

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: LEA: Tahoe Truckee Unified School District Contact: Dr. Robert J. Leri, Superintendent Rleri@ttusd.org (530)582-2500 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
January 14, 2016 Superintendent's Parent Advisory Meeting to review budget development	Refined actions associated with strategic plan. Presented the new actions items being added to the LCAP in 2015-16
February 24, 2016 Student Voice Panel	Student input was received on LCAP
March 1-4, 2016 Title I conference	New LCAP suggestions
March 4, 2016 Board of Education Meeting: Update on LCAP Requirements and Implications	Work on transition to new LCAP template. Consideration to reduce the number of goals. No changes
March 10, 2016 Presentation and Input on LCAP to DELAC	Presentation of most current LCAP draft and data. Input provided
March 10, 2016 PTO Leadership Summit	Presentation of most current LCAP draft and data. Survey provided
March 21, 2016 K-12 Principals	Presentation on LCAP goals and opportunities for input. No changes requested

March 30, 2016 Superintendent's Parent Advisory Meeting to review budget development	Refined actions associated with strategic plan. Presented the new actions items being added to the LCAP in 2015-16
March 31, 2016 Presentation and Input on LCAP by DELAC	Update LCAP based on DELAC comments and concerns. Members expressed appreciation for translated draft and committed to reviewing and making suggestions over the coming weeks. No suggestions were made. DELAC expressed a great confidence in the current LCAP
April 4, 2016 Input from teachers in Teaching & Learning Committee	Recommendation to keep the LCAP focused on supplemental expenditures
April 21, 2016 Coffee and Conversations with EL parents discuss LCAP	Overview of LCAP process and review of budget
May 5 Presentation by Deputy CLO to Parent Advisory	LCAP draft presentation
May 12, 2016 Presentation by Deputy superintendent to DELAC	DELAC provides response to Deputy superintendent presentation
May 15 to June 10, 2016 Public Comment Period on LCAP	Final LCAP draft will be made available for public comment.
May 25, 2016 Update to DELAC	Update to DELAC with recommended changes
May 27, 2016 Meeting with Union Leadership	Input from TTEA leadership and bargaining unit provided by representatives
June 6, 2016 Teacher Representatives	Report to the teacher representatives. Input recorded
June 15, 2016 Public Hearing on LCAP, Board of Education Meeting	All public comments and/or concerns will be addressed.
June 17, 2016 Adoption of LCAP, Board of Education Meeting	Adoption by School Board
Annual Update: March 9, 2016 Input on Annual Update from PTO representatives at PTO summit March 21, 2016 Input from administrators on LCAP April 4, 2016 Input from teachers representatives at Teaching & Learning Committee April 31, 2016 Presentation and Input on LCAP by DELAC May 12 2016 May 16 to May 30, 2016 Public Comment Period on LCAP, Written Responses by June 10	Annual Update: Recommendation to introduce Parent workshops Presented Annual Update. Recommendation to keep the LCAP focused on supplemental expenditures- support at sites , role of coaches Presented Annual Update and the new LCAP template - additions for Professional development and supplemental support Recommend updating LCAP based on DELAC comments and concerns. Members expressed appreciation for translated draft and committed to reviewing and making suggestions over the coming weeks. Final LCAP presented to Parent Advisory Committee for final review Final LCAP draft will be made available for public comment.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Basic Services Goal: Ensure students are taught in clean, safe, well-maintained facilities by teachers who are fully credentialed and using engaging and rigorous instructional materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Highly Qualified Teacher review yielded 100% compliant with teacher credentialing. Common Core Planning requires implementation of new instructional materials which support new standards. Metric: CALPADS reports Public Survey Facilities Inspections Instructional Materials Inventory		
Goal Applies to:	Schools:	K-12	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Maintain 100% compliance with Highly Qualified Teacher status Implement Facilities Master Plan Accomplish 100% of annually prioritized deferred maintenance projects Continue to implement grade level ELA & math Scope and Sequence documents and full implementation of Math adoptions		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1i Ensure teachers are fully credentialed in the subject areas in which they are teaching, and certified as required. This ensures the implementation of standards aligned instruction and curriculum in every classroom. Base Program</p> <p>1.ii Maintain 100% compliance with HQT status to ensure that all students are taught by highly trained teachers</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,253,346 Base Program
<p>1 iii. Ensure students have access to clean, safe, well-maintained facilities, including appropriate technology</p> <p>1.iv Continue to implement the 1:1 chromebook program in grades 4-5 by the end of the 16-17 school year and continue to provide technology enhancements to promote virtual professional development. Expand technology embedded pedagogy through professional development and training</p> <p>1.v Continue to implement and update the use of Destiny Software for text book management and accounting to ensure that every student has board adopted instructional materials</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other subgroups:(Specify)_____	<p>\$153,750 Basic Funding</p> <p>\$6,690 lottery \$ 278000 Lottery</p>
<p>1.vi Continue capital improvement of school facilities based on Facilities Master Plan priorities</p> <p>1.viii Ensure clean, safe, well-maintained facilities as according to the deferred maintenance plan.</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>\$22,598,613 Measure E and U Bond Funds</p> <p>\$305,000 Basic Funding</p>
<p>1.viii. District will maintain low class sizes to average: K-3 – 24:1 4-5 – 28:1 6-12 – 30:1.</p> <p>1.ix Provide opportunities for teachers to work directly with small groups, differentiate learning, and implement Tier I intervention strategies</p>	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>\$ 802,217 - 10.1 FTE (included in Base Program)</p> <p>\$941,732 Supplemental (11.86 FTE)</p>

Expected Annual Measurable Outcomes:	Maintain 100% compliance with Highly Qualified Teacher status Implement Facilities Master Plan Accomplish 100% of annually prioritized deferred maintenance projects		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.i Ensure teachers who are fully credentialed in the subject areas in which they are teaching, and certified as required. This ensures the implementation of standards aligned instruction and curriculum in every classroom</p> <p>1.ii Maintain 100% compliance with HQT status to ensure that all students are taught by highly trained teachers</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other subgroups:(Specify)_____	\$21,572,146 Base Program
<p>1.iii Ensure students have access to clean, safe, well-maintained facilities, including appropriate technology</p> <p>1.iv Continue to implement the 1:1 (each student has access to a single device at anytime) program by including students in grades 4-5 by the end of the 17-18 school year</p> <p>1.v Continue to implement and update the use of Destiny Software for text book management and accounting</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other subgroups:(Specify)_____	\$78,000 Basic Funding
<p>1.vi Continue capital improvement of school facilities based on Facilities Master Plan priorities</p> <p>1.vii Ensure clean, safe, well-maintained facilities as according to the deferred maintenance plan.</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000,000 Measure E and U \$200,000 Basic Funding
<p>1.viii District will maintain low class sizes to average: K-3 – 24:1 4-5 – 28:1 6-12 – 30:1.</p> <p>1.ix Provide opportunities for teachers to work directly with small groups, differentiate learning, and implement Tier I intervention strategies</p>	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other subgroups:(Specify)_____	\$ 815,000- 10.1 FTE (Included in Base Program) \$955,858 Supplemental

			(11.6 FTE)
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LCAP Year 3: 2018-2019			
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Expected Annual Measurable Outcomes:	Maintain 100% compliance with Highly Qualified Teacher status Implement Facilities Master Plan Accomplish 100% of annually prioritized deferred maintenance projects
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.i Ensure teachers are fully credentialed in the subject areas in which they are teaching, and certified as require. This ensures the implementation of standards aligned instruction and curriculum in every classroom</p> <p>1.ii Maintain 100% compliance with HQT status to ensure that all students are taught by highly trained teachers</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other subgroups:(Specify)_____	\$21,895,728 Base Program
<p>1.iii Ensure students have access to clean, safe, well-maintained facilities, including appropriate technology</p> <p>1.iv Continue to implement the 1:1 (each student has access to a single device at anytime) program by including students in grades 4-5 by the end of the 16-17 school year</p> <p>1.v Continue to implement and update the use of Destiny Software for text book management and accounting</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other subgroups:(Specify)_____	\$225,000 Basic Funding
<p>1.vi Continue capital improvement of school facilities based on Facilities Master Plan priorities</p> <p>1.vii Ensure clean, safe, well-maintained facilities as according to the deferred maintenance plan.</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$30,000,000 Measure E and U \$200,000 Basic Funding

<p>1. viii. District will maintain low class sizes to average: K-3 – 24:1 4-5 – 28:1 6-12 – 30:1.</p> <p>1 ix. Provide opportunities for teachers to work directly with small groups, differentiate learning, and implement Tier I intervention strategies</p>	<p>LEA Wide</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ 827,225-10.1 FTE (Included in Base Program)</p> <p>\$970,196 Supplemental (11.6 FTE)</p>
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Goal 2A	<p>Academic Success of All Students: <u>Introduce and align K-12 with NGSS Science Standards</u></p>		<p>Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Loca Specify</p>
Identified Need:	<p>State of California adopted NGSS standards in 2013 Full implementation expected in 2018-2019</p>		
Goal Applies to:	Schools:	K-12	
	Applicable Pupil Subgroups:	District Wide	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>100% of science teachers will be trained to transition to NGSS K-5 pilot of NGSS aligned curriculum and assessments Provide middle school STEAM summer academy to 100 students NGSS Pilot California State assessment for grades 5, 8 and 10.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2A.i Provide 1.0 FTE K-12 science coach to plan and introduce PD and support during NGSS K-12 transition.</p> <p>2A. ii Continue to provide professional development to all staff for NGSS K-8 transition; focus on 6-8 grades</p>	LEA-wide	<p><u>x</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$126,207 Supplemental</p> <p>\$10,000 Title II</p> <p>\$10,000 lottery</p>

<p>2A iii Provide California Standards-aligned K-5 supplemental curricula and research-based instruction designed to meet the individual needs of all students (STEM Scopes).</p> <p>2Aiv Provide Summer STEAM academy to create access for middle school students, especially minority and female students</p>			<p>\$18000 CTEIG funding</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>NGSS Trial California State assessment Increase participation in middle school STEAM Summer Academy by 10% Develop NGSS aligned K-12 common assessments</p>
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Actions/services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2A.i Provide 1.0 FTE K-12 science coach to plan and implement PD and support during NGSS K-12 transition.</p> <p>2A. ii Provide professional development to all staff for NGSS K-12 transition with emphasis on K-5 transition through teacher trainings</p> <p>2Aiii Provide Summer STEAM academy with emphasis on middle school minority and females</p>	<p>LEA-wide</p>	<p><u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Reclassified fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$128,100 Supplemental</p> <p>\$10,000 Title II</p> <p>\$18,000 CTEIG</p>

