,778	Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Supplemental \$789,946 Counselors 1000-1999;3000-3999 Certificated Personnel Salaries and Benefits Measure A \$642,012
Student Services, Principals, and Assistant Principals will collaborate to identify and implement actions to decrease chronic absenteeism rates.		
HRS Level One Surveys will be administered two times a year to TK-12 teachers and principals. Students will be administered the survey once a year. Results will be analyzed at a district and school level and actions to sustain/improve school and district culture will be implemented, as appropriate.		
The Annual Parent Survey will be administered in the winter. Results will be analyzed at a district and school level. Actions to sustain/improve in identified areas will be implemented, as appropriate. As a result of survey comments received from parents this past year, survey results and any accompanying actions will now be shared with stakeholders.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following action was not implemented:

**Action #2:** Implement the 2nd Annual Parent Academy in November and increase outreach to ensure more parents attend this coming school year was not implemented for Goal #3. The funds allocated toward this action were reallocated to support parent outreach and education completed by the Community Liaisons and Interpreters.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### Successes

**Action #1, #6, #9, #10:**

The rates for suspension indicators went down for the 19/20 and trending down for the 20/21 school years (based on local data); increased social-emotional learning opportunities and support provided to students and families; more mental health support provided to students and families.

**Action #2:**

Facility projects completed.

**Action #3:**

Implemented two Parent Academies with increasing success; Used parent feedback from the first Parent Academy to improve on the second one.

**Actions #4/5:**

Implemented as planned.

**Action #7:**

Increased coordination between Community Liaison's and community partners; Community Liaisons now attend monthly TTCF meetings to exchange knowledge and improve systems to serve families; intake form was created to help track contacts and supports for families; More connections with our Spanish-speaking community partners to educate parents on social-emotional and mental health needs; increased parent participation on district e-surveys.

**Action #11:**

In an effort to reduce chronic absenteeism and increase student attendance and engagement, schools have developed coordinated care teams to monitor students on a "watch list" that are close to chronic absenteeism; Caring Connections process is used at all schools; increased wellness classes to support substance abuse; each school site operates a School Attendance Review Team (SART), which monitors students closely who are frequently absent; the TTUSD School Attendance Review Board (SARB) continues to provide additional school and home support.

**Action #13:**

Annual Update for Developing the 2021-22 Local Control and Accountability Plan  
Tahoe-Truckee Unified School District

HRS Level One questions were added to the revised Annual Parent Survey to monitor the following school/district conditions: Safety & Support; Year One results from the Annual Parent Survey: 10/11 indicators averaged at or above 3.0/4.0.

#### Challenges

- **EXTREME LACK OF MENTAL HEALTH & SUBSTANCE ABUSE RESOURCES IN OUR COMMUNITY, ESPECIALLY FOR SPANISH SPEAKING STUDENTS AND FAMILIES.**
- Limited data for two school years.
- Ability to provide in-person support to students and families.
- Student engagement via virtual support services.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Targeted support and instruction will be provided to scholars with special needs, English Learners and all other students who need additional support.</p> <p>Total funds for this action may overlap with another action in this section or in other sections.</p>	\$673,376	\$547,917	Yes
<p>New foster youth in the district will continue to receive immediate access to school services. Staff will continue outreach to homeless and foster youth to ensure positive connections are established, maintained and support is provided.</p> <p>Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.</p>	\$200,101	\$203,339	Yes
<p>All students will be provided necessary instructional materials and support including but not limited to a device and access to the internet.</p> <p>Total funds for this action may overlap with another action in this section or in other sections.</p>	\$1,490,007	\$1,387,946	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Teachers, counselors, and principals will continue to make regular contact with students who have additional needs.</p> <p>Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.</p>	\$8,034,601	\$8,045,373	Yes
<p>PPE and health and safety mitigation for return to in-person teaching and learning. Total funds for this action may overlap with another action in this section or in other sections.</p>	\$260,000	\$260,000	No
<p>Special Education providers will offer high-quality services and learning opportunities during distance learning to support the diverse needs. Services include 1:1 support, small group instruction, whole class instruction, and independent work through virtual lessons/sessions.</p>	\$1,480,301	\$1,419,192	Yes
<p>Special Education providers will also provide consultation and support for general education teachers to ensure students with an IEP have the necessary accommodations/modifications in place for all general education work.</p> <p>Providers will maintain regular contact with parents to ensure questions, concerns, and needs during distance learning were addressed. Total funds for this action may overlap with another action in this section or in other sections.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Reduced extra duty hours and instructional coaching staffing for targeted instruction, savings from vacant Community Liaison in instructional materials na support category, vacant 0.5FTE program specialist position under Special Education.

### **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

#### **Successes**

- Transitions were smooth.
- Returning to 5-days in person was smooth and relief since it increased instructional time for students.
- Mitigation resources arrived in time.
- Staff worked together to rearrange furniture, put down striping, etc. to address mitigation.
- Many students returned from Cohort C (DL platform).
- Special education student engagement was high.
- Staff was able to collaborate together to offer support for the various providers.
- The District was able to implement multiple mitigation measures to provide safe in-person instruction including MERV-13 filtration, plexiglass barriers for all student desks and work areas with high traffic, air purifiers for all classrooms, increased disinfection and cleaning protocols, cloth and disposable masks/face coverings for all students and staff (including KN95 and N95 masks for staff), additional interior and exterior wash stations, and ample signage and barriers for schools to encourage mask-wearing, handwashing, directional paths, and safety protocols.

#### **Challenges**

- Still many students in Cohort C.
- When Cohort A and B were in effect, students had less instructional time.
- Securing resources to address mitigation.
- Ongoing vacancies across the classified staff.
- TTUSD was not able to meet all special education IEP minutes due to school closures.
- The timing and availability of some of the mitigation supplies were challenging at times. Additional temporary staffing positions to support these mitigation measures have been difficult to fill, particularly for custodial.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Targeted support and instruction will be provided to scholars with special needs, English Learners and all other students who need additional support. Total funds for this action may overlap with another action in this section or in other sections.	\$938,062	\$1,055,240	Yes
Special Education providers will offer high-quality services and learning opportunities during distance learning to support the diverse needs. Services include 1:1 support, small group instruction, whole class instruction, and independent work through virtual lessons/sessions.	\$1,480,301	\$1,419,192	No
Special Education providers will also provide consultation and support for general education teachers to ensure students with an IEP have the necessary accommodations/modifications in place for all general education work. Providers will maintain regular contact with parents to ensure questions, concerns, and needs during distance learning were addressed. Total funds for this action may overlap with another action in this section or in other sections.			
Professional development will be provided to improve distance learning instruction. Total funds for this action may overlap with another action in this section or in other sections.	\$434,540	\$189,988	Yes
PPE and health and safety mitigation for return to in person teaching and learning. Total funds for this action may overlap with another action in this section or in other sections.	\$25,000	\$25,000	No
New foster youth in the district will continue to receive immediate access to school services. Staff will enhance outreach to homeless and foster youth to ensure positive connections are established, maintained and support provided.	\$355,908	\$344,372	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.</p>	\$6,860,411	\$7,220,113	Yes
<p>School staff will implement intervention procedures for re-engaging students who are absent for more than 60% of instruction/time value of student work per week and will follow regular school attendance procedures for students who do not respond to interventions.</p> <p>Total funds for this action may overlap with another action in this section or in other sections.</p>	\$8,279,786	\$8,378,375	Yes
<p>Teachers, counselors, and principals will continue to make regular contact with students who have additional needs.</p> <p>Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.</p>	\$775,334	\$773,971	Yes
<p>Students will have access to school counselors for academic/social-emotional support. Total funds for this action may overlap with another action in this section or in other sections.</p> <p>All schools will coordinate and communicate a process for students and parents to pick up materials, books, devices, etc. Support staff will be leveraged to provide additional support for parents, teachers, and students to ensure all resources are received, including a device and internet access.</p>	\$1,540,928	\$1,601,421	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap with another action in this section or in other sections.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Extra duty and supplies for targeted instruction was not expended, 0.5FTE Program specialist position vacant, Distance Learning materials and supplies budget for \$230,000 not fully utilized, increased cost for teachers for intervention strategies, additional technology purchases for Distance learning instruction.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

#### Continuity of Instruction

##### Successes

Students in grades TK through 12 have access to a device to check out yearly as part of our district one-to-one program. Students access devices checked out to them whether they are attending in-person or virtual instruction. Hotspots and/or reduced-cost internet were provided to all students if families do not have adequate connectivity at home.

The district offered a substantial amount of social-emotional support at an individual level, group level, family level.

Supports included counseling, social skills lessons, social-emotional lessons.

##### Local agencies supported:

- Bilingual Services spent endless hours on the phone supporting families and students on how to navigate these platforms.
- Bilingual Services provided virtual appointments to support families.
- Bilingual Services provided families with educational videos in Spanish on how to navigate these platforms.

- Continued instruction virtually when schools closed. Collaboration among general education teachers and special education teachers regarding student learning, IEP needs, and progress in class.
- Bilingual Services worked with teachers to provide as many instruction translations as possible to support parents at home on assignments
- Schools coordinated staff to drive thru the neighborhoods.
- Home/school relationship strengthened.
- TTUSD staff gained an increased awareness of the conditions in which our students live.
- Two platforms specifically for EL students, Listenwise and Nearpod, were added.

#### Challenges

- Instructional time was reduced due to school closures.
- Latino families struggled to navigate the schools' several, mostly English-language platforms (Google Classroom/Seesaw, etc.). Many parents had to learn how to use these platforms before helping their children access schoolwork.
- It was a challenge to submit assignments to teachers or other times; the assignments were difficult to find.
- It was also a challenge for parents to attend Google Meets for a conference with the teacher, IEP meetings, etc.
- If the parents' home language wasn't English, parents faced another barrier in understanding the instructions that teachers were sending out for young children to be able to access learning.
- Engaging students on the virtual platforms.
- Home learning environments that were loud or distracting.
- Assessing student progress.
- Focusing instruction on the focus priority standards.
- Tech difficulties.

