

## 2017-2018 Local Control Accountability Plan (LCAP) Overview

After careful consideration of the activities and goals noted in the District’s Pathways 2020 plan, LCAP goals and actions have been redesigned to support the eight state priorities and the seven areas identified in Pathways 2020 Plan. Each LCAP is designed as a three-year plan. This document summarizes results of the 2017-2018 goals and actions and outlines the 2018-2019 goals and actions.

**Goal 1:** Ensure students are taught in clean, safe, well-maintained facilities by teachers who are fully credentialed and using engaging and rigorous instructional materials - Pathways 2020 Goals 1, 2, 5 and 8.

<b>Action</b>		<b>Outcome</b>
1	100% compliance with Highly Qualified Teacher (HQT); implementation of standards aligned instruction and curriculum in every classroom; monitor and use Destiny software for textbook management and accounting.	100% of our teachers were Highly Qualified Teacher (HQT). Standards-aligned instruction and curriculum was available every classroom. Destiny software was used to manage textbooks.
2	Ensure students have access to clean, safe, maintained facilities; access to appropriate technology: monitor the 1:1 technology program by including students in fourth through fifth grades by the end of the 2017-2018 school year. Continue to formalize the teacher PD for technology and technology validation Level 1 or 2 (10%).	After a review of our SARC's, all but one site was listed as being in Good Repair. Truckee High School, the site listed in Fair Condition is currently in a renovation and addition process that is set to be completed in the 2018-2019 school year. Through this process many, if not all items, noted on the SARC will be addressed. Our 1:1 technology program includes all fourth and fifth-grade students and many sites have 1:1 technology with third-grade students as well. In the area of technology professional development for teachers, we determined that the Technology Validation system was duplicating information already collected in the BrightBytes survey, therefore, this measurement was discontinued.
3	Continue capital improvement of school facilities based on Facilities Master Plan priorities and deferred maintenance plan.	Implemented as planned
4	District will maintain lower class sizes at all levels.	Implemented as planned

**Goal 2:** Ensure Academic Success of All Students. Introduce and align K-12 with Next Generation Science Standards (NGSS) - Pathways 2020 Goals 2 and 3.

<b>Action</b>		<b>Outcome</b>
1	Continue to fund 1.0 K-12 science coach to support professional development and Next Generation Science Standards (NGSS) K-12 transition.	Implemented as planned
2	Provide grade level release day to develop NGSS aligned K-12 common assessments and conduct at least one common assessment across grades sixth through 12; continue to refine scope and sequence document.	The Science Coach began a project that begins the integration of NGSS into ELA and Math. Currently, the scope and sequence documents at the elementary level have NGSS included. At the sixth through 12 grade level teachers continue to collaborate around the transition to NGSS and current course offerings. Common assessments were not developed because it was determined that identification of priority standards and development of common scales was work that needed to occur before common assessments could be completed.
3	Expand use of NGSS K-8 California Standards aligned curricula: STEMscopes in TK-5.	All Elementary teachers and students, have access to the CA NGSS version of STEMscopes, an online comprehensive science curriculum for TK-5. This is the second full school year TTUSD has purchased this program. In addition to STEMscopes, teachers have accessed free/trial materials online that are currently available to support transition to NGSS (including Mystery Science and CA Education and the Environment Initiative, EEI). The usage of NGSS aligned programs has increased approximately 15% from last year given the usage data provided by STEMscopes and anecdotal evidence through the district science coach's collaboration with individual teachers. Elementary teachers have accessed at least 2 NGSS aligned units for teaching science more this year than last, 75% compared to last year's 60%.