LCAP Year 3: 2018-19

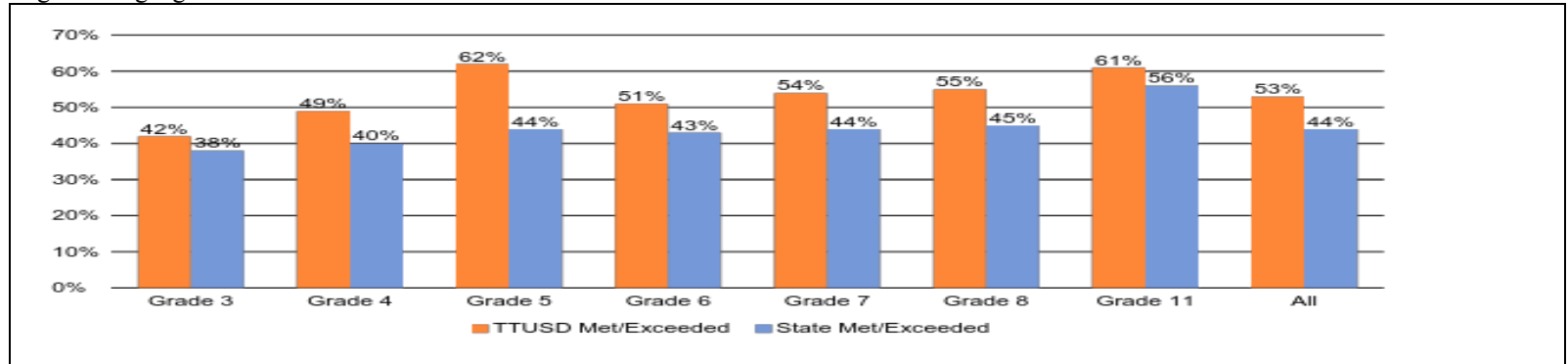
<p>Expected Annual Measurable Outcomes:</p>	<p>NGSS California State Operational state test & Full implementation of NGSS common assessments Increase participation in middle school STEAM Summer Academy by 10%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>2A.i Provide 1.0 FTE K-12 science coach to supportd PD and NGSS K-12 transition.</p> <p>2A. ii Adopt NGSS K-8 California Standards-aligned curricula</p> <p>2A iii Provide Summer STEAM academy to create access for elementary and middle students, especially minority and female students and tie that into summer school existing program</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$130,215 Supplemental</p> <p>\$100,000 Basic Funds \$2,000 Title II \$5000 Title I</p>
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<p>Goal 2B</p>	<p>Academic Success of All Students: <u>Increase student achievement in English Language Arts</u></p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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English Language Arts:



CAASPP ELA goal for 2015-16: increase every grade by 5%

CAASPP Grade 11 Early Readiness Score:

2014/15 Total Readiness Score: 54%

2015-16 goal Total proficiency goal: 60%

AP exams

2014/15 in either English Literature & Comp or English Language & Comp with 3 or higher passage rate 69%

2015-16 goal is to increase by 5%

2014/15 AP Hispanic/latino enrollment rate 19%

2015/16 AP Hispanic/Latino course enrollment rate 22%

Summer Enrollment

2014/15 total students attending K Camp/Summer Scholars = 328

2015/16 enrollment goal is 390

STAR Assessment Proficiency Report:

Winter data 2015/16: Grade 3 = At/Above Proficiency = 46%
Grade 4 = At/Above Proficiency = 52%

2015/16 end of the year increase by 5%

Identified Need:

Goal Applies to:

Schools: K-12

Applicable Pupil Subgroups: All, including significant subgroups

LCAP Year 1: 2016-17

Expected Annual

- 5% increase in percentage of students testing proficient and above in CAASPP ELA.
- 5% increase in the number of students taking the AP course from the minority subgroups (Hispanic/Latino)
- 5% increase in the number of students passing the AP test with 3 or higher

Measurable Outcomes:	5% increase in the number of students will be READY as measured by the EAP (11th grade E LA) Serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention program 5% increase in the number of students reading at or above grade level in grades 3 and 4 as measured by STAR. Introduce Common Assessments and identify baseline data for proficient at 50% or above in each test at each grade		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2B.1i Continue to implement the newly developed Scope and Sequence documents to ensure implementation of New Standards aligned guaranteed and viable curriculum in every classroom.</p> <p>2B.1ii Staff will review SBE adopted instructional materials in English language arts</p> <p>2B.1. iii Introduce ERWC as 12th grade curriculum at TTHS to increase college readiness scores</p> <p>2B.1. iv. Provide AP test scholarships for students identified as SED to support more access to AP</p> <p>2B.1.v Continue increase college readiness scores by paying for PSATs for all 10th and 11th grade students.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$40,000 Title II</p> <p>\$2,000 - Title II</p> <p>\$ 2000 lottery</p> <p>\$ 5000 from Title I</p>
<p>2B.2i Continue to support the implementation of Common Assessments to address the mastery of priority standards at each grade. (EADMS)</p> <p>2B.2ii Professional Development and training to support implementation and assessment of Content area literacy</p>	ALL	<p><input checked="" type="checkbox"/> ALLOR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$20,000 - Basic Funding</p> <p>\$50,000 - Title II</p>

<p>2B.3 i Provide opportunities for Accelerated Learner Programs and Services in grades 4-8.to support GATE and high achieving studentswho are in Two Way Immersion schools, ELs and Latino students</p>	<p>NTS, ACMS, GES,TEL, KBE TLE</p>	<p><u> X </u> ALL----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$142,672 Basic Funding \$50,000 Title I</p>
<p>2B 3 ii. Continue to address grade level reading and summer slide through Summer Scholars and KCAMP</p>	<p>DTE, GES, KBE, TES, TLE, school-wide</p>	<p><u> X </u> ALL----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>100,000.00 Supplemental \$40,000 Title I</p>
<p>2B.4 i Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners at all sites 2 B 4 ii. Continue to provide two academic coaches at elementary and two at secondary</p>	<p>All</p>	<p><u> </u> ALL -OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Reclassified fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$277,767 Supplemental \$550,000.00 Basic</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>5% increase in % of students testing proficient and above in CAASPP ELA. 5% increase in the number of students taking the AP course from the minority subgroups 5% increase in the number of students passing the AP test with 3 or higher 5% increase in the number of students will be READY as measured by the EAP (11th grade E LA) Continue to serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention program 5% increase in the number of students reading at or above grade level in grades 3 and 4 as measured by STAR. Integrate Common Assessments and increase proficiency in each test by 5%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2B.1i Continue to implement the Scope and Sequence documents to ensure that new standards aligned guaranteed and viable curriculum is in every classroom.</p> <p>2B.1 ii Review and pilot SBE adopted instructional materials in English language arts</p> <p>2B.1. iii. Provide AP test scholarships for students to support more access to AP readiness</p> <p>2B.1iv. Continue to increase college readiness scores by paying for PSATs for all 10th/ 11th grade</p>	ALL	<p><u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$21,008 – Lottery</p> <p>\$10,000 - Lottery</p> <p>\$ 2000 Lottery</p> <p>\$ 5000 Title I</p>
<p>2B.2 Implement early screening which leads to effective first teaching (STAR and F&P for TK-1)</p> <p>2B.2i Provide staff development to support interventions and acceleration activities</p>	ALL	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$141,400 – Lottery</p> <p>\$10,000 Lottery</p>
<p>2B.3 Continue to support the implementation of Common Assessments</p> <p>2B.3i K-12 staff will continue training in California Standards for content literacy</p> <p>2B.3ii Support pilot of new board-adopted materials.</p>	ALL	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other groups:(Specify)_____</p>	<p>50,000 - Title II</p>
<p>2B.4 i Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners at all sites</p> <p>2B. 4 ii Provide opportunities for Acceleration Learner Programs and Services in grades 4-8.to support GATE and high achieving students, students who are in Two Way Immersion schools, ELs and Latino students</p>	All	<p>__ALL -OR: <u> X </u> Low Income pupils <u> X </u> English Learners __Foster Youth __Reclassified fluent English proficient __Other subgroups:(Specify)_____</p>	<p>\$281,934 Supplemental</p> <p>\$144,812 Basic Funding</p> <p>\$50,000 Title I</p>

<p>2B 4 iii. Continue to address grade level reading and summer slide through Summer Scholars & KCAMP</p>	<p>School-wide, DTE, KBE, GES, TES, TLE</p>	<p><u> X </u> ALL----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$100,000 Supplemental \$40,000 Title I</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>5% increase in % of students testing proficient and above in CAASPP ELA. 5% increase in the number of students taking the AP course from the minority subgroups 5% increase in the number of students passing the AP test with 3 or higher 5% increase in the number of students will be READY as measured by the EAP (11th grade E LA) Serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention program 5% increase in the number of students reading at or above grade level in grades 3 and 4 as measured by STAR. Full integration of Common Assessments and increase proficiency in each test by 5%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2B.1 Continue to implement Scope and Sequence documents and common assessments to ensure that standards-aligned curriculum is in every classroom</p> <p>2B.1ii Staff will review SBE adopted instructional materials in English language arts</p> <p>2B.1. iii. Provide AP test scholarships for students to support more access to AP readiness</p> <p>2B1.iv. Increase college readiness scores by paying for PSATs for all 10th and 11th grade students</p>	<p>ALL</p>	<p><u> X </u> ALL----- ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$21,008 – Lottery</p> <p>\$10,000 - Lottery</p> <p>\$ 200,000 - Lottery \$ 5000 from Title I</p>

