

**Introduction:**

**LEA:** Lake Tahoe Unified School District **Contact (Name, Title, Email, Phone Number):** James R. Tarwater, Superintendent, jtarwater@ltusd.org, 530-541-2850 **LCAP Year:** 2016-17

### ***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
Cafecitos and English Learner Parent Advisory Committees	Received comments and suggestions from the Parents and Community as they reviewed the LCAP Annual Update for Year 2 - 2015/16. Suggestions from the parent stakeholders and CCSS Advisory Committee were included prior to the Review by Board of Education. Dates: 4/20/16, 4/26/16, 5/24/16, 6/3/16
District English Language Advisory Committee (DELAC - Parent Advisory)	Administration, Teachers, Parents, DELAC, reviewed LCAP Goals and Progress Indicators and Site Recommendations for refining targeted programs for the following subgroups: EL, LI, and FY. Dates: 11/10/15, 1/26/16, 2/10/16,

<p>PTA (Parent Advisory Committees), Parent Trainings, and Family Events</p>	<p>3/2/16, 3/22/16, 3/31/16, 4/5/16, 4/7/16, 4/20/16, 4/26/16, 4/28/16, 5/24/16          Increase awareness of the needs of Foster Youth, including the need for early enrollment and staff training to identify and address learning needs.          Continued SARB to decrease the time it takes to identify students and improve attendance and academic performance. Implemented Saturday School. Dates: 9/8/15, 9/22/15, 10/20/15, 11/17/15, 12/15/15, 1/19/16, 2/9/16, 3/15/16, 4/19/16, 5/17/16</p>
<p>PTA Presidents Roundtable</p>	<p>Board of Education received for information the following: LCFF Funding, LCFF Accountability, LCAP Attendance Incentive Results, LCAP (Budget, Plan and Inform the Public). Dates: 4/26/16, 5/10/16, 5/24/16, 6/7/16</p>
<p>CCSS Advisory Committee</p>	<p>The Board of Education approved the adoption of CCSS ELA, ELD and Math programs: McGraw-Hill Wonders K-5; Social Studies Aligned CCSS English (9-12); Houghton-Mifflin English 3D (9-10); Glencoe California Math with ALEKS (7-8); and Glencoe Integrated Math with ALEKS (9-12). Dates: 2/9/16, 4/26/16, 5/10/16</p>
<p>Teacher Collaboration, School Safety &amp; Staff Meetings, Grade Level Data Meetings</p>	<p>The Board of Education approved the following: contracts with Tahoe Turning Point, Live Violence Free, and Family Resource Center for Student Advocate Program; expansion of school nurse services. The Board of Education received for information an update on the progress of the Intervention Counseling and Student Advocate Program. Dates: 1/12/16, 5/10/16, 6/28/16</p>
<p>PBIS Meetings, Teacher &amp; Support Staff Trainings</p>	<p>The Board of Education received for information an update on the LTUSD Seven Year Facility Improvement Project Plan. Date: 5/24/16</p>
<p>School Site Councils</p>	<p>The Board of Education reviewed and discussed data from the first administration of CAASPP ELA/Math Summative Assessments and LCFF State Priority Snapshots. Dates: 10/13/15, 9/22/15, 11/17/15</p>
<p>South Tahoe Teachers' and California School Employees Associations</p>	<p>Stakeholder feedback, concerns, suggestions were collected and included in the LCAP which was presented to the Board of Education. The Superintendent conducted the District LCAP development process per Ed Code. Dates: 4/26/16, 5/24/16, 6/7/16, 6/28/16.</p>
<p>Leadership and ASB groups at STMS and STHS</p>	<p>The Superintendent received input from CCSS Advisory Committee stakeholders regarding goals and Districtwide Actions and Services in terms of refining programs for EL, LI, and FY students. Date: 4/20/15, 6/3/16</p>
<p>After School Enrichment Clubs - Academic Adventures PLUS and Club 202</p>	<p>Prior to the first Public Hearing the District notified the public of the opportunity to submit written comments on the specific actions and services. Date: 5/24/16</p>
<p>Community Advisory Liaison - Family Resource Center</p>	<p>STMS Leadership and STHS ASB meet regularly to discuss ways in which to</p>

Support Providers for Wraparound Services Program - Live Violence Free, Tahoe Turning Point, and Family Resource Center  
 Foster Youth Input from the El Dorado County Office of Education Services Liaison Staff Member (Community Advisory Group)  
 Board of Education Public Study Sessions and Public Hearings  
 The first public hearing was held on May 24, 2016: first review of the LCAP which initiated a public comment period; comments from the Stakeholders were reviewed and discussed which guided recommendations for funding Actions and Services.  
 LCFF/LCAP was Approved on June 28, 2016

improve the school academically and socially: Daily for STMS and every other day for STHS.

**Annual Update:**

Elementary Site Principals met with Cafecitos and English Learners Advisory Committees. The total number of Elementary meetings was 82. September 9, 10, 11, 15, 17, 23, 24, 30; October 1, 7, 8, 14, 15, 21, 22, 28, 29; November 4, 5, 12, 18, 29; December 2, 3, 9, 10, 16, 17; January 1, 6, 7, 12, 13, 14, 17, 19, 20, 21, 26, 28; February 2, 3, 4, 9, 10, 11, 23, 24, 25; March 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 28, 30; April 5, 6, 7, 19, 20, 21, 26, 27, 28; May 9, 11  
 Secondary Site Principals met with Cafecitos and English Learners Advisory Committees. The total number of middle and high school meetings was 16. September 17, 21; October 5, 19, 21; November 16, 18; December 7, 16; January 11, 20; February 1, 17; March 16, 21; April 4, 27  
 Elementary Site Principals met with Parent Advisory Committees and held Parent Trainings and Family Events. The total of Elementary meetings was 39. September 23; October 27, 28; December 12, 16; January 13, 14, 26, 27; February 4, 10; March 3, 7, 15, 16, 30; April 5; May 4, 10, 23; June 7  
 Secondary Site Principals met with Parent Advisory Committees and held Parent Trainings and Activities for parents. The total number of middle and high school meetings was 4. April 1, 18; May 11  
 Elementary Site Principals held teacher collaboration meetings in addition to School Safety and Staff meetings. The total number of Elementary meetings

**Annual Update:**

Share support for EL students which represent 27% of the 42% Hispanic students in the District. Informed on all performances, goals and actions of the LCAP. Family Resource Center helped to facilitate so parents feel safe asking questions and voicing concerns who are often apprehensive.  
 The Cafecitos group and EL Advisory Committee provides a space for parents that are Limited English to develop and understand the educational system and what support they will receive in middle and high school. Many parents have the desire to get involved but lack the language skills.  
 PTA/Parent Advisory generally meets to share with families the progress of the LCAP and school theme/magnet goals. Future events and support for students, teachers and parents are the object of the meetings. The PTA supports the implementation of CCSS within the classroom by supplying the teachers with grade level funds as the teachers transition to the CCSS instructional materials.  
 PTA Parent Advisory Committees has already helped in dissemination of information as well as gathering feedback that was brought to the administration and/or School Site Council. The future focus will be recruitment of parent involvement.  
 Collaboration are held with each grade level to review the progress of high need students, discuss intervention academic progress by the Read 180 and

was 91. August 27; September 9, 16, 23; October 7, 21, 27, 28, ; November 4, 17, 18; December 2, 3, 9, 15, 16; January 6, 13, 19, 20, 27; February 3, 9, 10, 24; March 2, 8, 9, 14, 15, 16, 17, 18, 22, 23; April 5, 6, 18, 20; May 4, 25

Secondary Site Principals held teacher collaboration meetings in addition to School Safety and Staff meetings, The total number of middle and high school meetings was 11. December 7, 9; March 30, April 20, 21, 22, May 4, 6, 18

Elementary Site Principals met with School Site Councils and held Support Staff Trainings, PBIS Behavior Intervention, and other LCAP collaboration meetings. The total number of Elementary meetings was 62. August 25; September 16, 24, 25; October 21, 23, 29, 30; November 6, 10, 19, 30; December 1, 2, 3, 4, 8, 9; January 4, 11, 13, 14, 15, 19, 21, 22, 26, 27, 28, 29; February 2, 5, 23, 25; March 1, 3, 8, 9, 23, 24, 25, 26, 28, 29, 30, 31; April 1, 5, 7, 26; May 10

Secondary Site Principals met with School Site Councils and held Support Staff Trainings and other LCAP collaboration meetings. The total number of middle and high school meetings was 12. November 5, 6; December 3, 9; February 4, 10; March 23, 31; April 28; May 5

Primary Reading Intervention teachers. Teachers participate in the development of the Single Site School Plan and School Safety Plan which reflect the LCAP Goals, Actions, Services and Expenditures.

Collaboration meetings addressed the following topics; Stull Bill Objective, SPA Testing, Professional Development, academic pacing, utilizing aides, math pilot, behavior management. Department meetings focus was on CCSS, students with academic and counseling needs. CCSS lessons were developed. Students were assigned to Academic Recovery as support to improve grades and homework completion.

All stakeholders were involved in the goal setting process to approve the LCAP Plan including providing input, money analysis, actions and services. Support training to improve instructional strategies was provided to aides and parent volunteers including the Enrichment After School Programs. Professional Development requests were a site based decision. Student Data Meetings reviewing academic growth for each grade level. Vertical team meetings allowed for instructional articulation to reinforce CCSS.

The School Site Council has been instrumental in reviewing and refining the SPSA while also providing oversight and accountability. The LCAP Plan was reviewed and recommendations for actions, services and personnel were submitted to the CCSS Advisory Committee and to the Board of Education.

## 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).

**Action/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:	1. Increase Academic Performance For All Students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
---------	---	---

Identified Need :	Increased Academic Performance For All Students  Metrics to be used: 1. Basic Services (Williams Act): Quarterly Reports on Williams Uniform Complaints 2. Implementation of State Standards: Meetings Held 4. Standard Achievement: English Language Learner Reclassification Rate, A-G High School Graduation Rate, AP Enrollment and Passage Rate, Share of Students that are College and Career Ready, and SAT, ACT Test Scores 5. Student Engagement: Attendance Rate, Dropout Rate for Middle School and High School, and High School Cohort Graduation Rates 6. School Climate: District Suspension and Expulsion Rates, and Parent Survey 7. Course Access: AP and CTE Course Access and Enrollment Rates 8. Other Student Outcomes: OARS/Illuminate and LTUSD Local Assessments  Overall: Scores from CAASPP Smarter Balanced Assessments
-------------------	---

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

The Increased Academic Performance of All Students will increase by 5% on each metric as measured by the annual CAASPP Smarter Balanced Assessments.

**1. Basic Services (Williams Act)**

- Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach
- Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act
- Increase by 1% facilities that are in good repair
- Maintain and replace 1:1 chromebooks and computer netbooks for grades K-12 (Planned Action f)

**2. Implementation of State Standards**

- Implementation of CCSS for all students (Planned Action c, d, e, f, g, h, i, j, l, n, o)

**4. Standard Achievement**

- Increase by 10% EL reclassification rate (Planned Action b, g, l, o)
- Increase by 2% students that graduate completing UC/CSU requirements (Planned Action g)
- Increase by 5% AVID students that graduate completing college entrance requirements (Planned Action g)
- Increase by 2% AP students that pass the AP Exams with a score of 3 or higher (Planned Action n)
- Increase by 3% students determined "prepared for college" in ELA (Planned Action n)
- Increase by 3% students determined "prepared for college" in Math (Planned Action n)
- Increase by 2% students who score above 1500 on the SAT test (Planned Action n)
- Increase by 2% students who score above 21 on the ACT test (Planned Action n)

**5. Student Engagement**

- Increase by 5% students attending 171-180 days (95% or higher) each school year (Planned Action k, m, p)
- Reduce by 2% students missing 18 or more school days (Planned Action k, m, p)
- Maintain middle school dropout rate (Planned Action k, m, p)
- Reduce by 1% high school dropout rate (Planned Action k, m)
- Increase by 1% 4-year cohort high school graduation rates for all students (Planned Action g, k, l, m, n)
- Increase by 2% 4-year cohort high school graduation rates for EL students (Planned Action g, k, l, m, n)
- Increase by 1% 4-year cohort high school graduation rates for LI students (Planned Action g, k, l, m, n)

**6. School Climate**

- Reduce by 1% suspension rate (Planned Action k, p)
- Maintain the number of students expelled (Planned Action k, p)
- Increase by 2% students reporting feeling supported in school (Planned Action k, p)

**7. Course Access**

- Increase by 10% number of students taking AP classes (Planned Action g)
- Increase by 10% number of students taking CTE classes (Planned Action g)

**8. Other Student Outcomes**

- Increase by 5% Intervention Read 180 students achieving growth of 100 or more Lexile points (Planned Action b, i)

- Increase by 5% SIPPS Reading Intervention students achieving 1 year program growth (Planned Action a, i)
- Establish a new baseline for students performing at or above benchmark on local assessment in ELA (Planned Action c, i)
- Establish a new baseline for students performing at or above benchmark on local assessment in Math (Planned Action a, b, c, i)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Intervention begins with highly qualified classroom teachers using appropriate Response to Intervention (RTI) Pyramid levels for K-12 with targeted Tier 1-3 universal, short cycle or specialized intensive intervention approach.</p> <p>Continue SIPPS Intervention Program K-5 and Early Reading Intervention K-3. Further develop Early Reading Intervention program beyond implementation of SIPPS and develop a data tracking system for program evaluation. Further develop Extended School Year program at Sierra House.</p>	<p>Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>SIPPS Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,500</p> <p>4 Early Reading Intervention Teachers (3 FTE Total) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,171</p> <p>K-5 Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$85,077</p> <p>Intervention Teacher/CCSS Coach 1000-1999: Certificated Personnel Salaries Concentration \$90,909</p> <p>TWBI Spanish Reading Intervention Teacher/Coach 1000-1999: Certificated Personnel Salaries Supplemental \$79,244</p> <p>Certificated Reading Tutors 1000-1999: Certificated Personnel Salaries Concentration \$10,000</p> <p>Extended School Year 4000-4999: Books And Supplies Supplemental \$40,000</p>
<p>b. Continue Read 180 Intervention Program for students reading below grade level in grades 4-5. Pilot McGraw-Hill FLEX Reading Intervention program for grades 6-8. Further develop an English Intervention Program for grades 9-12.</p>	<p>Districtwide at Bijou, Environmental Science Magnet, Sierra House, Tahoe Valley, and South Tahoe Middle School</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>3 READ 180 Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$252,894</p> <p>9-12 Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,609</p> <p>READ 180 Materials 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p> <p>FLEX Reading Intervention Program (Complimentary Pilot Program) 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>c. Utilize LTUSD local and OARS/Illuminate generated Informative Assessments K-12 to guide instruction. Conduct CCSS Online Progress Assessments in ELA and Math for grades 3-12.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>OARS/Illuminate 5800: Professional/Consulting Services And Operating Expenditures Title I and Title III \$24,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
d. Continue Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, Smart Goals, and formative online assessments of Common Core State Standards to measure learning.	Districtwide	<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)	Collaboration and Professional Development (Site-Level) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000 <hr/> Professional Development (District-Level) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000
e. Continue to provide 170 minutes of elementary teacher prep time, to plan and collaborate regarding CCSS, CAASPP, and RTI, through the use of PE Specialists and library time.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	1 Elementary PE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,609 <hr/> 3 Elementary PE Teachers 1000-1999: Certificated Personnel Salaries Base \$304,720 <hr/> Library Staff 2000-2999: Classified Personnel Salaries Base \$143,078
f. Maintain 1 to 1 computing and professional development for teachers to ensure high quality interactive online educational software for re-teaching, reinforcing, and extending CCSS learning.	Districtwide	<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)	Annual Cost of Online Software 5000-5999: Services And Other Operating Expenditures Supplemental \$130,000 <hr/> Replacement Chromebooks for Grades 3-12 4000-4999: Books And Supplies Prop 98 \$100,000 <hr/> Chromebooks for Grades K-2 4000-4999: Books And Supplies Prop 98 \$200,000
g. Continue to support College Readiness through AP and A-G classes as well as Career Technical Education (CTE). Extend the Digital Media Arts and Culinary Arts pathways down to grades 7, 8.	Districtwide at South Tahoe Middle School, South Tahoe	<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	CTE Teachers 1000-1999: Certificated Personnel Salaries Unrestricted CTE \$458,349 <hr/> CTE 2000-2999: Classified Personnel Salaries Unrestricted CTE \$62,500 <hr/> CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries CTE Grant 40,004

