

(Rev 08-10)

California Department of Education
District and School Improvement Division

(CDE use only)

Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **June 30**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of Local Educational Agency (LEA): Lake Tahoe Unified School District
County/District Code: 09-61903
Dates of Plan Duration: September 2015 to October 2018
(should be up to three years)
Date of Local Governing Board Approval: October 25, 2016

LEA Information:

Superintendent: Dr. James R. Tarwater
Address: 1021 Al Tahoe Blvd.
City, State Zip: South Lake Tahoe, CA 96150
Phone: (530) 541-2850
Fax: (530) 543-2200

Certification:

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team.

See Assurances on pages 40 – 45. Signatures are required on page 46.

**Local Education Agency Plan
Lake Tahoe Unified School District**

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Part I Background and Overview

Background

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds
- Enhanced parental choice for parents of children from disadvantaged backgrounds, and
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-06, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated programs**, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) Assignment and training of highly qualified staff;
- b) Identification of participants;
- c) Implementation of services;
- d) Provision of materials and equipment;
- e) Initial and ongoing assessment of performance and;
- f) Progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following:

- a) How are performance targets and activities based on student performance and factual assessment of current educational practice?
- b) How educationally sound is the plan to help reach the targets?
- c) How timely and effectively is the plan being implemented?
- d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development
(Optional)

LEA Plan - Comprehensive Planning Process Steps	
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members.
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
X	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe):
X	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year	Current Year	Current Year	Current Year
Title I, Part A		732096	622282	85%
Title I, Part B				
Title I, Part C				
Title I, Part D				
Title II Part A, Subpart 2		186914	158877	85%
Title II, Part D				
Title III		98888	84055	85%
Title III				
Title IV, Part A				
Title V, Part A				
Adult Education				
Career Technical Education		24447	1038	95.8%
McKinney - Vento Homeless Education				
IDEA, Special Education		1016000	1016000	100%
21st Century Community Learning Centers				
Other (describe)				
Total		2058345	1882252	91.5%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year	Current Year	Current Year	Current Year
EIA - State Compensatory Education				
EIA - Limited English Proficient				
State Migrant Education				
School & Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act:				
Other (describe)				
LCFF Base, Supplemental & Concentration		33,684,933	32,000,686	95%
Total:		33,684,933	32,000,686	95%

Part I The Plan

Needs Assessments

- Academic Achievement

- Professional Development and Hiring

- School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

LEAP Part 2 District Profile (CalPADS 3 18 2016 certified data):

Lake Tahoe Unified School District is a TK-12 district located in the Sierra Nevada Mountains (elevation 6,330 ft.) on the south shore of Lake Tahoe. The district supports 8 schools including 4 elementary schools: Bijou Community School, Lake Tahoe Environmental Science Magnet School, Sierra House Elementary School, Tahoe Valley Elementary School; 1 middle school: South Tahoe Middle School; 1 comprehensive high school: South Tahoe High School; and 2 alternative high schools: Transitional Learning Center, Mt. Tallac High School. The total enrollment on the October 2015 CBEDS was 3996 students and the student demographic make-up was White 48%, Hispanic 42%, Asian 5%, American Indian 1%, Multiple 2%, Other 1%. The district's English-Learner population is 27%, Free/Reduced population is 54%, and the Special Education population is 13%. The district provides a variety of programs to address the needs of our diverse student population.

District Vision

Creating Learning Opportunities for Every Child to Achieve Success

District Mission

The Lake Tahoe Unified School District, working collaboratively with parents and the community, will provide a quality learning environment in which all students develop competence in basic skill areas and are prepared to be responsible, contributing citizens.

High standards of achievement for all students and staff are expected. Expectations will be clearly defined and tools for their attainment will be provided. Opportunities and a structure for students and staff to set high goals and evaluate their attainment will be established.

We believe that unity will be a product of this collective vision.

District Beliefs:

- All children can learn and can succeed given sufficient time, resources, and support.
- All our professional behaviors will be intentionally aligned with profound knowledge.
- Each child has unique gifts and the ability to reach his/her own potential.
- Our learning environment will be safe and maintain a positive climate, and our culture is respectful, trusting, and inclusive.
- How we educate and prepare our children shapes their future, our community, and the world.
- Parent and community involvement is integral to students' success as life-long learners.
- Meaningful and relevant learning experiences foster (nurtures) high achievement.
- Every employee brings value to the learning culture.

Local Measures of Student Performance (*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

- SPA (Standards Progress Assessment): Monitor Essential Standards learning in grades 3-8
- Phonemic Awareness Assessment: District Developed – Kindergarten
- Running Reading Records: K-3 students,
- BPST: Phonics skill level assessment- 1st -3rd grades
- Reading Fluency CMBs (Curriculum-Based Measure): 3rd – 5th grades
- SRI is used to determine comprehension levels
- Wonders Assessments K-5: transition to Wonders assessments in progress to assess Fluency, Spelling, Vocabulary, Comprehension, and Writing
- Benchmark Assessments: 6th -8th grades
- Publisher Assessments ELA: K-12th grades
- Publisher Assessments Math: K-12th grades
- Assessment and LEarning in Knowledge Spaces (ALEKS): Web-based, artificially intelligent assessment and learning system
- Pacing Guides: K-12th grades
- Illuminate/OARS: Monitors student progress providing timely and meaningful data as a basis for informed decision making in the classroom, site and district – transition from OARS to Illuminate in progress
- English Language Arts (EPT): Early Assessment Program (EAP) – 11th graders
- Mathematics (ELM): Early Assessment Program (EAP) – 11th graders
- Common Assessments – continuing to develop and systemize use of common assessments districtwide
- Embedded online assessments for traditional and alternative programs
- CELDT testing annually for English Learners
- PSAT/NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test – 11th graders
- SAT: Scholastic Aptitude Test
- ACT
- AP: Advanced Placement Testing
- Local College Placement tests through LTCC
- College Readiness Measurements: A-G Completers

- CTE Completers
- Credit Recovery monitoring and completion
- Senior Project
- Lake Tahoe Adult Education Consortium – “ADVANCE”: Assessments through partnership network are being evaluated and implemented
- WestEd: Consulting with WestEd to provide a systemic approach to effectively engage, monitor and assess students to close the achievement gap

Performance Goal 1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				

Education Services
 Leadership Team:
 Superintendent, EL/AVID
 Coordinator, Technology
 Coordinator, CTE/VAPA
 Coordinator, Program
 Specialist, Special
 Education Director

 Districtwide PD
 Committee
 (Administration,
 Teachers' Association,
 WestEd)

 Ongoing:

 Common Core State
 Standards Advisory
 Committee

 Site Administrators

 Program Coordinators

 Bi-monthly Administration
 Team:
 Site Administrators &
 Superintendent

 Teachers

 Consultants

 PLCs

 Support Staff

 EDCOE

 Intervention Team

 CTE Team

 Alt Ed Coordinator

Substitutes

 Materials

 Planning

 Training

 Collaboration schedule

 Mentoring and coaching

 PD Consultants

 PD Day

 Staffing

 Stipends

CTE

 General Fund

 Title I, Part A

 Title II

 Special Education

 EIA

 BTSA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Site administrators to continue receiving training on standards focused on coaching, supervising and evaluating teachers related to CCSS -based instruction.</p> <p>Collaboration time for staff to align instructional materials, pacing and assessment to CCSS in core subjects]</p> <p>Provide all eligible new teachers and teachers trained out of state with BTSA as part of their professional development to emphasize standards-based practice</p> <p>Professional Learning Communities (PLC) collaboration meetings focused on student performance and continual improvement</p> <p>Differentiating instruction to meet the learning needs of all students</p> <p>Provide a comprehensive Career Technical Education (CTE) program focused on building skills to successfully transition to higher learning and real-world careers</p> <p>Educators in all content areas will continue to examine and adjust their instructional practices to promote EL student achievement and success</p>				
2. Use of standards-aligned instructional materials and strategies:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Acquisition and use of CCSS aligned instructional materials at all levels</p> <p>Early Reading Intervention Teachers at each elementary site (Grades K-5) Intervention Teacher/CCSS Coach Two Way Bilingual Instruction (TWBI) Spanish Reading Intervention Teacher/Coach (Bijou Elementary School) Continue intervention support through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Intervention program K-5 Early Intervention Program K-3 Developing a district wide data tracking system to monitor and assess intervention program effectiveness READ 180 Intervention Teachers (3 FTE) Continued use of READ 180 Intervention Program for students reading below grade level (Grades 4-5) Pilot implementation of McGraw-Hill FLEX Reading Intervention program (Grades 6-8) Intervention Teacher (Grade 9-12) TK-5 Drama/dance & Performing Arts</p>	<p>2015-2018 Ongoing:</p> <p>Site Administrators Program Coordinators Teachers Support Staff Intervention Team Alt Ed Coordinator EL Team Spec Ed Team</p>	<p>Release time Materials Planning Training PD Consultants PD Day Staffing</p>	<p>850000</p>	<p>LCFF General Fund Title I, Part A Title II Title III Special Education EIA CTE</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time: Chromebooks TK-12 (Grades 3-12 take home) to provide access to online support, teaching communication, family communication, homework support, adopted materials online support</p> <p>Extended Learning Time through Webhosted Classroom Access Academic Adventures – after school instructional support program Additional Individualized and Small group instructional support for students performing below grade level</p>	<p>Ongoing 2015-2018 year round: ASES: Para-professionals, program leaders Counselors Wraparound Team Classified Online Program Coordinator/Teacher TRiO EL Coordinator EL Teachers TWBI Intervention Team and Coaches AVID Team TK-5 Visual and Performing Arts Teacher IT Team ILA Site Tech Reps</p>	<p>Staffing Program Services Release time Materials Planning Training PD Consultants PD Day Software Hardware Tutors</p>	<p>865000</p>	<p>ASES LCFF CTE General Fund Title I, Part A Title II Title III Special Education EIA TRiO</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>ACES AFTER school education and safety grant – (K-12) homework support, and enhancement and enrichment education programs (having served over 700 students to date) until 6:30pm – and on vacation days 8:30am-5:30pm</p> <p>Online Credit Recovery Program</p> <p>Online Accelerated Learning</p> <p>Advancement via Individual Determination – (3-12)</p> <p>TRiO – (7-12)</p> <p>English Learner Support Classes (grades 6-8)</p> <p>STEEL Structured English Enrichment Lab (Grades 6-10)</p> <p>Support Class for Long Term English Learner (LTEL) students in addition to core ELA</p> <p>Additional Block of English Language Development for EL students (TK-5)</p>				
4. Increased access to technology:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Career Technical Education (CTE) Pathways with CTE specific curriculum embedded technology				
5. Staff development and professional collaboration aligned with standards-based instructional materials:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Site Level PD	Districtwide PD Committee (Administration, Teachers' Association, WestEd) 2015-2018 - weekly: Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director Ongoing: Site Administrators Teachers Consultants PLCs Support Staff EDCOE SCOE Intervention Team EL Team Spec Ed Team Publisher Trainers Site & Regional AVID Team	Staffing Release time Materials Planning Training PD Consultants PD Day Software & Hardware Conferences PD Consultants PD Day Software & Hardware	225000	LCFF CTE General Fund Title I, Part A Title II Title III Special Education EIA Network Partners AEBG LTCC