<p>2B.2 Implement early screening which leads to effective first teaching (STAR and F&P for TK-1)</p> <p>2B.2i Provide staff development to support interventions and acceleration activities</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$141,400 – Lottery \$10,000 Lottery</p>
<p>2B.3 K-12 staff will continue training in California Standards for writing and reading</p> <p>2B.3ii Professional Development and training to support implementation of new board-adopted materials.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL -OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 Title II</p>
<p>2B.4 i Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners at all sites</p>	<p>All</p>	<p><input type="checkbox"/> ALL -OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$286,163 Supplemental</p>
<p>2B.4 ii Embed Accelerated Learner Programs and Services in grades 4-8.to support GATE and high achieving students; students who are in Two Way Immersion schools, ELs and Latino students</p>	<p>NTS, KBE, TLE and TES</p>	<p><input checked="" type="checkbox"/> ALL----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$142,672 Basic Funding</p>
<p>2B.4 iii. Continue to address grade level reading and summer slide through Summer Scholars & KCAMP</p>	<p>School-wide, DTE, KBE, GES, TES, TLE</p>	<p><input checked="" type="checkbox"/> ALL----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$36,239 Supplemental \$35,707 Basic Funding \$90,289 Title I</p>

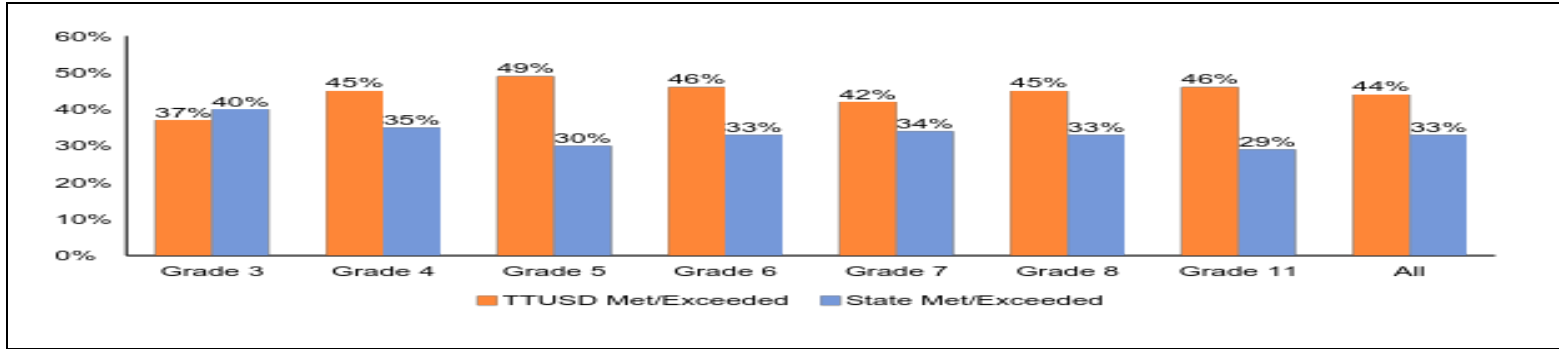
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2C.i Support ELD through trained K-12 teachers; Site coordinators to ensure implementation of Master Plan.</p> <p>2C. ii Continue training in best practises in Literacy and New California Standards; focus on the diverse language and literacy needs of EL students;increase effectiveness of instruction and assessment</p> <p>2C.iii Monitor 30 minutes per day of Designated ELD in K-5; ensure Integrated ELD for reclassification before grade 5; reduce LTEL rates thorough EL-ILPs;</p> <p>2C.iv Monitor increase in a-g readiness in 9-12 and RFEP student progress through Intervention teachers;</p>	ALL	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$271,444 supplemental</p> <p>\$430,384 supplemental</p> <p>\$80,000 Supplemental for HS coaches</p>

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	40% percent of English learners will reach English language proficiency on the CELDT Increase in reclassification rates by 5% over last year for all students in grades 4-12		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2C.i Support ELD through trained K-12 teachers; Site coordinators to ensure implementation of Master Plan;</p> <p>2C. ii Continue training in best practises in Literacy and New California Standards; focus on the diverse language and literacy needs of EL students; increase effectiveness of instruction and assessment</p> <p>2C.iii Monitor 30 minutes per day of Designated ELD in K-5; ensure Integrated ELD for reclassification before grade 5; reduce LTEL rates thorough EL-ILPs;</p> <p>2C.iv Monitor increase in a-g readiness in 9-12 and RFEP student pogressthrough Intervention teachers</p>	ALL	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$275,516 supplemental</p> <p>\$430,384 Supplemental</p> <p>\$80,000 Supplemental for HS coaches</p>

Goal 2 D	Academic Success of All Students:	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____</p>
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Increase student achievement in Mathematics

Mathematics Proficiency CAASPP



Goal for 2015/16- all grades to increase proficiency by 5%

Identified Need:

2014/15 Grade 11 Early Readiness Total Score: 40%

2015/16- goal is 50%

AP Enrollment data

2015/16 Enrollment	AP Calc (AB & BC combined)	AP Stats
Non Hispanic - 256 or 76% Hispanic - 82 or 24% Total Enrollment - 338	Non Hispanic - 58 Hispanic - 10 Total Enrollment - 68	Non Hispanic- 26 Hispanic - 1 Total Enrollment - 27

Pass rate in 2014-15

Hispanics in AP Calc (AB) 1 of 3 or, 33%

Hispanics in AP Stats - none tested

2015/16 percentage of students in middle school students taking an accelerated math course: Introduced this year

6th graders = 11%

7th graders = 23%

8th graders = 25%

Goal Applies to:

Schools: K-12

Applicable Pupil Subgroups: All significant subgroups

LCAP Year 1: 2016-17

Expend Annual Measurable Outcomes:	5% increase in number of students testing at or above proficient in each grade in the CAASPP 5% Increase in number of students accessing AP courses from minority subgroups 5% increase in number of students passing the AP test with a grade of 3 or higher 75% of all students will be READY as measured by the EAP (11th grade Math) Serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention program Implement common Assessments in each grade		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>D.i Continue to implement the newly developed Scope and Sequence documents for K-5 and continue to develop common assessments for K-12; K-12 staff will receive training and support to implement Board adopted mathematics instructional materials</p> <p>D. ii. Purchase Spanish K-5 materials for TWI schools</p> <p>D. iii Provide time and resources for development of common assessments/PD/accelerated math support in middle school and high schools.</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$107,594 Instr.Mat. Basic Funding \$15,000 - Title II
<p>D. iv Build a system of support through a Response to Instruction and Intervention (STAR math) Students will be screened and research- based intervention strategies will be implemented for students in need. (STAR Math)-Pilot Program</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 lottery
<p>D.v Provide opportunities for Accelerated Learner Programs and Services in grades 4-8 at all elementary sites. Additional .2 FTE to expanded Accelerated Learner Services.</p> <p>D vi. Monitor access of EL and Latino students in AP and increase pass rates in AP tests</p>	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$75,000 -Title I
LCAP Year 2: 2017-18			
Expend Annual	5% increase in number of students testing at or above proficient in each grade in the CAASPP		

Measurable Outcomes:	5% Increase in number of students accessing AP courses from minority subgroups 5% increase in number of students passing the AP test with a grade of 3 or higher 75% of all students will be READY as measured by the EAP (11th grade Math) Continue to serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention program Increase Common Assessments proficiency in each test at each grade by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D.i Continue to implement the newly developed Scope and Sequence documents for K-5 and continue to develop common assessments for K-12; K-12 staff will receive training and support to implement Board adopted mathematics instructional materials D. ii Provide time and resources for collaboration around implementation of common assessments/PD/accelerated math supports	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 - Title II
D.iii Build a system of support through a Response to Instruction and Intervention (Ren Learning and STAR math) which provides for the specific needs of students who need supplemental instructional support in mathematics	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3000 lottery
D.iv Provide opportunities for Acceleration Learner Programs and Services in grades 4-8. Additional .2 FTE to expanded Accelerated Learner Services. D v. Monitor access of EL and Latino students in AP and increase pass rates in AP tests	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in Goal 2B 4ii \$20,000 -Title I

LCAP Year3: 2018-19

Expend Annual Measurable Outcomes:	5% increase in number of students testing at or above proficient in each grade in the CAASPP 5% Increase in number of students accessing AP courses from minority subgroups 5% increase in number of students passing the AP test with a grade of 3 or higher 75% of all students will be READY as measured by the EAP (11th grade Math)		
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Continue to serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention program Increase Common Assessment proficiency in each test at each grade by 10%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>D.i Continue to implement the newly developed Scope and Sequence documents for K-5 and continue to develop common assessments for K-12; K-12 staff will receive training and support to implement Board adopted mathematics instructional materials</p> <p>D. ii Provide time and resources for collaboration around implementation of common assessments/PD/accelerated math supports</p>	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 - Title II
<p>D.iii Build a system of support through a Response to Instruction and Intervention (Ren Learning and STAR math) which provides for the specific needs of students who need supplemental instructional support in mathematics</p>	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3000 lottery
<p>D. iv Provide opportunities for Acceleration Learner Programs and Services in grades 4-; Additional .2 FTE to expanded Accelerated Learner Services.</p> <p>D v. Monitor access of EL and Latino students in AP and increase pass rates in AP tests</p>	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 -Title I

Identified Need:	GOAL:3 A culture of respect and responsibility will provide a rigorous and student-centered learning environment		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify_____	
	Metrics: Data for 2014-15 or, 2013/14 if 2014/15 not available Monitor middle school increase in absenteeism and truancy			
	Chronic Absenteeism Rate	Truancy Rate =	Suspension Rate	Expulsions rate =

	2014/15 = 15% 2015/16 = 13%	2014/15 = 33.74% 2015/16 = Data not available	2014/15 = 2.2% 2015/16 = Data not available	2014/15 = 0.1% 2015/16 = Data not available
	Cohort Dropout Rate 2013/14 = 1.2% 2014/15 = 0.6 %	Cohort Graduation Rate 2013/14 = 93.1% 2014/15 = 91.1%	A-G Rates 2013/14 = 45.2% 2014/15 = 51.1%	Middle School Dropout 2014/15 = 0%
	Parent Survey Results by (Elem., Middle, High) by Year			
		2014/15	2015/16	
	Percent that agree or strongly agree with the statement, “My child feels valued and respected by school staff.”	(HS) 65%, (MS) 83%, (ES) 93% Average = 73%	(HS) 79% (MS) 80% (ES) 94% Average = 89% ⁰	
	Percent that agree or strongly agree with the statement, “My child feels safe and comfortable at school.”	(HS) 70%, (MS) 86%, (ES) 93% Average = 73%	(HS) 87% (MS) 87% (ES) 94% Average = 92%	
	Percent that agree or strongly agree with the statement, “My child’s school building is safe and well maintained.”	(HS) 37.5%, (MS) 95%, (ES) 94% Average = 91%	(HS) 89% (MS) 93% (ES) 93% Average = 92%	
Goal Applies to:	Schools: K-12	Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Suspension rate will be remain at or below 1.5%. Expulsions will remain below 0.5% Graduation rate will exceed 90%. Increase percentage of parents that agree that their children are safe, valued and respected by 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