#### Access to Devices and Connectivity

##### Successes

- For students in TK-4, our one to one program was expanded due to distance learning in Spring 2020.
- Beginning in August 2020, all students in grades TK through 12 have access to a device to check out yearly as part of our district one to one program.
- Current service infrastructure for repairing and replacing damaged or non-working devices is in place, and any student with a damaged or non-working device is provided a loaner when needed.
- Device checkout and replacement are facilitated by front office clerical staff and librarians/library technicians regardless of whether the student is in a distance or in-person learning program.
- Principals and teachers identified 120 students that did not have reliable access or no access at all in the Spring of 2020.
- TTUSD continued service for those hotspots checked out during the initial lockdown and procured another 200 T-mobile hotspots granted through the T-Mobile Project 10 Million project.
- Teams signed up families with Charter/Spectrum, Suddenlink/Altice, or AT&T internet programs for SED students.
- All students who need access are served.



- Bilingual Services spent endless hours on the phone supporting families and students on how to navigate these platforms.
- Bilingual Services provided virtual appointments to support families.
- Bilingual Services supported the coordination of devices, making sure every student had access to their Chromebooks.
- Bilingual Services collaborated with the technology department to allocate and deliver hotspots to qualifying families.
- Bilingual Services worked with local internet providers to support families on “covid low-income plans”.
- Since March 2021, our tech team worked with school sites to facilitate checking out a device to our lower elementary students (in addition to upper elementary and secondary grades). This facilitates the quick pivot between distance, hybrid, and full-time in-person programs.
- Working closely with these broadband providers as well as new wireless “mesh” providers and cellular networks, TTUSD provided a matrix with low to no-cost solutions for our families.
- The bilingual services team coordinated outreach to targeted communities and ensured that families had working devices and a network connection that was sufficient for online learning.

### Challenges

- Being a rural area, there are limited choices for broadband services.
- Upon the pivot to distance and hybrid learning, TTUSD found that in addition to Tahoe-Truckee communities that were underserved with broadband, there were “poorly” served communities as well where the broadband provider had not upgraded infrastructure to deal with the influx of population to our area in addition to students learning from home.
- Latino families struggled to navigate technology.
- Latino families did not have regular internet access at home. Among those who had internet, a small percentage accessed it through a cell phone, which is not ideal for Homeschooling/Distance learning.
- Simply providing a Chromebook and hot spot wasn’t enough to help students access online learning.
- Parents who weren’t familiar with the Internet ran into barriers accessing the learning platforms teachers shared with students.
- While our schools have provided one device for each child since 2016, students in grades TK-2 had access to these devices in the classroom, and they were not typically checked out to go home.

### Pupil Participation and Progress

#### Successes

- SWD Students overall had a high degree of participation and progress, despite the change to distance learning.
- Using Caring Connections data to coordinate outreach from TTUSD staff to the student who listed them as a “trusted adult”.
- Tracking sheets to coordinate student re-engagement supports.
- Increased parent education across all student groups and specifically for the SED & EL parents.
- Remote administration of assessment.
- The district-wide coordinated effort to reach and re-engage students increased student engagement.
- Monitoring and improving the participation and progress of ever-EL students was held up as an expectation at all levels in the district.



- District and School leaders looked carefully at disaggregated data to determine the needs of students and implemented strategies to improve student outcomes.

#### Challenges

- LACK OF MENTAL HEALTH AND SUBSTANCE ABUSE RESOURCES IN THE COMMUNITY PARTICULARLY FOR SPANISH SPEAKING FAMILIES.
- Trying to pinpoint the progress made or lost on all IEP goals.
- Some goals were written for “in-person” school,” so it’s been difficult to assess student progress on some goals.
- Juggling DL and In-person attendance.
- Learning the new Aeries DL attendance.
- Connecting with students who were disengaged and working with them to re-engage back into school.
- Remote administration of assessments.

#### Distance Learning Professional Development

#### Successes

- TTUSD has been integrating technology into the classroom through targeted professional development for almost a decade.
- In the Spring of 2020, during the initial lockdown, a series of online workshops were created and curated for teachers to access and increase the effectiveness of technology use for instruction.
- Teachers were provided time by their school sites as well as compensation for attending these workshops.
- Workshops were added as school commenced in Fall 2020, then during a pivot to hybrid instruction in October 2020.
- Supporting the online workshops, Educational Technology office hours were offered daily for teachers to ask questions and reinforce best practices in delivering online instruction.
- The Technology & Information Services department added a help desk phone line for teachers, parents, and students to call with technical questions during business hours.
- TTUSD’s LITE (Leaders Integrating Technology in Education) continued monthly Technology Committee meetings discussing hybrid and distance learning challenges, reinforcing best practices, and implementing site-based professional development opportunities.
- The annual Educational Technology assessment, Brightbytes, will be given to teachers, parents, students, and administrators in May 2021, in order, to facilitate the assessment of technology practices during the 2020-2021 academic year.
- The assessment will support goal setting for the 2021-2022 academic year by each school site and the district technology committee,
- Though distance learning provided the opportunity to address areas where there was partial technology adoption. Additional professional development resources were provided to specific school sites, and grade spans to target the greatest areas of need.
- Doing this work early facilitated a smooth transition between distance, hybrid, and 5 days per week instruction.
- The ELD teachers and EL coordinators received ongoing training on new EL specific platforms to ensure that they were implemented successfully with students.

### Challenges

- TTUSD has been integrating technology into the classroom through targeted professional development for almost a decade.
- The focus of pre-Covid PD and district improvement efforts stalled or significantly slowed down.

### Staff Roles and Responsibilities

#### Successes

- Staff transitioned to DL with ease.
- Staff owned their student cases and adjusted to the individual needs of their students.
- Repurposed bus drivers to support students as we transitioned to distance learning.
- Bus drivers delivered school meals to neighborhoods, including doorstep deliveries.
- Bus drivers delivered school packets to students in all neighborhoods.
- Bus drivers worked with students on Google Classroom to support distance learning.
- Bus drivers worked with Maintenance and Facilities to support maintenance and custodial duties at various sites.
- A bus driver delivers Covid tests to the Lab in Folsom, CA., to expedite lab results.

#### Challenges

- Difficulty filling classified positions to help offer additional support.
- Repurposing staff.

### Support for Pupils with Unique Needs

#### Successes

- Instructional time was maximized because SPED Staff transitioned (in-person to DL to hybrid, etc.) with ease and quickly.
- SPED "owned" their student cases and adjusted to the individual needs of their students.
- The ELD teachers and EL coordinators worked with regular classroom teachers to promote practices that ensured access to the core; this means that they provided professional learning, coaching, and modeling around strategies and scaffolding so that EL students were more successful.

#### Challenges

- Support for students was a challenge due to difficulty filling SPED classified positions to help offer additional support.
- Language barriers for parents and teachers.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All students will be assessed during the first month of school. Total funds for this action may overlap into other actions within this section or other sections.	\$422,347	\$422,100	Yes
Using unduplicated student results, TK-8 can use Freckle ELA and Math to design a plan for intervention on key standards. HS will have the resources of IXL Math and Springboard. EL students will also have access to Listenwise.	\$76,185	\$75,430	Yes
Assessment results will also inform daily teacher instruction. Total funds for this action may overlap into other actions within this section or other sections.			
Unduplicated students will be identified based on assessment and past distance learning success for participation in extended-day learning groups.	\$600,594	\$606,092	Yes
Community Liaisons and other bilingual staff will be leveraged to ensure effective home/school communication. Total funds for this action may overlap into other actions within this section or other sections.			
All students will participate in STAR ELA and Math assessments two additional times: Winter and Spring (end of year). Unduplicated results will be analyzed for next steps, adjustments, etc.	\$120,477	\$121,722	Yes
Total funds for this action may overlap into other actions within this section or other sections.			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.</p>			
<p>NA</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

NA

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

#### Pupil Learning Loss

##### Successes

- Returning to five day in-person allowed for increased consistency and instructional time.
- Remote administration of local assessments was conducted.
- A Fall BOY 2019 and Fall BOY 2020 local assessment analysis was completed.
- Increased usage of online platforms to provide differentiated support.
- Freckle Math was used.
- IXL Math was identified as the math support program for 9-12.
- Teacher PD was provided on Renaissance Learning and how to use reports to set goals and create instructional groups.
- Teachers provided multiple opportunities (and creative) ways for students to show proficiency on priority standards.
- Students with disabilities continue to be monitored via IEP goal data tracking and work/test measures in class.
- Opportunities for summer school and online learning to support any learning loss will be increased.
- Schools implemented coordinated systems to ensure students were receiving support to address barriers impacting learning.
- Analysis of disaggregated student group data provided information to identify and implement additional supports 2021 ELPAC and SBAC data will be used to determine which students need additional support for the summer, and the new school year.
- EL and RFEP students will be prioritized for Summer programs, before or after school learning opportunities, and participation in K-ready, a program in partnership with community agencies to provide extra support for Kindergarten students.

##### Challenges

- Communicating the value of assessments conducted virtually.
- Addressing home learning environments that were not conducive to at home distance learning/assessment.
- Due to staff burnout, TTUSD was not able to implement extended learning times.
- Implementation of Freckle ELA because several elementary sites stayed with using LEXIA-Core 5.

- Engaging the disengaged students.
- Some barriers impacting learning were not resolved/lacked community resource support.