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Wonders Pilot Training (TK-5) all year Maravillas (K-5) Training</p> <p>StudySync – ELA/ELD CCSS aligned curriculum – (6-8) PD in English 3D (Grades 7-9) LTEL curriculum AVID Training focused on critical reading and writing support</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

representatives and student representatives (at secondary level) will be conducted

Education Services
 Leadership Team:
 Superintendent, EL/AVID
 Coordinator, Technology
 Coordinator, CTE/VAPA
 Coordinator, Program
 Specialist, Special
 Education Director
 Ongoing:
 Site Administrators
 Site & District Support
 Staff
 Teachers
 Counselors
 Wraparound Team
 Paraprofessionals
 PLCs
 Intervention Team
 EL Team
 Spec Ed Team
 Site & Regional AVID
 Team
 Family Resource Center
 DELAC
 Site ELACs
 Cafecitos
 SSC
 LTCC

Program Services
 Release time
 Materials
 Mailing/Postage
 Planning
 Training
 Online Subscriptions
 Illuminate Contract
 Website Hosting
 Translations
 Hosting Meetings
 Facilities
 Mailings/Postage
 Outreach and family
 involvement personnel
 Blackboard ConnectEd
 Contract
 AERIES Contract

CTE
 General Fund
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All parents/families are invited to Back to School Nights and Open House to provide information about the reading & ELA programs and services</p> <p>Each parent receives his/her student's individual assessment results from the California Assessment of Student Performance and Progress (CAASPP) with an explanation on how to interpret the results</p> <p>Progress reports/Report Cards are sent home to families throughout the year in English and Spanish to meet the needs of our identified EL parents/families</p> <p>School Accountability Report Card (SARCs) printed and posted online</p> <p>Aeries Student Information System Parent Portal provide parents/families access to student information including attendance records, grades, unofficial transcripts, graduation status, assignment information, medical and immunization information and teacher contact</p> <p>K-8 parents/families are invited to parent conferences to discuss the reading/ELA program and individual student progress and student assessment results</p> <p>LTUSD provides written information to parents/families re: Reading & ELA student improvement and achievement through District/Site websites, Connect-Ed, in English & Spanish</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A Parent/Family Compact that describes how parents/families and school staff will work together to improve student achievement and Homework guidelines is distributed annually and revised with parent/family input periodically</p> <p>LTUSD works closely with Community Based Organizations (CBOs) to enhance access and communication for families, including Cafecitos a parent/family group offering support for Spanish speaking parents</p> <p>Informational meetings and workshops at all sites promoting literacy for parents/families</p> <p>LTUSD works closely with Lake Tahoe Community College (LTCC) to provide programs and services promoting English Language Development and Literacy for adults through their ESL and Lake Tahoe Adult Education Consortium: "ADVANCE"</p> <p>District English Learner Advisory Committee (DELAC) will meet quarterly</p> <p>Online Home-School Communication Connection Service in English & Spanish</p>				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				

or more grades below level

Education Services
Leadership Team:
Superintendent, EL/AVID
Coordinator, Technology
Coordinator, CTE/VAPA
Coordinator, Program
Specialist, Special
Education Director

Ongoing:

Site Administrators

Paraprofessionals

Teachers

Intervention Team

EL Team

Special Education Team

Wraparound Team

Counselors

AVID Team

Librarians

College & Career Center
Coord.

AP Team

TRiO

LTCC

IT Team

Preschools

Online Program
Teacher/Coord

Program Services

Release time

Materials

Mailing/Postage

Planning

Training

Online Subscriptions

Website Hosting

Translations

Hosting Meetings

Facilities

Mailings/Postage

Outreach and family
involvement personnel

Transportation

CTE

General Fund

Title I, Part A

Title III

Special Education

EIA

Network Partners

AEBG

LTCC

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Advancement via Individual Determination (AVID) strategies will be taught at grades 4-5 to prepare students for success at middle school, and AVID school-wide strategies and classes at grades 6-12 to help students develop the skills they need to be successful in college with special emphasis on growing writing, critical thinking, teamwork, organization and reading skills</p> <p>Comprehensive Intervention Counseling and Wraparound Services Program at middle and high school levels</p> <p>School libraries support student literacy at all levels</p> <p>Classroom activities promoting literacy yearlong</p> <p>College Readiness through rigorous Honors courses, Advanced Placement (AP) and college preparatory program (A-G)</p> <p>Student participation in on and off campus College and Career Fairs</p> <p>TRiO Upward Bound program at supporting secondary students and their families prepare for college through tutoring, career exploration, college and financial aid, skills workshops, and extended learning opportunities</p> <p>Class Size Reduction in TK-3 supporting literacy development</p> <p>Variety of technology to support literacy through reading programs and resources including: Accelerated Reader, RAZ-Kids, Reading A-Z, Read 180, Flex, Read Naturally, Tumblebooks, Illuminate Education (OARS), SBAC Digital Library, Tween Tribune, DOGOnews, MobyMax, Kahoot!, Socrative, and other online Literacy programs</p> <p>Continue refining District-wide Early Childhood Learning Center for Transitional Kindergarten students</p> <p>Pre-Kindergarten to Kindergarten transition activities are provided at all sites</p>				
8. Monitoring program effectiveness:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Results from the CAASP - Smarter Balanced Summative Assessment based on the Common Core State Standards for ELA will be analyzed</p> <p>Student performance data in Reading, ELA & ELD will be used to monitor program effectiveness and drive changes in instructional practices</p> <p>School Site Councils will evaluate program effectiveness and the end of the school year and prior to creating the Single Plan for Student Achievement</p> <p>Each site will update its SPSA</p>	<p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Site Testing Coordinators</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Paraprofessionals</p> <p>Teachers</p> <p>Intervention Team</p> <p>EL Team</p> <p>Special Education Team</p> <p>Wraparound Team</p> <p>Counselors</p> <p>AVID Team</p> <p>SSC</p> <p>IT Data Support</p> <p>PLCs</p>	<p>Site Testing Coordinators/Stipend</p> <p>Staffing</p> <p>Release time</p> <p>Materials</p> <p>Planning</p> <p>Training</p> <p>Online Subscriptions</p> <p>Illuminate</p> <p>Translations</p> <p>Hosting Meetings</p> <p>Facilities</p> <p>Mailings/Postage</p> <p>Outreach and family involvement personnel</p>	<p>550000</p>	<p>LCFF</p> <p>General Fund</p> <p>Title I, Part A</p> <p>Title II</p> <p>Title III</p> <p>Special Education</p> <p>EIA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Classroom teachers will regularly assess students' mastery using multiple indicators and sources, including SBE adopted assessment materials, district formative assessment, student work, to monitor learning and adjust instruction</p> <p>Data reports will be used to monitor student achievement in reading through analysis of students' Reading & ELA assessment measures</p> <p>Reading, ELA & ELD program effectiveness will be evaluated through data and surveys</p> <p>Maintain Class Size Reduction in TK-3 to provide ongoing monitoring of individual academic performance</p> <p>Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, SMART Goals, and formative online assessments of CCSS to monitor learning and drive instructional practice</p> <p>Administrators will conduct classroom observations and teacher evaluations focusing on effectiveness of standards-based reading, ELA & ELD instruction</p>				
9. Targeting services and programs to lowest-performing student groups:				

Education Services
 Leadership Team:
 Superintendent, EL/AVID
 Coordinator, Technology
 Coordinator, CTE/VAPA
 Coordinator, Program
 Specialist, Special
 Education Director
 Site Testing Coordinators
 Ongoing:
 Site Administrators
 Paraprofessionals
 Teachers
 Intervention Team
 Intervention
 Teachers/Coaches
 EL Team
 Special Education Team
 Wraparound Team
 Counselors
 AVID Team
 SSC
 IT Data Support
 PLCs
 Online Program
 Teacher/Coord
 ILA
 Alt Ed Team

Staffing
 Release time
 Materials
 Planning
 Training
 Translations
 Mailings/Postage
 Outreach and family
 involvement personnel

CTE
 General Fund
 Title I, Part A
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 Title III
 Special Education
 EIA
 Network Partners
 AEBG
 LTCC