<p>3.i Identify new and support ongoing partners, staff, parents and community members to develop a school culture built on mutual respect, responsibility and safety for all.</p> <p>3.ii Support strategic student and parent education on topics -behavioral and social emotional supports</p> <p>3.iii Continue systematic Character Education K- 8 and pilot life plan curriculum for 9-12. Include PBIS and Second Step training across the district.</p> <p>3.iv Support collaborative relationships with on-site mental health providers and outside agencies.</p> <p>3.v Provide training in the area of behavioral intervention and supports. (Tier II at elementary level) discipline matrix and alternatives to suspension.</p> <p>3.vi. Continue training with Aeries Analytics for data dashboard for targeted intervention and support</p> <p>3.vii Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides, as required, to support small group intensive instruction to low income and English learners at all sites</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>\$11,110 Basic Funding</p> <p>\$12,726 Basic Funding</p> <p>\$5,000 Basic Funding</p> <p>\$5,555 Basic Funding</p> <p>\$1,010 Med- Cal Admin Account</p> <p>\$2200.00 Title II</p> <p>Included in Goal 2B 4i.</p>
<p>3.viii Introduce intervention teachers (full or partial) as needed at all sites K-12.</p> <p>3.ix Continue to address summer slide through KCAMP and Summer Scholars</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$135,959 Title I, \$111,534 Supplemental \$50,048 Basic funding</p> <p>Included in Goal 2B 4iii</p>

LCAP Year2: 2017-18

Expected Annual	Suspension rate will be remain at or below 1.5%.
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Measurable Outcomes:	Expulsions will remain below 0.5% Graduation rate will exceed 90%. Increase percentage of parents that agree that their children are safe, valued and respected by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.i 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.</p> <p>3.ii Support strategic student and parent education on topics -behavioral and social emotional supports</p> <p>3.iii Continue systematic Character Education K- 8 and pilot life plan curriculum for 9-12. Include PBIS and Second Step training across the district.</p> <p>3.ivi Support collaborative relationships with on-site mental health providers and outside agencies.</p> <p>3.v Provide training in the area of behavioral intervention and supports. (Tier II at elementary level) discipline matrix and alternatives to suspension.</p> <p>3.vi. Continue training with Aeries Analytics for data dashboard for targeted intervention and support</p> <p>3.vii Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners at all sites</p>	ALL	<p><u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Reclassified fluent English proficient <u> </u> Other Subgroups:(Specify) _____ _____</p>	<p>\$11,110 Basic Funding</p> <p>\$12,726 Basic Funding</p> <p>\$5,000 Basic Funding</p> <p>\$5,555 Basic Funding</p> <p>\$1,010 Med- Cal Admin Account</p> <p>\$2200.00 Title II</p> <p>Included in Goal 2B 4i.</p>

<p>3.viii Introduce intervention teachers (full or partial) as needed at all sites K-12.</p> <p>3.ix Continue to address summer slide through KCAMP and Summer Scholars</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$135,959 Title I, \$111,534 Supplemental \$50,048 Basic funding</p> <p>Included in Goal 2B 4iii</p>
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<p style="text-align: center;">LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Suspension rate will be remain at or below 1.5 Expulsions will remain below 0.5% Graduation rate will exceed 90%. Increase percentage of parents that agree that their children are safe, valued and respected by 5%.</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>3.i 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.</p> <p>3.ii Support strategic student and parent education on topics -behavioral and social emotional supports</p> <p>3.iii Continue systematic Character Education K- 8 and pilot life plan curriculum for 9-12. Include PBIS and Second Step training across the district.</p> <p>3.ivi Support collaborative relationships with on-site mental health providers and outside agencies.</p> <p>3.v Provide training in the area of behavioral intervention and supports. (Tier II at elementary level) discipline matrix and alternatives to suspension.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,110 Basic Funding</p> <p>\$12,726 Basic Funding</p> <p>\$5,000 Basic Funding</p> <p>\$5,555 Basic Funding</p> <p>\$1,010 Med- Cal Admin Account</p>

<p>3.vi. Continue training with Aeries Analytics for data dashboard for targeted intervention and support</p> <p>3.vii Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners at all sites</p>			<p>\$2200.00 Title II Included in Goal 2B 4i.</p>
<p>3.viii Introduce intervention teachers (full or partial) as needed at all sites K-12.</p> <p>3.ix Continue to address summer slide through KCAMP and Summer Scholars</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$135,959 Title I, \$111,534 Supplemental \$50,048 Basic funding Included in Goal 2B 4iii</p>

<p>GOAL 4</p>	<p>Create and enhance college and career options for ever student</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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Identified Need	Alumni Interviews yield need for more career options at high school Metrics: Offer summer school CTE experience to middle school. Increase PSAT access for all 10th and 11th graders Establish pathways enrollment baseline Establish middle school students in receiving CTE instruction.		
Goal applies to	Schools: Secondary 9-12 grades Applicable subgroups: All including significant subgroups		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increased access and participation in multi-year pathways leading to college majors, technical options, and careers in STEAM. Each comprehensive high school will offer a minimum of two pathways with at least an introduction course. Increase PSAT access for all 10th and 11th graders by 10% Maintain 0% 8th grade drop-out rate. Increase A-G rate by 5%. Increase enrollment in Pathways by 5% Increase number of middle school students receiving CTE introduction by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4. Continue to expand CTE Pathways; develop Work Based Learning and Internships and capstone courses 4i Middle school to introduce CTE experiences through middle school summer school model 4.ii Expand additional support by creating a 0.4 FTE for supervision of district wide CTE programs	NTHS TTHS SHS ACMS NTS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other Subgroups:(Specify)_____	184,966 CTEIG CTEIG (included in 2Aiv) \$42,000 - CTEIG
4.iii Continue to align responsibilities of the college guidance technician to support CTE, Resource and STEAM Fair	NTHS TTHS SHS ACMS NTS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Reclassified fluent English proficient __Other Subgroups:(Specify)_____	\$60,000 Basic Funding \$12,000 Basic Funding

<p>4 iv.Administer PSAT to all 10th and 11th grade student</p> <p>4.v Provide individual counseling based on PSAT results and focused on AP potential and AP placement.</p>	<p>School wide NTHS TTHS SHS ACMS NTS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$534,486 – Supplemental \$562,061 - Measure A</p>
<p>4.vi Maintain Naviance college and career readiness tool to provide support for college research and application, career pathway exploration, and individual planning.</p> <p>4.vii Provide staff development on PLTW for high school pathway teachers</p> <p>4 viii. Increase offerings of elective courses that are applicable for students who are not ready to commit to college options</p>	<p>NTHS TTHS SHS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15000 Basic Funding \$5,000 lottery \$35,400 lottery</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased access and participation in multi-year pathways leading to college majors, technical options, and careers in STEAM. Each comprehensive high school will offer a minimum of two pathways with at least an introduction course. 90% of 10th students will participate in the PSAT.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>4 iv.Administer PSAT to all 10th and 11th grade student</p> <p>4.v Provide individual counseling based on PSAT results and focused on AP potential and AP placement.</p>	<p>School wide NTHS TTHS SHS ACMS NTS</p>	<p><u>X</u> ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$534,486 – Supplemental \$562,061 - Measure A</p>
<p>4.vi Maintain Naviance college and career readiness tool to provide support for college research and application, career pathway exploration, and individual planning.</p> <p>4.vii Provide staff development on PLTW for high school pathway teachers</p> <p>4 viii. Increase offerings of elective courses that are applicable for students who are not ready to commit to college options</p>	<p>NTHS TTHS SHS</p>	<p><u>X</u> ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$15000 Basic Funding \$5,000 lottery \$35,400 lottery</p>

<p style="text-align: center;">LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increased access and participation in multi-year pathways leading to college majors, technical options, and careers in STEAM. Each comprehensive high school will offer a minimum of two pathways with at least an introduction course. 90% of 10th students will participate in the PSAT.</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>

<p>4. Continue to expand and develop opportunities for Work Based Learning and Internships and capstone courses</p> <p>4i Continue and expand CTE experiences in middle school as elective choices within the master schedule</p>	<p>School wide NTHS TTHS, SHS ACMS NTS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$60,000 Supplemental</p> <p>\$ 100000 Basic FTE for electives, included in site allocations</p>
<p>4.iii Continue to expand summer STEAM, Resource and STEAM Fair</p> <p>4 iv.Continue to adminster PSAT to all 10th and 11th grade student and fund AP tests for all SED students</p> <p>4.v Provide individual counseling based on PSAT results and focused on AP potential and AP placement.</p> <p>4.vi Maintain Naviance college and career readiness tool to provide support for college and individual planning.</p>	<p>NTHS TTHS SHS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000 supplemental</p> <p>\$550,640 – Supplemental \$579,048 - Measure A</p> <p>\$10,000 Title I \$12,000 Basic Funding</p>

Goal 5	Establish a welcoming and engaging culture for Parent and Family Engagement		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Establish baseline for parent engagement in schools and design education workshops for families to engage adult learning through increased opportunities		
Goal Applies to:	Schools: K-12	Applicable Pupil Subgroups:	District Wide
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Raise number of parents attending school events by 10% per year Raise number of adults attending GED, community classes and basic education options by 10% per year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.i Build and facilitate parent education through a Parent University Model that builds competency around diverse learners and subgroups (Sierra College and local businesses)</p> <p>5.ii Schools will promote at-home-language and literacy in the family's home language.</p> <p>5.iii School and district staffs collaborate with Translation and Bilingual Communication services staff to involve Spanish speaking families in school events.</p>	LEA wide	<p><u> </u>ALL</p> <p>-</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Reclassified fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$135,000.00 Adult Education Block Grant</p> <p>\$26,290 supplemental</p> <p>\$320,195 – Supplemental</p>