	High School, and Transitional Learning Center	_ Other Subgroups: (Specify)	CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$80,537 CTE Teachers 1000-1999: Certificated Personnel Salaries CTE Grant \$138,446
h. Continue to refine Districtwide Early Childhood Learning Center for Transitional Kindergarten students.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4 TK Teachers 1000-1999: Certificated Personnel Salaries Base \$397,713 Aides 2000-2999: Classified Personnel Salaries Supplemental \$29,694 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000
i. Maintain class size reduction TK-3 in order to provide small group instruction and monitor individual academic performance.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 1000-1999: Certificated Personnel Salaries Base \$1,686,284 CSR 1000-1999: Certificated Personnel Salaries Supplemental \$324,592
j. Continue to provide Project Based Learning in Science TK-12. Science Outreach Coordinator will continue to be a resource to ELA CCSS grade level themes along with Place Based Learning field trips.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science Outreach Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$62,980 Instructional Materials, Transportation, Field Trip Support 5000-5999: Services And Other Operating Expenditures Base \$20,000
k. Continue to develop a comprehensive Intervention Counseling and Wraparound Services Program at South Tahoe Middle School and South Tahoe High School. Continue contracted wraparound services with Family	Districtwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Student Advocate Program 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$88,945 Intervention Counselor (6-8) 1000-1999: Certificated

<p>Resource Center, Live Violence Free, and Tahoe Turning Point.</p> <p>Expand School Nurse Services by adding an additional 1 FTE. This will provide 1 full-time nurse at each of the following schools: Tahoe Valley, South Tahoe Middle School, and South Tahoe High School. In addition, there will be a half-time nurse at both Bijou and Sierra House and a nurse (.76 FTE) at Environmental Science Magnet.</p>		<p><input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel Salaries Supplemental \$109,483</p> <p>School Nurse for Grades K-5 (1 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$63,658</p> <p>Intervention Counselor (9-12) 1000-1999: Certificated Personnel Salaries Supplemental \$111,430</p> <p>School Nurse for Grades 6-8 (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$38,648</p> <p>School Nurse for Grades 6-8 (.5 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$38,648</p> <p>School Nurse for Grades 9-12 (.6 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$73,553</p> <p>School Nurse for Grades 9-12 (.4 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$49,036</p> <p>2 School Nurses for Grades K-5 (.5 FTE each) 1000-1999: Certificated Personnel Salaries Supplemental \$63,657</p> <p>2 School Nurses for Grades K-5 (.5 FTE each) 1000-1999: Certificated Personnel Salaries Base and Special Education \$63,657</p>
<p>l. Continue with Para Educators to accelerate the progress of students who are not yet at grade level.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Aides 2000-2999: Classified Personnel Salaries Base \$224,641</p> <p>Aides 2000-2999: Classified Personnel Salaries Supplemental - EIA \$143,704</p> <p>Aides 2000-2999: Classified Personnel Salaries Title I \$143,857</p> <p>Aides 2000-2999: Classified Personnel Salaries Title III \$22,163</p> <p>Instructional Aide for Science Lab 2000-2999: Classified Personnel Salaries Concentration \$7,688</p> <p>Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$22,221</p>
<p>m. Continue Attendance Incentive Program, School Attendance Review Board, and Transportation for all students to ensure higher attendance rates and avoid chronic absenteeism.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>2 out of 7 schools met attendance goal in 2015/16 0000: Unrestricted Base \$22,918</p>



		(Specify)	
<p>n. Adopt and implement CCSS curricula, TK-12.</p> <p>Provide professional development, integrate, and implement into the classroom the 10 CCSS programs that have been adopted over the past two years:</p> <p>Math:                      McGraw Hill My Math (TK-5)                      ALEKS (4-5)                      Glencoe California Math with ALEKS (6-8)                      Glencoe Integrated Math I with ALEKS (9-12)</p> <p>English Language Arts:                      McGraw Hill Wonders (K-5)                      McGraw Hill Study Sync (6-8)                      Social Studies Aligned CCSS English (9-12)</p> <p>English Language Development:                      McGraw Hill Wonders (TK-5)                      McGraw Hill Study Sync (6-8)                      Houghton-Mifflin English 3D (9-10)</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners                      Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>McGraw Hill Study Sync 4000-4999: Books And Supplies Supplemental and Concentration \$120,000</p> <p>Glencoe California Math (Grade 7-8) 4000-4999: Books And Supplies Supplemental and Concentration \$65,000</p> <p>Glencoe Integrated Math I (Grade 9) 4000-4999: Books And Supplies Supplemental and Concentration \$45,000</p> <p>McGraw Hill ALEKS (Grades 4-5) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,600</p> <p>McGraw Hill ALEKS (Grade 6) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,750</p> <p>McGraw Hill ALEKS (Grades 7-8) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,000</p> <p>McGraw Hill ALEKS (Grade 9) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p> <p>CCSS Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,650</p>
<p>o. Continue implementation of Districtwide ELD program. Continue ELD professional development, specifically focusing on LTEL and ELD standards. Continue to expand TWBI program K-9. Continue with annual recognition of reclassification and TWBI students through Language Achievement Awards.</p> <p>Expand Districtwide Bilingual Program TOSA to AVID/EL/TWBI Programs Coordinator. Expand TWBI "Spanish for Native Speakers" Teacher by .6 FTE at South Tahoe Middle School. Hire 1 Assistant Principal/EL Instructional Coach at Bijou.</p>	<p>Districtwide</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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>AVID/EL/TWBI Programs Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$35,552</p> <p>AVID/EL/TWBI Programs Coordinator 1000-1999: Certificated Personnel Salaries Title I and Title III \$70,893</p> <p>TWBI "Spanish for Native Speakers" Teacher (1 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$87,996</p> <p>Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental \$22,113</p> <p>Assistant Principal/EL Instructional Coach 1000-1999: Certificated Personnel Salaries Title I and Title II \$100,086</p> <p>ELD Instructional Materials 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>TWBI "ELD &amp; Social Studies" Teacher 1000-1999: Certificated Personnel Salaries Concentration \$71,468</p>
<p>p. Implement "Academy for Student Achievement and Progress" (ASAP) Class at South Tahoe Middle School for high risk students in grades 7-8. ASAP is a project</p>	<p>South Tahoe Middle</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>ASAP Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$76,907</p> <p>ASAP Teacher 1000-1999: Certificated Personnel Salaries</p>

<p>based learning class that will focus on active participation, community building, and social &amp; organizational skills for students who have not found success in the traditional school setting. The class will provide self-contained, hands-on instruction to 10-15 students with the goal of moving them back to the traditional setting as soon as they are competent in the skills needed to be successful.</p> <p>Hire 1 ASAP Teacher.</p>	<p>School</p>	<p><input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>CTE Grant \$19,227</p> <hr/> <p>Instructional Materials 4000-4999: Books And Supplies Supplemental \$20,000</p>
--	---------------	--	--

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>The Increased Academic Performance of All Students will increase by 5% on each metric as measured by the annual CAASPP Smarter Balanced Assessments.</p> <ol style="list-style-type: none"> <li>1. Basic Services (Williams Act) <ul style="list-style-type: none"> <li>• Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach</li> <li>• Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act</li> <li>• Increase by 1% facilities that are in good repair</li> <li>• Maintain and replace 1:1 chromebooks and computer netbooks for grades K-12 (Planned Action f)</li> </ul> </li> <li>2. Implementation of State Standards <ul style="list-style-type: none"> <li>• Implementation of CCSS for all students (Planned Action c, d, e, f, g, h, i, j, l, n, o)</li> </ul> </li> <li>4. Standard Achievement <ul style="list-style-type: none"> <li>• Increase by 10% EL reclassification rate (Planned Action b, g, l, o)</li> <li>• Increase by 2% students that graduate completing UC/CSU requirements (Planned Action g)</li> <li>• Increase by 5% AVID students that graduate completing college entrance requirements (Planned Action g)</li> <li>• Increase by 2% AP students that pass the AP Exams with a score of 3 or higher (Planned Action n)</li> <li>• Increase by 3% students determined "prepared for college" in ELA (Planned Action n)</li> <li>• Increase by 3% students determined "prepared for college" in Math (Planned Action n)</li> <li>• Increase by 2% students who score above 1500 on the SAT test (Planned Action n)</li> <li>• Increase by 2% students who score above 21 on the ACT test (Planned Action n)</li> </ul> </li> <li>5. Student Engagement <ul style="list-style-type: none"> <li>• Increase by 5% students attending 171-180 days (95% or higher) each school year (Planned Action k, m, p)</li> <li>• Reduce by 2% students missing 18 or more school days (Planned Action k, m, p)</li> <li>• Maintain middle school dropout rate (Planned Action k, m, p)</li> <li>• Reduce by 1% high school dropout rate (Planned Action k, m)</li> <li>• Increase by 1% 4-year cohort high school graduation rates for all students (Planned Action g, k, l, m, n)</li> <li>• Increase by 2% 4-year cohort high school graduation rates for EL students (Planned Action g, k, l, m, n)</li> <li>• Increase by 1% 4-year cohort high school graduation rates for LI students (Planned Action g, k, l, m, n)</li> </ul> </li> <li>6. School Climate <ul style="list-style-type: none"> <li>• Reduce by 1% suspension rate (Planned Action k, p)</li> <li>• Maintain the number of students expelled (Planned Action k, p)</li> <li>• Increase by 2% students reporting feeling supported in school (Planned Action k, p)</li> </ul> </li> <li>7. Course Access <ul style="list-style-type: none"> <li>• Increase by 10% number of students taking AP classes (Planned Action g)</li> <li>• Increase by 10% number of students taking CTE classes (Planned Action g)</li> </ul> </li> <li>8. Other Student Outcomes <ul style="list-style-type: none"> <li>• Increase by 5% Intervention Read 180 students achieving growth of 100 or more Lexile points (Planned Action b, i)</li> </ul> </li> </ol>
---	--

- Increase by 5% SIPPS Reading Intervention students achieving 1 year program growth (Planned Action a, i)
- Establish a new baseline for students performing at or above benchmark on local assessment in ELA (Planned Action c, i)
- Establish a new baseline for students performing at or above benchmark on local assessment in Math (Planned Action a, b, c, i)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Intervention begins with highly qualified classroom teachers using appropriate Response to Intervention (RTI) Pyramid levels for K-12 with targeted Tier 1-3 universal, short cycle or specialized intensive intervention approach.</p> <p>Continue SIPPS Intervention Program K-5 and Early Reading Intervention K-3. Continue to implement Early Reading Intervention program, beyond implementation of SIPPS, and continue use of the data tracking system for program evaluation. Continue to implement Extended School Year program at Sierra House.</p>	<p>Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4 Early Reading Intervention Teachers (3 FTE Total) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,171</p> <p>K-5 Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$85,077</p> <p>Intervention Teacher/CCSS Coach 1000-1999: Certificated Personnel Salaries Concentration \$90,909</p> <p>TWBI Spanish Reading Intervention Teacher/Coach 1000-1999: Certificated Personnel Salaries Supplemental \$79,244</p> <p>Certificated Reading Tutors 1000-1999: Certificated Personnel Salaries Concentration \$10,000</p> <p>Extended School Year 4000-4999: Books And Supplies Supplemental \$40,000</p>
<p>b. Continue Read 180 Intervention Program for students reading below grade level in grades 4-5. If approved, adopt and implement McGraw-Hill FLEX Reading Intervention program for grades 6-8. Continue to implement an English Intervention Program for grades 9-12.</p>	<p>Districtwide at Bijou, Environmental Science Magnet, Sierra House, Tahoe Valley, and South Tahoe Middle School</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3 READ 180 Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$252,894</p> <p>9-12 Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,609</p> <p>READ 180 Materials 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p> <p>FLEX Reading Intervention Program 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
<p>c. Utilize LTUSD local and OARS/Illuminate generated Informative Assessments K-12 to guide instruction. Conduct CCSS Online Progress Assessments in ELA and Math for grades 3-12.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient</p>	<p>OARS/Illuminate 5800: Professional/Consulting Services And Operating Expenditures Title I and Title III \$24,000</p>