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The CELDT will be administered to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in TK-12 to determine the level of English language proficiency of students and to assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English</p> <p>All teachers are certified in Crosscultural, Language, and Academic Development (CLAD) and/or Specially Designed Academic Instruction in English (SDAIE) and will use the instructional strategies as needed</p> <p>Intervention Reading Classes will be provided to students who are not proficient in reading</p> <p>Continue intervention support through Instructional Coaches, Reading Intervention Teachers, and Para Educators</p> <p>Continue intervention support through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Intervention program K-5</p> <p>Special Education and Regular Classroom Teachers will collaborate regularly to monitor and analyze students' progress using multiple data measures to review and discuss goals and support individualized plan implementation</p> <p>Continue refining implementation of Response To Intervention (RTI) 3-Tier model with rigor and fidelity at all sites</p> <p>Special Day Classes (SDC) will service the needs of students designated as SDC in their IEP</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Continue implementation and expansion of Positive Behavioral Interventions & Supports (PBIS) promoting safe and effective learning environments for all students</p> <p>Continue implementation of District-wide ELD program</p> <p>Continue to provide support services for Foster Youth students and their caregivers</p> <p>Continue refining the project based Academy for Student Achievement and Progress (ASAP) class for high risk students in grades 7-8</p> <p>Continue providing a variety of technology to provide literacy support for students performing below grade level</p> <p>Credit Recovery and online courses available for remediation and acceleration K-12</p> <p>After school tutoring and targeted instruction during the school year and summer school pending funding</p> <p>The following education programs are available for students seeking alternative paths for support, education and graduation:</p> <ul style="list-style-type: none"> • Independent Learning Academy: full time and blended standards-based, student-focused, academic option for all K-12 students • Online Learning Program: K-12 full-time and/or blended rigorous and comprehensive online program aligned with the CCSS allowing learning wherever an internet connection is available • Mt. Tallac Continuation High School: Serving at-risk credit deficient students between 16-18 years of age • Transitional Learning Center: small continuation program providing 11th and 12th grade students support for graduation and encouraging CTE pathway completion • Young Parent Program: providing young parents support services and parenting education 				
10. Any additional services tied to student academic needs:				

<p>1 K classes</p>	<p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director Site Testing Coordinators Ongoing: Site Administrators Site Nurses Paraprofessionals Teachers Intervention Team Intervention Teachers/Coaches EL Team Special Education Team Wraparound Team Counselors AVID Team TWBI Team SSC IT Data Support PLCs Online Program Teacher/Coord</p>	<p>Facilities Transportation Release time Materials Planning Training Translations Mailings/Postage Outreach and family involvement personnel SRO</p>		<p>CTE General Fund Title I, Part A Title II Title III Special Education EIA Network Partners AEBG LTCC</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Themed elementary schools aligned with middle and high school CTE pathways:</p> <ul style="list-style-type: none"> • Bijou ES: Two-Way Bilingual Immersion program (TWBI) • Lake Tahoe Environmental Magnet ES: science magnet focusing on environmental awareness and lifelong stewardship • Sierra House ES: Fitness, Health and Mountain Sports program • Tahoe Valley ES: Visual and Performing Arts (VAPA) <p>Continue expanding Career Technical Education (CTE) programs and services at all sites</p> <p>Continue expanding TWBI program through high school</p> <p>Continue Attendance Incentive Program, School Attendance Review Board, and Transportation for all students to ensure higher attendance rates and avoid chronic absenteeism</p> <p>Coordinated Intervention Counseling and Wraparound Services (6-12)</p> <p>Continue to expand School Nurse Services to improve attendance through health promotion, disease prevention and management, increasing the numbers of healthy students in the classroom ready to learn</p> <p>Continue to provide staff training to raise awareness of the unique needs of Foster Youth students</p> <p>Continue coordinated School Safety Program with School Resource Officer (SRO) and other local agencies (9-12)</p> <p>Continue conducting Site Facility & Technology Reviews sustaining healthy and engaging learning environments for all students</p>				

Performance Goal 1 (continued):

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • LTUSD will provide the following SBE adopted and standards aligned core math instructional materials for all students: <ul style="list-style-type: none"> o McGraw Hill My Math (TK-5) o Glencoe California Math (6) o McGraw Hill California Math (7-8) o McGraw Hill Integrated Math (9) o McGraw Hill Assessment and Learning in Knowledge Spaces (ALEKS 4-12: a web-based artificially intelligent assessment and learning system providing 1:1 instruction 24/7) 	<p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Teachers</p> <p>Support Staff</p> <p>EL Team</p> <p>Spec Ed Team</p> <p>Publisher Trainers</p>	<p>Materials</p> <p>Planning</p> <p>Training</p> <p>PD Consultants</p> <p>PD Day</p> <p>Software</p> <p>Hardware</p>	<p>95000</p>	<p>LCFF</p> <p>CTE</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Staff will receive research-based Professional Development aligned with CCSS on mathematics curriculum and effective instructional practices</p> <p>Math teachers will collaborate to create lessons and learning targets matched to CCSS standards being taught Site administrators will monitor use of math materials and appropriate time allocation for core and intervention instruction</p>	<p>2015-2018 - weekly:</p> <p>Districtwide PD Committee (Administration, Teachers' Association, WestEd)</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Common Core State Standards Advisory Committee</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Teachers</p> <p>PLCs</p> <p>Intervention Team</p> <p>EL Team</p> <p>Spec Ed Team</p> <p>IT Team</p>	<p>Release time</p> <p>Materials</p> <p>Planning</p> <p>Training</p> <p>Conferences</p> <p>PD Consultants</p> <p>PD Day</p> <p>Software</p> <p>Hardware</p> <p>Online Subscriptions</p> <p>Illuminate Contract</p> <p>Stipends</p>	<p>350000</p>	<p>LCFF</p> <p>CTE</p> <p>General Fund</p> <p>Title I, Part A</p> <p>Title II</p> <p>Special Education</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Continue using PLCs focused on student performance, data analysis, pacing guides, RTI, SMART Goals, and formative online assessments of CCSS to measure learning</p> <p>Use LTUSD local and OARS/Illuminate generated Informative Assessments to monitor progress and guide instruction</p> <p>LTUSD is committed to properly placing students in math programs, especially in middle in high school levels, through ongoing monitoring and assessments using multiple measures to ensure there is not a disproportionate number of misplaced students (E6152.1)</p> <p>Use of differentiated instruction to maximize learning for all students</p> <p>3. Extended learning time:</p>				

extending CCSS learning

Education Services
Leadership Team:
Superintendent, EL/AVID
Coordinator, Technology
Coordinator, CTE/VAPA
Coordinator, Program
Specialist, Special
Education Director

Ongoing:

Site Administrators

Site & District Support
Staff

Teachers

Counselors

Wraparound Team

Paraprofessionals

PLCs

Intervention Team

EL Team

Spec Ed Team

Site & Regional AVID
Team

TRiO

LTCC

ADVANCE

IT Team

ASES

CTE Team

Program Services

Release time

Materials

Planning

Training

Conferences

PD Consultants

PD Day

Software

Hardware

Online Subscriptions

LCFF

CTE

General Fund

Title I, Part A

Title II

Title III

Special Education

EIA

TRiO

LTCC

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Extended learning time during the school day through intervention classes for students performing below grade level</p> <p>Class size reduction to provide small group instruction and monitor individual academic performance (TK-3)</p> <p>After school programs in mathematics for at risk students</p> <p>Online credit recovery program for students who are credit deficient in mathematics</p> <p>Mathematics tutoring programs through AVID, TRiO, LTCC and cross-age tutors</p> <p>Providing specialized instruction in mathematics for students with IEPs</p> <p>CTE math embedded classes</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Maintain 1:1 computing for all students (grades TK-2 access to technology in school, grades 3-12 provided Chromebooks to take home providing 24/7 access to learning) Smartboards in every classroom PD for teachers to ensure high quality interactive online educational software for re-teaching, reinforcing, and extending CCSS learning</p>	<p>Districtwide PD Committee (Administration, Teachers' Association, WestEd)</p> <p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Site & District Support Staff</p> <p>Teachers</p> <p>Intervention Team</p> <p>EL Team</p> <p>Spec Ed Team</p> <p>IT Team</p> <p>Illuminate</p>	<p>Staffing</p> <p>Release time</p> <p>Materials</p> <p>Planning</p> <p>Training</p> <p>Conferences</p> <p>PD Consultants</p> <p>PD Day</p> <p>Software</p> <p>Hardware</p> <p>Online Subscriptions</p> <p>Illuminate Contract</p>	<p>600000</p>	<p>LCFF</p> <p>CTE</p> <p>General Fund</p> <p>Title II</p> <p>Special Education</p> <p>EIA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
OARS/Illuminate generated Informative Assessments CTE Pathways with CTE specific curriculum embedded technology providing students with real life math application opportunities				
5. Staff development and professional collaboration aligned with standards-based instructional materials:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>PD training to support implementation of SBE and District adopted textbooks</p> <p>Site Level PD to improve math instructional practices</p>	<p>Districtwide PD Committee (Administration, Teachers' Association, WestEd)</p> <p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Site & District Support Staff</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>PLCs</p> <p>Intervention Team</p> <p>EL Team</p> <p>Spec Ed Team</p> <p>Site & Regional AVID Team</p> <p>BTSA</p> <p>EDCOE</p> <p>SCOE</p>	<p>Staffing</p> <p>Release time</p> <p>Materials</p> <p>Planning</p> <p>Training</p> <p>Conferences</p> <p>PD Consultants</p> <p>PD Day</p> <p>Software</p> <p>Hardware</p> <p>Online Subscriptions</p>	<p>350000</p>	<p>LCFF</p> <p>CTE</p> <p>General Fund</p> <p>Title II</p> <p>Title III</p> <p>Special Education</p> <p>EIA</p> <p>TRiO</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Integrated Math Publisher Trainings (8-12) ALEKS Support & Trainings (4-12) AVID Tutor Training focused on math support Beginning Teacher Support and Assessment (BTSA) training for all new math teachers and math teachers trained out of state				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				

representatives and student representatives (at secondary level) will be conducted

Education Services
 Leadership Team:
 Superintendent, EL/AVID
 Coordinator, Technology
 Coordinator, CTE/VAPA
 Coordinator, Program
 Specialist, Special
 Education Director
 Ongoing:
 Site Administrators
 Site & District Support
 Staff
 Teachers
 Counselors
 Wraparound Team
 Paraprofessionals
 PLCs
 Intervention Team
 EL Team
 Spec Ed Team
 Site & Regional AVID
 Team
 Family Resource Center
 DELAC
 Site ELACs
 Cafecitos
 SSC
 LTCC

Program Services
 Release time
 Materials
 Mailing/Postage
 Planning
 Training
 Online Subscriptions
 Illuminate Contract
 Website Hosting
 Translations
 Hosting Meetings
 Facilities
 Mailings/Postage
 Outreach and family
 involvement personnel
 Blackboard ConnectEd
 Contract
 AERIES Contract

CTE
 General Fund
 Title I, Part A
 Title II
 Title III
 Special Education
 EIA
 Network Partners
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 LTCC