<b>Goal 3: Ensure Academic Success of All Students. Increase student achievement in English Language Arts.</b>		
	<b>Action</b>	<b>Outcome</b>
1	Provide collaboration time to implement the scope and sequence documents, standards-aligned curriculum across all grades, and conduct and monitor common assessments (at least two common assessments in ELA). Staff development will support interventions and acceleration activities and literacy initiatives.	<p>District wide release days were provide for most, if not all, teachers. These days focused on collaboration in the areas of: priority standards identification and vertical articulation and creation and revision of proficiency scales aligned to the identified priority standards.</p> <p>District wide common assessments were implemented at the elementary level. As a result of the work with priority standards and proficiency scales secondary implementation of district common assessments were not as successful. However, school site common assessments based on priority standards and proficiency scales were occurring across the district.</p> <p>District wide professional development focused on implementation of Marzano's High Reliability Schools Framework with particular focus at Level 2: Effective Instruction in Every Classroom. In addition, Reading Intervention Teachers, Literacy Coaches and a Reading/RTI TOSA met monthly to collaborate on a more unified system of delivering intervention. These meetings also included professional development in areas such as, Renaissance Learning: STAR Reading, Early Literacy and Accelerated Reader and Reading Instruction.</p>
2	Review and pilot State Board of Education (SBE) adopted instructional materials in English Language Arts/ELD and recommend for adoption in spring 2018. Go through the adoption process.	To allow for a more thorough process in selecting ELA standards aligned materials, the pilot process has been extended to the Fall of 2018.
3	Implement early screening which leads to effective first teaching-conduct universal screening and reading assessment.	Implemented as planned.

	Use STAR Renaissance license and Fountas & Pinnell intervention kits.	
4	Continue to fund intervention teachers at each site to support Acceleration Learner Programs and Services (ALPS) in fourth through eighth grades to support GATE and high achieving students, students who are in Two-Way Immersion schools, English Learners (ELs) and Latino students.	Implemented as planned.
5	Provide enhancement paraprofessionals, instructional aides, and bilingual instructional aides to support small group intensive instruction to Special Ed, low income and ELs at all sites to support student performance.	Implemented as planned.
6	Continue to address grade level reading and summer slide through Summer Scholars & K-CAMP.	Implemented as planned during the summer of 2017.
7	Addition of one FTE to provide support with acceleration and differentiation - address high achievers in all grades.	Implemented as planned.
8	Continue to fund two elementary coaches and one secondary ELA coach and two high school literacy coaches.	Implemented as planned.
9	Continue to fund research based professional development to support transition with standards based grading, proficiency scales and report cards- Marzano for two days of consultancy to continue the work.	District-wide release days were provided for most, if not all, teachers. These days focused on collaboration in the areas of priority standards identification and vertical articulation, and the creation and revision of proficiency scales aligned to the identified priority standards. Marzano Research provided two days of consultancy to enhance our learning. Two presentations on two different days were held. The topic focused on the implementation of the High Reliability Schools Framework with particular focus at Level 2: Effective Instruction in Every Classroom. Presenters specifically addressed the use of proficiency scales as a tool to improve teaching and better ensure a Guaranteed and Viable Curriculum

**Goal 4:** Ensure Academic Success of All Students - Increase English Learner student achievement in English Language Arts.

1	<p>Support ELD instruction across every grade through trained K-12 teachers. Continue to fund ELD site coordinators to ensure implementation of the EL Master Plan and student improvement on CAASPP. Explicit support will be provided to Truckee High and Kings Beach elementary.</p> <p>Monitor EL progress on English Language Proficiency Assessments for California (ELPAC) which is replacing the California English Language Development Test (CELDT) in 2018 and Reclassified Fluent English Proficient (RFEP) student progress through all state assessments.</p>	Implemented as planned.
2	<p>Continue training in Literacy and New California Standards; focus on the diverse language and literacy needs of EL students; increase the effectiveness of instruction and assessment.</p>	<p>Some implementation of this occurred through the work of the district's California Learning and Language Innovation collaboration (CALLI) Pioneer Groups. These groups have used the standards of Listening and Speaking to teach and monitor student learning as it relates to academic discourse in many content areas. This work has been primarily focused at the secondary level however through the elementary EL Coordinators there has been some access for TK-5 students.</p>
3	<p>Monitor Designated ELD (30 minutes/day) in K-5          Ensure Integrated ELD for reclassification before fifth grade</p>	Implemented as planned.