		_ Other Subgroups: (Specify)	
d. Continue Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, Smart Goals, and formative online assessments of Common Core State Standards to measure learning.	Districtwide	<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)	Collaboration and Professional Development (School-Level) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000 Professional Development (District-Level) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000
e. Continue to provide 170 minutes of elementary teacher prep time, to plan and collaborate regarding CCSS, CAASPP, and RTI, through the use of PE Specialists and library time.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	1 Elementary PE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,609 3 Elementary PE Teachers 1000-1999: Certificated Personnel Salaries Base \$304,720 Library Staff 2000-2999: Classified Personnel Salaries Base \$143,078
f. Maintain 1 to 1 computing and professional development for teachers to ensure high quality interactive online educational software for re-teaching, reinforcing, and extending CCSS learning.	Districtwide	<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)	Annual Cost of Online Software 5000-5999: Services And Other Operating Expenditures Supplemental \$130,000 Replacement Chromebooks for Grades K-12 4000-4999: Books And Supplies Prop 98 \$100,000
g. Continue to support College Readiness through AP and A-G classes as well as Career Technical Education (CTE).	Districtwide at South Tahoe Middle School, South Tahoe High School,	<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)	CTE Teachers 1000-1999: Certificated Personnel Salaries Unrestricted CTE \$458,349 CTE 2000-2999: Classified Personnel Salaries Unrestricted CTE \$62,500 CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries CTE Grant \$40,004 CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$80,537

	and Transition al Learning Center		CTE Teachers 1000-1999: Certificated Personnel Salaries CTE Grant \$138,446
h. Continue to refine Districtwide Early Childhood Learning Center for Transitional Kindergarten students.	Districtwide	<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)	4 TK Teachers 1000-1999: Certificated Personnel Salaries Base \$397,713 Aides 2000-2999: Classified Personnel Salaries Supplemental \$29,694 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000
i. Maintain class size reduction TK-3 in order to provide small group instruction and monitor individual academic performance.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	CSR 1000-1999: Certificated Personnel Salaries Base \$1,686,284 CSR 1000-1999: Certificated Personnel Salaries Supplemental \$324,592
j. Continue to provide Project Based Learning in Science TK-12. Science Outreach Coordinator will continue to be a resource to ELA CCSS grade level themes along with Place Based Learning field trips.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	Science Outreach Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$62,980 Instructional Materials, Transportation, Field Trip Support 5000-5999: Services And Other Operating Expenditures Base \$20,000
k. Continue to implement the comprehensive Intervention Counseling and Wraparound Services Program at South Tahoe Middle School and South Tahoe High School. Continue contracted wraparound services with Family Resource Center, Live Violence Free, and Tahoe Turning Point. Continue School Nurse	Districtwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Student Advocate Program 2000-2999: Classified Personnel Salaries Concentration \$88,945 Intervention Counselor (6-8) 1000-1999: Certificated Personnel Salaries Supplemental \$109,483 School Nurse for Grades K-5 (1 FTE) 1000-1999: Certificated

<p>Services.</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Personnel Salaries Base and Special Education \$63,658                  Intervention Counselor (9-12) 1000-1999: Certificated Personnel Salaries Supplemental \$111,430                  School Nurse for Grades 6-8 (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$38,648                  School Nurse for Grades 6-8 (1 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$38,648                  School Nurse for Grades 9-12 (.6 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$73,553                  School Nurse for Grades 9-12 (.4 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$49,036                  2 School Nurses for Grades K-5 (.5 FTE each) 1000-1999: Certificated Personnel Salaries Supplemental \$63,657                  2 School Nurses for Grades K-5 (.5 FTE each) 1000-1999: Certificated Personnel Salaries Base and Special Education \$63,657</p>
<p>l. Continue with Para Educators to accelerate the progress of students who are not yet at grade level.</p>	<p>Districtwide</p>	<p>_ All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Aides 2000-2999: Classified Personnel Salaries Base \$224,641                  Aides 2000-2999: Classified Personnel Salaries Supplemental - EIA \$143,704                  Aides 2000-2999: Classified Personnel Salaries Title I \$143,857                  Aides 2000-2999: Classified Personnel Salaries Title III \$22,163                  Instructional Aide for Science Lab 2000-2999: Classified Personnel Salaries Concentration \$7,688                  Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$22,221</p>
<p>m. Continue Attendance Incentive Program, School Attendance Review Board, and Transportation for all students to ensure higher attendance rates and avoid chronic absenteeism.</p>	<p>Districtwide</p>	<p>_ All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Schools meeting attendance goal in 2016/17 0000: Unrestricted Base \$50,000</p>

<p>n. Adopt and implement CCSS curricula, TK-12.</p> <p>Expand Glencoe Integrated Math with ALEKS program through 10th grade. Continue to provide ongoing support to integrate and implement Integrated Math program into the classroom.</p> <p>Pilot CCSS Social Studies curricula for grades TK-12.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Glencoe Integrated Math II (Grade 10) 4000-4999: Books And Supplies Supplemental and Concentration \$45,000</p> <p>McGraw Hill ALEKS (Grades 4-5) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,600</p> <p>McGraw Hill ALEKS (Grade 6) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,750</p> <p>McGraw Hill ALEKS (Grades 7-8) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,000</p> <p>McGraw Hill ALEKS (Grade 9-10) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,000</p> <p>CCSS Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$177,650</p>
<p>o. Continue implementation of Districtwide ELD program. Continue ELD professional development, specifically High Impact ELD. Continue to expand TWBI program K-10. Continue with annual recognition of reclassification and TWBI students through Language Achievement Awards.</p> <p>Add TWBI Biology class at South Tahoe High School.</p>	<p>Districtwide</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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>AVID/EL/TWBI Programs Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$35,552</p> <p>AVID/EL/TWBI Programs Coordinator 1000-1999: Certificated Personnel Salaries Title I and Title III \$70,893</p> <p>TWBI "Spanish for Native Speakers" Teacher (1 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$87,996</p> <p>Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental \$22,113</p> <p>Assistant Principal/EL Instructional Coach 1000-1999: Certificated Personnel Salaries Title I and Title II \$100,086</p> <p>ELD Instructional Materials 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>TWBI "ELD &amp; Social Studies" Teacher 1000-1999: Certificated Personnel Salaries Concentration \$71,468</p> <p>TWBI "Biology" Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$8,350</p>
<p>p. Continue the "Academy for Student Achievement and Progress" (ASAP) Class at South Tahoe Middle School for high risk students in grades 7-8. ASAP is a project based learning class that will focus on active participation, community building, and social &amp; organizational skills for students who have not found success in the traditional school setting. The class will provide self-contained, hands-on instruction to 10-15</p>	<p>South Tahoe Middle School</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>ASAP Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$76,907</p> <p>ASAP Teacher 1000-1999: Certificated Personnel Salaries CTE Grant \$19,227</p>



students with the goal of moving them back to the traditional setting as soon as they are competent in the skills needed to be successful.

(Specify)

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

The Increased Academic Performance of All Students will increase by 5% on each metric as measured by the annual CAASPP Smarter Balanced Assessments.

**1. Basic Services (Williams Act)**

- Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach
- Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act
- Increase by 1% facilities that are in good repair
- Maintain and replace 1:1 chromebooks and computer netbooks for grades K-12 (Planned Action f)

**2. Implementation of State Standards**

- Implementation of CCSS for all students (Planned Action c, d, e, f, g, h, i, j, l, n, o)

**4. Standard Achievement**

- Increase by 10% EL reclassification rate (Planned Action b, g, l, o)
- Increase by 2% students that graduate completing UC/CSU requirements (Planned Action g)
- Increase by 5% AVID students that graduate completing college entrance requirements (Planned Action g)
- Increase by 2% AP students that pass the AP Exams with a score of 3 or higher (Planned Action n)
- Increase by 3% students determined "prepared for college" in ELA (Planned Action n)
- Increase by 3% students determined "prepared for college" in Math (Planned Action n)
- Increase by 2% students who score above 1500 on the SAT test (Planned Action n)
- Increase by 2% students who score above 21 on the ACT test (Planned Action n)

**5. Student Engagement**

- Increase by 5% students attending 171-180 days (95% or higher) each school year (Planned Action k, m, p)
- Reduce by 2% students missing 18 or more school days (Planned Action k, m, p)
- Maintain middle school dropout rate (Planned Action k, m, p)
- Reduce by 1% high school dropout rate (Planned Action k, m)
- Increase by 1% 4-year cohort high school graduation rates for all students (Planned Action g, k, l, m, n)
- Increase by 2% 4-year cohort high school graduation rates for EL students (Planned Action g, k, l, m, n)
- Increase by 1% 4-year cohort high school graduation rates for LI students (Planned Action g, k, l, m, n)

**6. School Climate**

- Reduce by 1% suspension rate (Planned Action k, p)
- Maintain the number of students expelled (Planned Action k, p)
- Increase by 2% students reporting feeling supported in school (Planned Action k, p)

**7. Course Access**

- Increase by 10% number of students taking AP classes (Planned Action g)
- Increase by 10% number of students taking CTE classes (Planned Action g)

**8. Other Student Outcomes**

- Increase by 5% Intervention Read 180 students achieving growth of 100 or more Lexile points (Planned Action b, i)

- Increase by 5% SIPPS Reading Intervention students achieving 1 year program growth (Planned Action a, i)
- Establish a new baseline for students performing at or above benchmark on local assessment in ELA (Planned Action c, i)
- Establish a new baseline for students performing at or above benchmark on local assessment in Math (Planned Action a, b, c, i)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Intervention begins with highly qualified classroom teachers using appropriate Response to Intervention (RTI) Pyramid levels for K-12 with targeted Tier 1-3 universal, short cycle or specialized intensive intervention approach.</p> <p>Continue SIPPS Intervention Program K-5 and Early Reading Intervention K-3. Continue data tracking system for program evaluation. Continue Extended School Year program at Sierra House.</p>	<p>Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4 Early Reading Intervention Teachers (3 FTE Total) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,171</p> <p>K-5 Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$85,077</p> <p>Intervention Teacher/CCSS Coach 1000-1999: Certificated Personnel Salaries Concentration \$90,909</p> <p>TWBI Spanish Reading Intervention Teacher/Coach 1000-1999: Certificated Personnel Salaries Supplemental \$79,244</p> <p>Certificated Reading Tutors 1000-1999: Certificated Personnel Salaries Concentration \$10,000</p> <p>Extended School Year 4000-4999: Books And Supplies Supplemental \$40,000</p>
<p>b. Continue Read 180 Intervention Program for students reading below grade level in grades 4-5 and McGraw-Hill FLEX Reading Intervention program for grades 6-8 (if adopted). Continue English Intervention Program for grades 9-12.</p>	<p>Districtwide at Bijou, Environmental Science Magnet, Sierra House, Tahoe Valley, and South Tahoe Middle School</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3 READ 180 Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$252,894</p> <p>9-12 Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,609</p> <p>READ 180 Materials 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p>
<p>c. Utilize LTUSD local and OARS/Illuminate generated Informative Assessments K-12 to guide instruction. Conduct CCSS Online Progress Assessments in ELA and Math for grades 3-12.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient</p>	<p>OARS/Illuminate 5800: Professional/Consulting Services And Operating Expenditures Title I and Title III \$24,000</p>

		_ Other Subgroups: (Specify)	
d. Continue Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, Smart Goals, and formative online assessments of Common Core State Standards to measure learning.	Districtwide	<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)	Collaboration and Professional Development (School-Level) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000 Professional Development (District-Level) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000
e. Continue to provide 170 minutes of elementary teacher prep time, to plan and collaborate regarding CCSS, CAASPP, and RTI, through the use of PE Specialists and library time.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	1 Elementary PE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,609 3 Elementary PE Teachers 1000-1999: Certificated Personnel Salaries Base \$304,720 Library Staff 2000-2999: Classified Personnel Salaries Base \$143,078
f. Maintain 1 to 1 computing and professional development for teachers to ensure high quality interactive online educational software for re-teaching, reinforcing, and extending CCSS learning.	Districtwide	<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)	Annual Cost of Online Software 5000-5999: Services And Other Operating Expenditures Supplemental \$130,000 Replacement Chromebooks for Grades K-12 4000-4999: Books And Supplies \$100,000 Chromebooks for Incoming 6th Grade Class 4000-4999: Books And Supplies \$60,000
g. Continue to support College Readiness through AP and A-G classes as well as Career Technical Education (CTE).	Districtwide at South Tahoe Middle School, South Tahoe High School,	<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)	CTE Teachers 1000-1999: Certificated Personnel Salaries Unrestricted CTE \$458,349 CTE 2000-2999: Classified Personnel Salaries Unrestricted CTE \$62,500 CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries CTE Grant \$40,004 CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$80,537

	and Transition al Learning Center		CTE Teachers 1000-1999: Certificated Personnel Salaries CTE Grant \$138,446
h. Continue to refine Districtwide Early Childhood Learning Center for Transitional Kindergarten students.	Districtwide	<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)	4 TK Teachers 1000-1999: Certificated Personnel Salaries Base \$397,713 Aides 2000-2999: Classified Personnel Salaries Supplemental \$29,694 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000
i. Maintain class size reduction TK-3 in order to provide small group instruction and monitor individual academic performance.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	CSR 1000-1999: Certificated Personnel Salaries Base \$1,686,284 CSR 1000-1999: Certificated Personnel Salaries Supplemental \$324,592
j. Continue to provide Project Based Learning in Science TK-12. Science Outreach Coordinator will continue to be a resource to ELA CCSS grade level themes along with Place Based Learning field trips.	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	<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)	Science Outreach Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$62,980 Instructional Materials, Transportation, Field Trip Support 5000-5999: Services And Other Operating Expenditures Base \$20,000
k. Continue the comprehensive Intervention Counseling and Wraparound Services Program at South Tahoe Middle School and South Tahoe High School. Continue contracted wraparound services with Family Resource Center, Live Violence Free, and Tahoe Turning Point. Continue School Nurse Services.	Districtwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Student Advocate Program 2000-2999: Classified Personnel Salaries Concentration \$88,945 Intervention Counselor (6-8) 1000-1999: Certificated Personnel Salaries Supplemental \$109,483 School Nurse for Grades K-5 (1 FTE) 1000-1999: Certificated

		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Personnel Salaries Base and Special Education \$63,658                  Intervention Counselor (9-12) 1000-1999: Certificated Personnel Salaries Supplemental \$111,430                  School Nurse for Grade 6-8 (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$38,648                  School Nurse for Grades 6-8 (.5 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$38,648                  School Nurse for Grades 9-12 (.6 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$73,553                  School Nurse for Grades 9-12 (.4 FTE) 1000-1999: Certificated Personnel Salaries Base and Special Education \$49,036                  2 School Nurses for Grades K-5 (.5 FTE each) 1000-1999: Certificated Personnel Salaries Supplemental \$63,657                  2 School Nurses for Grades K-5 (.5 FTE each) 1000-1999: Certificated Personnel Salaries Base and Special Education \$63,657</p>
<p>I. Continue with Para Educators to accelerate the progress of students who are not yet at grade level.</p>	<p>Districtwide</p>	<p>_ All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Aides 2000-2999: Classified Personnel Salaries Base \$224,641                  Aides 2000-2999: Classified Personnel Salaries Supplemental - EIA \$143,704                  Aides 2000-2999: Classified Personnel Salaries Title I \$143,857                  Aides 2000-2999: Classified Personnel Salaries Title III \$22,163                  Instructional Aide for Science Lab 2000-2999: Classified Personnel Salaries Concentration \$7,688                  Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$22,221</p>
<p>m. Continue Attendance Incentive Program, School Attendance Review Board, and Transportation for all students to ensure higher attendance rates and avoid chronic absenteeism.</p>	<p>Districtwide</p>	<p>_ All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Schools meeting attendance goal in 2017/18 0000: Unrestricted Base \$50,000</p>