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All parents/families are invited to Back to School Nights and Open House to provide information about the reading & ELA programs and services</p> <p>Each parent receives his/her student's individual assessment results from the California Assessment of Student Performance and Progress (CAASPP) with an explanation on how to interpret the results</p> <p>Progress reports/Report Cards are sent home to families throughout the year in English and Spanish to meet the needs of our identified EL parents/families</p> <p>School Accountability Report Card (SARCs) printed and posted online</p> <p>Aeries Student Information System Parent Portal provide parents/families access to student information including attendance records, grades, unofficial transcripts, graduation status, assignment information, medical and immunization information and teacher contact</p> <p>K-8 parents/families are invited to parent conferences to discuss the mathematics program and individual student progress and student assessment results</p> <p>LTUSD provides written information to parents/families re: Math student improvement and achievement through District/Site websites, Connect-Ed, in English & Spanish</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A Parent/Family Compact that describes how parents/families and school staff will work together to improve student achievement and Homework guidelines is distributed annually and revised with parent/family input periodically</p> <p>LTUSD works closely with Community Based Organizations (CBOs) to enhance access and communication for families, including Cafecitos a parent/family group offering support for Spanish speaking parents</p> <p>Informational meetings and workshops at all sites promoting literacy for parents/families</p> <p>LTUSD works closely with Lake Tahoe Community College (LTCC) to provide programs and services promoting English Language Development and Literacy for adults through their ESL and Lake Tahoe Adult Education Consortium: "ADVANCE"</p> <p>District English Learner Advisory Committee (DELAC) will meet quarterly</p> <p>PI, SES, EL and other notification letters will be sent to parents/families in English and Spanish</p> <p>Continue to improve communication with parents regarding Districtwide programs in order to support access for college and career readiness</p> <p>Continue to develop a Parent Education Program to provide a support system for parents and families promoting parent/family involvement TK-12</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

or more grades below level

Education Services
Leadership Team:
Superintendent, EL/AVID
Coordinator, Technology
Coordinator, CTE/VAPA
Coordinator, Program
Specialist, Special
Education Director

Ongoing:

Site Administrators

Paraprofessionals

Teachers

Intervention Team

EL Team

Special Education Team

Wraparound Team

Counselors

AVID Team

Librarians

College & Career Center
Coord.

AP Team

TRiO

LTCC

IT Team

Preschools

Online Program
Teacher/Coord

Program Services

Release time

Materials

Mailing/Postage

Planning

Training

Online Subscriptions

Website Hosting

Translations

Hosting Meetings

Facilities

Mailings/Postage

Outreach and family
involvement personnel

Transportation

CTE

General Fund

Title I, Part A

Title III

Special Education

EIA

Network Partners

AEBG

LTCC

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Advancement via Individual Determination (AVID) strategies will be taught at grades 4-5 to prepare students for success at middle school, and AVID school-wide strategies and classes at grades 6-12 to help students develop the skills they need to be successful in college with special emphasis on growing writing, critical thinking, teamwork, organization and reading skills</p> <p>Comprehensive Intervention Counseling and Wraparound Services Program at middle and high school levels</p> <p>Classroom activities promoting math literacy yearlong</p> <p>College Readiness through rigorous Honors courses, Advanced Placement (AP) and college preparatory program (A-G)</p> <p>Student participation in on and off campus College and Career Fairs</p> <p>TRiO Upward Bound program at supporting secondary students and their families prepare for college through tutoring, career exploration, college and financial aid, skills workshops, and extended learning opportunities</p> <p>Class Size Reduction in TK-3 supporting literacy development</p> <p>Variety of technology to support math literacy through math programs and resources including ALEKS, OARS/Illuminate Education, SBAC Digital Library, MobyMax, Kahoot!, Reflex Math, Socrative, and other online math programs</p> <p>Continue refining District-wide Early Childhood Learning Center for Transitional Kindergarten students</p> <p>Pre-Kindergarten to Kindergarten transition activities are provided at all sites – First Five</p>				
8. Monitoring program effectiveness:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Results from the CAASP - Smarter Balanced Summative Assessment based on the Common Core State Standards for Mathematics will be analyzed</p> <p>Student performance data in Math will be used to monitor program effectiveness and drive changes in instructional practices</p> <p>School Site Councils will evaluate program effectiveness and the end of the school year and prior to creating the Single Plan for Student Achievement</p>	<p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Site Testing Coordinators</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Paraprofessionals</p> <p>Teachers</p> <p>Intervention Team</p> <p>EL Team</p> <p>Special Education Team</p> <p>Wraparound Team</p> <p>Counselors</p> <p>AVID Team</p> <p>SSC</p> <p>IT Data Support</p> <p>PLCs</p>	<p>Site Testing Coordinators/Stipend</p> <p>Staffing</p> <p>Release time</p> <p>Materials</p> <p>Planning</p> <p>Training</p> <p>Online Subscriptions</p> <p>Illuminate</p> <p>Translations</p> <p>Hosting Meetings</p> <p>Facilities</p> <p>Mailings/Postage</p> <p>Outreach and family involvement personnel</p>	<p>550000</p>	<p>LCFF</p> <p>General Fund</p> <p>Title I, Part A</p> <p>Title II</p> <p>Title III</p> <p>Special Education</p> <p>EIA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Each site will update its SPSA</p> <p>Classroom teachers will regularly assess students' mastery using multiple indicators and sources, including SBE adopted assessment materials, district formative assessment, student work, to monitor learning and adjust instruction</p> <p>Data reports will be used to monitor student achievement in reading through analysis of students' Reading & ELA assessment measures</p> <p>Reading, ELA & ELD program effectiveness will be evaluated through data and surveys</p> <p>Maintain Class Size Reduction in TK-3 to provide ongoing monitoring of individual academic performance</p> <p>Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, SMART Goals, and formative online assessments of CCSS to monitor learning and drive instructional practice</p> <p>Administrators will conduct classroom observations and teacher evaluations focusing on effectiveness of standards-based math instruction</p>				
<p>9. Targeting services and programs to lowest-performing student groups:</p>				

Education Services
 Leadership Team:
 Superintendent, EL/AVID
 Coordinator, Technology
 Coordinator, CTE/VAPA
 Coordinator, Program
 Specialist, Special
 Education Director
 Site Testing Coordinators
 Ongoing:
 Site Administrators
 Paraprofessionals
 Teachers
 Intervention Team
 Intervention
 Teachers/Coaches
 EL Team
 Special Education Team
 Wraparound Team
 Counselors
 AVID Team
 SSC
 IT Data Support
 PLCs
 Online Program
 Teacher/Coord
 ILA
 Alt Ed Team

Staffing
 Release time
 Materials
 Planning
 Training
 Translations
 Mailings/Postage
 Outreach and family
 involvement personnel

CTE
 General Fund
 Title I, Part A
 Title II
 Title III
 Special Education
 EIA
 Network Partners
 AEBG
 LTCC

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The CELDT will be administered to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in TK-12 to determine the level of English language proficiency of students and to assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English</p> <p>EL students will receive additional services to support their learning needs in mathematics</p> <p>All mathematics teachers are certified in Crosscultural, Language, and Academic Development (CLAD) and/or Specially Designed Academic Instruction in English (SDAIE) and will use the instructional strategies as needed</p> <p>Intervention Math Classes will be provided to students who are not proficient in mathematics</p> <p>Continue intervention support through trained instructors and paraprofessionals</p> <p>Special Education and Regular Classroom Teachers will collaborate regularly to monitor and analyze students' progress using multiple data measures to review and discuss goals and support individualized plan implementation</p> <p>Continue refining implementation of Response To Intervention (RTI) 3-Tier model with rigor and fidelity at all sites</p> <p>Special Day Classes (SDC) will serve the needs of students designated as SDC in their IEP</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Continue implementation and expansion of Positive Behavioral Interventions & Supports (PBIS) promoting safe and effective learning environments for all students</p> <p>Continue implementation of District-wide ELD program</p> <p>Continue to provide support services for Foster Youth students and their caregivers</p> <p>Continue refining the project based Academy for Student Achievement and Progress (ASAP) class for high risk students in grades 7-8</p> <p>Continue providing a variety of technology to provide literacy support for students performing below grade level</p> <p>Credit Recovery and online courses available for remediation and acceleration K-12</p> <p>After school tutoring and targeted instruction during the school year and summer school pending funding</p> <p>The following education programs are available for students seeking alternative paths for support, education and graduation:</p> <ul style="list-style-type: none"> • Independent Learning Academy: full time and blended standards-based, student-focused, academic option for all K-12 students • Online Learning Program: K-12 full-time and/or blended rigorous and comprehensive online program aligned with the CCSS allowing learning wherever an internet connection is available • Mt. Tallac Continuation High School: Serving at-risk credit deficient students between 16-18 years of age • Transitional Learning Center: small continuation program providing 11th and 12th grade students support for graduation and encouraging CTE pathway completion • Young Parent Program: providing young parents support services and parenting education 				
10. Any additional services tied to student academic needs:				

<p>1 K classes</p>	<p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director Site Testing Coordinators Ongoing: Site Administrators Site Nurses Paraprofessionals Teachers Intervention Team Intervention Teachers/Coaches EL Team Special Education Team Wraparound Team Counselors AVID Team TWBI Team SSC IT Data Support PLCs Online Program Teacher/Coord</p>	<p>Facilities Transportation Release time Materials Planning Training Translations Mailings/Postage Outreach and family involvement personnel SRO</p>		<p>CTE General Fund Title I, Part A Title II Title III Special Education EIA Network Partners AEBG LTCC</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Themed elementary schools aligned with middle and high school CTE pathways:</p> <ul style="list-style-type: none"> • Bijou ES: Two-Way Bilingual Immersion program (TWBI) • Lake Tahoe Environmental Magnet ES: science magnet focusing on environmental awareness and lifelong stewardship • Sierra House ES: Fitness, Health and Mountain Sports program • Tahoe Valley ES: Visual and Performing Arts (VAPA) <p>Continue expanding Career Technical Education (CTE) programs and services at all sites</p> <p>Continue expanding TWBI program through high school</p> <p>Continue Attendance Incentive Program, School Attendance Review Board, and Transportation for all students to ensure higher attendance rates and avoid chronic absenteeism</p> <p>Coordinated Intervention Counseling and Wraparound Services (6-12)</p> <p>Continue to expand School Nurse Services to improve attendance through health promotion, disease prevention and management, increasing the numbers of healthy students in the classroom ready to learn</p> <p>Continue to provide staff training to raise awareness of the unique needs of Foster Youth students</p> <p>Continue coordinated School Safety Program with School Resource Officer (SRO) and other local agencies (9-12)</p> <p>Continue conducting Site Facility & Technology Reviews sustaining healthy and engaging learning environments for all students</p>				

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:	

measurable achievement objectives that are essential and are assessed regularly for progress. LTUSD uses Title III Part A LEP Students funding to provide support, supplementary instruction and instructional materials for English Learner students.