Goal 5: Ensure Academic Success of All Students. Increase student achievement in Mathematics.		
1	Monitor and provide time for grade level collaboration around standards and common assessment data and calibration.	At the elementary levels, this time was provided and was more focused on ELA collaboration. The determination of Math priority standards was a primary goal of the final release day of the school year. At the secondary level, all math teachers, the Math Coach and site administration participated in four days of intensive training with the Teacher Development Group.
2	Provide STAR Renaissance math licenses to middle schools and elementary schools as universal screener if requested by site administration for implementation.	Implemented as planned.
3	Increase college access and readiness. Increase enrollment in AP math, specifically for Latino students, and increase pass rates in AP tests. Provide AP test prep licenses and test prep time for teachers. Implement EAP Math.	2017 Rate: 55%. There was no increase from 2016 Increase enrollment in AP classes, specifically for Latino students:XXX Overall AP pass rate decreased by five tests at a 3 or higher. AP test prep was implemented as planned EAP Math was implemented as planned
4	Continue to fund one academic math coach for grades sixth through twelfth.	Implemented as planned.

**Goal 6:** Establish a culture of respect and responsibility to provide a rigorous and student-centered learning environment - Pathways 2020 Goals 3 and 6.

	<b>Action</b>	<b>Outcome</b>
1	<p>Identify new and support ongoing partnerships between students, staff, parents and community members to develop a school culture built on mutual respect, responsibility and safety for all. Support collaborative relationships with on-site mental health providers and outside agencies. Provide training and workshops as needed to grow this area of service.</p>	<p>Implemented as planned.</p>
2	<p>Support strategic student and parent education on topics of behavioral and social-emotional supports. Continue systematic character education in grades K-8 and continue to pilot life plan curriculum in ninth through twelfth grade. Include PBIS (Positive Behavioral Intervention and Supports) and Second Step training along with behavioral intervention and supports (Tier II at the elementary level), a discipline matrix, and alternatives to suspension.</p>	<p>As a result of parent and school site input, the following topics were offered, but not limited to: dangers of vaping, cyberbullying, PIQE, Second Step was implemented and expanded with the use of Mind Yeti. Several schools increased implementation of mindfulness and many teachers attended a full day mindfulness training. Two new "adulting" classes were offered at both comprehensive high schools.</p> <p>The district discipline matrix, PBIS and alternatives to suspensions were implemented as planned.</p>
3	<p>Introduce workshops to address resiliency and culturally responsive pedagogy to address issues related to student engagement.</p>	<p>Along with opportunities provided at PCOE, the district hosted Horacio Sanchez for the second year in a row.</p>
4	<p>Continue to address professional development for site administrators, counselors and teachers to address chronic absenteeism, discipline and engagement.</p>	<p>Through the Student Services Division, student attendance and discipline topics were addressed via district committees and PLC's such as the Assistant Principal PLC, TTUSD's SARB team, and Senior Leadership. Two main topics this past year were determining the methodology around chronic absenteeism and correcting and reviewing discipline coding and reporting.</p>