Actions to be included for 21-24 LCAP will be to evaluate learning loss and determine the need for increased special education service (additional learning center time or more “pull-out” time or more “push-in” support), additional accommodations in classrooms for students, and ensuring general education staff has access to each IEP.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes

- Transitioned to social-emotional support and behavioral supports virtually for students and staff.
- Continued offering counseling and/or positive behavioral supports for individual students in need.
- The Tahoe Forest Hospital partnership continued and was strengthened despite COVID via virtually regular meetings, collaborating on early intervention support for youth and families, and offering a liaison between the hospital and TTUSD.
- The district developed a social-emotional learning committee, which includes mental health professionals and school personnel. The focus of the group is to discuss, develop and implement social-emotional learning opportunities for students, staff, and families.
- Opportunities include increased social-emotional learning lessons, social skills lessons, counseling, mental health support, parenting classes, and substance abuse education.
- Increased coordination between the Community Liaisons and community partners.
- A substantial amount of social-emotional support at an individual level, group level, and the family level was provided.
- Using Caring Connections data to coordinate outreach from TTUSD staff to the student who listed them as a "trusted adult".
- Tracking sheets to coordinate student re-engagement supports.
- Increased parent education across all student groups and specifically for the SED & EL parents.
- Remote administration of assessment.
- Districtwide coordinated effort to reach and re-engage students increased student engagement.

### Challenges

- LACK OF MENTAL HEALTH AND SUBSTANCE ABUSE RESOURCES IN THE COMMUNITY PARTICULARLY FOR SPANISH SPEAKING FAMILIES.
- Not being able to access students in person.
- Not being able to control home environments during school closures.
- Connecting with students who were disengaged and working with them to re-engage back into school.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes

- The district offered a substantial amount of social-emotional support at an individual level, group level, family level.

- Supports included counseling, social skills lessons, social-emotional lessons.
- Local agencies supported.
- Bilingual Services spent endless hours on the phone supporting families and students on how to navigate these platforms.
- Bilingual Services provided virtual appointments to support families.
- Bilingual Services provided families with educational videos in Spanish on how to navigate these platforms.
- Developed a tracking system for COVID absences/participation.
- Meet monthly to discuss attendance and ways to make improvements and/or discuss strategies to implement support.
- Virtual Nurtured Heart Approach training for families (English and Spanish speaking) had high parent attendance and success.
- The Community partnership was strengthened.
- Bilingual Services worked with teachers to provide as many instruction translations as possible to support parents at home on assignments.
- Bus drivers delivered school meals to neighborhoods including doorstep deliveries.
- Bus drivers delivered school packets to students in all neighborhoods.
- Bus drivers worked with students on Google Classroom to support distance learning.
- Free meals provided at school sites and different locations in the community as well as delivered.
- Instructional materials were delivered to homes if the parent was not able to pick them up from the school.
- Home visits were made by teachers, principals, and other school staff to check in with families and connect.
- Increased participation in district online surveys from Spanish speaking families because these parents were taught and supported by the Community Liaisons and other district staff.

### Challenges

- Latino families struggled to navigate the schools' several, mostly English-language platforms (Google Classroom/Seesaw, etc). Many parents had to learn how to use these platforms before helping their children access schoolwork.
- It was a challenge to submit assignments to teachers or other times the assignments were difficult to find.
- It was also a challenge for parents to attend Google Meets for a conference with the teacher, IEP meetings, etc.
- If the parents' home language wasn't English, parents faced another barrier in understanding the instructions that teachers were sending out for young children to be able to access learning.
- Engaging students on the virtual platforms.
- Home learning environments that were loud or distracting.
- Assessing student progress.
- Focusing instruction on the focus priority standards.
- Tech difficulties.
- Tracking attendance during COVID has been more challenging due to limited contact with families and students.
- Connecting with students who were disengaged and working with them to re-engage back into school..

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### Successes

- TTUSD Food & Nutrition Services (FNS) provided approximately 330,000 school breakfast and lunch meals during the 2019-2020 school year.
- Of the 330,000, approximately 111,000 meals were provided during the pandemic from March 17, 2020, to June 30, 2020.
- The TTUSD FNS team comprised approximately 17 employees who worked immediately after the district closed on Friday, March 13, 2020, due to the COVID-19 pandemic.
- On Monday, March 16, 2020, we had a district-wide snow day. The TTUSD FNS team immediately came to work and cooked, baked and froze freshly scratch-made foods to ensure no child went hungry during school closures.
- In one weekend, the team went from operating a buffet style, breakfast and lunch at each campus to cooking/freezing meals to reduce food waste for the entire community, including making seven-day meal bags for pick up at school sites once a week, making deliveries to local low-income communities, direct doorstep deliveries for our disabled students, quarantined families, and partnering with the local Food Hub to acquire organic, locally grown produce boxes to deliver weekly to over 70 families.
- The weekly Tahoe Food Hub donations called "the Giving Box" program continues with over 3,000 produce boxes donated since May 2020. We collaborated with local ski resorts and grocery stores to accept their food donations, which supported feeding families of up to 6 people, not just children. The department has not stopped working to feed children 18 and younger since school closed in March 2020.

### Challenges

- It was a challenging year, though offering opportunities to experiment with new operational modalities we had not considered due to the National School Lunch Program (NSLP) guidelines.
- With the pandemic, the US Department of Agriculture (USDA) allowed all districts across the nation to move from NSLP to operate under the "Seamless Summer Feeding Program."
- We were able to waive strict guidelines for congregate feeding, locations for meals to be provided, and allow bulk meals to be prepared and provided at once.
- It was a year to appreciate, cherish, and understand the depth of partnerships and giving.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meals continue to be provided to families via delivery and pick up locations across the district.	\$57,000	\$57,000	Yes
Mental Health and Social and Emotional Well-Being	Increased social-emotional learning lessons and activities provided at every site district-wide. Added mental health supports (counseling, contracts with local mental health, will be provided for students, staff, and families district-wide.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

Planning for 2020 -2021 from a business services perspective was challenging. As started the fiscal year started there was uncertainty on the potential financial burden the District could experience as it relates to Distance Learning, the hybrid instructional model, additional supplies, and mitigation measures. This was compounded by ever-changing State and local guidelines, the dynamic nature of the COVID-19 pandemic, supply chain issues, and the lack of definitive actions a District needed to undertake to safely provide in-person instruction.

Much of the financial burden was relieved with the provision of Learning Loss Mitigation funds, CARES Act Funding, and additional ESSER funds. These sources allowed TTUSD to provide additional support staffing, instructional materials, technology and infrastructure for Distance Learning, and safety mitigation for our staff and students without affecting the fiscal solvency of the district. However, the Pandemic, along with limited persons seeking employment in our area, has made it difficult to fill crucial temporary and permanent positions designated to provide additional instructional and operational support needed.

Initially, the transition to distance learning was extremely difficult for many Spanish-speaking families. Many students lacked the internet at home and parents struggled with supporting young students. Many middle and high school students were put “in charge” of their young siblings’ digital learning. We reached out to families of low participating students to ensure that they had access, providing hot spots, and upgraded Chromebooks as needed.

One critical support was that the bilingual services department reached out to teach parents how to navigate the technology to be able to support their students. As a result of this outreach and parent education, Spanish-speaking parents in the district are far more likely to check emails and join digital meetings than in pre-pandemic times.

Our digital ELAC and DELAC are now breaking records for attendance, and families say that they like the flexibility to join meetings from home. Another issue that arose during distance learning was that many younger students who were with a babysitter while parents were working were not allowed to bring their Chromebooks or the babysitter was not able to provide access to classes. This required outreach about attendance expectations and support for specific providers to ensure that they are making school accessible for all students.

During the shutdown in the spring of 2020, we quickly learned of great disparities between our families, with regard to, access to technology and the internet. We found out that many families were struggling to provide a space for students to be online and in class. They also struggled to help students and did not know how to check students’ grades and assignments turned in within Aeries.

Many older students were trying to help younger siblings and many families only had access to one device, so students had to pick and choose who had access and when. TTUSD worked to improve the number of devices in homes, and offer ideas for families to help understand and manage their child’s workload and classes. Tutorial sessions for ELAC about google classroom and Aeries were implemented.

Families were taught how to access virtual meetings with their teachers and for ELAC and DELAC, which greatly increased attendance at these meetings. Multilingual families were provided extra support to ensure they could access their email and made sure it was updated in Aeries, and now almost every family is checking email for school communications.

All of the lessons learned above and more will be used to develop goals and actions for the new LCAP. Families will continue to be supported at this level and we will leverage all of the learning and changes we have made to increase participation and digital access in the future.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning was assessed via remote and in-person administered STAR assessments. These assessments are districtwide and administered three times a year. Schools and teachers also administer assessments that are common across a grade level or course. SWD students participate in these assessments, and case managers monitor IEP goals.

Districtwide assessment results were analyzed (aggregated and disaggregated) and shared with the school board, superintendent, and school principals. At the start of this school year, an analysis of the 2019 Fall Beginning of the Year and 2020 Fall Beginning was completed.

In March, the local middle of the year assessment was analyzed and shared with the school board, superintendent, and school principals. The current pattern suggests that all students have had a loss of learning; however, the greater loss is seen with student groups such as EL and SED. In the past, LCAP goals and actions have addressed the achievement gap. Based on current data, TTUSD and the nation must implement substantially different or even more targeted actions to address the pre-existing achievement gap and address the negative impact of school building closures on students.

CHKS data this year will be used to determine if our supports and implementations have been helpful and/or areas we need to increase support. All of these measures apply to all of our student groups. EL and RFEF students are prioritized for Summer programs, before or after school learning opportunities, and participation in K-ready, a program in partnership with community agencies to provide extra support for Kindergarten students.

Shortly after the school board approves this plan in June, TTUSD will have CAASPP data and local end-of-year assessment results to analyze and compare with BOY and MOY results. These results will provide further insight into which schools, grades, and groups of students showed growth and those that need additional support to address achievement gaps compounded by Covid 19 school building closures.

With the expansion of funding to create a learning recovery plan, TTUSD will also implement the following supports this summer:

1. Improve the Summer Credit Recovery Program.
2. Implement a during the school day Credit Recovery Program at THS and NTHS.
3. Use Edgenuity instead of APEX to support the credit recovery programs.
4. Improve the traditional summer school model by creating a full-day model (Power Summer) in partnership with BGC and the Truckee Library.
5. Hire and train 6 hour EP's to support the Power Summer (1st-3rd) program.
6. Hire two 6 hour Community Liaisons to continue to support students and families throughout the summer.
7. Continue the TK/K Ready program in partnership with SCH and KidsZone.