<p>n. Adopt and implement CCSS curricula, TK-12.</p> <p>Expand Glencoe Integrated Math with ALEKS program through 11th grade. Continue to provide ongoing support to integrate and implement Integrated Math program into the classroom.</p> <p>Adopt and implement CCSS Social Studies curricula for grades TK-12.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Glencoe Integrated Math III (Grade 11) 4000-4999: Books And Supplies Supplemental and Concentration \$45,000</p> <p>McGraw Hill ALEKS (Grades 4-5) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,600</p> <p>McGraw Hill ALEKS (Grade 6) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,750</p> <p>McGraw Hill ALEKS (Grades 7-8) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,000</p> <p>McGraw Hill ALEKS (Grade 9-11) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,000</p> <p>CCSS Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$168,650</p>
<p>o. Continue implementation of Districtwide ELD program. Continue ELD professional development. Continue to expand TWBI program K-11. Continue with annual recognition of reclassification and TWBI students through Language Achievement Awards.</p> <p>Add 1-2 TWBI CTE classes at South Tahoe High School.</p>	<p>Districtwide</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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>AVID/EL/TWBI Programs Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$35,552</p> <p>AVID/EL/TWBI Programs Coordinator 1000-1999: Certificated Personnel Salaries Title I and Title III \$70,893</p> <p>TWBI "Spanish for Native Speakers" Teacher (1 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$87,996</p> <p>Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental \$22,113</p> <p>Assistant Principal/EL Instructional Coach 1000-1999: Certificated Personnel Salaries Title I and Title II \$100,086</p> <p>ELD Instructional Materials 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>TWBI "ELD &amp; Social Studies" Teacher 1000-1999: Certificated Personnel Salaries Concentration \$71,468</p> <p>TWBI "Biology" Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$8,350</p> <p>TWBI "CTE" Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$16,500</p>
<p>p. Continue to refine the "Academy for Student Achievement and Progress" (ASAP) Class at South Tahoe Middle School for high risk students in grades 7-8. ASAP is a project based learning class that will focus on active participation, community building, and social &amp;</p>	<p>South Tahoe Middle School</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth</p>	<p>ASAP Class Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$76,907</p> <p>ASAP Teacher 0001-0999: Unrestricted: Locally Defined CTE Grant \$19,227</p>

organizational skills for students who have not found success in the traditional school setting. The class will provide self-contained, hands-on instruction to 10-15 students with the goal of moving them back to the traditional setting as soon as they are competent in the skills needed to be successful.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
--	--	--	--

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



GOAL 2:	2. Enhance Communication and Collaboration with Stakeholders	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Engage Parents, Pupils, and Other Stakeholders to Contribute to the Development of Local Control Accountability Plan (LCAP)  Metrics to be used: 3. Parental Involvement: Meetings Held, Parent Survey, and Participation Rate of Parental Involvement Programs 4. Standard Achievement: English Language Learner Reclassification Rate, A-G High School Graduation Rate, AP Enrollment and Passage Rate, Share of Students that are College and Career Ready, and SAT, ACT Test Scores 6. School Climate: District Suspension and Expulsion Rates, and Parent Survey	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Stakeholder Participants will Provide Feedback Throughout the Year which will be Recorded and Responded to by the Superintendent.

3. Parental Involvement

- Maintain stakeholders' total number of meetings per year (Planned Action a, b, c, f)
- Maintain the percentage of parents who report "school seeks parent input and encourages parental participation" as reported on Parent Survey (Planned Action a, b, c, e)
- Increase by 10% the number of parental participation in activities for EL students (Planned Action a)

4. Standard Achievement

- Increase by 2% EL reclassification rate (Planned Action a)
- Increase by 2% students that are completing UC/CSU requirements (Planned Action b, c)
- Increase by 2% AVID students completing college entrance requirements (Planned Action b, c)
- Increase by 2% students that pass the AP Exams with a score of 3 or higher (Planned Action b, c)
- Increase by 3% students determined "prepared for college" in ELA (Planned Action b, c)
- Increase by 3% students determined "prepared for college" in Math (Planned Action b, c)
- Increase by 2% students who score above 1500 on the SAT test (Planned Action b, c)
- Increase by 2% students who score above 21 on the ACT test (Planned Action b, c)

6. School Climate

- Reduce by 1% suspension rate (Planned Action c, e)
- Maintain the number of students expelled (Planned Action c, e)
- Increase by 2% students reporting feeling supported in school (Planned Action c, d, e)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education.	Districtwide at Bijou, Sierra House, Tahoe Valley, South Tahoe Middle School and South Tahoe High School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	MOU with Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,500 Bilingual Community Liaison 2000-2999: Classified Personnel Salaries Supplemental \$25,520 Bilingual EL Secretary 2000-2999: Classified Personnel Salaries Supplemental \$31,815 EL Site Reps 1000-1999: Certificated Personnel Salaries Title III \$2,500
b. Continue to improve communication with parents regarding Districtwide programs in order to support	Districtwide	<input checked="" type="checkbox"/> All OR:	Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Base \$780

<p>access for college and career readiness. Complete stakeholder survey every 2 years to allow for changes to be implemented and assessed. Last parent/staff/community member survey was completed in 2015/16. Student survey to be completed in 2016/17.</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>c. Continue to develop a Parent Education Program which will provide a support system for parents and encourage parental involvement in their child's education from TK through 12th grade. The program will give parents a better understanding of their child's educational needs at home including both academic and social-emotional needs.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost Associated \$0</p>
<p>d. Continue School Safety Program 9-12 with the School Resource Officer and other local agencies.</p>	<p>South Tahoe High School</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>School Resource Officer 2000-2999: Classified Personnel Salaries Base \$60,949</p>
<p>e. Continue to increase parent participation through Parent Conferences TK-5 and the use of Aeries to monitor student academic performance and homework 6-12.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost Associated \$0</p>
<p>f. Continue communication with South Tahoe Teachers' Association and California School Employees Association.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>CCSS Advisory Committee Meetings 1000-1999: Certificated Personnel Salaries Base \$1,425</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
--	--	--	--

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Stakeholder Participants will Provide Feedback Throughout the Year which will be Recorded and Responded to by the Superintendent.  3. Parental Involvement <ul style="list-style-type: none"> <li>• Maintain stakeholders' total number of meetings per year (Planned Action a, b, c, f)</li> <li>• Maintain the percentage of parents who report "school seeks parent input and encourages parental participation" as reported on Parent Survey (Planned Action a, b, c, e)</li> <li>• Increase by 10% the number of parental participation in activities for EL students (Planned Action a)</li> </ul> 4. Standard Achievement <ul style="list-style-type: none"> <li>• Increase by 2% EL reclassification rate (Planned Action a)</li> <li>• Increase by 2% students that are completing UC/CSU requirements (Planned Action b, c)</li> <li>• Increase by 2% AVID students completing college entrance requirements (Planned Action b, c)</li> <li>• Increase by 2% students that pass the AP Exams with a score of 3 or higher (Planned Action b, c)</li> <li>• Increase by 3% students determined "prepared for college" in ELA (Planned Action b, c)</li> <li>• Increase by 3% students determined "prepared for college" in Math (Planned Action b, c)</li> <li>• Increase by 2% students who score above 1500 on the SAT test (Planned Action b, c)</li> <li>• Increase by 2% students who score above 21 on the ACT test (Planned Action b, c)</li> </ul> 6. School Climate <ul style="list-style-type: none"> <li>• Reduce by 1% suspension rate (Planned Action c, e)</li> <li>• Maintain the number of students expelled (Planned Action c, e)</li> <li>• Increase by 2% students reporting feeling supported in school (Planned Action c, d, e)</li> </ul>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education.	Districtwide at Bijou, Sierra House, Tahoe Valley, South Tahoe Middle School and South	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	MOU with Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,500 Bilingual Community Liaison 2000-2999: Classified Personnel Salaries Supplemental \$25,520 Bilingual EL Secretary 2000-2999: Classified Personnel Salaries Supplemental \$31,815 EL Site Reps 1000-1999: Certificated Personnel Salaries Title III \$2,500

	Tahoe High School		
b. Continue to improve communication with parents regarding Districtwide programs in order to support access for college and career readiness. Complete stakeholder survey every 2 years to allow for changes to be implemented and assessed. Last student survey was completed in 2016/17. Parent/staff/community member survey to be completed in 2017/18.	Districtwide	<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)	Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Base \$780
c. Continue to implement a Parent Education Program which will provide a support system for parents and encourage parental involvement in their child's education from TK through 12th grade. The program will give parents a better understanding of their child's educational needs at home including both academic and social-emotional needs.	Districtwide	<input type="checkbox"/> All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Associated \$0
d. Continue School Safety Program 9-12 with the School Resource Officer and other local agencies.	South Tahoe High School	<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)	School Resource Officer 2000-2999: Classified Personnel Salaries Base \$60,949
e. Continue to increase parent participation through Parent Conferences TK-5 and the use of Aeries to monitor student academic performance and homework 6-12.	Districtwide	<input type="checkbox"/> All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Associated \$0

f. Continue communication with South Tahoe Teachers' Association and California School Employees Association.	Districtwide	<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)	CCSS Advisory Committee Meetings 1000-1999: Certificated Personnel Salaries Base \$1,425
---	--------------	---	--

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Stakeholder Participants will Provide Feedback Throughout the Year which will be Recorded and Responded to by the Superintendent.  3. Parental Involvement <ul style="list-style-type: none"> <li>• Maintain stakeholders' total number of meetings per year (Planned Action a, b, c, f)</li> <li>• Maintain the percentage of parents who report "school seeks parent input and encourages parental participation" as reported on Parent Survey (Planned Action a, b, c, e)</li> <li>• Increase by 10% the number of parental participation in activities for EL students (Planned Action a)</li> </ul> 4. Standard Achievement <ul style="list-style-type: none"> <li>• Increase by 2% EL reclassification rate (Planned Action a)</li> <li>• Increase by 2% students that are completing UC/CSU requirements (Planned Action b, c)</li> <li>• Increase by 2% AVID students completing college entrance requirements (Planned Action b, c)</li> <li>• Increase by 2% students that pass the AP Exams with a score of 3 or higher (Planned Action b, c)</li> <li>• Increase by 3% students determined "prepared for college" in ELA (Planned Action b, c)</li> <li>• Increase by 3% students determined "prepared for college" in Math (Planned Action b, c)</li> <li>• Increase by 2% students who score above 1500 on the SAT test (Planned Action b, c)</li> <li>• Increase by 2% students who score above 21 on the ACT test (Planned Action b, c)</li> </ul> 6. School Climate <ul style="list-style-type: none"> <li>• Reduce by 1% suspension rate (Planned Action c, e)</li> <li>• Maintain the number of students expelled (Planned Action c, e)</li> <li>• Increase by 2% students reporting feeling supported in school (Planned Action c, d, e)</li> </ul>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education.	Districtwide at Bijou, Sierra House,	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	MOU with Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,500 <hr/> Bilingual Community Liaison 2000-2999: Classified Personnel

	<p>Tahoe Valley, South Tahoe Middle School and South Tahoe High School</p>	<p><input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Salaries Supplemental \$25,520                  Bilingual EL Secretary 2000-2999: Classified Personnel Salaries Supplemental \$31,815                  EL Site Reps 1000-1999: Certificated Personnel Salaries Title III \$2,500</p>
<p>b. Continue to improve communication with parents regarding Districtwide programs in order to support access for college and career readiness. Complete stakeholder survey every 2 years to allow for changes to be implemented and assessed. Last parent/staff/community member survey was completed in 2017/18. Student survey to be completed in 2018/19.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Base \$780</p>
<p>c. Continue to implement and refine Parent Education Program which will provide a support system for parents and encourage parental involvement in their child's education from TK through 12th grade. The program will give parents a better understanding of their child's educational needs at home including both academic and social-emotional needs.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost Associated \$0</p>
<p>d. Continue School Safety Program 9-12 with the School Resource Officer and other local agencies.</p>	<p>South Tahoe High School</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>School Resource Officer 2000-2999: Classified Personnel Salaries Base \$60,949</p>
<p>e. Continue to increase parent participation through Parent Conferences TK-5 and the use of Aeries to monitor student academic performance and homework</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>No Cost Associated \$0</p>

6-12.		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
f. Continue communication with South Tahoe Teachers' Association and California School Employees Association.	Districtwide	<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)	CCSS Advisory Committee Meetings 1000-1999: Certificated Personnel Salaries Base \$1,425

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



GOAL 3:	3. Continue Maintenance, Technology and Operations to Improve and Support the Instructional Program	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
---------	---	---

Identified Need :	Maintain LTUSD Facility Priorities per January 2014 Facilities Study
	Metrics to be used:  1. Basic Services (Williams Act): Quarterly Reports on Williams Uniform Complaints

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Maintenance, Operations and Technology will Reflect a Reduction of Repair Requests by 5% due to the Implementation of the Facility and Technology Plan  1. Basic Services (Williams Act) <ul style="list-style-type: none"> <li>• Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach</li> <li>• Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act (Planned Action b)</li> <li>• Increase by 1% facilities that are in good repair (Planned Action a, c)</li> <li>• Maintain and replace 1:1 chromebooks and computer net books for grades K-12 (Planned Action a, b)</li> </ul>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to conduct Site Facility & Technology Reviews to ensure the District is meeting basic service needs and the Williams Act.	Districtwide	<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)	No Cost Associated \$0

<p>b. Monitor integration of IT with Curriculum &amp; Instruction to ensure coordination across departments.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Curriculum &amp; Instruction 1000-1999: Certificated Personnel Salaries Title I and Title II \$111,178                  Tech Services 2000-2999: Classified Personnel Salaries Base \$59,710                  Site Tech Reps 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$14,450</p>
<p>c. Continually review and identify maintenance projects from the 7 Year Facility Plan.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Prop 98 \$580,000</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintenance, Operations and Technology will Reflect a Reduction of Repair Requests by 5% due to the Implementation of the Facility and Technology Plan</p> <p>1. Basic Services (Williams Act)</p> <ul style="list-style-type: none"> <li>• Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach</li> <li>• Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act (Planned Action b)</li> <li>• Increase by 1% facilities that are in good repair (Planned Action a, c)</li> <li>• Maintain and replace 1:1 chromebooks and computer net books for grades K-12 (Planned Action a, b)</li> </ul>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Continue to conduct Site Facility &amp; Technology Reviews to ensure the District is meeting basic service needs and the Williams Act.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost Associated \$0</p>