<p>5.iv. District will continue to provide two translators and two community liaisons district-wide to provide support for parent access and promote involvement.</p>			Included in Goal 5.iii
<p>5.v. Continue to provide adult ESL classes for Spanish speaking families.</p> <p>5.vi Implement classes to provide parents with skills and strategies to support student learning at home. (PIQE)</p> <p>5.vii Introduce career workshops and partner with Sierra College for career readiness and adult skills development</p> <p>5.2.viii Provide adult education options including GED test center.</p>	<p>Scope of Service:</p> <p>All</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u><input checked="" type="checkbox"/> English Learners</p> <p><u> </u>Foster Youth <u> </u><input checked="" type="checkbox"/> Reclassified fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>Included in Goal 5.i</p> <p>Included in Goal 5.i</p> <p>Included in Goal 5.i</p> <p>Included in Goal 5.i</p>

LCAP Year2: 2017-18			
Expected Annual Measurable Outcomes:	<p>Raise number of parents attending school events by 10% per year</p> <p>Raise number of adults attending GED, community classes and basic education options by 10% per year</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.i Build and facilitate parent education through a Parent University Model that builds competency around diverse learners and subgroups</p> <p>5.ii Schools will promote at-home-language and literacy in the family’s home language.</p> <p>5.iii School and district staffs collaborate with Translation and Bilingual Communication services staff to involve Spanish speaking families in school events.</p>	LEA wide	<p><u> </u>ALL</p> <p>-</p> <p>OR:</p> <p><u> </u><input checked="" type="checkbox"/> Low Income pupils <u> </u><input checked="" type="checkbox"/> English Learners</p> <p><u> </u><input checked="" type="checkbox"/> Foster Youth <u> </u><input checked="" type="checkbox"/> Reclassified fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$135,000</p> <p>Adult Education Block Grant</p> <p>\$26,290</p> <p>supplemental</p> <p>\$324,998 –</p> <p>Supplemental</p>

<p>5.iv. District will continue to provide two translators and two community liaisons district-wide to provide support for parent access and promote involvement.</p>			<p>Included in Goal 5.iii</p>
<p>5.v. Continue to provide adult ESL classes for Spanish speaking families.</p> <p>5.vi Implement classes which provide parents with skills and strategies to support student learning at home. (PIQE)</p> <p>5.vii Introduce career workshops and partner with Sierra College for career readiness and adult skills development</p> <p>5.viii Provide adult education options including GED test center.</p> <p>5.ix School and district staffs collaborate with Translation and Bilingual Communication services staff to involve Spanish speaking families in school events.</p>	<p>LEA Wide</p>	<p><u> </u>ALL - OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Reclassified fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Included in Goal 5.i</p> <p>Included in Goal 5.i</p> <p>Included in Goal 5.i</p> <p>Included in Goal 5.i</p> <p>Included in Goal 5.iii</p>

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase parent involvement by 5% in all district wide offerings		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>5.i Build and facilitate parent education through a Parent University Model that builds competency around diverse learners and subgroups (sierra college and local businesses)</p> <p>5.ii Schools will promote at-home-language and literacy in the family’s home language.</p> <p>5.iii School and district staffs collaborate with Translation and Bilingual Communication services staff to involve Spanish speaking families in school events.</p> <p>5.iv. District will continue to provide two translators and two community liaisons district-wide to provide support for parent access and promote involvement.</p> <p>5.v. Continue to provide adult ESL classes for Spanish speaking families.</p> <p>5.vi Implement classes which provide parents with skills and strategies to support student learning at home. (PIQE)</p> <p>5.vii Introduce career workshops and partner with Sierra College for career readiness and adult skills development</p> <p>5.viii Provide adult education options including GED test center.</p> <p>5.ix School and district staffs collaborate with Translation and Bilingual Communication services staff to involve Spanish speaking families in school events.</p>	<p>LEA wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Reclassified fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$135,000 Adult Education Block Grant</p> <p>\$26,290 supplemental</p> <p>\$329,873 Supplemental</p> <p>Included in Goal 5.iii</p> <p>Included in Goal 5.ii</p> <p>Included in Goa 5. i</p> <p>Included in Goa 5. i</p> <p>Included in Goa 5. i</p> <p>Included in Goa 5. i</p> <p>Included in Goa 5. i</p> <p>Included in Goa 5. iii</p>
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Annual Update 2015-16

Goal 1: Basic Services Goal: Ensure students are taught in clean, safe, well-maintained facilities by teachers who are fully credentialed and using engaging and rigorous instructional materials.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
		Goal Applies to:	Schools: K-12 Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Maintain 100% compliance with Highly Qualified Teacher status Implement Facilities Master Plan Accomplish 100% of annually prioritized deferred maintenance projects	Actual Annual Measurable Outcomes:	100 % compliant with Highly Qualified Teacher status. Facilities Master Plan 10% have been completed and another 10% will be completed next year with the bulk of the projects slated for 2017-18 and 2018-19. 100 % of annually deferred maintained projects completed.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
2015-16 goals	Budgeted Expenditures	Last year's response	Estimated Actual Annual Expenditures
1.1 Ensure students are taught by teachers who are fully credentialed in the subject areas in which they are teaching, and certified as required... 1.1.a Maintain 100% compliance with Highly Qualified Teacher status.	\$1,200 Basic Funding	We identified no teachers who were not highly qualified for their assignment. There were two who were misassigned at the middle school but was reassigned a the start of CALPADS reporting when the error was noticed.	\$1,200 Basic Funding
Scope of service:	All	Scope of service:	All
<u> X </u> ALL		<u> X </u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Reclassified fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.2 Ensure students have access to clean, safe, well-maintained facilities, including appropriate technology 1.2.a Purchase 1:1 technology for each student in grades 6-7	\$192,000 Basic Funding	1.2. With the start of facilities upgrades, many improvements are being made across the district based on the facilities plan 1.2 a During the 2015-16 school year the 6th and 7th grades were added to the 1:1 program expanding anytime/anywhere access for all student from 6th - 12th grades. Staff development and ongoing collaboration were provided to teachers new to having a 1:1 program. All teachers continued to effectively integrate technology into the core classrooms including identifying specific, necessary technology skills for student success. These technology skills were developed in conjunction with the scope and sequence TK-5 grade span docs. The specifications developed by the Classroom of the Future grant from Measure A which is a TTUSD foundation team, and included physical space and technology aspects of the classroom and have guided decisions as the bond program is implemented at school sites.	\$173,301 Basic Funding
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other ubgroups:(Specify)_____	

<p>1.2.b Begin implementation of Facilities Master Plan priorities</p> <p>1.2.c Ensure clean, safe, well-maintained facilities.</p>	<p>\$175,400,000 Building Funds</p> <p>\$312,000 Basic Funding</p>	<p>112.b. The contribution to the deferred maintenance program allowed the District to make many improvements to its school facilities in 2015-16. The most significant improvements were redoing the parking lot at Glenshire Elementary. It addressed the need for safer drop off and pick up zones for parents and buses. 12.c. In addition, the district performed many smaller maintenance projects at various sites including: roof repairs, asphalt repair and sealing, completing the TTHS track and football bleachers. We had projects that totaled more than that and the difference was covered by fund balance.</p> <p>*Budgeted expenditures were for entire multi-year program. Reduced to annual expenditures</p>	<p>\$12,546,000 Measure E and U Bond Funds</p> <p>\$374,563 Basic Funding</p>
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	<p>All</p>
<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>=</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1.2.a This year was the end of piloting the “classrooms of the future” initiative, but using this classroom design, new furniture and technology supplies will be purchased and set up next year at all sites. Orders have been placed for additional equipment to design virtual professional development laboratories across the district and several conference rooms at the district office have been set up to support this. New construction will start at several sites in 2016-17.</p>		

Original GOAL from prior year LCAP:	GOAL 2: Increase student achievement in English Language Arts		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____																																								
Goal Applies to:	Schools:	K-12																																									
	Applicable Pupil Subgroups:	All, including significant subgroups																																									
Expected Annual Measurable Outcomes:	<p>5% increase in proficiency by June 2016 as measured by local writing assessments.</p> <p>Students at mastery will continue to demonstrate growth in each area.</p> <p>75 percent of all students will reach mastery on EAP, AP, CAASP, CAHSEE</p> <p>Serve 375 students in K Camp/Summer Scholars Summer school readiness and intervention programs.</p>	Actual Annual Measurable Outcomes:	<p>The district invested resources in developing scope and sequence elementary standards-based report cards and common assessments. We did not meet the goals stated in 2014-15 but there are significant improvements. All data included here refer to 2014-15 as 2015-16 is not available yet. However this data shows that the performance that occurred in 2014-15 and that we are addressing in 2015-16.</p> <table border="1" data-bbox="1161 857 1911 1391"> <thead> <tr> <th colspan="4">CAASPP ELA Student Proficiency (meeting and exceeding)</th> </tr> <tr> <th></th> <th>Met</th> <th>Exceed</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ALL 14/15</td> <td>35%</td> <td>18%</td> <td>53%</td> </tr> <tr> <td>ALL 15/16</td> <td>34%</td> <td>23%</td> <td>57%</td> </tr> <tr> <td>SED 14/15</td> <td>26%</td> <td>5%</td> <td>31%</td> </tr> <tr> <td>SED 15/16</td> <td>28%</td> <td>8%</td> <td>36%</td> </tr> <tr> <td>Hispanic 14/15</td> <td>25%</td> <td>5%</td> <td>30%</td> </tr> <tr> <td>Hispanic 15/16</td> <td>27%</td> <td>6%</td> <td>33%</td> </tr> <tr> <td>White 14/15</td> <td>41%</td> <td>27%</td> <td>68%</td> </tr> <tr> <td>White 15/16</td> <td>39%</td> <td>33%</td> <td>72%</td> </tr> </tbody> </table>	CAASPP ELA Student Proficiency (meeting and exceeding)					Met	Exceed	Total	ALL 14/15	35%	18%	53%	ALL 15/16	34%	23%	57%	SED 14/15	26%	5%	31%	SED 15/16	28%	8%	36%	Hispanic 14/15	25%	5%	30%	Hispanic 15/16	27%	6%	33%	White 14/15	41%	27%	68%	White 15/16	39%	33%	72%
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EL 14/15	10%	0%	10%
EL 15/16	7%	0%	7%
RFEP 14/15	43%	7%	50%
RFEP 15/16	41%	6%	47%
SWD 14/15	10%	1%	11%
SWD 15/16	13%	3%	16%