English Learner Support: Upon enrollment, all LTUSD students are screened to identify those who require the California English Language Development Test (CELDT). Additionally, the CELDT is administered to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in TK-12 to determine the level of English language proficiency of students and to assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. All TK-12 students who have been assessed at beginning and early intermediate levels, (CELDT 1 & 2, now identified as Emerging) are placed in and receive daily designated instruction in ELD. All LTUSD teachers are CLAD/SDAIE certified and students access CCSS aligned curriculum through SDAIE instruction and/or content ELD to gain skills in the subject area and in English.

Students assessed as intermediate to advanced levels on the CELDT (CELDT 3 & 4, now identified as Expanding) are placed in and receive daily instruction in ELD targeted to their language proficiency and access CCSS aligned curriculum through SDAIE instruction to learn content in the subject area and acquire English fluency.

Two-Way Bilingual Immersion (TWBI) program: TWBI at LTUSD has been in place since 2007 and has now reached the high school level with a mission to prepare students to attain high academic achievement in Spanish and English and become bilingual, bi-literate and develop positive cross-cultural attitudes.

Long-term English Learners (LTEL): Students that have been schooled in the United States for five or more years but have not made sufficient linguistic and academic progress to meet the redesignation criteria and face significant challenges as they continue their educational journey. LTEL students experience significant gaps in their academic knowledge and poor academic performance. Recognizing that this unique group of learners require a rigorous and explicit approach to be successful in school, LTUSD is committed to change the trajectory of LTEL students by providing staff with LTEL awareness training, continue and expanding programs which address the needs of LTEL students including: AVID, TWBI, Native Speaker classes, English 3D, recognize eligible students through the Biliteracy Seal, increase student engagement through rigorous CTE curriculum, as well as provide a dedicated EL administrator to continue to stay abreast of current research, provide support, continue to explore innovative research-based programs related to LTEL and provide site and district leadership focused on improving EL/LTEL achievement.

LTUSD follows the recently adopted California English Language Development Standards which correspond with the rigorous California Common Core State Standards. Using state adopted and recommended program materials for instruction, student learning is monitored through OARS/Illuminate, CAASP, and

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

Primary Language support will be provided for students at the Emerging Level on the ELD Continuum for instruction and/or strategic support as a scaffold to enhance learning and provide access to CCSS aligned curriculum. LTUSD will use Title III funding to provide a variety of supplemental services to targeted EL students including, but not limited to:

- Tutorials
- Extended day programs for targeted EL students
- Supplemental materials for EL students
- Personnel to support EL student programs including bilingual personnel to support academic progress and parent/family communication
- Research based strategic and intensive intervention programs
- Professional Development

Although LTUSD did not meet all three annual measurable achievement objectives (AMAOs) including increasing the percentage of EL's making annual progress in learning English, increasing the percentage of EL's attaining the English proficient level on the CELDT, and increasing the graduation rate for ELs, the district is committed to meeting and exceeding all three AMAO targets by 2018. The district will use multiple measures including the CELDT, CAASP, OARS/Illuminate, standards based assessments, publisher developed assessments, course completion, credit status, college prep completion (A-G), SAT, ACT, student attainment of the Seal of Biliteracy and graduation rates to monitor EL, LTEL RFEP and Total English Learners (TEL – beyond 2 year reclassification to graduation) student progress and achievement.

Additionally, LTUSD has set the following primary goals for EL students:

- Increase the EL reclassification rate by 3% per year
- Increase the EL 4-year cohort graduation rate by 2% per year

In order to reach the AMAO targets and district goals, LTUSD plans to use Title III funds for students as follows:

- Collaboration
- EL supplemental materials
- Trained paraprofessionals
- Professional Development and coaching for teachers

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

- c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
- meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

The LTUSD elementary and secondary schools monitor EL student achievement in ELD, ELA and math using CAASP, CELDT and EL graduation results. All data is analyzed at the site and district and reported to the LTUSD Board of Education and shared with the community. Each site maintains a School Site Council (SSC) who develops the Single Plan for Student Achievement (SPSA), recommends it to various groups and committees as appropriate including: the site Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC), the District-level English Learner Advisory Committee (DELAC), the District/School Liaison Team (DSLTL) for schools in Program Improvement, the Gifted and Talented Education(GATE) Program Advisory Committee, Positive Behavioral Intervention and Support (PBIS) Committee, Site Leadership Teams, Site Safety Committees and the Lake Tahoe Unified School District Board of Education for approval. The SSC monitors the plan's implementation, evaluates the effectiveness of the planned activities and refines programs as needed on an annual basis.

After data analysis, interventions are identified and put into place to ensure all EL students are making adequate progress towards interim and annual goals. EL student records are kept in the English Learner Program Folder in their respective cumulative files. Each site has a designated EL staff member working with district staff to monitor records, disseminate information, coordinate EL testing, advise teachers and administrators about EL student progress, and to assist with meeting and informing parents/families about EL support, programs and student progress. Site and district professional development will be provided to staff focused on research based best practices for EL student learning and achievement. Site administrators regularly visit classrooms to monitor instruction and student learning. Site and district administration work with staff to ensure EL students are appropriately placed in rigorous curriculum with targeted support as needed ensuring all students are graduate college and career ready.

- d. Describe how the LEA will promote parental and community participation in LEP programs.

Parent and family engagement is key in improving student outcomes and achievement. LTUSD is committed to work with parents, families and the community to seek input and promote increased participation in the educational programs of all students. Through a variety of advisory committees and groups including DELAC, site ELACs, site Cafecitos (a group established for Spanish speaking parents), and various CBO's including the Family Resource Center, parents and the community are actively engaged and assist in developing, implementing and refining the LEP programs at LTUSD. To maintain and expand parent, family and community engagement in our LEP programs, funding is needed to support translations, parent/family workshops, outreach efforts promoting involvement, materials, transportation, meals, childcare, and other reasonable expenses to fully involve and engage our LEP community.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

LTUSD has adopted the following rigorous, linguistically and academically rich CCSS aligned curriculum and instructional materials for Reading, Language Arts, and English Language Development with targeted instruction for Emerging, Expanding, and Bridging EL learners.:

- McGraw Hill California Wonders (TK)
- McGraw Hill California Wonders/Maravillas (K-5)
- McGraw Hill Study Sync (6-8)
- Social Studies Aligned CCSS English Courses of Study (9-12)
- Accelerated Reading (1-8)
- Read 180 (4-8)
- Houghton Mifflin English 3D (7-10)
- McGraw Hill California FLEX Literacy Reading Intervention (pilot 6-8)

All LTUSD teachers have BCLAD, CLAD and/or SDAIE certification. A TWBI is available at Bijou Elementary School, South Tahoe Middle School and South Tahoe High School providing primary language instruction. Ongoing PD is provided for all staff to promote instruction utilizing research based strategies to support EL students in reaching their highest potential. LEP programs are monitored for effectiveness using multiple assessments including local formative assessments, publisher assessments, annual CELDT and CAASP results to measure students' increase in English proficiency and academic achievement in the core academic subjects. Consistent, adequate and equitable funding allows the district to provide a variety of programs, materials, training and services which promote EL student achievement including:

- Release time for teachers to discuss EL students' academic progress and achievement
- Data analysis
- Release time to evaluate EL student work
- Provide supplemental materials for EL students
- PD for support staff, teachers and administrators
- Material development
- Program planning and evaluation
- Extended learning time including summer school strategic and intensive intervention programs
- Differentiated Instruction
- AVID
- GLAD strategies
- EL strategies in the content area
- EL strategies in CTE programs supporting the content area
- CTE

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

a. designed to improve the instruction and assessment of LEP children;

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
- c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

All LTUSD teachers have BCLAD, CLAD and/or SDAIE certification. LTUSD is committed to providing a systemic and sustainable approach to improving student learning and achievement. Through coordinated professional development based on best practices found by researchers to foster teacher growth and success, LTUSD will provide staff with PD designed to refine instructional practices; improve assessments to ensure validity, rigor and fairness; promote positive learning environments for all students; and maintain a special and sustained focus on the needs of each and every EL student. Recognizing the complexity of this endeavor, and after careful consideration, LTUSD has elected to work with WestEd to provide technical assistance and expertise in providing professional development focused on building internal capacity. The district has significantly expanded and coordinated its PD offerings for all staff working with LEP students. Administrators and coaches will be trained in the most effective strategies to observe, guide and support teachers and staff working with LEP students to ensure they attain the highest levels of academic and linguistic achievement. Funding will be used to hire staff developers, pay for release time, pay for substitutes, and to provide educators with the opportunity to attend training and/or conferences out of the area. LTUSD has streamlined processes to simplify and increase PD participation. PD options focused on LEP student achievement include, but are not limited to the following:

- AVID
- CCSS aligned instructional materials and teaching strategies
- Wonders/Maravillas
- StudySync
- High School ELA
- My Math
- California Math
- ALEKS
- English Learners
- EL Proficiency Levels
- ELD Standards
- Special Education Best Practices
- District Assessments
- CAFE
- California Reading Association
- Title 1 Conference
- Wonder Works
- Number Worlds
- SIPPS
- Technology Training – all district approved and supported programs
- Illuminate (OARS)
- WestEd

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

4. Upgrade program objectives and effective instruction strategies.

Check if Yes: X

If yes, describe:

Due to a significant number of retirees, LTUSD has witnessed dramatic change in personnel at all levels. Although changes in staff present unique challenges, they also provide new opportunities for site and district teams to evaluate goals and objectives, monitor program effectiveness, review and refine existing programs, explore and expand services, strategies and programs to ensure all students are being successful and achieving at their highest levels.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ol style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe: LTUSD will provide academic tutorials, rigorous instruction, and strategic intervention programs focused on the specific needs of each and every EL student to develop English language skills, attain high levels of academic proficiency and succeed in the most rigorous curriculum. Programs will be offered during the school day, during support classes, before/after school, Saturday school and through summer programs. The district's comprehensive CTE program provides all students with engaging hands-on curriculum emphasizing career and life skills.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes: X</p> <p>If yes, describe: LTUSD will develop and implement programs that are coordinated with other relevant programs and services. Collaborative programs will be coordinated to meet each student's identified needs. These may include, but not be limited to, the following existing EL focused support and intervention programs:</p> <ul style="list-style-type: none"> • Title 1 programs • AVID • Advanced Placement • College and Career • CTE Pathways • English and Academic Language Development • GATE • Summer school • TWBI
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: X</p> <p>If yes, describe: All LTUSD programs and services for LEP students are focused in improving their English proficiency and academic achievement. LEP students will be assessed and monitored using multiple measures to assist teachers with identifying individual students need and to assist teachers with targeting support accordingly. Staff will regularly collaborate to review student progress and share best practices to ensure students are on a college and career trajectory.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -
- To improve English language skills of LEP children; and
 - To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

Check if Yes:
X

If yes, describe:

Parent, family and community engagement is key in improving student outcomes and achievement. LTUSD is committed to work with parents, families and the community to seek input and promote increased participation in the educational programs of all students. Through a variety of advisory committees and groups including DELAC, site ELACs, site Cafecitos (a group established for Spanish speaking parents), and various CBO's including the Family Resource Center, parents and the community are actively engaged and assist in developing, implementing and refining the LEP programs at LTUSD.

Funding is needed to sustain and expand parent, family and community engagement in our LEP programs, to support translations, parent/family workshops, outreach efforts promoting involvement, materials, transportation, meals, childcare, and other reasonable expenses to fully involve and engage our LEP community.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

9. Improve the instruction of LEP children by providing for -
- The acquisition or development of educational technology or instructional materials
 - Access to, and participation in, electronic networks for materials, training, and communication; and
 - Incorporation of the above resources into curricula and programs.

Check if Yes:

X

If yes, describe:

Maintaining and supporting the latest educational technology has always been at the forefront of services provided by the LTUSD to ensure every student is digitally literate and adequately prepared for 21st Century expectations. LTUSD has an Educational Technology Team focused on providing students with tools and programs that provide each student with targeted instruction, practice and support to ensure academic success. Every student is provided their own Chromebook, and students in grades 3-12 are able and expected to take them home to provide access and learning for the student beyond the school day. Additionally, for many families, 1:1 technology provides access to monitor student progress, provide assistance with language and academic development at home, provide homework support and assistance, provide remediation and enrichment opportunities, and allow for increased home-school interaction, communication and participation.

Teachers and administrators are provided ongoing focused PD allowing them to stay current with technology to enhance instruction, monitor and assess individual students' progress, and utilize effective teaching methods using technology to provide all students the opportunity to master the skills and knowledge necessary for college and career readiness. Software and hardware are updated or upgraded regularly, and the tech team provides a wide variety of support services to help keep the system up and running. The Educational Technology and Curriculum Coordinator works closely with site administrators and educators to develop, plan, coordinate, implement and enhance technology in the classroom and curriculum, coordinate online textbook resources, coordinate and provide technical assistance with data management systems to improve all student learning with a focus on using technology to close the achievement gap at all levels. A leadership team consisting of the Special Education Director, the Ed Tech and Curriculum Coordinator, the CTE and VAPA Coordinator, the EL/AVID/TWBI Coordinator, meet weekly with the Superintendent to coordinate and integrate services focused on improving student learning and achievement.

10. Other activities consistent with Title III.

Check if Yes:

X

If yes, describe:

Support for teachers in training working towards authorization to teach English Learners. Training for staff focused on engaging and supporting students of poverty. Training for staff, families and community regarding English and Academic Language Development (ELD/ALD).

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>Notification letters are mailed to parents/guardians of all EL identified students in their respective native language. The letter includes all CDE mandated information including: level of English proficiency, assessment method, academic achievement information, available EL programs, why the EL program is important, monitoring of student progress, and parent/guardian rights concerning EL instruction. Parents/guardians are informed of their right to request an alternative program or different placement.</p>
<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</p>	<p>The student's level of English proficiency and how it was assessed (CELDT level and explanation of CELDT assessment) will be provided to parents/guardians. Parents/families are provided opportunities to learn how to use the AERIES Parent Portal to monitor student progress. Additionally, parents/families are notified of student progress and achievement periodically through progress reports, report cards, and through results of the CAASP.</p>
<p>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</p>	<p>Parents/families will be provided information on the program options including a description of the Structured English Immersion and Mainstream programs, the STEEL program, the TWBI and native language programs. The description includes content, instructional goals and extent of use of English and the native language in the instruction of each program.</p>
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>CELDT results are reported to parents and include levels for reading, writing, listening and speaking, as well as overall proficiency in order to identify strengths and needs for each child. Results are used to assist with program placement decisions, and shared with counselors and teachers for instructional planning and guide instruction.</p>
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	<p>Ongoing information will be provided to parents specifying on how students are making progress towards yearly goals. At the secondary level, counselors meet with students, parents and families to discuss progress and achievement focused on credit completion, graduation, and college/career readiness.</p>
<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p>	<p>Parents/guardians will receive criteria for redesignation, as well as a summary of the performance expectancies on the CELDT and CAASP for each year in the program.</p>
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>Parents/guardians of students with disabilities will be informed of services as specified in their IEP. For EL students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening and speaking are considered in the development of their IEP and objectives will include English and Academic language development. The IEP team, including parents/guardians, work together to develop the IEP goals and objectives.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing - <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Parents will be informed of their rights under Title III. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the district and explains that parents can request another available program; and encourages parents/guardians to seek additional information and assistance from district and site staff regarding program selection.</p>
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Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Through coordination of programs and funding sources, LTUSD will provide parent and family support in the education of their children through literacy, outreach and training activities. One such program is Cafecitos, which gives Latino parents increased opportunities to engage in the school environment, promoting and disseminating information for school success. Cafecitos is facilitated by a peer liaison from the Family Resource Center and the school principal. The intent of Cafecitos is to bridge school and families, and empower parents and families to be their child's strongest advocate.</p> <p>In addition, LTUSD is a key partner with LTCC in the Lake Tahoe Adult Education Consortium (LTAEC)/ADVANCE offering programs and services to adults seeking to develop English Language and Literacy skills, improve their employment prospects, and become more engaged members of their community. The goals of ADVANCE includes pathways to college and career readiness for all learners; improving English language skills; offering options for high school credential for adults who left school prior to completion; providing access to, and support during, pre-apprenticeship and apprenticeship opportunities; and creating a hospitality, tourism, recreation and retail career pathway that not only improves participants' basic skills, but also allows for gaining and improving employment and earnings in our local community and beyond.</p>
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Immigrant students face a range of challenges resulting from the immigration and acculturation process. The unique needs of immigrant students and their families require staff to have knowledge and skills to interact effectively with people of different cultures, support multiple language learning, develop an understanding of the immigrant students' unique socio-emotional needs, develop strategies in establishing connections with the student and family, increase awareness of school and community resources supporting immigrant students and families. Coordinating and providing services, monitoring students' progress and improvement, with continual reflection of best practices requires extended staff time and expertise. Funding for ongoing training is critical to ensure all staff is fully equipped to address the needs of this unique population.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Check if Yes: X</p> <p>If yes, describe: Through the district's Wrap-Around Program combined with tutoring, mentoring, and strategic intervention services, immigrant children and youth are provided support to stay on a trajectory for college and career readiness.</p>
<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Title III Immigrant funding is used to provide CCSS aligned curricular materials, software and technologies to support instruction in the classroom and online.</p>
<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Title III Immigrant funding will be used to provide basic instructional services to immigrant students. Needs will be prioritized to include acquiring accessible materials for instruction and support to address the unique needs and foster the immigrant students' success.</p>
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Working with students and families, trained support staff will provide a bridge to our educational system by connecting with students, supporting their emotional and social development, develop an understanding that our school system promotes creativity and respects individual ideas, and encourage immigrant students to discuss their ideas with adults. Students and families are provided support to learn how to navigate the school system and effectively access school and community support services.</p>
<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Title III funds will be used in collaboration with other funded programs including Community Based Organizations, ADVANCE, and other community agencies to provide coordinated activities to assist immigrant families with identified needs such as ELD, counseling, health services, housing issues, food, and clothing.</p>

**Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.**

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

Strengths	Needs
<p>At LTUSD, every student is taught by a highly qualified teacher:</p> <p>100% of teachers are fully credentialed.</p> <p>35.5% of teachers have Masters Degrees.</p> <p>The teaching staff at LTUSD is experienced. District wide, the average number of years in teaching is 14 years.</p> <p>All teachers are CLAD/BCLAD and/or SDAIE trained to provide EL students with support needed for college and career readiness.</p> <p>All teachers and administrators receive training and support for using technology effectively in the classroom and to access data.</p> <p>A leadership team consisting of the Special Education Director, the Ed Tech and Curriculum Coordinator, the CTE and VAPA Coordinator, the EL/AVID/TWBI Coordinator, meet weekly with the Superintendent to coordinate and integrate services focused on improving student learning and achievement.</p> <p>A Districtwide PD Committee has been established consisting of administrators, teachers and WestEd consultants to assess the PD needs of the district.</p> <p>LTUSD has increased stakeholder engagement to develop goals, actions, monitor progress and prioritize expenditures focused on student learning and achievement.</p>	<p>PD focused on closing all achievement gaps.</p> <p>Training and support in current research focused on best practices for accelerating the achievement of English Learners and Students with Disabilities.</p> <p>PD to support the implementation and systematic use of Illuminate, our new student data management system.</p> <p>Refine system for using data to make informed decisions.</p> <p>Training and support for successful implementation of CCSS ELA and Math Curriculum for teachers and administrators.</p> <p>Training and support for beginning teachers and teachers trained out of state centered on the CA Standards for the Teaching Professional and the CA student content standards (BTSA).</p> <p>Training and support for building a social media to enhance connections and communication with all our students and their families.</p> <p>Develop pathways, courses and articulations for CTE Teacher Education program (TEACH).</p> <p>Design and implement a comprehensive and sustainable system of research based PD focused on student learning and achievement.</p> <p>Increase and improve training and professional development for all staff working with SWDs.</p> <p>Continue refining and expanding effective educational programs including PBIS, AVID, TWBI, STEEL, CTE, 1:1 technology, Honors/AP/GATE, GFSF, PLC's and RTI to increase student achievement.</p>

Performance Goal 3:
By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				

Advisory Committee to identify areas of strengths and needs on an annual basis based on SPSA and site/district data to support the achievement of all students.