<p>b. Continue to monitor integration of IT with Curriculum &amp; Instruction to ensure coordination across departments.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Curriculum &amp; Instruction 1000-1999: Certificated Personnel Salaries Title I and Title II \$111,178                  Tech Services 2000-2999: Classified Personnel Salaries Base \$59,710                  Site Tech Reps 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$14,450</p>
<p>c. Continually review and identify maintenance projects from the 7 Year Facility Plan.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Prop 98 \$580,000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintenance, Operations and Technology will Reflect a Reduction of Repair Requests by 5% due to the Implementation of the Facility and Technology Plan</p> <p>1. Basic Services (Williams Act)</p> <ul style="list-style-type: none"> <li>• Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach</li> <li>• Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act (Planned Action b)</li> <li>• Increase by 1% facilities that are in good repair (Planned Action a, c)</li> <li>• Maintain and replace 1:1 chromebooks and computer net books for grades K-12 (Planned Action a, b)</li> </ul>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Continue to conduct Site Facility &amp; Technology Reviews to ensure the District is meeting basic service needs and the Williams Act.</p>	<p>Districtwide</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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>No Cost Associated \$0</p>

		(Specify)	
b. Continue to monitor integration of IT with Curriculum & Instruction to ensure coordination across departments.	Districtwide	<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)	Curriculum & Instruction 1000-1999: Certificated Personnel Salaries Title I and Title II \$111,178 Tech Services 2000-2999: Classified Personnel Salaries Base \$59,710 Site Tech Reps 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$14,450
c. Continually review and identify maintenance projects from the 7 Year Facility Plan.	Districtwide	<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)	Maintenance Projects 6000-6999: Capital Outlay Prop 98 \$580,000

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

<p>GOAL 4:</p>	<p>4. All Foster Youth will have access to a Quality Education that Ensures College and Career Readiness in the 21st Century</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Foster Youth Placed into Appropriate Classrooms and Provided the Necessary Support to Achieve</p> <p>Metrics to be used:</p> <p>4. Standard Achievement: English Language Learner Reclassification Rate, A-G High School Graduation Rate, AP Enrollment and Passage Rate, Share of Students that are College and Career Ready, and SAT, ACT Test Scores</p> <p>5. Student Engagement: Attendance Rate, Dropout Rate for Middle School and High School, and High School Cohort Graduation Rates</p> <p>7. Course Access: AP and CTE Course Access and Enrollment Rates</p> <p>8. Other Student Outcomes: OARS/Illuminate and LTUSD Local Assessments</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>Foster Youth</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>LTUSD will monitor behavior, attitude toward school, attendance and academic performance.</p> <p>4. Standard Achievement*</p> <ul style="list-style-type: none"> <li>• Reduce the completion gap by 2% for FY students completing UC/CSU requirements (Planned Action a, d)</li> <li>• Increase by 2% FY students determined "prepared for college" in ELA (Planned Action a, d)</li> <li>• Increase by 2% FY students determined "prepared for college" in Math (Planned Action a, d)</li> <li>• Reduce the achievement gap by 2% on the SAT test for FY students (Planned Action a, d)</li> <li>• Reduce the achievement gap by 2% on the ACT test for FY students (Planned Action a, d)</li> </ul> <p>5. Student Engagement*</p> <ul style="list-style-type: none"> <li>• Increase by 1% FY students attending 171-180 days (95% or higher) each school year (Planned Action a, b, c, d)</li> <li>• Reduce by 1% high school dropout rate for FY students (Planned Action a, b, c, d)</li> <li>• Reduce the graduation gap by 1% for FY students (Planned Action a, b, c, d)</li> </ul> <p>7. Course Access*</p> <ul style="list-style-type: none"> <li>• Increase by 2% FY students taking AP classes (Planned Action a, c, d)</li> <li>• Increase by 2% FY students taking CTE classes (Planned Action a, c, d)</li> </ul> <p>8. Other Student Outcomes*</p> <ul style="list-style-type: none"> <li>• Increase by 5% FY students performing at grade level on SIPPS Reading Intervention program (Planned Action c, d)</li> <li>• Increase by 5% FY students performing at or above benchmark on local assessment in ELA (Planned Action c, d)</li> <li>• Increase by 5% FY students performing at or above benchmark on local assessment in Math (Planned Action c, d)</li> </ul> <p>*Goals once a baseline is established</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue with ongoing administrator, teacher, and support staff training to increase awareness of the unique needs of Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Foster/Homeless Student Advocate 2000-2999: Classified Personnel Salaries Supplemental \$51,158
b. Continue to ensure school concerns are represented to the courts regarding Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No Cost Associated \$0

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>c. Continue to make appropriate class placements and changes for Foster Youth students.</p>	<p>Districtwide</p>	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>No Cost Associated \$0</p>
<p>d . Continue direct services including training for caregivers on creating effective homework routines, interfacing with schools to increase accountability, and basic problem solving.</p>	<p>Districtwide</p>	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>No Cost Associated \$0</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>LTUSD will monitor behavior, attitude toward school, attendance and academic performance.</p> <p>4. Standard Achievement*</p> <ul style="list-style-type: none"> <li>• Reduce the completion gap by 2% for FY students completing UC/CSU requirements (Planned Action a, d)</li> <li>• Increase by 2% FY students determined "prepared for college" in ELA (Planned Action a, d)</li> <li>• Increase by 2% FY students determined "prepared for college" in Math (Planned Action a, d)</li> <li>• Reduce the achievement gap by 2% on the SAT test for FY students (Planned Action a, d)</li> <li>• Reduce the achievement gap by 2% on the ACT test for FY students (Planned Action a, d)</li> </ul> <p>5. Student Engagement*</p> <ul style="list-style-type: none"> <li>• Increase by 1% FY students attending 171-180 days (95% or higher) each school year (Planned Action a, b, c, d)</li> <li>• Reduce by 1% high school dropout rate for FY students (Planned Action a, b, c, d)</li> <li>• Reduce the graduation gap by 1% for FY students (Planned Action a, b, c, d)</li> </ul> <p>7. Course Access*</p> <ul style="list-style-type: none"> <li>• Increase by 2% FY students taking AP classes (Planned Action a, c, d)</li> <li>• Increase by 2% FY students taking CTE classes (Planned Action a, c, d)</li> </ul> <p>8. Other Student Outcomes*</p> <ul style="list-style-type: none"> <li>• Increase by 5% FY students performing at grade level on SIPPS Reading Intervention program (Planned Action c, d)</li> <li>• Increase by 5% FY students performing at or above benchmark on local assessment in ELA (Planned Action c, d)</li> <li>• Increase by 5% FY students performing at or above benchmark on local assessment in Math (Planned Action c, d)</li> </ul> <p>*Goals once a baseline is established</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue with ongoing administrator, teacher, and support staff training to increase awareness of the unique needs of Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Foster/Homeless Student Advocate 2000-2999: Classified Personnel Salaries Supplemental \$51,158
b. Continue to ensure school concerns are represented to the courts regarding Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No Cost Associated \$0



		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
c. Continue to make appropriate class placements and changes for Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Associated \$0
d . Continue direct services including training for caregivers on creating effective homework routines, interfacing with schools to increase accountability, and basic problem solving.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Associated \$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: LTUSD will monitor behavior, attitude toward school, attendance and academic performance.

4. Standard Achievement\*

- Reduce the completion gap by 2% for FY students completing UC/CSU requirements (Planned Action a, d)
- Increase by 2% FY students determined "prepared for college" in ELA (Planned Action a, d)
- Increase by 2% FY students determined "prepared for college" in Math (Planned Action a, d)
- Reduce the achievement gap by 2% on the SAT test for FY students (Planned Action a, d)
- Reduce the achievement gap by 2% on the ACT test for FY students (Planned Action a, d)

5. Student Engagement\*

- Increase by 1% FY students attending 171-180 days (95% or higher) each school year (Planned Action a, b, c, d)
- Reduce by 1% high school dropout rate for FY students (Planned Action a, b, c, d)
- Reduce the graduation gap by 1% for FY students (Planned Action a, b, c, d)

7. Course Access\*

- Increase by 2% FY students taking AP classes (Planned Action a, c, d)
- Increase by 2% FY students taking CTE classes (Planned Action a, c, d)

8. Other Student Outcomes\*

- Increase by 5% FY students performing at grade level on SIPPS Reading Intervention program (Planned Action c, d)
- Increase by 5% FY students performing at or above benchmark on local assessment in ELA (Planned Action c, d)
- Increase by 5% FY students performing at or above benchmark on local assessment in Math (Planned Action c, d)

\*Goals once a baseline is established

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue with ongoing administrator, teacher, and support staff training to increase awareness of the unique needs of Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Foster/Homeless Student Advocate 2000-2999: Classified Personnel Salaries Supplemental \$51,158
b. Continue to ensure school concerns are represented to the courts regarding Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No Cost Associated \$0

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
c. Continue to make appropriate class placements and changes for Foster Youth students.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Associated \$0
d . Continue direct services including training for caregivers on creating effective homework routines, interfacing with schools to increase accountability, and basic problem solving.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Associated \$0

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

## 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.

Original GOAL 1 from prior year LCAP:	1. Increase Academic Performance For All Students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The Increased Academic Performance of All Students will increase by 1% on each metric as measured by the CAASPP Smarter Balanced Assessments.  1. Basic Services (Williams Act) <ul style="list-style-type: none"> <li>Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach</li> <li>Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act</li> <li>Increase by 1% facilities that are in good repair</li> <li>Maintain and replace 1:1 computer netbooks, chromebooks for grades 2-12 (Planned Action f)</li> </ul> 2. Implementation of State Standards <ul style="list-style-type: none"> <li>Implementation of CCSS for all students (Planned Action c, d, e, f, g, h, i, j, l, n, o)</li> </ul> 4. Standard Achievement <ul style="list-style-type: none"> <li>Increase by 2% EL reclassification rate (Planned Action b, g,</li> </ul>		Actual Annual Measurable Outcomes:  Benchmark Results for Smarter Balanced Assessments*  ELA: <ul style="list-style-type: none"> <li>45% of students "met or exceeded standard"</li> <li>33% of low income students "met or exceeded standard"</li> <li>11% of English learners "met or exceeded standard"</li> </ul> Math: <ul style="list-style-type: none"> <li>32% of students "met or exceeded standard" in Math</li> <li>19% of low income students "met or exceeded standard"</li> <li>8% of English learners "met or exceeded standard"</li> </ul> 1. Basic Services (Williams Act) <ul style="list-style-type: none"> <li>100% of teachers are assigned and credentialed appropriately for the students they teach (100% in 14/15)</li> <li>100% of schools are providing students with standards based instructional materials meeting Williams Act (100% in 14/15)</li> <li>96% of facilities are in good repair (95% in 14/15)</li> <li>Upgraded to 1:1 chromebooks for grades 3-8; maintained and replaced 1:1 chromebooks for grades 9-12; maintained 1:1 computer netbooks for grades K-2.</li> </ul> 2. Implementation of State Standards <ul style="list-style-type: none"> <li>269 teacher collaboration, school safety and staff meetings were held Districtwide (202 in 14/15)</li> </ul> 4. Standard Achievement <ul style="list-style-type: none"> <li>10% of EL's who are Reclassified Fluent English Proficient</li> </ul>

- l, o)
- Increase by 2% students that graduate completing UC/CSU requirements (Planned Action g)
  - Establish a baseline for the percentage of AVID students that graduate completing college entrance requirements (Planned Action g)
  - Increase by 2% AP students that pass the AP Exams with a score of 3 or higher (Planned Action n)
  - Establish a baseline for the percentage of students determined "prepared for college" in ELA (Planned Action n)
  - Establish a baseline for the percentage of students determined "prepared for college" in Math (Planned Action n)
  - Increase by 2% student scores on the Aspire ACT test (Planned Action g)
  - Increase by 2% students who score above 1500 on the SAT test (Planned Action n)
  - Increase by 2% students who score above 21 on the ACT test (Planned Action n)
5. Student Engagement
- Increase by 1% students attending 171-180 days (95% or higher) each school year (Planned Action k, m)
  - Reduce by 1% students missing 18 or more school days (Planned Action k, m)
  - Maintain middle school dropout rate (Planned Action k, m)
  - Reduce by 1% high school dropout rate (Planned Action k, m)
  - Increase by 1% 4-year cohort high school graduation rates for all students (Planned Action g, k, l, m, n)
  - Increase by 1% 4-year cohort high school graduation rates for EL students (Planned Action g, k, l, m, n)
  - Increase by 1% 4-year cohort high school graduation rates for LI students (Planned Action g, k, l, m, n)
6. School Climate
- Reduce by 1% suspension rate (Planned Action k)
  - Maintain the number of students expelled (Planned Action k)
  - Increase by 2% students reporting feeling supported in school (Planned Action k)
7. Course Access
- Increase by 2% number of students taking AP classes (Planned Action g)
  - Increase by 2% number of students taking CTE classes (Planned Action g)

- (9% in 14/15)
- 46% of students graduated completing UC/CSU requirements\* (57% in 13/14)
  - 74% of AVID students graduate completing college entrance requirements\*
  - 51% of AP students passed the AP Exams with a score of 3 or higher\* (51% in 13/14)
  - 43% of students were determined "prepared for college" in ELA
  - 20% of students were determined "prepared for college" in Math
  - Aspire ACT test was not continued
  - 56% of student who scored above 1500 on the SAT test\* (57% in 13/14)
  - 71% of student who scored above 21 on the ACT test\* (73% in 13/14)
5. Student Engagement
- 64% of students attended 171-180 days (57% in 14/15)
  - 12% of students missed 18 or more school days (12% in 14/15)
  - 0% middle school dropout rate\* (0% in 13/14)
  - 1.4% high school dropout rate\* (2.8% in 13/14)
  - 97%, 4-year cohort high school graduation rate for all students\* (94% in 13/14)
  - 89%, 4-year cohort high school graduation rate for EL students\* (85% in 13/14)
  - 96%, 4-year cohort high school graduation rate for LI students\* (93% in 13/14)
6. School Climate
- 3.8% suspension rate\* (5.3 in 13/14)
  - 1 student was expelled\* (0 in 13/14)
  - 85% of students report feeling supported in school (91% in 13/14)
7. Course Access
- 169 students enrolled in AP classes\* (194 in 13/14)
  - 532\*\* students enrolled in CTE classes\* (972 in 14/15)

8. Other Student Outcomes

- Increase by 10% Intervention Read 180 students achieving growth of 100 or more Lexile points (Planned Action b, i)
- Establish a baseline for the percentage of SIPPS Reading Intervention students achieving 1 year program growth (Planned Action a, i)
- Increase by 10% students performing at or above benchmark on the SPA, ELA (Planned Action c, i)
- Increase by 10% students performing at or above benchmark on the SPA, Math (Planned Action a, b, c, i)