10th grade students passed CAHSEE Math = 89.4 %

We did not measure students' mastery in math
 The AP exam results were not available at the time of printing
 The EAP exam results were not available at the time of printing.
 We will share the data with stakeholders when it is available.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>2.1 Provide California Standards-aligned curricula and research- based instruction designed to meet the individual needs of all students.</p> <p>2.1.a Staff will review SBE adopted instructional materials in English language arts.</p> <p>2.1.b Purchase instructional materials for established writing and reading programs (K-2 and 9-12 Step-Up-To-Writing)</p>	<p>\$20,800 Lottery</p> <p>\$3,000 Lottery</p>	<p>The development of grade K-12 Scope and Sequence in ELA and math was the main focus. ELA Common Assessments were developed along with the elementary standards-based report cards.</p> <p>An introductory SBE ELA review was done at PCOE.</p> <p>Additional F&P LLI for student intervention was purchased for every site</p>	<p>\$25,000 Title II \$30,000 Basic Funding \$1,000 Basic Funding \$20,000 Lottery</p>
<p>Scope of service: ALL</p> <p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: ALL</p> <p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.2 Implement early screening which leads to effective first teaching.</p> <p>2.2.a Schools will continue to implement district-wide universal screening tool(s) for reading</p>	<p>\$140,000 – Lottery</p>	<p>2.2 All schools K-8 now use STAR reading as a universal screening tool with Fountas and Pinnell as a reading intervention for students 1.5 years or more below grade level.</p> <p>2.2.a. All schools 9-12 use STAR reading as a universal screen with Power Reading as an intervention for students 1.5 years or more below grade level. We also purchased instructional reading materials such as power reading and extended F&P through all the middle schools and LLI for all sites.</p>	<p>Lottery \$140000</p>
<p>Scope of service: ALL</p> <p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of service: ALL</p> <p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

__Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Provide Staff and administrators with professional learning in empirically validated literacy approaches which focus on the diverse language and literacy needs of students and increase the effectiveness of instruction. 2.3 a K-12 staff will continue training in California Standards for writing and reading (Step-Up-To-Writing practices and Reading Apprenticeship) 2.3.b Truckee High School staff will implement teaching strategies specific to teaching in a block instructional schedule.		This was an extensive PD year with an increase in all the sections listed below: This year was focused on the California State standards and alignment of ELA and ELD standards. We spent time on teacher training on the standards alignment process Secondary teachers attended PCOE Argumentative Literacy workshops We did not address Block schedule issues as this will be addressed as part of lesson designed literacy in the content area in 2016-17.	\$3,500 - Title II \$69,505 Title II
Scope of service:	ALL	Scope of service:	ALL
__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4 Provide Academic/Instructional Coaching support for teachers as they implement high-yield research-based instructional strategies 2.4.a Provide coaching support – 4.6 FTE Academic Coaches at K-8 and Sierra High School and 2.0 FTE Literacy Coaches at North Tahoe and Tahoe-Truckee high schools		6.6 FTE - \$689,082 Basic Funding	5.3 FTE - \$497,623 Basic Funding \$100,000 (Cowell grant) locally restricted

				\$100,000 basic funding	
Scope of service:	ALL		Scope of service:	All	
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>2.5 Provide a classroom environment allowing teachers to work directly with small groups, differentiate learning, and implement Tier I intervention strategies</p> <p>2.5.a District will maintain low class sizes to average: K-3 – 24:1 4-5 – 28:1 6-12 – 30:1</p> <p>2.5.b Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners</p>		<p>\$ 802,318 Basic Funding</p> <p>\$941,852 Supplemental</p> <p>\$266,138 Supplemental</p>	<p>The following were actual class sizes for grade spans throughout the district. K-3 – 20:1 4-5 – 24:1 6-12 – 28:1</p> <p>Low class sizes were a priority at each site</p> <p>Every site received training on ELD strategies. Much of the year was spent on grade level coaching and alignment of the elementary scope and sequence documents to include ELD standards. Coaches worked with ELD coordinators to address differentiation in the Scope and Sequence documents and common assessments.</p> <p>Provided Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides.</p> <p>The district also provided for a district-level intervention extension TOSA</p>		<p>\$877,180 Basic Funding</p> <p>\$1,029,733 Supplemental</p> <p>\$273,009 Supplemental</p>
Scope of service:	NTS, TLE, TES, NTHS, TTHS, SHS		Scope of service:	Schoolwide NTS, TLE, TES, NTHS, TTHS, SHS	
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<u>Other Subgroups:(Specify)</u> _____		<u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____	
<p>2.7 Build a system of support through a Response to Instruction and Intervention which provides for the specific needs of students who need supplemental instructional support in English language arts</p> <p>2.7.a Schools will implement research-based universal screening tools for grade-level reading. Students will be screened and research-based intervention strategies will be implemented for students in need</p> <p>2.7.b Purchase intervention instructional materials for established literacy programs (Renaissance Learning Licenses – F & P intervention materials)</p> <p>2.7.c Provide Kinder Camp and Summer Scholar Program to Kinder- 4th grade students</p>	<p>\$60,724.41 State lottery</p> <p>\$82,259 Supplemental</p> <p>\$186,000 Title I</p>	<p>In 2014-15 4.7 FTE enhancement paraprofessionals, 1.5 FTE instructional aids, and 2.7 FTE bilingual instructional aides were deployed throughout 8 schools. We reevaluated enhancement paraprofessionals in budget. We excluded a portion of staff from supplemental expenditures.</p> <p>We implemented a universal screening system consisting of STAR reading, Fountas and Pinnell and Power Reading. This system was implemented K-12 impacting all students in the district, and supplemental support was provided for about 307 students.</p> <p>The district expanded Kinder Camp and its Summer Scholar program to serve 329 students. Summer Scholars was expanded to fourth grade. We plan to expand Summer Scholars to incoming fifth grade students in 2016 and the enrollment is targetted at 390. Cost went down because there was more alignment in services although a larger number was served.</p>	<p>Included in Goal 2.5B</p> <p>\$51,948 Lottery</p> <p>\$103,953 Title I \$27,254 Supplemental \$32,913 Basic Funding</p>
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	<p>LEA-Wide</p>
<p><u>ALL</u></p>		<p><u>X</u> ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The 2016-17 summer school program will expand to almost 400 students. In 2015-16 summer school served 325 students an increase of almost 30 students from the previous year. In 2015-16 time was dedicated to establishing a guaranteed viable curriculum with grade-level articulation and alignment to support introduction of research-based intervention serves in 16-17.</p> <p>LLI and STAR licenses were purchased for every grade in K-8: Power reading was purchased for grades 9-12. Intervention teachers have been identified as the next level of support to be introduced at each site in 2016-17. Trainings and professional development will be provided consistently throughout the year to support differentiated teacher needs.</p> <p>We will allocate more time and resources for development of common assessments in ELA and math and have identified Literacy in the content area to be the focus of our work next year, which will include Marzano’s HRS framework and teaching and learning strategies.</p>
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	Goal 3: Increase English learner student achievement in English Language Arts	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____				
Goal Applies to:	Schools: K-12					
	Applicable Pupil Subgroups: English Learners					
Expected Annual Measurable Outcomes:	30% percent of English learners will reach English language proficiency on the CELDT	Actual Annual Measurable Outcomes:				
		Percentage of Students that Passed CELDT by: Less than 5 Years and, More than 5 Years and Total				
		<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;">Less than 5</td> <td style="width: 33%;">More than 5</td> <td style="width: 33%;">TOTAL</td> </tr> </table>		Less than 5	More than 5	TOTAL
	Less than 5	More than 5	TOTAL			

	Years	Years	
2015/16	12.73%	50.43%	29.5%
2014/15	18.5%	49%	30%
2013/14	16.7%	45.7%	27%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1 Develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students</p> <p>3.1.a Implement and evaluate the revised English Learner Master Plan to meet the changing needs of students, staff and parents</p>	\$178,000 supplemental	<p>4 meetings were held with DELAC to receive input on changes to the English Learning Master Plan. The major change was refining the "Newcomers" section to provide specific direction for implementation. In original LCAP only supplemental expenditures were included. for the annual update we have included all expenditures that contribute to this Goal.</p>	<p>\$89,163.45 Title III \$50,586 Title I \$42,149 Basic Funding \$183,120 supplemental</p>
<p>Scope of service: LEA-Wide</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-Wide</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	

<p>3.2 Develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students</p> <p>3.2.a Students will receive at least 30 minutes per day of Designated English Language Development support in addition to Integrated ELD as part of core instruction. Reclassified Fluent English Proficient students will be monitored for success in the core classroom and Integrated ELD will continue to be provided in the core curriculum as needed.</p>	<p>(\$430,384 Site Allocation from Supplemental)</p>	<p>All students received a minimum of 30 minutes per day of Designated English Language Development. Integrated English Language Development is supported at all schools by English Learner Development Coordinators.</p> <p>English Language Development Coordinators work with teachers around success of English Learners and integrated English Language development. They also meet with Reclassified Fluent English Proficient students and review data regarding student progress. All staff members were trained in Integrated English Language Development and the California English Language Arts/English Language Development Framework. Additionally, the ELD coordinators were trained in providing support for Integrated ELD and the ELA/ELD framework. Coordinators meet monthly in PLCs to discuss student data and best practices. Reclassification criteria was revised and updated with input from all stakeholders. An English Learner parent conference reporting form was created to communicate English-Language Development progress to families during conferences and an ELD progress report was developed as a supplement to new report cards.</p>	<p>\$430,384 Site Allocation from Supplemental</p>
<p>Scope of service: LEA-Wide</p>		<p>Scope of service: LEA-Wide</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We will continue with the actions we established in this section. Additionally, we will pilot the EL-ILP process for 2016-17 for all ELs. The district EL coordinator and a team of secondary assistant principals and teacher leaders will continue to participate in the CALLI collaborative through 2016-17.