5	Review and address special education student performance in academic and socio-emotional performance as indicated by the data dashboard.	As a result of the PIR report SPED student performance was thoroughly reviewed.
6	Continue to staff the 0.6 FTE to serve all sites with data to address site and district level assessment of student performance related to intervention, coaching, scope and sequence and common assessments, school culture surveys and presentations to the Board to keep data in the forefront of all fiscal discussion and address achievement gaps at every level.	Although developed to some degree this position continues to need training and support to become a data resource for the district and school sites.
7	Provide ongoing funding for counselors and provide additional funding for 1.6 counselors to the ongoing total support staffing cost.	Implemented as planned.
<b>Goal 7: Increase College and Career Readiness - Pathways 2020 Goal 1 and 2.</b>		
<b>Action</b>		<b>Outcome</b>
1	Continue to expand Career Technical Education (CTE) Pathways  Develop Work Based Learning (WBL) and internships through Programs Manager and additional support staff.  Increase CTE completion rates.	Programs were implemented as planned and rates increased as pathway opportunities expanded and students completed the capstone courses. The 2017 completion rate grew 2% points from the 2016 rate.
2	Increase college readiness as measured by the following indicators - EAP, SAT, PSAT, and AP rates.	The programs were implemented as planned: EAP Math: The overall percentage of students who met or exceeded standards on CAASPP Math decreased in 2017 by 4 percentage points. The overall percentage of students who met or exceeded standards on CAASPP ELA increased in 2017 by 2 percentage points.

		<p>PSAT: increased numbers of students in 10th and 11th grade taking the PSAT</p> <p>AP: decreased total number of AP tests taken from 173 in 2016 to 129 in 2017.</p>
3	<p>Increase access and participation in pathways leading to college majors, technical options, and careers in STEAM fields.</p> <p>Increase students in CTE Pathways, especially females, Socio-economically Disadvantaged (SED) and Hispanic students.</p>	<p>The total participants in CTE Pathways increased from 437 in 2015-2016 to 576 in 2016-2017.</p> <p>Increase students in a CTE Pathways, especially females, Socio-economically Disadvantaged (SED) and Hispanic students:        All student groups above showed gains in enroll except the SED student group.        SED: 10 student decrease from 15/16 to 16/17 school year        Female: 75 student increase from 15/16 to 16/17 school year        Hispanic: 47 student increase from 15/16 to 16/17 school year</p>
4	<p>Maintain Naviance college tool for eighth through twelfth grade.</p>	<p>Implemented as planned.</p>
5	<p>Continue the guidance technician position to support WBL, Junior Resource Fair, and STEAM Fair.</p>	<p>Implemented as planned.</p>
6	<p>Provide staff development on Project Lead The Way (PLTW) and other workshops as needed for high school pathway teachers.</p>	<p>Implemented as planned.</p>

<b>Goal 8: Enhance Parent and Community Engagement - Pathways 2020 Goal 2, 3, and 7.</b>		
	<b>Action</b>	<b>Outcome</b>
1	Provide translation and Bilingual Communication services staff (two translators and two community liaisons) to support parent access and involvement across the district.	Implemented as planned
2	Introduce parents to Naviance and design a sixth through twelfth grade parent group within a trainer-of-trainer model.	This action has not yet been implemented.
3	Align English as a Second Language (ESL) and Adult programs with the adult education consortium.  Implement state mandated ESL adult pre and post tests as required (CASAS and TOPS PRO website at <a href="https://www.casas.org/about-casas">https://www.casas.org/about-casas</a> ) to measure annual language growth.  Continue to expand options for adults with GED and community-based education as well as CTE classes.	Implemented as planned with the exception of the alignment of ESL and Adult Education and state mandated ESL testing has not yet been implemented.
4	Implement parent university classes to provide parents with skills and strategies to support student learning at home.	Although the Parent University model was not implemented, the goal of supporting TTUSD parents this school year was addressed with the Parent Institute for Quality Education (PIQE) offered in the spring and other opportunities including, but not limited to, internet safety and Horacio Sanchez.