8. Other Student Outcomes

- 60% of READ 180 students showed growth over 100 Lexile points for grades 4-5 (50% in 14/15)
- 44% of READ 180 students showed growth over 100 Lexile points for grades 6-8 (34% in 14/15)
- 66% of SIPPS students achieved 1 year of growth
- SPA, ELA and Math, post-test assessment results were determined to be invalid; therefore, we will be reviewing our assessment protocol for 16/17

\*Data from 14/15

\*\*Data reflects tightened CTE course qualifications

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Intervention begins with highly qualified classroom teachers using appropriate Response to Intervention (RTI) Pyramid levels for K-12 with targeted Tier 1-3 universal, short cycle or specialized intensive intervention approach.	SIPPS Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	Tier I students are grouped based on precise assessment and systematic reading instruction aligned with CCSS. Students receive SIPPS instruction through classroom teacher (K-5) and Early Reading Specialist (K-3).	SIPPS Materials 4000-4999: Books And Supplies Supplemental and Concentration \$24,011
	3 Early Reading Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$193,990		4 Early Reading Intervention Teachers (3 FTE Total) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$237,621
Continue with SIPPS Intervention Program K-12. Fund Early Reading Intervention Teachers for grades K-2 for EL, LI, and FY.	Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$60,000	Hired 2 Intervention Teachers/Coaches, 1 for Bijou and 1 for Tahoe Valley, which expands the program to 2 Intervention Teachers at each site.	K-5 Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$79,771
Add 1 K-5 Reading Intervention Teacher at LTESMS and 1 Intervention Coach/Teacher for CCSS, Math & Science at Tahoe Valley. Add 1 Spanish Reading Intervention Teacher/Coach for TWBI at Bijou.	Intervention Coach/Teacher for CCSS, Math & Science 1000-1999: Certificated Personnel Salaries Supplemental \$50,000	Hired 1 Intervention Teacher and 2 Certificated Reading Tutors for LTESMS. Sierra House added an Extended School Day program for grades 1-2 to reinforce basic skills in addition to its two Intervention Teachers at .5 FTE each.	Intervention Teacher/CCSS Coach 1000-1999: Certificated Personnel Salaries Concentration \$85,494
Add 2 K-5 Certificated Tutors at 1 hour per day, 4 days a week at LTESMS. Provide two-week intervention summer school at Sierra House for	Spanish Reading Intervention Teacher/Coach 1000-1999: Certificated Personnel Salaries Supplemental \$50,000		TWBI Spanish Reading Intervention Teacher/Coach 1000-1999: Certificated Personnel Salaries Supplemental \$74,056
	Certificated Tutors 1000-1999: Certificated Personnel Salaries Concentration \$10,000		Certificated Reading Tutors 1000-1999: Certificated Personnel Salaries Concentration \$1,333
			Extended School Year 4000-4999:

<p>EL, LI, FY.</p>	<p>Intervention Summer School 5000-5999: Services And Other Operating Expenditures Supplemental \$24,000</p> <p>Intervention Summer School 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p> <p>SIPPS Trainer of Trainer (TOT) Model 1000-1999: Certificated Personnel Salaries Supplemental \$1,600</p>		<p>Books And Supplies Supplemental \$14,100</p> <p>Extended School Year 1000-1999: Certificated Personnel Salaries Supplemental \$7,053</p> <p>Completed in 14/15: SIPPS Trainer of Trainer (TOT) Model 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
<p>Scope of Service: Districtwide</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley</p> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>b. Continue READ 180 Intervention Program for students reading below grade level in grades 3-8.</p> <p>Add 1 9-12 EL Teacher for support in core academic classes.</p>	<p>READ 180 Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I \$324,000</p> <p>Annual Purchase of Materials 4000-4999: Books And Supplies Title I \$13,000</p> <p>EL Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>	<p>Tier II students are pulled out of classrooms for targeted reading with READ 180 Teacher or grade level mastery with Language Arts Intervention Teacher. Data is reviewed to examine student growth.</p> <p>Hired 1 Intervention Teacher for STHS.</p>	<p>3 READ 180 Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$262,958</p> <p>9-12 Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$63,538</p> <p>READ 180 Materials 4000-4999: Books And Supplies Supplemental \$9,031</p> <p>READ 180 Materials 4000-4999: Books And Supplies Concentration \$9,031</p> <p>READ 180 Materials 4000-4999: Books And Supplies Supplemental - EIA \$366</p>



<p>Scope of Service: Districtwide at Bijou, SH, TV, and STMS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide at Bijou, Sierra House, Tahoe Valley, South Tahoe Middle School, and South Tahoe High School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>c. Utilize LTUSD Local Informative Assessments K-2 and Online Assessment Reporting System (OARS) for grades 3-8 to guide instruction. Conduct CCSS Online Progress Assessment in ELA and Math in order to identify student progress assessing 3 times per year for all students.</p>	<p>OARS 5800: Professional/Consulting Services And Operating Expenditures Title I and Title III \$18,200</p>	<p>Continued to capture informative &amp; pre-post assessment data in order to provide evidence of effective instruction.</p>	<p>OARS 5800: Professional/Consulting Services And Operating Expenditures Title III \$4,312</p> <p>OARS 5800: Professional/Consulting Services And Operating Expenditures Supplemental - EIA \$12,938</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>d. Continue Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, Smart Goals, and formative online assessments of Common Core State Standards to measure learning.</p>	<p>Collaboration and Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$198,400</p>	<p>Collaboration meetings were continued as planned. Each school received additional monies to spend on professional development, collaboration, software, and technology, according to site-driven needs.</p>	<p>Collaboration and Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000</p>

<p>Scope of Service   Districtwide</p> <hr/> <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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>e. Continue with Elementary PE of 100 minutes per week which has allowed the District to meet state PE requirements. In addition, continue 70 minutes of library or other site instructional activities which has provided 170 minutes of elementary teacher prep time to plan and collaborate regarding CCSS, SBAC and RTI.</p>	<p>1 Elementary PE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$56,153  3 Elementary PE Teachers 1000-1999: Certificated Personnel Salaries Base \$286,668  Library Staff 2000-2999: Classified Personnel Salaries Base \$126,000</p>	<p>Prep time allowed for examination of LCAP actions and services, which reflect collaboration of stakeholder engagement, to monitor implemented programs.</p>	<p>1 Elementary PE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$63,538  3 Elementary PE Teachers 1000-1999: Certificated Personnel Salaries Base \$289,559  Library Staff 2000-2999: Classified Personnel Salaries Base \$130,000</p>
<p>Scope of Service   Districtwide at Bijou, ESM, SH, and TV</p> <hr/> <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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley</p> <hr/> <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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>f. Extend one-to-one mobile computing and professional development for teachers to ensure a high quality interactive online educational software for reteaching, reinforcing and extending CCSS learning for all students.</p>	<p>Annual Cost of Online Software 5000-5999: Services And Other Operating Expenditures Lottery and Title I \$142,000  Purchase of 1:1 Chromebooks for Grades 6-8 4000-4999: Books And Supplies Prop 98 \$225,000</p>	<p>Provided individual &amp; group educational software training on such programs as ALEKS 4-8 &amp; Google Apps for Education (GAPE).  Continued 1 to 1 computer upgrades to chromebooks for grades 3-8; completing implementation of</p>	<p>Annual Cost of Online Software 5000-5999: Services And Other Operating Expenditures Lottery and Title I \$128,563  Replace 50 Chromebooks for Grades 9-12 4000-4999: Books And Supplies Supplemental \$11,259</p>

		<p>chromebooks for grades 3-12. 1 to 1 computer netbooks are maintained for grades K-2.</p>	<p>Replace 50 Chromebooks for Grades 9-12 4000-4999: Books And Supplies Concentration \$11,258</p> <p>Purchase 1000 Chromebooks for Grades 6-8 4000-4999: Books And Supplies Prop 98 \$204,472</p> <p>Replace 100 Chromebooks for Grades 6-8 4000-4999: Books And Supplies Prop 98 \$18,176</p> <p>Purchase 1000 Chromebooks for Grades 3-5 4000-4999: Books And Supplies Prop 98 \$222,988</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>g. Continue to support Career Technical Education classes in Arts, Media and Entertainment, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Transportation, Building and Construction Trades, Engineering and Architecture and Business and Finance as well as support college readiness through AP and A-G classes. Expand the Digital Media Arts and Health Science and Medical Technology CTE pathways with two new courses, Algebra I with Computer Programming and Native Spanish III for Health Careers.</p> <p>Hire a CTE Program Coordinator.</p>	<p>ROP Budget 1000-1999: Certificated Personnel Salaries ROP \$424,000</p> <p>ROP Budget 2000-2999: Classified Personnel Salaries ROP \$40,000</p> <p>CTE Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>ACT Aspire Test 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,600</p>	<p>Extended the Sports Medicine CTE Pathway with a new Injury Prevention &amp; Conditioning course. Also, added two new courses: Algebra I with Computer Programming and Native Spanish III for Health Careers. In addition, the CTE Program was awarded two 3-year continuing grants, totaling \$370,000 each year.</p> <p>Implemented the first year of a new dual enrollment program, Get Focused Stay Focused. In collaboration with LTCC, the program focuses on providing students with a disciplined 10 Year College &amp; Career Plan. The implementation of this program became the primary focus for 9th grade students</p>	<p>CTE 1000-1999: Certificated Personnel Salaries Unrestricted CTE \$427,890</p> <p>CTE 2000-2999: Classified Personnel Salaries Unrestricted CTE \$60,473</p> <p>CTE/VAPA Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$120,012</p> <p>Discontinued: ACT Aspire Test 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

<p>Continue College Readiness Assessment tests 9-12, initiating in 9th grade.</p>		<p>this year. A shift was made from focusing on assessing 9th grade students to preparing them for college &amp; career through the Get Focused Stay Focused program.</p> <p>Hired 1 Districtwide CTE/VAPA Program Coordinator.</p>	
<p>Scope of Service   Districtwide at STMS, HS, and TLC</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide at South Tahoe Middle School, South Tahoe High School, and Transitional Learning Center</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>h. Refine Districtwide Early Childhood Learning Center for Transitional Kindergarten students.</p>	<p>TK Teachers 1000-1999: Certificated Personnel Salaries Base \$302,439</p> <p>Aides 2000-2999: Classified Personnel Salaries Supplemental \$25,892</p> <p>Instructional Materials 4000-4999: Books And Supplies Supplemental \$20,000</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000</p>	<p>Implemented new progress report card to reflect TK curriculum and instruction.</p>	<p>4 TK Teachers 1000-1999: Certificated Personnel Salaries Base \$275,315</p> <p>Aides 2000-2999: Classified Personnel Salaries Supplemental \$27,723</p> <p>Instructional Materials 4000-4999: Books And Supplies Supplemental \$20,000</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000</p>
<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>i. Maintain class size reduction for all elementary schools grades TK-3 in order to provide small group instruction and monitor individual academic performance.</p>	<p>Unrestricted General Fund 1000-1999: Certificated Personnel Salaries Base \$1,239,803</p> <hr/> <p>Restricted CSR 1000-1999: Certificated Personnel Salaries Supplemental \$300,000</p>	<p>CSR was continued as planned.</p>	<p>Unrestricted General Fund 1000-1999: Certificated Personnel Salaries Base \$1,574,320</p> <hr/> <p>Restricted CSR 1000-1999: Certificated Personnel Salaries Supplemental \$312,149</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide at Bijou, ESM, SH, and TV</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Districtwide at Bijou, ESM, SH, and TV		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley	
Scope of Service	Districtwide at Bijou, ESM, SH, and TV						
Scope of Service	Districtwide at Bijou, Environmental Science Magnet, Sierra House, and Tahoe Valley						
<p>j. Maintain and provide Project Based Learning in Science. Science Outreach Coordinator will continue to be a resource to English Language Arts CCSS grade level themes along with Placed Based Learning field trips for grades TK-5.</p>	<p>Science Outreach Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$58,107</p> <hr/> <p>Instructional, transportation 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>	<p>Oversees South Tahoe Environmental Education Coalition (STEEC) and coordinates various Districtwide educational learning opportunities and field trips including:</p> <p>LTUSD Annual Farm Day for grades 3-4</p> <p>Lawrence Hall of Science for grades TK-5</p> <p>Wonders of Water for grades TK-6</p> <p>Epic Winter Outdoor Education for grade 5</p> <p>Forest Fire Education for grades 6-8</p> <p>Bird Banding Field Trip for grade 8</p> <p>Generation Green for grade 6-12</p> <p>Tahoe Basin Watershed Education</p>	<p>Science Outreach Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$61,362</p> <hr/> <p>Grants were able to cover 15/16 expenses: Instructional Materials, Transportation, Field Trip Support 5000-5999: Services And Other Operating Expenditures Base \$0</p>				

		<p>Summit for grades 9-12</p> <p>In addition, partnered with UC Davis and LTCC to provide 1st Annual Science Expo for grades K-6.</p>	
<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>k. The District will expand its counseling program for EL, LI, and FY students. Wrap-around services will be provided on the middle and high school school sites using local agencies to assist with the social and emotional needs of students and families in order to improve academic performance and attendance.</p> <p>Add 1 Intervention Counselor at the middle school. Add 1 School Nurse and 1 Intervention Counselor &amp; Academic Support at the high school. Provide a half-time K-5 School Nurse for low income students needing additional home support &amp; services.</p>	<p>Wrap-around Services 2000-2999: Classified Personnel Salaries Concentration \$55,000</p> <p>6-8 Intervention Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$70,000</p> <p>K-5 School Nurse 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>9-12 Intervention Counselor &amp; Academic Support 1000-1999: Certificated Personnel Salaries Supplemental \$70,000</p> <p>9-12 School Nurse 1000-1999: Certificated Personnel Salaries Supplemental \$44,000</p>	<p>The goal of the Intervention Counselor &amp; Student Advocate Program is to guide and promote healthy relationships and interactions between students, parents, and teachers. Intervention Counselors and Advocates have diligently identified and provided support for students needing wraparound services.</p> <p>Hired 2 Intervention Counselors, 1 at STMS &amp; 1 at STHS.</p> <p>Increased School Nurse Services by 1.6 FTE: .4 at Sierra House, .6 at Tahoe Valley, &amp; .6 at STHS.</p>	<p>Student Advocate Program 2000-2999: Classified Personnel Salaries Concentration \$60,000</p> <p>Intervention Counselor (6-8) 1000-1999: Certificated Personnel Salaries Supplemental \$103,325</p> <p>School Nurse for Grades K-5 (1 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$61,623</p> <p>Intervention Counselor (9-12) 1000-1999: Certificated Personnel Salaries Supplemental \$105,223</p> <p>School Nurse for Grades 9-12 (.6 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$72,488</p>
<p>Scope of Service   Districtwide at STMS, STHS, TLC and Tallac</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service   Districtwide at South Tahoe Middle School, South Tahoe High School, Transitional Learning Center, and Mt Tallac Continuation School.</p> <hr/>	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>l. Continue with para educators to accelerate the progress of students who are not yet at grade level.</p> <p>Add 1 Intervention Instructional Aide at Tahoe Valley.</p>	<p>Aides 2000-2999: Classified Personnel Salaries Base \$103,000</p> <p>Intervention Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$28,000</p>	<p>Para Educators continue to assist students and teachers in the classroom, targeting students who need additional academic support.</p> <p>Hired 2 Instructional Aides, 1 for Tahoe Valley and 1 for LTESMS.</p>	<p>Aides 2000-2999: Classified Personnel Salaries Base \$205,105</p> <p>Aides 2000-2999: Classified Personnel Salaries Supplemental - EIA \$127,869</p> <p>Aides 2000-2999: Classified Personnel Salaries Title I \$135,379</p> <p>Aides 2000-2999: Classified Personnel Salaries Title III \$19,253</p> <p>Instructional Aide for Science Lab 2000-2999: Classified Personnel Salaries Concentration \$6,842</p> <p>Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$20,746</p>
<p>Scope of Service   Districtwide</p> <hr/> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service   Districtwide</p> <hr/> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>m. Continue to provide transportation for all students, including high school, to ensure higher attendance rate and avoid chronic absenteeism.</p> <p>Continue all schools' participation in</p>	<p>After school transportation to Boys &amp; Girls Club 5000-5999: Services And Other Operating Expenditures Base \$4,998</p> <p>5 out of 7 schools met attendance goal in 2014/15 0000: Unrestricted</p>	<p>Districtwide the focus has been to increase ADA and improve Student Engagement. Sierra House and LTESMS met their site goal for the Attendance Incentive Program. In addition, SARB hearings were held</p>	<p>No Additional Costs Associated: After school transportation to Boys &amp; Girls Club 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>5 out of 7 schools met attendance goal in 2014/15 0000: Unrestricted</p>