For the 21/22 school year, along with LCAP actions, TTUSD will use expanded funding to implement the following program improvements:

1. Implement a during the school day Credit Recovery Program at THS and NTHS.
2. Use Edgenuity instead of APEX to support the credit recovery programs.
3. Retain the Temporary Community Liaison position to support THS and SHS.
4. Improve the use of district-wide assessments to monitor student progress.
5. Continue to improve summer programming (Summer 2022) based on feedback and data from Summer 2021.
6. Continue the TK/K Ready program in partnership with SCH and KidsZone.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

To be completed

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

**Instruction:** Capitalize on the shift to teaching and learning focused on priority standards.

**Assessment:** Need to standardize assessment administration and use of the data.

**Technology:** Ensure equal access; capitalize on the integration of technology.

**Mental Health:** Continue to "lobby" for more resources and continue to enhance school resources; address resource allocation with the idea of the "family" versus just the "student".

**Relationships:** Key to ensuring effective teaching and learning; key to effective PLC's.

**Parent Learning:** Capitalize on the learning that has occurred and ensure that we provide the same level of support to new families and continue to improve the support and education opportunities for current families; virtual meeting structure increased parent attendance.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	38,965,791.00	40,771,924.00
Basic Funding	31,775,487.00	30,757,411.00
Basic Funds	5,000.00	1,400,996.00
Basic Program	0.00	1,734,311.00
Carl D. Perkins Career and Technical Education	16,667.00	16,667.00
Grant	1,191,163.00	1,026,322.00
Lottery	103,390.00	75,600.00
Measure A	594,778.00	642,012.00
Med- Cal Admin Account	5,000.00	0.00
Supplemental	5,222,556.00	5,074,396.00
Title I	8,000.00	0.00
Title II	43,750.00	44,209.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	38,965,791.00	40,771,924.00
1000-1999:3000-3999 Certificated Personnel Salaries and Benefits	29,269,335.00	31,401,776.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	7,572,925.00	7,168,427.00
4000-4999: Books And Supplies	943,040.00	948,620.00
5000-5999: Services And Other Operating Expenditures	1,044,355.00	85,196.00
5800: Professional/Consulting Services And Operating Expenditures	136,136.00	1,167,905.00
	136,136.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	38,965,791.00	40,771,924.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Basic Funding	23,420,283.00	24,235,095.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Basic Funds	5,000.00	1,399,996.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Grant	864,292.00	738,877.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Lottery	63,000.00	75,600.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Measure A	594,778.00	642,012.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Supplemental	4,294,682.00	4,273,987.00
1000-1999;3000-3999 Certificated Personnel Salaries and Benefits	Title II	27,300.00	36,209.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Basic Funding	6,517,213.00	4,547,683.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Basic Program	0.00	1,734,311.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Grant	176,871.00	121,011.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Supplemental	876,841.00	765,422.00
2000-2999;3000-3999 Classified Personnel Salaries and Benefits	Title I	2,000.00	0.00
4000-4999: Books And Supplies	Basic Funding	777,636.00	822,464.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	16,667.00	16,667.00
4000-4999: Books And Supplies	Grant	70,000.00	99,007.00
4000-4999: Books And Supplies	Lottery	40,390.00	0.00
4000-4999: Books And Supplies	Med- Cal Admin Account	5,000.00	0.00
4000-4999: Books And Supplies	Supplemental	15,897.00	2,482.00
4000-4999: Books And Supplies	Title I	6,000.00	0.00
4000-4999: Books And Supplies	Title II	11,450.00	8,000.00
5000-5999: Services And Other Operating Expenditures	Basic Funding	1,044,355.00	67,769.00



Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Grant	0.00	17,427.00
5800: Professional/Consulting Services And Operating Expenditures	Basic Funding	16,000.00	1,084,400.00
5800: Professional/Consulting Services And Operating Expenditures	Basic Funds	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Grant	80,000.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	35,136.00	32,505.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	5,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,071,177.00	5,390,267.00
Goal 2	24,376,464.00	25,086,961.00
Goal 3	10,518,150.00	10,294,696.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$12,138,386.00	\$11,863,767.00
Distance Learning Program	\$20,690,270.00	\$20,817,873.99
Pupil Learning Loss	\$1,219,603.00	\$1,225,344.00
Additional Actions and Plan Requirements	\$57,000.00	\$57,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$34,105,259.00</b>	<b>\$33,963,984.99</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$260,000.00	\$260,000.00
Distance Learning Program	\$1,505,301.00	\$1,444,192.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,765,301.00</b>	<b>\$1,704,192.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,878,386.00	\$11,603,767.00
Distance Learning Program	\$19,184,969.00	\$19,373,681.99
Pupil Learning Loss	\$1,219,603.00	\$1,225,344.00
Additional Actions and Plan Requirements	\$57,000.00	\$57,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$32,339,958.00</b>	<b>\$32,259,792.99</b>



PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tahoe-Truckee Unified School District	Valerie Simpson Executive Director of Educational Services	vsimpson@ttusd.org (530) 582--2500

## Plan Summary [2021-22]

### General Information

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

#### Our Region and District

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

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

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

#### Elected Board of Education

The TTUSD Board of Education holds students as the focus of all decisions and works in collaboration with students, parents, staff, and the community to sustain a culture of quality, accountability, responsibility, and respect. The Pathways 2020 document represents collaborative work that was started in the spring of 2012 when the Superintendent Chief Learning Officer, Carmen Diaz Ghysels, conducted a comprehensive Listening and Learning tour of the school district. From this data and district and state assessment data, themes were identified to celebrate learning success and address gaps. This information and more was used by the district's governance team to develop a new district vision and beliefs that are included below:

#### District Vision & Beliefs

##### Pathways 2020 – Providing Pathways to Possibilities and Student Success

##### District Vision

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

##### Beliefs

Students are the focus of all decisions.

A culture of accountability shall drive excellence and promote the district's vision of teaching and learning.

Open, honest, respectful, and responsive communication is fundamental to the collaborative process.

The physical, social, and emotional well-being of students results from a partnership between families, the school staff, and the community. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.

The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.

Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.

Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.

School principals are passionate professionals who are leaders of leaders and accountable for the success of the school.

All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.

The Superintendent-Chief Learning Officer has a critical responsibility to communicate a vision of the future and initiate and support action toward the vision.

The Board of Education is entrusted with the responsibility for setting policies and strategies that are consistent with these beliefs and assures the district meets its vision.

#### Our Students

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

In 2020-2021 the student group percentages were:

Total TK-12 Enrollment: 3,923

Hispanic: 37% 1435 students

White: 58% 2270 students

Socio-economically disadvantaged: 35% 1369 students

English Learners: 16% 624 students

RFEP

Students with Disabilities: 12% 469 students

Homeless/Foster Youth: <1% 30 students

With the three LCAP goals focusing on academic excellence, support, safety, and adult professional capacity, students in Tahoe Truckee will be provided the skills, knowledge, and resources to graduate college, career, and life ready.

#### Our Staff

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

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



## Reflections: Successes

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

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

On the ELA SBAC, Students with Disabilities (SWD) student group gained 8% points and on the Math SBAC gained 9% points.

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

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

The White student group performed in the "blue" (highest performance) range on English Language Arts (3-8 & 11) and is in the "green" range on Math (3-8 & 11). Source: CA Dashboard

Baseline data was established via the Brightbytes annual assessment of technology integration. The following question was identified as a key area of focus: "Teachers ask students to develop or present multimedia presentations." Baseline results for this question indicate that 41% of teachers never ask their students to develop or present multimedia presentations. 2020-2021 Goal: Decrease in this area by 5% points (41% to 36%).

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

GOAL TWO: based on 2018/2019 actions and analysis

CA Dashboard 18/19

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

Local Measures

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

the HRS indicators for Levels 2 and 3.

The High-Reliability Schools (HRS) surveys for Levels 2 and 3 were created. Surveys were administered to teachers in the fall only, results were anonymous and provided to each school site for review and action. Administrators took the survey once.

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

Administrator Results-Fall 2018 compared to Spring 2019:

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

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

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

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

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

Teacher Results(baseline)-Fall 2019:

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

Indicators 2.1(The school leader communicates a clear vision as to how instruction should be addressed in the school) and

2.2 (Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans) averaged at or above the goal of 4.0

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

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

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

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

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



action.

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

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

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

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

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

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

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

GOAL THREE: based on 2018/2019 actions and analysis

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

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

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

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

Level 1 Administrator Results-Fall 2018 compared to Spring 2019

Six indicators moved to at or above the 4.0 goal

The six indicators that increased were:

Indicator 1.2 Students, parents, and the community perceive the school environment as safe and orderly moved from 3.8 to 4.3

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

Indicator 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students moved from 3.5 to 4.3

Indicator 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school moved from 3.8 to 4.1

Indicator 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school moved from 3.8 to 4.3

Indicator 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers moved from 3.7 to 4.6

Level 1 Teacher Results(baseline)-Fall 2019

TK-12 grade teacher averages for the three indicators below were at or above the 4.0 average:

Indicator 1.1 The faculty and staff perceive the school environment as safe and orderly

Indicator 1.2 Students, parents, and the community perceive the school environment as safe and orderly

Indicator 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged

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

Indicator 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students

Indicator 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school

Indicator 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school

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

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

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

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19/20 Successes

Graduation Rates 2019 v 2020

All: 3% point increase (89% > 92%)  
EL: 16% point increase (63% > 79%)  
SED: 34% point increase (85% > 89%)  
SWD: 20% point increase (66% > 86%)  
Hispanic: 7% point increase (82% > 89%)  
White: 1% point increase (93% > 94%)

**CA Dashboard**

College and Career Indicator:

Prepared Level: increased White student group

Approaching Prepared Level: increased Hispanic & SED student group (students moved from Not Prepared to Approaching Level)  
decreased White student group (students moved up into Prepared Level)

**AP Exams**

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

2018/2019 compared to 2019/2020:

ALL: 12% increase

Hispanic: 18% increase

White: 12% increase

Fee reduction/SED: 18% increase

**AP Pass Rates**

2018/2019 compared to 2019/2020:

ALL: 49% to 61% 12% point increase

Hispanic: 45% to 55% 10% point increase

White: 51% to 62% 11% point increase

Fee reduction/SED: 29% to 52% 23% point increase

(source: College Board)

**GOAL TWO:**

19/20 Results:

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

Distance Learning Professional Development was a success

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

Basics Indicator - Facilities: Goal Met

All facilities continue to be in good or exemplary condition according to the Facilities Inspection Tool.