			SWD 15/16	8%	4%	12%
			<p>10th grade students passed CAHSEE Math = 89.4 %</p> <p>We did not measure students' mastery in math The AP exam results were not available at the time of printing The EAP exam results were not available at the time of printing. We will share the data with stakeholders when it is available.</p>			

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budget ed Expend itures		Estimated Actual Annual Expenditures
<p>4.1 Provide California Standards-aligned curricula and research- based instruction designed to meet the individual needs of all students</p> <p>4.1.a K-5 staff will implement board adopted mathematics instructional materials.</p>	<p>\$270,000 Instr.Ma t. Basic Funding</p>	<p>K-8 adopted Everyday Math and 6-12 adopted CPM/Integrated M ath Pathway. Teacher trainings and staff development days were provided. In original LCAP included estimated cost for instructional materials. Later needs surfaced for additional grade levels, consumables, and training. In addition portions of adoptioon originally anticipated to be received in 2014-15 were delievered after July 1.</p> <p>The district also created a secondary math coaching position to support the introduction and training of this new curriculum.</p>	<p>\$547,736 Lottery. \$180,000 Basic Funding</p> <p>\$115,000 Supplemental</p>
Scope of service:	All	Scope of service:	LEA-Wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>4.2 Provide Staff and administrators with professional learning in empirically validated math approaches which focus on the diverse language and literacy needs of students and increase the effectiveness of instruction.</p> <p>4.2.a Train K-5 staff in the use of board adopted mathematics curriculum</p> <p>4.2.b Train 7-12 staff in the use of newly adopted integrated mathematics curriculum</p> <p>4.2.c 6th grade staff will pilot and adopt common core mathematics instructional materials</p> <p>4.2.d. Truckee High School staff will implement teaching strategies specific to teaching in a block instructional schedule</p>	<p>\$7,800 - Lottery</p> <p>\$2,600 - Lottery</p> <p>\$2,000 - Basic Funding</p>	<p>Staff development time was designed as grade-level release for elementary and subject-level release for secondary (three days each). The cost of which resulted in a substantial increase in the usage of Title II funding</p> <p>Teachers were sent for training in San Francisco, Davis and Placer County Office of Education to support their transition and adoption to the new curriculum.</p> <p>Sixth grade adopted CPM math.</p> <p>High school staff has started addressing literacy initiative and are working with Cowell grant for teaching strategies.</p>	<p>\$69,505 Title II PD</p>
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>4.3 Provide a classroom environment allowing teachers to work directly with small groups, differentiate learning, and implement Tier I intervention strategies</p> <p>4.3.a District will maintain low class sizes to average: K-3 – 24:1 4-5 – 28:1 6-12 – 30:1</p> <p>4.3.b Provide Enhancement Paraprofessionals, Instructional Aides, and Bilingual Instructional Aides to support small group intensive instruction to low income and English learners</p>	<p>\$941,852 Supplemental</p> <p>\$266,139 Supplemental</p>	<p>Teachers worked directly with coaches in small groups to address differentiation in learning and Tier I intervention strategies.</p> <p>The district continues to support small class sizes for optimal learning environment.</p> <p>Paraprofessionals and Bilingual Aides continue to be supported at each site.</p>	<p>Costs are included in 2.5</p> <p>Costs are included in 2.5</p>
<p>Scope of service: NTS, TLE, TES, NTHS, THS, SHS</p> <p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide-NTS, TLE, TES, NTHS, THS, SHS</p> <p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4.4 Build a system of support through a Response to Instruction and Intervention which provides for the specific needs of students who need supplemental instructional support in mathematics...</p> <p>4.4.a Schools will implement research-based universal screening tools for math skills.</p> <p>4.4.b Students will be screened and research- based intervention strategies will be implemented for students in need. (Accelerated Math)</p>	<p>\$17,540 lottery</p>	<p>With the introduction of Everyday Math and CPM math and adoption of new materials the work was focused on alignment to priority standards, which included the development of scope and sequence documents for grades k-12 and discussions. A common placement test has been developed and will be implemented across grades 5-7 for accelerated placement program. Additional training and professional development was added to the budget after original LCAP adoption.</p> <p>The district continued to implement universal screening tools such as STAR reading and STAR math.</p>	<p>\$46,000 Basic Funding</p> <p>\$2,000 Lottery</p>

Scope of service:	LEA-Wide		Scope of service:	ACMS, DTE, GE, KBE, NTS, NTHS, TLE, TE, TTHS, SHS	
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		4.2.c The conversation around block schedule has been shifted under the high reliability school framework discussion. The district introduced the HRS preview to all site administrators in 15-16, and will introduce it formally across the district in August. Sites are folding in their site-specific needs, such as block discussion at TTHS, into the HRS framework.			

Original GOAL from prior year LCAP:	Goal 5: A culture of respect and responsibility will provide a safe learning environment	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5 X 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: K-12	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Suspension rate will remain at or below 1.5%. Expulsion rate will maintain at 0.0%. Graduation rate will exceed 90%. Parent Involvement (PIQE) Safety and school connectedness	Actual Annual Measurable Outcomes :	Suspension and Expulsion Rates by Year			
				Suspension Rate	Expulsion Rate	
			2012-13	4.1 %	0 %	
			2013-14	1.6 %	0 %	
			2014-15	2.2 %	0.1 %	
			Graduation Rates - Subgroups by Year			
				2012/13	2013/14	2014/15
			ALL	89.7%	93.1%	
			All Male	88.7%	91.5%	
			All Female	90.7%	95%	
			Hispanic Male	76.9%	83.3%	

Hispanic Female	90%	95%	
White Male	94.5%	94.1%	
White Female	91.3%	94.6%	

As of this date we do not have Grad rates for 14-15. The 2013/14 graduation rate was 93.1%, which exceeded the goal of 90%.

2014/15 Parent Surveys (# of responses):

- Elementary English - 454
- Elementary Spanish - 77
- Middle School English - 180
- Middle School Spanish - 6
- High School English - 89
- High School Spanish - 1

Parent Survey Results by (Elem., Middle, High) by Year

Survey Question	2014/15	2015/16
Percent that agree or strongly agree with the statement, "My child feels valued and respected by school staff."	(HS) 65%, (MS) 83%, (ES) 93% Average = 73%	(HS) 79% (MS) 80% (ES) 94% Average = 89%

			Percent that agree or strongly agree with the statement, "My child feels safe and comfortable at school."	(HS) 70%, (MS) 86%, (ES) 93% Average = 73%	(HS) 87% (MS) 87% (ES) 94% Average = 92%
			Percent that agree or strongly agree with the statement, "My child's school building is safe and well maintained."	(HS) 37.5%, (MS) 95%, (ES) 94% Average = 91%	(HS) 89% (MS) 93% (ES) 93% Average = 92%
			<p>PIQE enrollment is estimated at 85 adult ed students. Final #s will be available by April 20th.</p> <p>GED enrollment - 55 students enrolled- first class starts on April 18th.</p>		

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Support partnerships between students, staff, parents and community members to develop a school culture built on mutual respect, responsibility and safety for all...	\$11,000 Basic Funding \$12,600	We partnered with Placer-Nevada County mental health to provide on-site mental health services at middle and high school campuses. Original LCAP budget did not include costs funded from partner organizations in the the form of grants.	\$121,100 Basic Funding

<p>5.1.a Support strategic student and parent education on topics relevant to behavioral and social emotional supports</p> <p>5.1.b Continue systematic Character Education K- 8 and pilot life plan curriculum for 9-12.</p> <p>5.1.c Support collaborative relationships with onsite mental health providers and providers from outside agencies.</p> <p>5.1.d Provide training to general education staff in the area of behavioral intervention and supports. (Tier II at elementary level)</p>	<p>Basic Funding</p> <p>\$50,000 Medi Cal Billing Option</p> <p>\$5,500 Basic Funding</p>	<p>The CHKS data was included in the site accountability plans and reviewed at both ELAC and DELAC meetings. We have a fully developed ELAC and DELAC system. Translation services are provided at all district meetings and correspondence documents. Community liaisons provide additional support at each school site and encourage parent/guardian participation at all school functions.</p>	<p>\$67,070 Medi Cal Billing Option</p> <p>\$1,100 Basic Funding</p>
<p>Scope of service: All</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: All</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5.2 Build a comprehensive system of behavioral and social emotional supports that provide all students with a strong foundation...</p> <p>5.2.a Fully implement Positive Behavioral Interventions and Supports (PBIS), discipline matrix and alternatives to suspension.</p>	<p>\$1,000 MED.ADMIN .ACT</p>	<p>Partnerships were strengthened through PTO Summits and student-voice panels. The California School Healthy Kid Survey data was reviewed at both the site and board level. Each site accountability plans meet a school climate goal.</p> <p>Proactive alternatives to suspension were put into practice.</p> <p>A plan was developed and implementation began to improve student and staff connection including a fall 2015 middle and high school teacher training day, called Challenge Day.</p>	<p>\$15,000 Basic Funding</p>

		<p>Second Step Educational Curriculum was fully adopted and implemented in K-8.</p> <p>We held regular counselor PLCs that focused on the delivery of social emotional supports, including social skill groups and opportunities for individual counseling.</p> <p>All schools use Success Teams/School Attendance Review Teams to review students concerns and plan the first line of intervention.</p> <p>Athletes Committed 9-12 and Character Education K-8.</p>	
Scope of service: All		Scope of service: All	
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>5.3 Build and facilitate cultural competency around our diverse learners and subgroups...</p> <p>5.3.a Schools will use district-developed presentation materials to increase the cultural competency around our diverse learners and subgroups. (2 or 3 meetings a week)</p> <p>5.3.b Schools will promote at-home-language and literacy in the family's home language.</p> <p>5.3.c School and district staffs collaborate with</p>	<p>\$35,000 supplementa l</p> <p>\$13,000 supplementa l</p>	<p>The Superintendent conducted 6 <i>Coffee and Conversation</i> events 2 of which were in Spanish providing slide show and interpretation.</p> <p>100% of all documents are translated and meeting with Spanish speaking families are interpreted. Part of TranslationServices</p> <p>The Superintendent's advisory meeting is scheduled every month and well attended. PIQE was introduced for all 6-8 grade parents and 86 parents will be recognized at the ceremony at the end of this year.</p>	<p>\$194,714 supplemental</p> <p>\$20,000 Adult Ed Grant</p>