<p>the attendance incentive program with a goal of increased attendance by 1 percent over previous year.</p>	<p>Base \$72,785</p>	<p>monthly and bus transportation was provided to all students as planned.</p>	<p>Base \$72,486</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>n. Implement My Math, TK-5 CCSS math curriculum. Purchase and implement Glencoe California Math, Grade 6 CCSS math curriculum. Pilot 7-12 math and K-8 ELA curricula.</p>	<p>TK-5 CCSS Math Adoption (Final 50% Payment) 4000-4999: Books And Supplies Supplemental and Concentration \$135,000</p> <p>Grade 6 CCSS Math Adoption 4000-4999: Books And Supplies Supplemental and Concentration \$36,500</p> <p>CCSS Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$111,900</p>	<p>Implemented 4, piloted 9, and adopted 8 CCSS curriculum programs in Math, English Language Arts, and English Language Development. These adoptions complete our CCSS Math courses for grades TK-12, CCSS English Language Arts for grades TK-12, and CCSS English Language Development for grades TK-10.</p> <p>Math:  McGraw Hill My Math (TK-5)  ALEKS (4-5)  Glencoe California Math with ALEKS (6-8)  Glencoe Integrated Math I with ALEKS (9-12)</p> <p>English Language Arts:  McGraw Hill Wonders (TK-5)  McGraw Hill Study Sync (6-8)  Social Studies Aligned CCSS English (9-12)</p> <p>English Language Development:  McGraw Hill Wonders (TK-5)  McGraw Hill Study Sync (6-8)</p>	<p>McGraw Hill My Math (Grades TK-5) - Final 50% Payment 4000-4999: Books And Supplies Supplemental and Concentration \$135,881</p> <p>Glencoe California Math with ALEKS (Grade 6) 4000-4999: Books And Supplies Supplemental and Concentration \$36,722</p> <p>CCSS Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$67,443</p> <p>McGraw Hill ALEKS (Grades 7-10) 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$21,937</p> <p>McGraw Hill ALEKS (Grades 4-5) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,500</p> <p>McGraw Hill Wonders (Grades K-5) 4000-4999: Books And Supplies Prop 98 \$302,970</p> <p>McGraw Hill Wonders (Grades K-5) 4000-4999: Books And Supplies</p>



		Houghton-Mifflin English 3D (9-10)	Lottery \$86,230 Houghton Mifflin English 3D 4000-4999: Books And Supplies Title III \$26,268 Social Studies Aligned CCSS English Courses of Study (Grades 9-12) 4000-4999: Books And Supplies Lottery \$105,000
Scope of Service: Districtwide <hr/> <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)		Scope of Service: Districtwide <hr/> <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)	
o. Continue implementation of Districtwide ELD program, including Professional Development. Annually recognize the achievement of reclassification with students and families. Continue to expand TWBI program K-8.  Add an EL Program Coordinator & TWBI Program Liaison. Continue to expand Spanish For Native Speakers courses at South Tahoe Middle School. Add 1 Bilingual Instructional Aide at Bijou and provide a budget for ELD instructional materials.	EL Program Coordinator & TWBI Program Liaison 1000-1999: Certificated Personnel Salaries Supplemental \$50,000 TWBI 1000-1999: Certificated Personnel Salaries Supplemental \$23,000 Bilingual Instructional Aide (5.75 hours/day) 2000-2999: Classified Personnel Salaries Supplemental \$28,000 ELD Instructional Materials 4000-4999: Books And Supplies Supplemental \$15,000	Completed adoption of CCSS English Language Development curricula, grades TK-10. Provided professional development to teachers on new ELD curricula. Created a Language Achievement Awards night to be held annually in recognition of students who are reclassified each year and TWBI students who have completed the program through 8th grade.  Hired 1 Districtwide Bilingual Program TOSA, 1 TWBI "Spanish for Native Speakers" Teacher for STMS, and 1 Bilingual Instructional Aide for Bijou.  Bijou received additional monies to spend on ELD instructional materials: TWBI books, copy machine to copy instructional resources, TV/projector & tech supplies for parent presentations, reading intervention materials, Special	Districtwide Bilingual Program TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$30,616 TWBI "Spanish for Native Speakers" Teacher (.4 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$29,360 Bilingual Instructional Aide (.72 FTE) 2000-2999: Classified Personnel Salaries Supplemental \$18,612 ELD Instructional Materials 4000-4999: Books And Supplies Supplemental \$15,000 TWBI "ELD & Social Studies" Teacher 1000-1999: Certificated Personnel Salaries Concentration \$66,420

		Ed instructional materials, and books/EL supplies for all six grade levels.									
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                      _ Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Districtwide	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                      _ Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Districtwide	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	Districtwide										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	Districtwide										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)											
<table border="1"> <tr> <td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td> <td>                     In an attempt to better organize and link our planned actions, some items were moved to new or different action items.                       Specifically, "Add 1 Bilingual EL Registrar" was moved from planned action "k" under Goal 1 to planned action "a" under Goal 2.                 </td> </tr> </table>	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In an attempt to better organize and link our planned actions, some items were moved to new or different action items.  Specifically, "Add 1 Bilingual EL Registrar" was moved from planned action "k" under Goal 1 to planned action "a" under Goal 2.									
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In an attempt to better organize and link our planned actions, some items were moved to new or different action items.  Specifically, "Add 1 Bilingual EL Registrar" was moved from planned action "k" under Goal 1 to planned action "a" under Goal 2.										

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.

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.

Original GOAL 2 from prior year LCAP:	2. Enhance Communication and Collaboration with Stakeholders		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Stakeholder Participants will Provide Feedback Throughout the Year which will be Recorded and Responded to by the Superintendent.</p> <p>3. Parental Involvement</p> <ul style="list-style-type: none"> <li>Maintain stakeholders' total number of meetings per year (Planned Action a, b, c, f)</li> <li>Maintain the percentage of parents who report "school seeks parent input and encourages parental participation" as reported on Parent Survey (Planned Action a, b, c, e)</li> <li>Increase by 10% the number of parental participation in activities for EL students (Planned Action a)</li> </ul> <p>4. Standard Achievement</p> <ul style="list-style-type: none"> <li>Increase by 2% EL reclassification rate (Planned Action a)</li> <li>Increase by 2% students that are completing UC/CSU requirements (Planned Action b, c)</li> <li>Establish a baseline for the percentage of AVID students that graduate completing college entrance requirements (Planned Action b, c)</li> <li>Increase by 2% AP students that pass the AP Exams with a score of 3 or higher (Planned Action b, c)</li> <li>Establish a baseline for the percentage of students determined "prepared for college" in ELA (Planned Action b, c)</li> <li>Establish a baseline for the percentage of students determined "prepared for college" in Math (Planned Action b, c)</li> <li>Increase by 2% student scores on the Aspire ACT test</li> </ul>	Actual Annual Measurable Outcomes:	<p>Each school maintained 2015/16 LCAP annual update involvement process logs. The stakeholder engagement total meetings Districtwide was 447.</p> <p>3. Parental Involvement</p> <ul style="list-style-type: none"> <li>447 stakeholders' meetings were held district-wide from 8/1/15 - 4/15/16 (433 in 14/15)</li> <li>85% of parents report "school seeks parent input and encourages parental participation" as reported on Parent Survey**</li> <li>953 parents Districtwide participated in monthly Cafecitos meetings from 9/1/14-4/30/15*** (882 in 14/15)</li> </ul> <p>4. Standard Achievement</p> <ul style="list-style-type: none"> <li>10% of EL's who are Reclassified Fluent English Proficient (9% in 14/15)</li> <li>46% of students graduated completing UC/CSU requirements* (57% in 13/14)</li> <li>74% of AVID students graduate completing college entrance requirements*</li> <li>51% of AP students passed the AP Exams with a score of 3 or higher* (51% in 13/14)</li> <li>43% of students were determined "prepared for college" in ELA</li> <li>20% of students were determined "prepared for college" in Math</li> <li>Aspire ACT test was not continued</li> </ul>

<p>(Planned Action b, c)</p> <ul style="list-style-type: none"> <li>• Increase by 2% students who score above 1500 on the SAT test (Planned Action b, c)</li> <li>• Increase by 2% students who score above 21 on the ACT test (Planned Action b, c)</li> </ul> <p>6. School Climate</p> <ul style="list-style-type: none"> <li>• Reduce by 1% suspension rate (Planned Action c, e)</li> <li>• Maintain the number of students expelled (Planned Action c, e)</li> <li>• Increase by 2% students reporting feeling supported in school (Planned Action c, d, e)</li> </ul>	<ul style="list-style-type: none"> <li>• 56% of student who scored above 1500 on the SAT test* (57% in 13/14)</li> <li>• 71% of student who scored above 21 on the ACT test* (73% in 13/14)</li> </ul> <p>6. School Climate</p> <ul style="list-style-type: none"> <li>• 3.8% suspension rate* (5.3 in 13/14)</li> <li>• 1 student was expelled* (0 in 13/14)</li> <li>• 85% of students report feeling supported in school (91% in 13/14)</li> </ul> <p>*Data from 2014/15                  **Data from 2013/14                  ***Duplicated count</p>
---	---

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>a. Continue Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education.</p> <p>Continue MOU with Family Resource Center (FRC) to coordinate Cafecitos at all school sites.</p> <p>Add a K-5 Bilingual Parent Liaison. Add 1 Bilingual EL Registrar.</p>	<p>Notification and materials 5900: Communications Base \$500</p> <p>MOU with Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Base \$8,500</p> <p>K-5 Bilingual Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental \$28,000</p> <p>6-8 EL Registrar 2000-2999: Classified Personnel Salaries Supplemental \$14,000</p>	<p>In coordination with Family Resource Center, Cafecitos meetings are held weekly TK-5 and monthly 6-12.</p> <p>Hired 1 Bilingual Community Liaison for Sierra House, 1 Bilingual EL Secretary for STMS, and 2 EL Site Reps for Bijou.</p>	<p>Included in FRC MOU: Notification and materials 5800: Professional/Consulting Services And Operating Expenditures Title III \$0</p> <p>MOU with Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,500</p> <p>Bilingual Community Liaison 2000-2999: Classified Personnel Salaries Supplemental \$24,057</p> <p>Bilingual EL Secretary 2000-2999: Classified Personnel Salaries Supplemental \$29,298</p> <p>EL Site Reps 1000-1999: Certificated Personnel Salaries Title III \$1,962</p>
<p>Scope of Service</p> <p>Districtwide at Bijou, SH, TV, STMS, and STHS/TLC/Tallac</p>		<p>Scope of Service</p> <p>Districtwide at Bijou, Sierra House, Tahoe Valley, South Tahoe Middle School and South Tahoe High School</p>	
<p>All</p>			

<p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>b. Continue to improve the communication with parents regarding Districtwide Programs in order to support access for college and career readiness. Complete parent survey every 2 years to allow for changes to be implemented in a timely manner. Last survey was completed in 2013/14.</p>	<p>Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Base \$500</p>	<p>Administered our 15/16 Stakeholders Survey to Parents, Students, Certificated &amp; Classified Staff, and Community Members.</p>	<p>Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Base \$780</p>
<p>Scope of Service   Districtwide</p> <hr/> <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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <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"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>c. Continue to provide training for parents regarding the use of educational software with their child's netbook in order for parents to help their child with their homework.</p> <p>Continue to develop Parent Education Program which will provide a better understanding of what their child's academic and social-emotional needs are as students develop from TK to 12th grade.</p>	<p>No Cost Associated \$0</p>	<p>In partnership with LTCC, the Adult Education Program received two 3-year continuing grants, totaling \$50,000 each year that will provide the foundation for developing the Parent Education Program.</p>	<p>No Cost Associated \$0</p>

<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>d. Continue School Safety Programs by the School Resource Officer and other local agencies.</p>	<p>School Resource Officer 2000-2999: Classified Personnel Salaries Base \$52,000</p>	<p>School Resource Officer and 3 Security Employees continue to ensure student safety and help to provide a secure and safe school environment.</p>	<p>School Resource Officer 2000-2999: Classified Personnel Salaries Base \$60,949</p>
<p>Scope of Service   Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   South Tahoe High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>e. Continue to increase participation at Parent Conferences and the use of Aeries to monitor student academic performance and homework.</p>	<p>No Cost Associated \$0</p>	<p>Parent Conferences for grades TK-5 were held for all students in the fall and for at risk students again in the spring. Parents for grades 6-12 are guided towards using Aeries to follow their student's attendance, grades, assignments, and tests.</p>	<p>No Cost Associated \$0</p>
<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
f. Continue communication regarding LCAP with South Tahoe Teachers' Association and California School Employees Association #286.	Common Core State Standards Advisory Committee (CCSSAC) meetings 1000-1999: Certificated Personnel Salaries Base \$1,600	Communication with both employee groups were continued as planned and reflect site-based discussions.	CCSS Advisory Committee Meetings 1000-1999: Certificated Personnel Salaries Base \$1,425				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Scope of Service</td> <td style="border: none;">Districtwide</td> </tr> </table> <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)	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Scope of Service</td> <td style="border: none;">Districtwide</td> </tr> </table> <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)	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In an attempt to better organize and link our planned actions, some items were moved to new or different action items.</p> <p>Specifically, "Continue Professional Development for implementation of a Districtwide ELD Program for identified schools and students" was moved from planned action "h" under Goal 2 to planned action "o" under Goal 1.</p> <p>In addition, planned action "c" will be revised in the 16/17 plan to better define the intention behind the program: "Develop a Parent Education Program which will provide a support system for parents and encourage parental involvement in their child's education from TK through 12th grade. The program will give parents a better understanding of their child's educational needs at home including both academic and social-emotional needs"</p>						

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.