Middle school dropout rate remains at 0%: Goal Met

### **Reflections: Identified Need**

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

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

CA Dashboard 18/19

STUDENT GROUP: All (TK-12)

Suspension Rate: 3% Dashboard color: Orange

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STUDENT GROUP: English Learner

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

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

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

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

Math: Distance below the standard is 97 points with no decrease in the distance (ie. no gains in Math)

Dashboard color: Orange

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

STUDENT GROUP: Socioeconomically Disadvantaged

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

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

Suspension Rate: 10% Dashboard color: Red

Chronic Absenteeism Rate: 24% Dashboard color: Red

STUDENT GROUP: Hispanic (TK-12)

Suspension Rate: 4% Dashboard color: Orange

STUDENT GROUP: Two+ Races

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

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

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

## LCAP Highlights

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

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities in order to be prepared for college, career, and life by increasing the Graduation and Career Indicator Rates for our Hispanic, English Learners



and students who are socio-economically disadvantaged (SED) by increasing the CCI Rate for the Hispanic student group to 60% prepared and the SED student group to 70% prepared.

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

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

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sierra Continuation High School

### **Support for Identified Schools**

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

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

### **Monitoring and Evaluating Effectiveness**

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

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

# Stakeholder Engagement

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

Stakeholders were engaged with the LCAP in the following manner:

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

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

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

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

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

Meeting Dates:

\*Parent Superintendent Advisory: 5/13/21

\*DELAC: April 22 & May 13

\*TTEA & CSEA: Overview of Annual Review(draft provided) and LCAP; 4/29/21 3:00-4:00 pm 2021-2024 LCAP: Draft emailed on 5/21/21

ACMS

Parent Meeting Dates - 4/21/2021, 4/27/2021 and 4/30/2021

Staff Meeting Dates - 5/05/21

DTE

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/04/2021

GES

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

KBE

Parent Meeting Dates - 4/27/2021 and 4/06/2021  
Staff Meeting Dates - 4/29/2021

NTHS

Parent Meeting Dates - 4/29/2021  
Staff Meeting Dates - 4/29/2021

NTS

Parent Meeting Dates - 5/04/2021  
Staff Meeting Dates - 5/19/2021

SHS/CSA

Parent Meeting Dates - 5/05/2021  
Staff Meeting Dates - 4/23/2021 and 4/30/2021

TES

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

THS

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

TLE

Parent Meeting Dates - 4/06/2021, 4/20/2021 and 4/28/2021  
Staff Meeting Dates - 4/29/2021

A summary of the feedback provided by specific stakeholder groups.

Staff and Parent Input

Within the School Day

Career Day/Class to meet real professionals

Provide one-on-one tutoring with office hours for struggling students within specific subject areas - longer than 30-minute sessions

Provide outside seating to create outdoor environmental education plus space for lunch/snack outside



Provide one-on-one with teacher/staff to follow the student from the beginning of school to the last day at school (for ES, MS, HS)

District funded full-day kindergarten program

Additional Staffing Needs

Extending intervention position from .3 to .5

Paraprofessional support

Additional staff

Have paraprofessionals available at Parks & Recreation

Additional Bilingual Aide

Full-time counseling-aide/career tech

Hire more paraprofessionals to support small groups/targeting learning

Student invention program better in morning/before school starts

More Math support (similar to Reading Intervention)

Walk to learn programs successful in the past (pairing with different teacher/staff

Alternative curriculum to meeting multiple credits

Add intramural sports or a team B to include all levels of athletes

Access to literacy, math, science, reading

Team-based projects

School assemblies

Enrichment classes - handwriting/cursive, keyboarding, Spanish (immersion)

Extended School Day/Year

Extend School Day and offer transportation

Afterschool staffed study hall and/or activities

Summer - virtual and in-person learning opportunities

Create learning hubs

Online learning outside of the school day - year-round

Summer Reading program

Afterschool Programming to support academic/enrichment (coordinate with other organizations)

Go to neighborhoods in need to offer additional support, tutoring, food/nutrition, etc.

Online office hours

Homework hotline staffed by HS students

Empower parents to teach their student(s) outside of school hours to support school learning

Provide education for parents - how to check on students' grades, progress. How do they help their child and advocate for their learning?

Emotional Well-being/Mental Health

Clubs/Activities (sports, leadership, peer clubs, Latino students) during recess

Support students' self-image - "kids don't care what you know until they know you are"

Yoga, book club, or quiet time mixed in with intervention, tutoring time

On-campus therapist; peer support groups

Sports and other outdoor activities  
 Wellness Center at all school sites  
 Challenge Day  
 Motivational speakers  
 Snack cart available to all  
 Teachers have an allowance for snacks  
 Diversity Programs  
 Place or hub to hang out  
 Focus on students' strengths (i.e. sports help students grow and learn)  
 Community-wide events (i.e. Day of the Child, family events)  
 Peer-to-Peer support club/groups  
 Partner staff with a student for emotional support (trusted adult program)  
 Mentoring (tutoring) program  
 Create other opportunities for fun learning  
 Non-related sports clubs (minecraft, D&D, acting, music, chess)  
 Field trips  
  
 Other ideas  
 Access for all students  
 Update library computers  
 Change focus to growth opportunities instead of what was lost to support growth  
 Transportation available to all  
 Create Leadership Group to bridge Aim High and middle school  
 Professional development on:  
 Biases  
 Cultural Biases  
 Equity  
 Strength-based teaching  
 More planning time for grade-level groups and PLCs (cross-curriculum opportunities)

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

The following actions were influenced by stakeholder input:

Extended School Year Programming  
 Family and Community Partnerships

See ELO Plan for: Extended School Day, Community Learning Hubs and wellness actions



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Percent Not Prepared All: 31% White: 23% Hispanic: 44% SED: 43% EL: 89% SWD: 66%				Percent Not Prepared All: 16% White: 13% Hispanic: 22% SED: 22% EL: 45% SWD: 33%
CA Dashboard: Graduation Rate	2020 Percent Graduated All: 92% EL: 79% SED: 89% SWD: 86% Hispanic: 89% White: 94%				Percent Graduated OFFICIAL WAY TO FORMAT STUDENT GROUPS-Revise all the others All: 97% EL: 89% SED: 94% SWD: 91% Hispanic: 94% White: 97%
CTE Pathway Completion	2020 Number of students All: 39/23% White: 26/22% Hispanic: 12/29% SED: 17/30% EL: 0% SWD: 0% Homeless: grp size 11 or less				Number of students All: 50 White: 31 Hispanic: 17 SED: 22 EL: SWD: 6 Homeless:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Readiness	Percent Ready All: 61% White: 75% Hispanic: 32% SED: 40% EL: 17% SWD: 26%				Percent Ready All: 74% White: 80% Hispanic: 42% SED: 50% EL: 27% SWD: 28%
CA Dashboard: SBAC ELA	2018 Points above/below standard All: 18 pts above White: 47 pts above Hispanic: 28 pts below SED: 24 pts below EL: 47 pts below SWD: 68 pts below Homeless: 31 pts below				Points above/below standard All: 25 pts above White: 50 pts above Hispanic: 14 pts below SED: 12 pts below EL: 24 pts below SWD: 34 pts below Homeless: 15 pts below
CA Dashboard: SBAC Math	2018 Points above/below standard All: 1 pts below White: 30 pts above Hispanic: 49 pts below SED: 44 pts below EL: 65 pts below SWD: 95 pts below				Points above/below standard All: 15 pts above White: 40 pts above Hispanic: 25 pts below SED: 22 pts below EL: 33 pts below SWD: 47 pts below Homeless: 34 pts below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Homeless: 68 pts below				
MS & HS Readiness: rising 5th and 8th graders	Baseline will be established in June 2021- percent of students "ready" for middle school & high school				25% increase in the percent of students "ready" for middle school & high school
Increase ELPI	Baseline will be established in Fall 2021				TBD