5	Expand the services in the GED test center to include other test options.	Currently, we are only licensed to offer GED tests.
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### 2018-2019 Goals and Actions

<b>Goal 1:</b> 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)	
<b>Actions</b>	<b>Outcomes</b>
<p>Implement California Common Core State Standards by providing new instructional materials, including ELA/ELD adoption</p> <p>Provide intervention opportunities for all students by refining, refocusing, and expanding district-wide intervention programs TK-12 giving priority to targeted students</p> <p>Continue to build the capacity of Reading Intervention Teachers around effective reading instruction, assessment and teacher leadership.</p> <p>Support implementation of LCAP goals through the provision of administrative and operational services including community engagement</p> <p>A. Supplemental Costs include community engagement and staffing</p> <p>B. Base funds include site allocations to enable site based decision making and district department budget</p>	<p>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%.</p> <p>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.</p> <p>3. Graduation Rate Indicator: Maintain graduation rate for "All Students" and continue to increase rates for groups below the "All Students" level.</p> <p>4. CTE Completion Rates:</p>

<p>Continue to address grade level reading and summer slide through Summer Scholars &amp; K-CAMP.</p> <p>Support student achievement through instructional support, including EL Coordinators, Enhancement Paraprofessionals, Accelerated Learner(AL) teachers and AL TOSA, and services for students with exceptional needs (SWD, ALS, EL). Support college/career readiness by expanding the use of Naviance for grades nine-twelve and explore opportunities to implement the program at the middle school level.</p> <p>Further expand student enrollment in CTE Pathways with particular focus on underrepresented groups of students.</p>	<p>Increase number of students who complete a CTE Pathway (completers).</p> <p>5. A-G UC/CSU Requirements:          Increase the percentage of students passing "A-G" courses with a 2.0 GPA or better.</p> <p>6. AP Course Access:          For each group with a % lower than "All Students," increase the percentage of students taking an AP test by 2%.</p> <p>7. English Learner Indicator: Increase the ELPI by 2%.</p> <p>8. Basics Indicator Instructional Materials:          Maintain 100% access to standards-aligned instructional materials.</p> <p>9. Technology:          Using Brightbytes, establish baseline data and create a plan to increase the integration of technology into student learning.</p>
<p>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. (TTUSD Pathways 2020 Goals 1 and 2)</p>	
<p><b>Actions</b></p>	<p><b>Outcomes</b></p>
<p>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.</p>	<p>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.</p>

<p>Learning topics will be aligned to the TTUSD Instructional Framework for Student Learning</p> <p>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. for Student Learning</p> <p>Increase coach availability to expand the capacity of teachers, administrators, and staff.</p> <p>Expand the capacity of coaches to fulfill their role with a high level of skill.</p> <p>Develop a manner of monitoring the effectiveness of coaches.</p> <p>Utilize improvement science methods to monitor and adjust to ensure effective professional development.</p> <p>Maintain 99% or higher compliance with Highly Qualified Teacher (HQT).</p>	<p>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.</p> <p>3. Basics Indicator- Teachers:          Maintain 99% or higher Highly Qualified Teachers.</p>
<p>Goal 3: TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates where all scholars have opportunities to achieve at high levels. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)</p>	
<p><b>Actions</b></p>	<p><b>Outcomes</b></p>
<p>Continue implementation and expansion of positive behavior intervention &amp; 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.</p>	<p>1. Suspension Rate Indicator:          Suspension rate will remain at or below 1.5%.</p> <p>2. Expulsion Rate Indicator: Expulsions will remain below 0.5%.</p> <p>3. Chronic Absenteeism:</p>

Continue to provide Parent Institute for Quality Education (PIQE) sessions for parents, pursue the feasibility of PIQE Parent Leadership opportunities and implement an Elementary Parent Academy Conference in October.

Provide school based therapy for struggling students at all sites and social skill interventions at elementary sites.

Continue to provide interpretation and translation support for our Spanish speaking families.

In partnership with Tahoe Forest Hospital and other community agencies, continue to develop and expand wellness opportunities for students and district staff

Continue systematic character education in grades K-8 and continue to pursue curriculum in grades nine through 12.

Provide ongoing funding for 12.7 counselors.

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 this percentage.

5. Create, implement and use data from TTUSD Annual Parent, Staff and Student Surveys that collect information to inform 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.

	<p>TBD: since the selection of the survey items will be collaborative, these have not yet been determined.</p>
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