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.

Original GOAL 3 from prior year LCAP:	3. Continue Maintenance, Technology and Operations to Improve and Support the Instructional Program		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: All Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Maintenance, Operations, and Technology will Reflect a Reduction of Repair Requests by 5% due to the Implementation of the Facility and Technology Plan  1. Basic Services (Williams Act) <ul style="list-style-type: none"> <li>Maintain percentage of teachers who are assigned and credentialed appropriately for the students they teach</li> <li>Maintain percentage of schools providing students with standards-based instructional materials meeting Williams Act (Planned Action b)</li> <li>Increase by 1% facilities that are in good repair (Planned Action a, c)</li> <li>Maintain and replace 1:1 computer net books, chrome books for grades 2-12 (Planned Action a, b)</li> </ul>	Actual Annual Measurable Outcomes:	Reduced repair requests from Maintenance, Operations, and Technology by 5% due to implementation of weekly site visits to address service needs.  1. Basic Services (Williams Act) <ul style="list-style-type: none"> <li>100% of teachers are assigned and credentialed appropriately for the students they teach (100% in 14/15)</li> <li>100% of schools are providing students with standards based instructional materials meeting Williams Act (100% in 14/15)</li> <li>96% of facilities are in good repair (95% in 14/15)</li> <li>Upgraded to 1:1 chromebooks for grades 3-8; maintained and replaced 1:1 chromebooks for grades 9-12; maintained 1:1 computer netbooks for grades K-2.</li> </ul>	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
a. Continue to conduct Site Facility and Technology Reviews to ensure the District is meeting the Basic Service needs and the Williams Act.		All students' equal access to safe and decent school facilities is reviewed on a regular basis.	No Cost Associated \$0	
Scope of Service	Districtwide	Scope of Service	Districtwide	
OR:		OR:		



<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>b. Continue to integrate the Technology Department with the Curriculum and Instructional Department to ensure coordination.</p>	<p>Restricted 1000-1999: Certificated Personnel Salaries Base \$80,000</p> <p>Restricted 6000-6999: Capital Outlay K-12 Voucher \$17,000</p> <p>Tech Services 2000-2999: Classified Personnel Salaries Base \$53,000</p>	<p>Transferred IT Technician to work directly with Curriculum &amp; Instruction in order to integrate CAASPP testing and link educational software with e-books.</p>	<p>Curriculum &amp; Instruction 1000-1999: Certificated Personnel Salaries Title I and Title II \$101,507</p> <p>Hardware and Software 6000-6999: Capital Outlay K-12 Voucher \$17,374</p> <p>Tech Services 2000-2999: Classified Personnel Salaries Base \$55,430</p> <p>Site Tech Reps 1000-1999: Certificated Personnel Salaries Supplemental - EIA \$14,450</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>c. Review and identify from 7 year facility plan maintenance projects on an ongoing basis.</p>	<p>Unrestricted General Fund 6000-6999: Capital Outlay Base \$200,000</p>	<p>Installed energy saving LED lighting throughout LTESMS and water bottle refill stations at Bijou and STMS. Painted exterior of Sierra House and replaced gutters and heat tape. Upgraded perimeter fence and bleachers at STHS.</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Prop 98 \$320,886</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes to Goal 3.		

**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.**

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.

Original GOAL 4 from prior year LCAP:	4. All Foster Youth will have access to a Quality Education that Ensures College and Career Readiness in the 21st Century	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 X  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Foster Youth	
Expected Annual Measurable Outcomes:	<p>LTUSD will monitor behavior, attitude toward school, attendance and academic performance.</p> <p>4. Standard Achievement*</p> <ul style="list-style-type: none"> <li>Reduce the completion gap by 2% for FY students completing UC/CSU requirements (Planned Action a, d)</li> <li>Increase by 2% FY students determined "prepared for college" by the Early Assessment Program (Planned Action a, d)</li> <li>Reduce the achievement gap by 2% on the Aspire ACT test for FY students (Planned Action a, d)</li> <li>Reduce the achievement gap by 2% on the SAT test for FY students (Planned Action a, d)</li> <li>Reduce the achievement gap by 2% on the ACT test for FY students (Planned Action a, d)</li> </ul> <p>5. Student Engagement*</p> <ul style="list-style-type: none"> <li>Increase by 1% FY students attending 171-180 days (95% or higher) each school year (Planned Action a, b, c, d)</li> <li>Reduce by 1% high school dropout rate for FY students (Planned Action a, b, c, d)</li> <li>Reduce the graduation gap by 1% for FY students (Planned Action a, b, c, d)</li> </ul> <p>7. Course Access*</p> <ul style="list-style-type: none"> <li>Increase by 2% FY students taking AP classes (Planned Action a, c, d)</li> <li>Increase by 2% FY students taking CTE classes (Planned</li> </ul>	<p>Actual Annual Measurable Outcomes:</p> <p>At this time, data is not available by foster youth subgroup; therefore, data is provided based on all students.</p> <p>4. Standard Achievement</p> <ul style="list-style-type: none"> <li>46% of students graduated completing UC/CSU requirements* (57% in 13/14)</li> <li>43% of students were determined "prepared for college" in ELA</li> <li>20% of students were determined "prepared for college" in Math</li> <li>Aspire ACT test was not continued</li> <li>56% of student who scored above 1500 on the SAT test* (57% in 13/14)</li> <li>71% of student who scored above 21 on the ACT test* (73% in 13/14)</li> </ul> <p>5. Student Engagement</p> <ul style="list-style-type: none"> <li>64% of students attended 171-180 days (57% in 14/15)</li> <li>1.4% high school dropout rate* (2.8% in 13/14)</li> <li>97%, 4-year cohort high school graduation rate for all students* (94% in 13/14)</li> </ul> <p>7. Course Access</p> <ul style="list-style-type: none"> <li>169 students enrolled in AP classes* (194 in 13/14)</li> <li>532** students enrolled in CTE classes* (972 in 14/15)</li> </ul>

<p>Action a, c, d)</p> <p>8. Other Student Outcomes*</p> <ul style="list-style-type: none"> <li>• Increase by 10% FY students performing at grade level on SIPPS Reading Intervention program (Planned Action c, d)</li> <li>• Increase by 10% FY students performing at or above benchmark on the SPA, ELA and Math assessments (Planned Action c, d)</li> </ul> <p>*Goals once a baseline is established</p>	<p>8. Other Student Outcomes</p> <ul style="list-style-type: none"> <li>• 66% of SIPPS students achieved 1 year of growth</li> <li>• SPA, ELA and Math, post-test assessment results were determined to be invalid; therefore, we will be reviewing our assessment protocol for 16/17</li> </ul> <p>*Data from 14/15 **Data reflects tightened CTE course qualifications</p>
--	--

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>a. Ongoing administrator, teacher, and support staff training to increase awareness of the unique needs of FY through the El Dorado County Office of Education.</p>	<p>Unrestricted General Fund 2000-2999: Classified Personnel Salaries Base \$10,000</p>	<p>Expanded the Foster/Homeless Student Advocate position to full-time. Advocate works directly with school personnel and community members to provide basic needs to students and parents. In addition, Advocate organizes Clothing Closets at South Tahoe Middle &amp; High Schools to help provide basic clothing needs.</p>	<p>Foster/Homeless Student Advocate 2000-2999: Classified Personnel Salaries Supplemental \$18,500</p>
<p>Scope of Service: Districtwide at Bijou, TV, STMS, STHS, and Tallac</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>b. Assistance in ensuring schools concerns about a FY are represented to the Courts.</p>	<p>No Cost Associated \$0</p>	<p>Advocate works directly with the courts on behalf of Foster Youth students.</p>	<p>No Cost Associated \$0</p>
<p>Scope of Service: Districtwide at Bijou, TV, STMS, STHS, and Tallac</p>		<p>Scope of Service: Districtwide</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>c. Continue to make appropriate class placements/changes.</p>	<p>No Cost Associated \$0</p>	<p>Advocate monitors attendance, grades, and behavior to ensure appropriate course selection.</p>	<p>No Cost Associated \$0</p>
<p>Scope of Service: Districtwide at STMS, STHS, and Tallac</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>d . Continue direct services such as: consultation/training for caregivers on creating effective homework, routines, interfacing with schools to increase accountability, and basic problem solving.</p>	<p>No Cost Associated \$0</p>	<p>Advocate provides direct services as planned and makes referrals to the Intervention Counselors as needed.</p>	<p>No Cost Associated \$0</p>
<p>Scope of Service: Districtwide at Bijou, TV, STMS, STHS, and Tallac</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other 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?	No changes to Goal 4.		

**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.**

**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>\$3,872,160</u>
<p>Lake Tahoe Unified School District base program for all students include the following: All students in grades K-12 are provided with Netbooks or Chromebooks on a 1:1 unit allocation for core and supplemental instruction to enhance learning; Counseling and Guidance for grades 6-12; Two-way Bilingual Immersion Program K-8; Independent Learning Academy for home schooling students; Transitional Kindergarten located at the Early Childhood Learning Center; LTUSD Online Learning and Blended Learning for grades K-12; Special Education Program; ELD Program Districtwide; Read 180 for struggling students in grades 4-8; Elementary PE for all students; Elementary through High School Band and String Programs; Homework Club targeting EL and LI students; Two Elementary Theme Schools: Fitness &amp; Health and Visual &amp; Performing Arts; Two Elementary Magnet Schools: Environmental Science and Two-Way Bilingual Immersion; Career Technology Education (CTE): Culinary Arts, Dental, Digital Media Arts, Television, Construction, Sports Medicine in grades 9-12; College Readiness AVID Program grades 4-12; Foster Youth Program; Title I Intervention Program; Advanced Placement; Honors Classes grades 9-12, Accelerated Classes grades 6-8; McKinney-Vento Program; and Athletics programs grades 6-12.</p> <p>Districtwide Actions and Services were developed by the Stakeholders' Recommendations and Prioritizations Summary. In 2014/15, all stakeholders were invited to give input on the use of LCFF Supplemental and Concentration Grants. A list of "Must Have" and "Nice to Have" actions and services was developed from the input. From 2014/15 through 2015/16, the following actions and services have been implemented throughout the District. At the Elementary level seven Early Reading Intervention Teachers (6 FTE) were hired for the school sites that have the highest unduplicated student population in order increase reading proficiency and provide effective Response To Intervention instruction: Tahoe Valley Elementary (73%), Bijou Community School (76%), Sierra House Elementary (64%), and Environmental Science Magnet (21%). A PE/Dance teacher was hired (1 FTE) to provide instruction to the highest unduplicated percentage of students so that teachers receive additional prep period time for effective collaboration and CCSS planning. The Early Childhood Learning Center, housing all District students, implements the highest quality instruction to unduplicated students to more effectively address all targeted students needs in a self-contained classroom with small class-sizes. All four certificated teachers collaborate and design appropriate instructional units for Transitional Kindergarteners. In addition, a half-time Science Outreach Coordinator supplements TK-12 instruction by scheduling field trips and providing increased rigor implementing NGSS so that 58% unduplicated students are exposed to Depth of Knowledge thinking and problem solving skills. A new Intervention Counseling and Wraparound Services Program at South Tahoe Middle School (58%) and High School (50%) targeting unduplicated EL, LI and FY at-risk students and families in order to improve achievement, behavior and attendance. "Spanish for Native Speakers" class for unduplicated 7th and 8th graders was provided for the Two-Way Bilingual Immersion Program in addition to "Social Studies" in Spanish for unduplicated students in 6th, 7th, and 8th grades. Supplemental and Concentration funds also paid for additional school nurses (1.6 FTE), one Intervention Teacher for 9-12, twelve aides, two certificated tutors, extended school year program, Bilingual Community Liaison, Bilingual EL Secretary, Foster/Homeless Student Advocate, CTE/VAPA Coordinator, Bilingual/TWBI Program TOSA, CSR, professional development, and CCSS &amp; ELD instructional materials for 58% unduplicated count Districtwide.</p>	

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.

13.3	%
8	

Districtwide Total Unduplicated Count of FRPM/EL/Foster Youth = 58%

Lake Tahoe Unified School District provides a strong base services program which includes the following: Reading Intervention Teachers 4-8; Ed Tech/Curriculum & Instruction TK-8 Coordinator; 1:1 Chromebooks/Netbooks for grades K-12; Counseling and Guidance for grades 6-12; Independent Learning Academy for grades K-12; Online and Blended Learning Program for grades K-12; After School Intervention Program for EL, LI, FY students; ELD Instruction K-10; Elementary PE Teachers TK-5; Instrumental and Strings Music Program for grades 4-12; AVID grades 4-12; CTE Program; Title I Intervention Program; Advanced Placement & Honors Classes for grades 9-12; Accelerated Classes for grades 6-8; McKinney-Vento Program; and Athletics for grades 6-12.

LCAP is a Districtwide plan that describes how the District intends to meet annual goals for all students, with specific activities to address State and local priorities. The District's use of State Supplemental and Concentration Grant funds for EL, LI and FY targeted students is detailed throughout the plan. Additional services, provided above the base, for 2016/17 that will further target EL, LI and FY students include: one school nurse, increasing school nurse services to 4.76 FTE Districtwide; increase TWBI "Spanish for Native Speakers" teacher for grades 7-8 from .4 to 1 FTE; a new Opportunity Class at South Tahoe Middle School; and expanding the Bilingual/TWBI Program TOSA position to an AVID/EL/TWBI Programs Coordinator. These additional services will enhance the programs and services that have been implemented over the past two years and include: seven Early Reading Intervention Teachers K-2 (6 FTE); Intervention Counseling and Wraparound Services Program for grades 6-12; TWBI "Social Studies" class for grades 6-8; half-time Outreach Science Coordinator; twelve instructional aides; extended school year program; CTE/VAPA Program Coordinator; Bilingual Community Liaison; Intervention Teacher for grades 9-12; two certificated tutors; Bilingual EL Secretary; Foster/Homeless Student Advocate; Early Childhood Learning Center; professional development monies per school site; and instructional media funds.



**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).