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education and Career Readiness	<p>Career Technical Education and College and Career Readiness</p> <p>Continue to develop the CTE/CCR team, including the position of CTE Technician, to increase the college and career readiness of Hispanic, SED, SWD, and EL students.</p> <p>Expand the use of Naviance</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>High-Quality CTE Program Evaluation Rubric: 2, 5a &amp; b, 6</p> <p>High School</p> <p>Support and improve upon current career exploration and career guidance programs (#2)</p> <p>Collaboratively plan for and implement CTE student leadership opportunities (#5a)</p> <p>Increase and solidify existing industry and labor partnership to</p>	\$710,826.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>increase student access to WBL opportunities</p> <p>Support and improve upon opportunities for students to participate in out of school activities and competitions</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Create and use a user-friendly version of the CA School Dashboard College/Career Readiness document for mapping HS graduation requirements</p> <p>Using the CA School Dashboard College/Career Readiness document:</p> <ol style="list-style-type: none"> <li>1. Communicate the expectations of the CA School Dashboard College/Career Readiness document to stakeholders (counselors, teachers, parents, students, etc.)</li> <li>2. Create, revise and implement College and Career TTUSD Student Readiness reports</li> </ol> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Middle School Actions</p> <p>Support and improve upon current career exploration opportunities</p> <p>Using the CA School Dashboard College/Career Readiness document:</p> <ol style="list-style-type: none"> <li>1. Communicate the expectations of the CA School Dashboard College/Career Readiness document to stakeholders (counselors, teachers, parents, students, etc.)</li> <li>2. Create, revise and implement College and Career TTUSD High School Student Readiness reports with 6th-8th graders</li> </ol> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Elementary School Actions</p> <p>Using the CA School Dashboard College/Career Readiness document:</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>1. Communicate the purpose of the College and Career TTUSD Middle School Student Readiness Reports to stakeholders (counselors, teachers, parents, students, etc.)</p> <p>2. Create, revise and implement College and Career TTUSD Middle School Student Readiness reports with 4th and 5th graders</p> <ul style="list-style-type: none"> <li>-----</li> <li>Create and implement a system to monitor and measure the impact of actions outlined above and additional actions as needed. The system must include the analysis of aggregated and disaggregated student learning and engagement outcomes.</li> </ul> <p>Adjust and improve the implementation based on analysis</p>		
2	Professional Learning Communities (HRS Level 1, 2, & 3)	<p>Implement Professional Learning Communities</p> <p>The Curriculum and Instruction Department will provide support to school instructional leaders and school teams to effectively implement professional learning communities that improve first instruction by:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments (aggregated and disaggregated):  STAR Early Literacy (English and Spanish)  STAR Reading (English and Spanish)  STAR Math (English and Spanish)  Writing</li> <li>2. Creating and monitoring goals based on student data</li> <li>3. Improving first instruction</li> </ol>	\$293,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Improving student learning outcomes		
<b>3</b>	Extended School Year	<p>Extended School Year - Targeted Student Groups</p> <p>Elementary:            In partnership with The Boys &amp; Girls Club(BGC) of North Lake Tahoe/Truckee implement an improved extended school year(summer) option for 1-5 grade identified students.            (Alignment: LCAP Goals 1, 2 &amp; 3 and HRS Levels 1-3)</p> <p>Middle School:            In partnership with AimHigh, continue to support summer middle school programming</p>	\$473,976.00	Yes
<b>4</b>	TK/K Readiness	<p>Identify and address local challenges to improve the transition from pre-school to kindergarten and beyond</p> <p>Improve and increase TK/K and Early Learning resources and support.</p> <p>K Ready Program            TTUSD developed a program called "K-ready". The K Ready program relies on the partnership with two local non-profits: Tahoe Truckee Reads and the Sierra Community House. TTUSD provides structure and training for the Sierra Community House Promotoras (community educators) to provide coach-like support to parents and direct academic support to students the summer before and during their first year in TTUSD as TK or Kindergarten students.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5	Designated ELD	<p>Increase EL student achievement</p> <p>The Curriculum and Instruction Department will provide support to school instructional leaders and the EL PLC to effectively implement professional learning communities that that improve first instruction by:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual EL students. Evidence will include but is not limited to the following district local assessments (aggregated and disaggregated): <ul style="list-style-type: none"> <li>STAR Early Literacy (English and Spanish)</li> <li>STAR Reading (English and Spanish)</li> <li>STAR Math (English and Spanish)</li> <li>Writing</li> </ul> </li> <li>2. Creating and monitoring goals based on student data</li> <li>3. Improving first instruction</li> <li>3. Improving student learning outcomes <ul style="list-style-type: none"> <li>• -----</li> </ul> </li> </ol> <p>All ELD Coordinators, ELD teachers will participate in the Stanford (Understanding Language) to collaboratively write and or adapt units of study across content areas to support both integrated and designated ELD.</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>To maximize learning for EL students, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers, and Reading Intervention Teachers. These professional learning communities will:</p>	\$737,196.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		<p>3. Improving first instruction</p> <p>3. Improving student learning outcomes</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>To maximize learning for SED, EL, and Hispanic students who are receiving reading intervention, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers, and Reading Intervention Teachers. These professional learning communities will:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments (aggregated and disaggregated):  STAR Early Literacy (English and Spanish)  STAR Reading (English and Spanish)  STAR Math (English and Spanish)  Writing</li> <li>2. Creating and monitoring goals based on student data</li> <li>3. Improving student learning outcomes by improving instruction</li> <li>4. Improving student learning outcomes by improving systemic issues and increasing instructional time</li> </ol>		
7	High School Credit Recovery: Extended Year/Within School Day	Blended HS Credit Recovery Program will be implemented starting in Summer 2021  Students may choose a blended or independent study program	\$50,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Within the School Day, Credit Recovery Program at THS and NTHS sections will be offered</p> <p>An analysis of program effectiveness will be conducted on both programs. Assessment tools include but will not be limited to interviews, student learning data, actual numbers of credit recovered, etc.</p>		
8	SWD Math Specific Supports	<p>Offer practice SBAC test opportunities for all SWD.</p> <p>Actions: Provide two practice test opportunities during each school year.</p> <p>Provide safe testing environments for students with disabilities to practice</p> <p>Identify and develop IEP goals that will align with state standards, which will be addressed in the special education learning environment.</p> <p>Actions: Provide special education teachers with professional development opportunities around writing academic IEP goals that align with state standards.</p> <p>The District Office will complete one mid-year audit of each case-manager to identify if they are developing academic IEP goals that align with state standards.</p> <p>Identify and develop IEP testing accommodations to support students with disabilities.</p> <p>Actions: Provide special education teachers with an annual professional development opportunity regarding testing accommodations and how to develop the IEP aligned with the accommodation needs of each student. Part of the annual professional development will be to provide</p>		No

Action #	Title	Description	Total Funds	Contributing
		the teachers with a list of accommodations that can be used to develop an IEP.		
9	SWD CCI Specific Supports	<p>Provide opportunities for students with disabilities to support their path to prepare for college and/or career opportunities upon completion of high school and/or transition program.</p> <p>Actions:            Provide professional development opportunities for staff during the school year to promote, build and implement college and career educational opportunities for students.</p> <p>Offer guest speakers for students regarding college and career options</p> <p>Special education teachers will align with general education teachers regarding instruction, state standards and CCI.</p> <p>Actions:            Special education teachers will meet with CCI staff to collaborate, calibrate and align with their educational opportunities/practices.</p>		No
10	PK/TK/K Readiness	<p>PK-3 Coherence and Collaboration</p> <p>TTUSD will be participating in a multi-year, multi-district, improvement science collaboration with Cal Ed Partners starting fall 2021 to begin building academic and structural bridges between all the transitions from Pre-K to 3rd grade with a sharp focus on the transition from Pre-K to TTUSD kindergarten programs.</p>	\$10,000.00	Yes
11	TK Programming	Provide early learning by providing Transitional Kindergarten Programs at GES, TLE, KBE and TES (full day TK and K programs)	\$512,129.00	Yes



Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Maintain 99% or higher Highly Qualified Teachers:</p> <p>The district currently employs 100% at the level of HQT.</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Teaching in Every Classroom via Effective PLC's (HRS Level 1 & 2)	<p>With the additional support of the Curriculum, Instruction and Assessment Coordinator and Coordinator of English Learner Programs and Accountability:</p> <ol style="list-style-type: none"> <li>1. Implement effective PLC's (see LCAP Goal #1)</li> <li>2. Communicate a clear vision of instruction using the TTUSD Framework for Student Learning Focus Areas: High Expectations, Building and Sustaining Relationship and Learning Goals</li> <li>3. Provide job embedded and relevant professional development in a variety of ways including but not limited to coaching, PLC's, peer observations, release time and after school PD sessions. Session topics will focus on key areas that support the Framework for Student Learning and implementation of PLC's</li> </ol>	\$108,152.00	No
2	Highly Qualified Teachers	Recruitment & Credentialing	\$20,191,898.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The Human Resources department participates in recruiting all year long. Examples of recruitment practices include attending numerous job fairs, partnering with California and Nevada State Universities, participating in mock interviews, and participating as a guest speaker in the university education departments.</p> <p>The Tahoe Truckee Unified School District is committed to recruiting, hiring, and retaining Highly Qualified Teachers (HQT). The District has Board Policy 4113.0 that specifically addresses credentialing, equitable distribution of qualified teachers and assignment placements. In addition, Board Policy 4112.22 addresses teacher qualifications for teaching English Learners. TTUSD continues to maintain the standard of requiring that all teaching staff demonstrate highly qualified status.</p> <p>The District provides a New Educator Academy annually, at the beginning of the school year. At the academy, new educators are introduced to the standards and expectations of the district, covering everything from human resources, technology, special education, social-emotional learning, and educational services. The academy is designed to set teachers up for success.</p>		
3	Professional Learning specific to SWD teachers	<p>Math Focus</p> <p>Identify and develop IEP goals that will align with state standards, which will be addressed in the special education learning environment.</p> <p>Actions:</p> <p>Provide special education teachers with professional development opportunities around writing academic IEP goals that align with state standards.</p> <p>The District Office will complete one mid-year audit of each case-manager to identify if they are developing academic IEP goals that align with state standards.</p>	\$15,000.00	No

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

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2019:  ALL: 7%  White: 6%  Hispanic: 9%  EL: 9%  SED: 10%  SWD: 12%  Homeless: 24%</p> <p>4. Cohort High School Dropout Rate:  2020  ALL: 8%  White: 8%  Hispanic: 7%  EL: 19%  SED: 9%  SWD: 6%</p> <p>5. Basics Indicator-Facilities  2018: 9/10 facilities are in good condition</p> <p>6. CHKS 2016  Baseline  5th 7th 9th  11th  Connectedness: 59%  66% 49% 49%  Motivation: 43%  41% 29% 25%  Safety: 82%  74% 74% 71%</p>				<p>ALL: 5%  White: 4%  Hispanic: 7%  EL: 7%  SED: 8%  SWD: 10%  Homeless: 20%</p> <p>4. Cohort High School Dropout Rate:  ALL: 4%  White: 4%  Hispanic: 3%  EL: 8%  SED: 3%  SWD: 3%</p> <p>5. Basics Indicator-Facilities  Maintain all facilities in good condition or above based on the FIT</p> <p>6. CHKS 2021  6th:  Connectedness - 75%  Motivation - 70%  Safety - 95%  7th:  Connectedness - 75%  Motivation - 70%  Safety - 95%  9th:  Connectedness - 75%  Motivation - 65%</p>