Education Services
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 Coordinator, Program
 Specialist, Special
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Districtwide PD
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 Teachers' Association,
 WestEd)

Ongoing:

Common Core State
 Standards Advisory
 Committee

Site Administrators

Program Coordinators

Bi-monthly Administration
 Team:
 Site Administrators &
 Superintendent

Department Chairs

Teachers

Consultants

PLCs

Support Staff

EDCOE

Intervention Team

CTE Team

Release time

Materials

Planning

Training

Online Subscriptions

Hosting Meetings

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CTE

General Fund

Title I, Part A

Title II

Network Partners

AEBG

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Para-professionals and teachers will participate in staff development activities aligned to CCSS.</p> <p>Program coordinators and Instructional Leaders will provide coaching and support in the implementation of rigorous curriculum and instructional strategies aligned to CCSS.</p> <p>Collaborative grade level and departmental meetings will focus on data analysis to assess and monitor student achievement, plan common assessments and improve instructional practice.</p> <p>PD activities will support full implementation of state-adopted CCSS aligned textbooks and materials.</p>				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p>				

consultants, are working together to deliver a comprehensive high quality research-based PD program to bolster ongoing learning with a focus on building internal capacity and improve student achievement.

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 Specialist, Special
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 Teachers' Association,
 WestEd)

Ongoing:

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 Standards Advisory
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Site Administrators

Program Coordinators

Bi-monthly Administration
 Team:
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 Superintendent

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CTE Team

Alt Ed Coordinator

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Stipends

CTE

General Fund

Title I, Part A

Title II

Special Education

EIA

Network Partners

AEBG

LTCC

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Develop and implement an integrated professional development system focused on site and district needs, aligned with CCSS, assessment, and research based best practices.</p> <p>Develop and implement a system to evaluate the effectiveness of staff development activities.</p> <p>Site and district teams will develop action plans through regular collaboration time targeting student learning, addressing learning gaps and improving all student achievement.</p> <p>Increase opportunities to observe other teachers to refine teaching practices, support professional growth and improve student performance.</p>				
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p>				

collaborate with this goal in mind. At the core of this goal is the belief that each and every student can succeed academically.

Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director	Release time Materials Planning Training Online Subscriptions	CTE General Fund Title I, Part A Title II Special Education
Districtwide PD Committee (Administration, Teachers' Association, WestEd)	Hosting Meetings Facilities Consultants	EIA BTSA
Ongoing: Common Core State Standards Advisory Committee	Trainers Stipends Mailing/Postage	
Site Administrators Program Coordinators	Website Hosting Translations	
Bi-monthly Administration Team: Site Administrators & Superintendent	Outreach and family involvement personnel Transportation	
Teachers Consultants	Illuminate Contract & Support	
PLCs Support Staff EDCOE Intervention Team CTE Team Alt Ed Coordinator		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>PD is prioritized to meet this primary goal focusing on targeted student populations in an effort to close the achievement gap.</p> <p>Data is reviewed and analyzed at the site and district to assess the effectiveness of programs and activities, and to determine appropriate next steps.</p> <p>Implementation of the Illuminate (OARS) data management system will provide a more comprehensive system to develop common assessments and measure student growth.</p> <p>Disaggregated student performance data including classroom, district and state assessments will be used to validate the impact of activities on student achievement.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p>				

approving all professional development activities. All PD must be aligned to CCSS and be focused on increasing academic performance for all students to be approved.

Education Services	Release time	CTE
Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director	Materials Planning Training Online Subscriptions	General Fund Title I, Part A Title II Special Education
Districtwide PD Committee (Administration, Teachers' Association, WestEd)	Hosting Meetings Facilities Consultants	EIA Network Partners AEBG
Ongoing:	Trainers	LTCC
Common Core State Standards Advisory Committee	Stipends Mailing/Postage	BTSA
Site Administrators	Website Hosting	
Program Coordinators	Translations	
Bi-monthly Administration Team: Site Administrators & Superintendent	Outreach and family involvement personnel Transportation	
Teachers	Illuminate Contract & Support	
Consultants		
PLCs		
Support Staff		
EDCOE		
Intervention Team		
CTE Team		
Alt Ed Coordinator		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Every effort is made to ensure educators receive the support and training necessary to address complex new assessments and benchmarks</p> <p>Paraprofessionals, Teachers and Administration participate in PD focused on implementation of standards based curriculum and assessment.</p> <p>LTUSD will coordinate with various entities including local CBOs, County Offices of Education, our local college to provide effective PD activities to families, paraprofessionals, educators and administrators to support student improvement.</p> <p>Funding is coordinated and prioritized to maximize resources ensuring all educators are highly qualified.</p> <p>State BTSA and Title II funds support the cost for new teachers' participation in an intensive, structured induction program and the stipends for their support providers.</p> <p>Title III budgets are used to fund training required for teachers to continue to improve skills to meet the needs of ELs. Title I and Title II funds will also be used to meet this need and to provide current ongoing training and coaching to authorized teachers.</p>				
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>				

the Single Plan for Student Achievement with the expectation of raising the academic performance of all students. School Site Councils analyze data, evaluate program effectiveness and work together to determine strengths and prioritize needs.

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 Teachers' Association,
 WestEd)

Ongoing:

Common Core State
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Consultants

PLCs

Support Staff

EDCOE

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CTE Team

Alt Ed Coordinator

Release time

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Hosting Meetings

Facilities

Consultants

Trainers

Stipends

Mailing/Postage

Illuminate Contract &
 Support

CTE

General Fund

Title I, Part A

Title II

Title III

Special Education

EIA

AEBG

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Surveys, interviews and performance data are used to determine PD needs.</p> <p>Curriculum leaders work with classroom teachers and administrators to improve instructional practice.</p> <p>WestEd provides consulting services to LTUSD to support PD implementation districtwide.</p> <p>All staff development will include follow-up activities to address training effectiveness and support implementation.</p> <p>LTUSD is committed to building leadership capacity to build a high-performance culture and ensure sustained improvement .</p>				
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>LTUSD continues to provide support to sustain and grow educational technology TK-12 for all students, with special programs and software to address the unique needs of the EL, SWD and low SES student populations. Funding will support professional development that integrates technology into instruction and includes direct training, classroom coaching, and collegial reflection, our teachers will deepen their knowledge and expertise in conveying the curriculum, and all students in their classrooms will benefit from improved instruction.</p>	<p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Districtwide PD Committee (Administration, Teachers' Association, WestEd)</p> <p>Ongoing:</p> <p>Site Administrators Program Coordinators Teachers Consultants PLCs Support Staff Intervention Team CTE Team Alt Ed Coordinator EL Team Spec Ed Team SSC ELACs DELAC</p>	<p>Staffing Release time Materials Planning Training Online Subscriptions Consultants Trainers Stipends Website Hosting Illuminate Contract & Support Software Hardware</p>	<p>235000</p>	<p>LCFF CTE General Fund Title I, Part A Title II Title III Special Education EIA Network Partners AEBG</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>With technological advances, access to learning opportunities is everywhere. At LTUSD, 100% of the district's classrooms are networked with internet/online access, and with the 1:1 program, all students have their own chromebooks with students in grades 3-12 able to take them home for 24/7 access. Students and educators are able to communicate, collaborate and learn in new and continually evolving ways and students are increasingly taking responsibility for their own learning. This transformation in education requires new skill sets to support student learning and ensure all students benefit from this rapidly changing learning environment. Funding will support sustaining and expanding technology and provide professional development to ensure all teachers, administrators, school library personnel and paraprofessionals to effectively use technology to promote student learning and advancement.</p>	<p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Districtwide PD Committee (Administration, Teachers' Association, WestEd)</p> <p>Ongoing:</p> <p>Site Administrators</p> <p>Program Coordinators</p> <p>Teachers</p> <p>Consultants</p> <p>PLCs</p> <p>Support Staff</p> <p>Intervention Team</p> <p>CTE Team</p> <p>Alt Ed Coordinator</p> <p>EL Team</p> <p>Spec Ed Team</p> <p>IT Team</p> <p>Librarians</p>	<p>Software</p> <p>Hardware</p> <p>Staffing</p> <p>Release time</p> <p>Materials</p> <p>Planning</p> <p>Training</p> <p>Online Subscriptions</p> <p>Facilities</p> <p>Consultants</p> <p>Trainers</p> <p>Stipends</p> <p>Website Hosting</p> <p>Illuminate Contract & Support</p>	<p>1200000</p>	<p>LCFF</p> <p>CTE</p> <p>General Fund</p> <p>Title II</p> <p>Special Education</p> <p>EIA</p> <p>Network Partners</p> <p>AEBG</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				

goals, planning, implementing, analyzing and evaluating program effectiveness including the following:

- LTUSD PD Committee
- Site and District Leadership Teams
- District Intervention Team
- School Site Councils
- Needs assessment process for SPSA
- Site ELACs
- DELAC
- Common Core State Standards Advisory Committee
- District Parent Teacher Association Roundtable
- Special Education Advisory Committee
- Lake Tahoe Adult Education Consortium: ADVANCE
- District needs assessment surveys and interviews

Education Services
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Ongoing:

Common Core State
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PLCs

Support Staff

EDCOE

Intervention Team

CTE Team

Alt Ed Coordinator

Release time

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Hosting Meetings

Facilities

Consultants

Trainers

Stipends

Mailing/Postage

Website Hosting

Translations

Outreach and family
 involvement personnel

Transportation

Illuminate Contract &
 Support

CTE

General Fund

Title I, Part A

Title III

Special Education

EIA

Network Partners

AEBG

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. 				

share resources and best practices, develop a common purpose and shared goals, create common assessments, use student achievement data to inform instructional decisions with a focus on instructional practice and advancing student learning for each and every student.