<p>Translation and Bilingual Communication services staff to involve Spanish speaking families in school events.</p> <p>5.3.d District will provide two translators and two community liaisons district-wide which provide parent access to the school system and promote parent involvement.</p> <p>5.3.e Provide adult ESL classes for Spanish speaking families.</p> <p>5.3.f Implement parenting classes which provide parents with skills and strategies to support student learning at home.</p>	<p>\$288,634 – Supplemental</p> <p>\$26,290 – Supplemental</p> <p>\$1,000 – Supplemental</p>	<p>5.3.c & d - The district doubled the Spanish-language support from two staff members to 4 and created the Translations and Community Bilingual Services Department. Original LCAP budget only included supplemental funding. In annual update we have included local grant sources.</p> <p>4 adult ESL classes were held with 55 adults served. These classes were held in our highest Spanish-speaking areas. Classes provided tools to help parents support their students and also communicate and engage with school systems.</p> <p>We conducted 3 Accelerated Student parenting classes. We originally overestimated the cost for parenting classes.</p>	<p>\$299,042 – Supplemental</p> <p>\$53,784 Nevada and Placer County Wellness Grant</p> <p>\$60,000 First Five Grant</p> <p>\$26,290 – Supplemental</p> <p>\$1,000 – Basic Funding</p>
<p>Scope of service: LEA-Wide</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-Wide</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We moved the teacher training day for Challenge Day to October 2015. We completed the student Challenge Day this year.</p>		

Original GOAL from prior year LCAP:	Goal 6: Create and enhance STEAM/CTE Pathways at secondary schools		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Secondary Schools, 9-12		
	Applicable Pupil Subgroups:	All, including significant subgroups		
Expected Annual Measurable Outcomes:	Increased access and participation in multi-year pathways leading to college majors, technical options, and careers in STEAM. Each comprehensive high school will offer a minimum of two pathways with at least an introduction course. 90% of 10 th students will participate in the PSAT		Actual Annual Measurable Outcomes:	Each comprehensive high school is adding a technology strand to their Engineering Pathway to offer more options. Each CTE pathway offers introductory and intermediate level courses for all. Capstone courses have been identified as either AP level courses or those that are offered at Sierra College, both of which leads to students earning college credits for that course.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
6.1 Establish CTE Pathways in Engineering and Biomedical Health Sciences 6.1a Coordinate with community partners to develop Engineering and Biomedical Health Sciences capstone (level three) courses	\$91,980 Basic Funding	We've implemented introductory and intermediate courses in both engineering and biomedical pathways. CTE Coordinator has been hired for 16-17 from the CTEIG grant received this year. Introductory CTE level discussions are under way with various industry sectors and a CETAC committee has been formed. High school staff continueS to be trained in Project Lead the Way CTE pathways. Instructional materials	\$135,678 Basic Funding	

		and supplies are ordered, and the Pathways will expand to include additional 3rd year courses . All secondary students are counseled or provided the opportunity for counseling when selecting appropriate CTE courses and were provided additional career counseling.	
Scope of service: NTHS, TTHS		Scope of service: NTHS, TTHS, SHS	
<u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
6.2 Administer PSAT to all 10th graders... 6.2.a Purchase the PSAT for all 10 th grade students. 6.2.b Provide individual counseling based on PSAT results and focused on AP potential and AP placement. 6.2.c Students will be provided counseling to support course selection decisions. (Career and Guidance Counseling) 6.2.d Maintain Naviance college and career readiness tool to provide support for college research and application, career pathway exploration, and individual planning.	\$1,000 Basic Funding \$10,500 supplemental \$505,024 – Supplemental \$12,017 – Supplemental	509 students in grades 10 and 11 took the PSATs in 2015-16. All juniors were allowed to take the test at no cost. Counselors met with students whose PSAT results showed aptitude for specific AP courses. In original LCAP counselor costs only included supplemental funded counselors. Annual update included portion of counselors funded by Measure A Naviance continues to be used by high school counselors and more training will be provided in 2016-17.	\$6,000 Basic Funding \$555,416 – Supplemental \$497,000 Measure A \$ 11538 Measure A

<p><u>ALL</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>ALL</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to expand the CTE pathways in 2016-17.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>2,370,267</u>
<p>1ix: Intervention in small group settings: Using research on Response to Intervention, the TTUSD team of administrators and teacher leaders attended training by Mattos and has continued to implement small group instruction to support differentiation.</p> <p>2ai: Science Coach: With the transition to NGSS and the recommendation to align Science practices to NGSS, this position supports TTUSD transition across Tk-12 to NGSS and associated training.</p> <p>2aiii: STEMScopes: With the transition to NGSS, this is CDE recommended supplemental classroom material</p> <p style="text-align: right;"><i>Section 3A continued</i></p>	

Section 3A Continued

2avi: Summer STEAM Academy: As recommended by CDE and CTE framework for schools, middle school CTE should include college and career ready activities to support transition to high school pathways. TTUSD has several high school STEAM pathways and the summer STEAM academy is for 8th grade students only.

5ii. Schools will promote at-home-language and literacy in the family's home language. Recent meta-analyses have shown that educational programs that systematically incorporate use of ELs' home language result in levels of academic success, including achievement in literacy and other academic subjects, that are as high as and often better than that of ELLs in English-only programs. In a study of ELLs in two-way immersion programs, Lindholm and Aclan (1991) found a significant positive relationship between individual student's level of bilingual proficiency and their achievement in math and reading in English. Furthermore, the students who were classified as "high bilinguals" were able to attain grade level results by fourth grade in English reading and by third grade in English math.

5iii. School and district staffs collaborate with translation and Bilingual Communication services staff to involve Spanish speaking families in school events: This is to boost parent involvement. Research from the National Education Association research shows increased parent involvement results in higher grades, test scores, attendance, college admission, graduation rates and improved social skills.

The district has contracted with Marzano Research and high reliability schools and has adopted the High Reliability School Framework to guide all professional development, school and district-based PLC collaboration and analysis of data to support advancement for all students including English Language learners and students who are economically disadvantaged. The district serves 20 percent of English Language learners and 40 percent of free and reduced students. With the change in ESSA rules, the district has designed a plan to use Title I funds to support Intervention and acceleration for all students including ELs, students with disabilities and students who are economically disadvantaged in every grade level, at every site. At the high school level, Title I funding is also being used to provide test fees for students who are socio-economically disadvantaged to help fund Advanced Placement tests. Additionally, Title I funding is also being used to provide access and equity to college and higher education by the district paying for all students in 10th and 11th grade participating in the PSAT exams. These plans are specifically designed to meet the needs of all unduplicated students in a district that does not receive supplemental or concentration funding due to a status as a basic-aid district. The services listed in this document continue to be funded from basic funds, title funds, lottery money and grants awarded for specific programs and services.

\$1,100,000 of supplemental funds will be spent on continuing to maintain low class sizes across K-12 school sites in order to continue individualized support and differentiation for all students. The 2015-16 parent survey continues to reflect the parent need to maintain low class sizes and its impact on student success.

High School counselors and the high school career technician will be supported with a focused CTE Coordinator (.4 FTE) to support student college and career readiness and transition/bridge activities to support students with workforce readiness. The CTE program continues to expand with additional 1.2 FTE added by the CETIG grant and over seven pathways supported through supplemental funds at the cost of approximately \$500,000.

The district leadership team believes low income students and parents experience barriers to college attendance because students do not take rigorous course work in high school and families lack information about available scholarships, loans and the application process. The district has introduced free PSAT test options for every student in grades 10 and 11 with supplemental costs of almost \$6,000, and has introduced the fee waiver process for qualifying students for the AP exams.

Our graduation rate in 2014-15 shows a narrowing of achievement gap between Hispanic (91.5%) and white students (91.6%). While the state is celebrating a state-wide increase of 1.3% in graduation rates (80.4% to 82.3%), our district also celebrates a similar growth of 1.6% in the last three years (89.7% to 91.1%) and the county showed a drop of 1% (90.5% to 89.7%) during the same period. For Hispanic students, the district celebrates a phenomenal growth of 8% (83.5% to 91.5%) compared to the state, which shows a 2.8% growth and the county shows a decline of 1.3% during the same time. Both the county and the district showed a small drop in the performance of white students, but both maintained their 90% graduation rates. Socio-economically disadvantaged students (free and reduced lunch) increased by 1.2% over the last two years compared to the state, which increased by 2.9%, while the county dropped by 2.6%. The EL cohort graduation rates shows a phenomenal growth of almost 14% since 2012-13 while the state showed a growth of 6.3% and the county showed a growth of 4.2% during this same period. In 2014-15, the EL subgroup showed the largest decline of 5.4% in graduation rates and the district will be analyzing the data to identify the proportionality of special education students in this category. The statistics indicate that 11 students completed their graduation after the CALPADS cutoff of October 2015 and therefore appeared as non-graduates in the cohort and did not count toward the graduation rates: Two students earned their GEDS, four students left the school district and the rest are still enrolled and graduation in 2016.

\$12,017 of supplemental funds will be spent on licenses for Naviance, a college and career planning tool. The district leadership team believes that this tool will provide low income and English learner students with the tools they need to plan their college and/or career path, identify course work, and receive assistance in financial aid applications and the college application process. Every student will be provided an account.

Section 3 A continued

Section 3 A continued

Supplemental funding will be used to fund summer school and extend remediation opportunities through APEX online learning to help students graduate. APEX supports students struggling in school by offering remediation opportunities while they are in school so they don't fall behind.

In order to continue supporting or students in the classroom during the school year, the district has redesigned its usage of supplemental funds and Title I funds and provides site-level intervention teachers for every K-12 site for a total cost of almost \$750,000 (from both sources).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.8	%
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Tahoe Truckee Unified School District is a basic aid school district. Due to this status we have committed funding beyond the LCFF in order to increase achievement of unduplicated students, specifically low income, foster youth, English learners, and reclassified fluent English proficient. The percentage increase in funding for the unduplicated students is 9.8%. Tahoe Truckee USD already exceeds the supplemental funding target amount and expects to maintain this funding level. The minimum proportionality percentage has been met in 2015-16.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

8-22-14 [California Department of Education]