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Efficient transportation	TTUSD will continue to provide safe and efficient transportation for students.	\$1,391,993.00	Yes
2	Safe and well maintained facilities	TTUSD will continue to provide safe and well maintained facilities.	\$5,196,581.00	No
3	Parent Education and Family Support	<p>Improve the communication and support to families by continuing to develop the skills and knowledge of the Community Liaison position</p> <p><b>Actions</b>            Monitor the impact of Community Liaison support on parent engagement and student learning at least three times a year</p> <p>Continue allocation to support Community Liaisons and Community Liaison/Interpreters</p>	\$470,972.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Provide extra duty for Community Liaisons and Community Liaison/Interpreters to support families during data confirmation, enrollment, IEP meetings, etc.</p> <p>Continue to implement the Community Liaison Intake Form to ensure that parents access resources, have support with the process, if needed, and identify the types of challenges families are facing</p> <p>Communicate to all stakeholders (multiple platforms and frequently) the "improved" role of the Community Liaison</p> <p>Implement the Annual Parent Academy and improve outreach to increase parent participation</p> <p>Continue to provide Nurtured Heart parent sessions (English and Spanish)</p>		
4	Social Emotional Learning Support	<p>Students will receive social-emotional learning supports and services to increase positive relations for school and community civility.</p> <p>Actions: Students will receive social-emotional lessons a minimum of two times per week.</p> <p>Staff will receive social-emotional training regarding strategies to support the various needs in their classroom by providing social-emotional lessons.</p> <p>Wellness Centers</p>	\$245,737.00	No
5	Counseling Supports	Offer counseling support for students in need of individual and/or small groups, which includes crisis/emergency response. We anticipate increasing our counseling supports through outside agencies to	\$1,645,038.00	No

Action #	Title	Description	Total Funds	Contributing
6	SEL Tools and Strategies	<p>address this action item. We also will continue with our Hope Squad, Know the Signs, Link Crew, Web, and mindfulness training for students and staff.</p> <p><b>Actions</b> Counselors will schedule regular counseling sessions with students in need of individual and/or small group counseling.</p> <p>Students will be provided an overview at the beginning of each school year of the process for access support while in a social-emotional crisis.</p>		No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

## Required Descriptions

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

### LCAP: Increased/Improved Services Section

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

Student achievement data  
Stakeholder input  
Journey Maps

### Goal 1

Action 1: Increase college and career readiness and supports for EL, Hispanic, and SED students  
Our student data shows that Hispanic, EL, and SED students were graduating at lower rates than the "All" student group and were disproportionately represented at the CCI Indicator Levels: Approaching Prepared and Not Prepared. TTUSD will expand college and career readiness opportunities for low-income, EL, Hispanic, and foster youth to address this condition. TTUSD recognizes that "By 2020, 65 percent of all jobs, and 92 percent of traditional STEM jobs, will require postsecondary education and training. College- and career-ready

(CCR) graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation.” (Achieve 2020)

**Action #2: Implement Professional Learning Communities with a specific focus on EL, Hispanic, and SED achievement results**  
We learned that professional learning communities in the district do not consistently function at high levels particularly when implementing complete cycles of instructional improvement. TTUSD values job-embedded and relevant professional learning. “Leadership is vital to this work. When strong leaders develop a culture in which continual learning is considered essential, PD is most effective (Moore et al., 2011). Because leaders can create policy and be the impetus for change (Schlechty 2002), they need to support professional learning experiences for educators. Through teachers who participate in effective PD that positively impacts student achievement (Cohen and Hill 2001), leadership teams can promote whole-school reform.”

The Curriculum and Instruction Department will support school instructional leaders and school teams to effectively implement professional learning communities that consistently using evidence of student learning to improve first instruction. These PLCs will set goals and monitor results and will learn together as they work to improve the learning outcomes of our SED, EL, SWD, and Hispanic students.

**Action #3: Provide Extended School Year**

Evidence shows that our EL, Hispanic, and SED students struggled more during the school building closures during the pandemic. TTUSD is providing a full-day summer program for elementary school students, supporting AimHigh (6-8) and implementing an improved summer credit recovery program at the high school level. These programs are targeted to identified student groups and will offset summer knowledge loss and achieve learning gains for EL, Hispanic, and SED students. The two full-day programs are Power Summer (incoming first through fifth grades ) and AimHigh (incoming sixth through eighth-graders) and High School Teen Leaders). TTUSD is also implementing a summer credit recovery program that provides two paths for students: blended learning and independent study using the Edgenuity, an online K-12 curriculum

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

We learned that EL, Hispanic, and SED students have less access to experiences with quality preschool and enrichment than more affluent students. We also learned there is a disconnect between community and district PK and 0-3 providers and TTUSD TK/K programs and expectations. The K-Ready Program seeks to bring these parts of students' learning journey into alignment. The K Ready Program relies on the partnership with two local non-profits: Tahoe Truckee Reads and the Sierra Community House. TTUSD provides structure and training for the Sierra Community House Promotoras (community educators) to provide coach-like support to parents and direct academic support to students the summer before and during their first year in TTUSD as TK or Kindergarten students.

**Action #5: Provide Systematic and Targeted Designated ELD**

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



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

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

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

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

This position serves as a student advocate as well as, helping students" grow into well-rounded readers capable of tackling the complex texts that they will inevitably encounter in school and beyond. (Frankel & Pearson, 2014). In addition to providing this resource, TTUSD has learned that increasing consistency of communicating high expectations and monitoring student progress will increase student achievement. The Reading Intervention PLC (RIPLC) will regularly use evidence of student learning to identify the specific academic needs of individual EL, Hispanic, and SED students. The PLC will implement goals, monitor results, and improve first instruction for students receiving reading intervention. The RIPLC will learn together as they work to improve the learning outcomes of our EL, Hispanic, and SED students.

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

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

**Action #7:** Provide Blended HS Credit Recovery Program  
We have learned that students need more access to credit recovery programs that include in-person instruction. As a result, students may choose a blended or independent study program via the within-the-school day credit recovery sections at Truckee High School (THS) and

North Tahoe High School (NTHS). This program will use Edgenuity, an online K-12 curriculum, to supplement in-person instruction and provide an additional and more accessible opportunity for students to recover credits and ensure "on-time" graduation.

**Action #11: Provide Full Day Transitional Kindergarten Programs at GES, TLE, KBE, and TES** has full-day TK and K programs TTUSD is committed to providing early solid education programs that support the literacy and social development of the youngest learners (Tully, 2015). We maintain transitional kindergarten at all schools and full-day transitional kindergarten and kindergarten programs at the Title I site with the highest percentage of SED students. Both programs serve to close achievement gaps between young children, low-income families, and their peers and provide a solid foundation of learning to children from all backgrounds to increase all students' academic, social, and emotional success (Gabel, First Five, 2009).

### Goal 3:

#### **Action #1: Safe and Efficient transportation**

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

#### **Action #3: Parent Education and Family Support**

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

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

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

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

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

- classified and certificated extra duty to provide additional student support
- supplemental instructional materials
- career centers with support materials
- college and career readiness supports and opportunities
- parent engagement activities and support services for targeted students
- academic enrichment such as college entrance exam prep and advanced placement tutorials

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

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

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

TTUSD is required to increase/improve services for foster youth, English learners, and low-income students by at least 7.69%. Based on the description in the previous section, TTUSD's actions and areas of focus far exceed a 7.69% increase/improvement in services.



### Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$30,851,240.00	\$780,541.00	\$1,081,300.00	\$224,960.00	\$32,938,041.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$30,916,621.00	\$2,021,420.00

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

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

## Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
<b>Total:</b>		\$4,308,218.00	\$5,535,635.00
<b>LEA-wide Total:</b>		\$2,570,318.00	\$3,193,242.00
<b>Limited Total:</b>		\$1,004,998.00	\$1,458,022.00
<b>Schoolwide Total:</b>		\$732,902.00	\$884,371.00

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



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	PK/TK/K Readiness	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Truckee Elementary and Truckee Preschool (PK-3)		\$10,000.00
1	11	TK Programming	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK & K: Full Day at Truckee Elementary TK	\$512,129.00	\$512,129.00
3	1	Safe and Efficient transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,391,993.00	\$1,391,993.00
3	3	Parent Education and Family Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$470,972.00	\$470,972.00

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Tahoe-Truckee Unified School District
<b>CDS Code:</b>	66944
<b>LEA Contact Information:</b>	Name: Valerie Simpson Position: Executive Director of Educational Services Phone: (530) 582--2500
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$\$58,151,780
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$\$2,580,346
<b>All Other State Funds</b>	\$\$6,106,995
<b>All Local Funds</b>	\$\$10,382,088
<b>All federal funds</b>	\$\$4,558,621
<b>Total Projected Revenue</b>	\$79,199,484

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$\$78,070,486
<b>Total Budgeted Expenditures in the LCAP</b>	\$\$32,938,041
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$\$5,535,635
<b>Expenditures not in the LCAP</b>	\$45,132,445

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$\$32,339,958
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$\$32,259,793

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$2,955,289
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-80,165

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Tahoe-Truckee Unified School District plans to spend \$78,070,486 for the 2021-2022 school year. Of that amount, \$32,938,041 is tied to actions/services in the LCAP and \$45,132,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: The LCAP does not include expenditures for District Office staff and administration, Special Education, Classified support staff, donations, transportation not targeted for high needs students, expanded learning grants and COVID relief expenditures, and specialized certificated staff not associated with CTE or supplemental services

**The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

Many expenditures in each section of the LCP represent actions and services that overlap in the In-person, distance learning, and pupil learning loss categories. The reduction in the estimated actual expenditures did not negatively impact the actions and services intended for the high needs students in 2020-21.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tahoe-Truckee Unified School District

CDS Code: 66944

School Year: 2021-22

LEA contact information:

Valerie Simpson

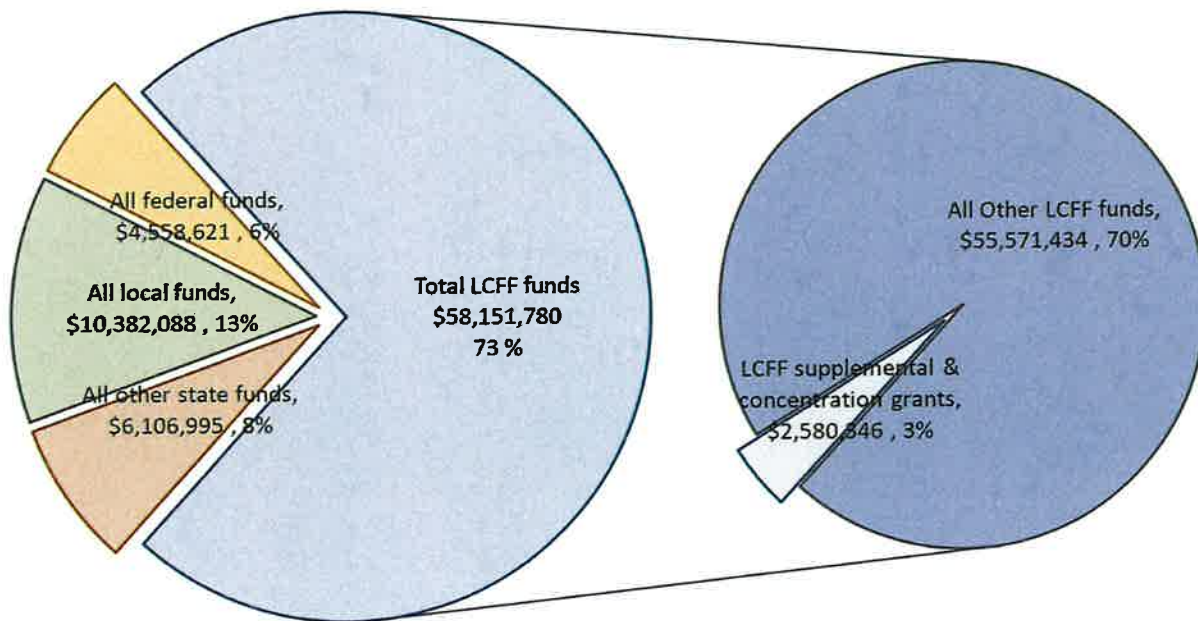
Executive Director of Educational Services

(530) 582--2500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



This chart shows the total general purpose revenue Tahoe-Truckee Unified School District expects to receive in the coming year from all sources.

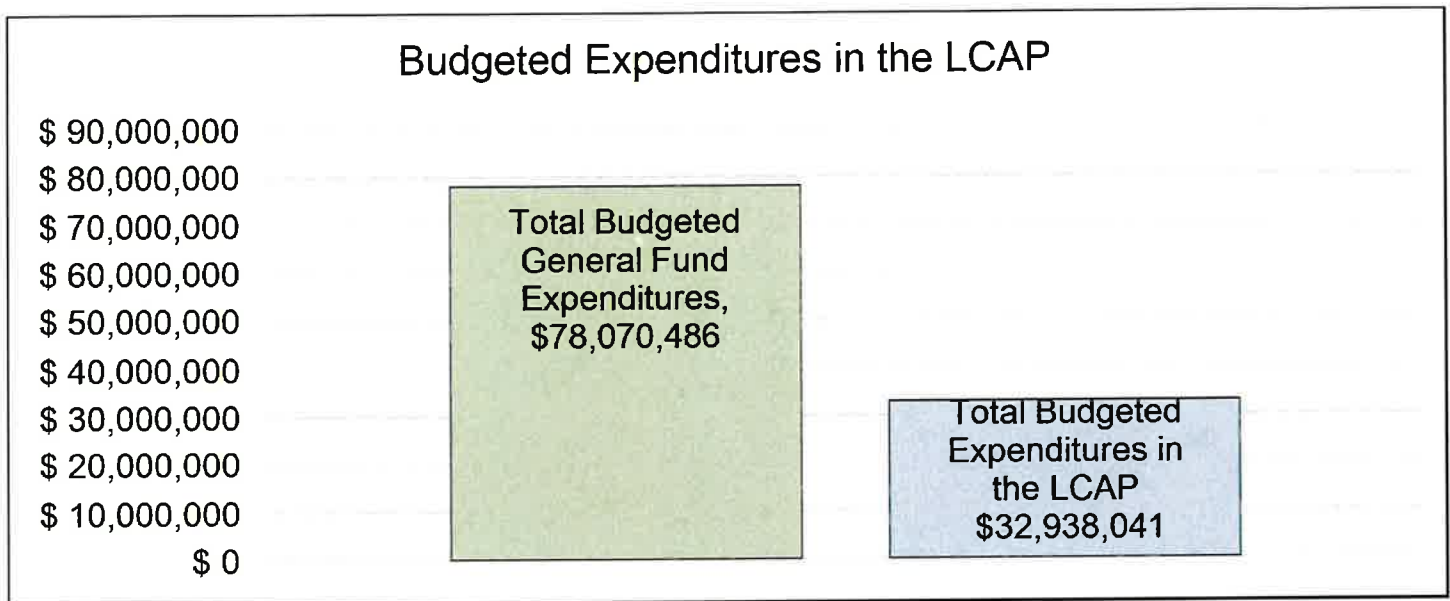
The total revenue projected for Tahoe-Truckee Unified School District is \$79,199,484, of which \$58,151,780 is Local Control Funding Formula (LCFF), \$6,106,995 is other state funds, \$10,382,088 is local funds, and \$4,558,621 is federal funds. Of the \$58,151,780 in LCFF Funds, \$2,580,346 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Tahoe-Truckee Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tahoe-Truckee Unified School District plans to spend \$78,070,486 for the 2021-22 school year. Of that amount, \$32,938,041 is tied to actions/services in the LCAP and \$45,132,445 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

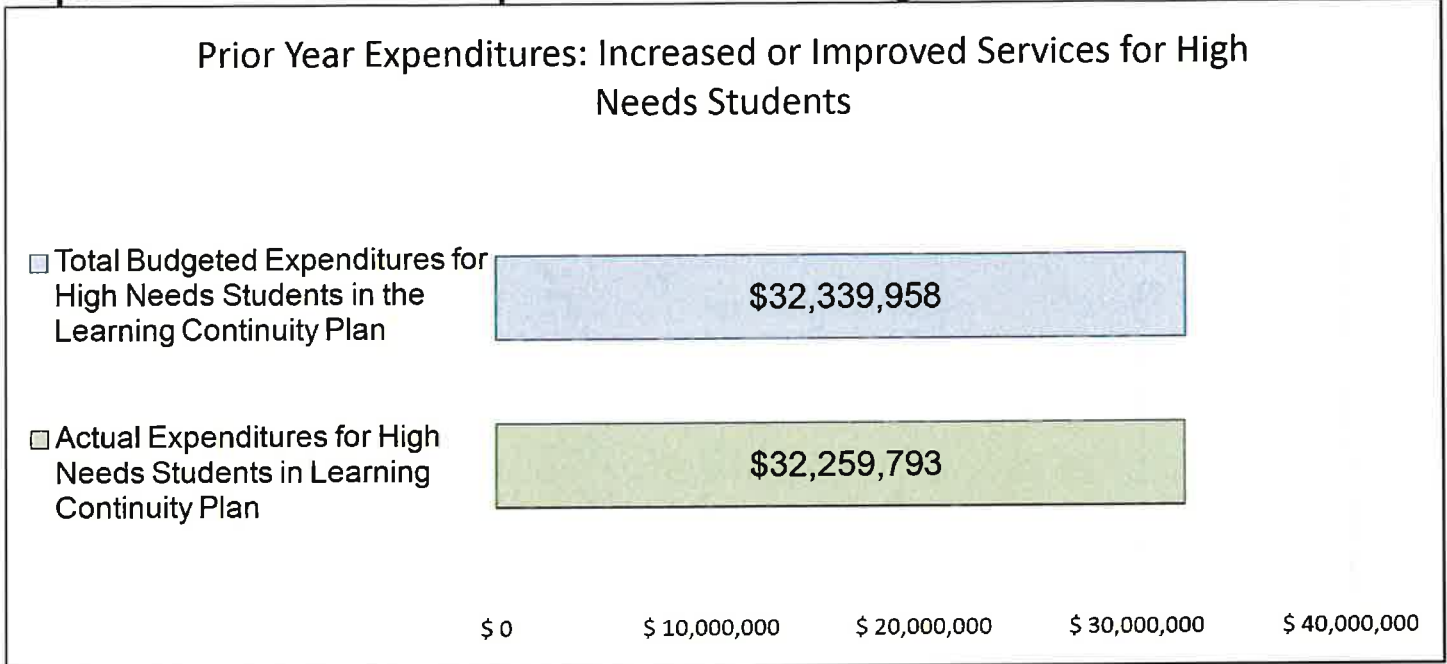
Tahoe-Truckee Unified School District plans to spend \$78,070,486 for the 2021-2022 school year. Of that amount, \$32,938,041 is tied to actions/services in the LCAP and \$45,132,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: The LCAP does not include expenditures for District Office staff and administration, Special Education, Classified support staff, donations, transportation not targeted for high needs students, expanded learning grants and COVID relief expenditures, and specialized certificated staff not associated with CTE or supplemental services

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Tahoe-Truckee Unified School District is projecting it will receive \$2,580,346 based on the enrollment of foster youth, English learner, and low-income students. Tahoe-Truckee Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tahoe-Truckee Unified School District plans to spend \$5,535,635 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Tahoe-Truckee Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Tahoe-Truckee Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Tahoe-Truckee Unified School District's Learning Continuity Plan budgeted \$32,339,958 for planned actions to increase or improve services for high needs students. Tahoe-Truckee Unified School District actually spent \$32,259,793 for actions to increase or improve services for high needs students in 2020-21.

Many expenditures in each section of the LCP represent actions and services that overlap in the In-person, distance learning, and pupil learning loss categories. The reduction in the estimated actual expenditures did not negatively impact the actions and services intended for the high needs students in 2020-21.