Education Services
 Leadership Team:
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 Coordinator, CTE/VAPA
 Coordinator, Program
 Specialist, Special
 Education Director

Districtwide PD
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 Teachers' Association,
 WestEd)

Ongoing:

Common Core State
 Standards Advisory
 Committee

Site Administrators

Program Coordinators

Teachers

Consultants

PLCs

Support Staff

Intervention Team

Site AVID Teams

CTE Team

Alt Ed Coordinator

EL Team

Spec Ed Team

SSC

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 Support

CTE

General Fund

Title I, Part A

Title II

Special Education

EIA

Network Partners

AEBG

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>There is a full day of PD at the beginning of each school year, and ongoing collaboration and PD throughout the year for paraprofessionals, teachers and administrators to better prepare them to meet the demands of our increasingly diverse population.</p> <p>The district promotes, encourages and supports all staff to participate in site, district and regional PD through the development and dissemination of the LTUSD Collaborative PD Catalog</p> <p>Priority for PD options includes training and support in RTI, PBIS, ELD, AVID, Special Education and support services, CCSS aligned curriculum implementation, technology, with a focus on students with different learning needs and closing learning and achievement gaps.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Currently, 100% of teachers in LTUSD are fully credentialed Highly Qualified Teachers (HQT).</p> <p>All paraprofessionals meet or exceed the requirements of Section 1119.</p> <p>Every effort is made to recruit and retain HQT teachers and paraprofessionals per the requirements of Section 1119</p>	<p>2015-2018 - weekly:</p> <p>Education Services Leadership Team: Superintendent, EL/AVID Coordinator, Technology Coordinator, CTE/VAPA Coordinator, Program Specialist, Special Education Director</p> <p>Ongoing:</p> <p>LTUSD HR</p> <p>Site Administrators</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>Support Staff</p>	<p>Staffing</p> <p>Release time</p> <p>Planning</p> <p>Outreach</p> <p>Ed-Join</p>	<p>110000</p>	<p>LCFF</p> <p>CTE</p> <p>General Fund</p> <p>Title I, Part A</p> <p>Title II</p> <p>Special Education</p> <p>EIA</p>

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
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To that end, we provide numerous student support programs addressing their physical, social, emotional, intellectual and psychological needs including, but not limited to:

- Beautiful new and recently modernized facilities designed to engage, motivate and inspire all students serve as a model in the region and state.
- Committed and dedicated staff
- Academic and Support counseling
- School Psychologists
- Special Education program and services
- Speech and Language Pathologists
- Coordinated Wraparound Services program
- Foster Youth support program
- Student Study Teams
- District Intervention Team
- Intervention teachers and paraprofessionals
- Counseling and Student Advocate programs
- Advanced Placement and Honors
- On-site Dual Enrollment classes with Lake Tahoe Community College (LTCC)
- Get Focused, Stay Focused
- National Honor Society
- Visual and Performing Arts program and pathway TK-12
- School and district safety committees
- Partnerships with Probation and local law enforcement agencies with SROs on site at the secondary level
- School programs coordinated with local law enforcement agencies
- Parent and family trainings and events
- Participation in California Healthy Kids Survey (CHKS) surveying resiliency, protective factors, risk behaviors, and school climate
- Partnerships with local CBO's including the Family Resource Center, Live Violence Free, Tahoe Turning Point
- Expansion of school services
- Early Childhood Learning Center for Transitional Kindergarten students
- Library and media centers at each school
- 1:1 technology
- Elementary school physical education teachers
- Themed elementary schools of choice to connect with families and improve student engagement
- Comprehensive CTE program which parallels our local community focusing on the environment, entertainment and emergency services
- ELD programs
- Illuminate Education data management and support system

continue to sustain, support and expand existing programs to ensure each and every child is ready to learn and achieve at the highest level. In addition, the following is needed:

- PD focused on strategies for supporting students of poverty in the classroom
- PD focused on understanding and achieving cultural proficiency
- Strategies for creating rich environments where all students learn at a high level
- More ELD & ALD Training
- Alignment of curriculum, instruction and materials to content and performance standards
- Crisis Intervention Training
- Strategies for increasing family and community engagement
- Parenting Classes
- Extended learning opportunities for students such as Summer School and Summer Bridge programs
- Ongoing research-based educational practices to increase student achievement
- CTE aligned Work Experience Education training
- Strategies for developing strong School Leadership

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities

- LTUSD will continue to focus on school safety issues, family trainings, and refinement of the K-12 ATODV prevention programs.
- LTUSD will continue to implement the comprehensive Intervention Counseling and Wraparound Services Program for students in middle and high school levels.
- LTUSD will implement a self-contained “Academy for Student Achievement and Progress” (ASAP) Class for high-risk students in grades 7 & 8 with the goal of returning to a traditional setting as soon as the students are competent in the skills needed to be successful.
- LTUSD will continue with School Nurse services at every site to keep all our students healthy, safe, and ready to learn.
- LTUSD will continue to support the School Attendance Review Board (SARB) to provide assistance to students with attendance and behavioral issues.
- School Resource Officers will continue to work closely with administration to create a safer environment for both students and staff.
- LTUSD will continue to offer after school enrichment opportunities including athletic programs, clubs, activities, and coordinated after-school student support programs to extend learning opportunities and further serve our local youth.
- LTUSD will continue to investigate research-based curriculum and programs focused on preparing students with the skills they need for academic, social, and life success.

LTUSD BOARD POLICY 5131: CONDUCT

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

Strengths	Needs
<p>LTUSD continues to have strong partnerships with local and county community agencies to prevent alcohol, tobacco and other drug use, violence or disruptive behavior among our youth. Consulting and partnership agencies/organizations include:</p> <ul style="list-style-type: none"> • Ally Club • Barton Hospital • Boys and Girls Club • Community Service Clubs & Organizations • El Dorado County Collaborative Courts • El Dorado County Health and Human Services Department • El Dorado County Office of Education • El Dorado County Probation Department • El Dorado County Sherriff’s Office • Family Resource Center • Lake Tahoe Educational Foundation • Lake Tahoe Community College • Lake Valley Fire Department • Live Violence Free • South Lake Tahoe Fire Department • South Lake Tahoe Police Department • Tahoe Turning Point • Tahoe Youth & Family Services <p>LTUSD Cal-PADS data reveals a reduction in ATODV related referrals for the 2014-2015 school year as compared to the previous school year.</p>	<p>Training programs for all staff to better equip them to deal with and support ATODV education at all grade levels.</p> <p>Continue to work with local organizations in refining programs to decrease the prevalence of alcohol, tobacco, other drugs and violence in school and in our community.</p> <p>Continue to improve communication efforts to provide ongoing updates on safety and substance issues in the school and community.</p> <p>Continue to explore and implement strategies promoting supportive and positive school climate creating environments conducive to learning.</p>

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 1-2015 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: -% 7th: 4%	5th: -% 7th: 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 2% 9th: 4% 11th: 7%	7th: 0% 9th: 2% 11th: 3%
The percentage of students that have used marijuana will decrease biennially by:	5th: -% 7th: 10%	5th: -% 7th: 5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 5% 9th: 18% 11th: 41%	7th: 2% 9th: 9% 11th: 20%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 5% 9th: 18% 11th: 33%	7th: 1% 9th: 9% 11th: 20%
The percentage of students that feel very safe at school will increase biennially by:	5th: -% 7th: 24% 9th: 24% 11th: 24%	5th: -% 7th: 40% 9th: 40% 11th: 40%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 34% 9th: 24% 11th: 18%	7th: 20% 9th: 12% 11th: 9%

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same	54%	34%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 1/2015 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: % 7th: 36% 9th: 31% 11th: 31%	5th: % 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: % 7th: 53% 9th: 48% 11th: 47%	5th: % 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: % 7th: 20% 9th: 23% 11th: 15%	5th: % 7th: 10% 9th: 10% 11th: 10%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: % 7th: 49% 9th: 47% 11th: 40%	5th: % 7th: 5% 9th: 5% 11th: 5%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Reduction of ATODV results as reported through the California Longitudinal Pupil Achievement Data System (CALPADS) Reduction of SARB referrals requiring intensive SARB intervention	6-8th Grade: 6% 9-12th Grade: 3% SARB TK-12 Rate: 1.5%	6-8th Grade: 12% 9-12th Grade: 7% SARB TK-12 Rate: 3%

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Science Based Program Name:	Nurse-Family Partnership
Program ATODV Focus:	ATODV
Target Grade Levels:	TK-12
Target Population Size:	3800
Purchase Date:	08/2015
Staff Training Date:	08/2015
Start Date:	09/2015
Program 2	
Science Based Program Name:	Brief Intervention Program
Program ATODV Focus:	AOD
Target Grade Levels:	Secondary
Target Population Size:	900
Purchase Date:	1/2014
Staff Training Date:	Spring 2014
Start Date:	Spring 2014
Program 3	
Science Based Program Name:	Big Brothers Big Sisters
Program ATODV Focus:	ATODV
Target Grade Levels:	TK-12
Target Population Size:	1900

Purchase Date:	8/2014
Staff Training Date:	Spring 2015
Start Date:	October 15, 2015

Research-based Activities (4115 (a)(1)(C))

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	ASES: ATODV	K-8
X Conflict Mediation/Resolution	Conflict Manager: V	4-5
X Early Intervention and Counseling	Wraparound Intervention Program: ATODV; BIP: AOD	6-12
X Environmental Strategies	Variety of environmental strategies to reduce the availability of alcohol, other drugs, and firearms: ATODV	All
X Family and Community Collaboration	Family Resource Center: ATODV; Live Violence Free: AODV; TYFS: ATOD; Local Law Enforcement Agencies: ATODV	All
X Media Literacy and Advocacy	Speaker Series Freedom Writers	6-8
X Mentoring	AVID: ATODV; FNL: ATOD; TRiO: ATODV;	All
X Peer - Helping and Peer Leaders	Link Crew: ATODV; Peer Assistance: ATODV	9-12; K-5
Positive Alternatives		
X School Policies	ATODV	ALL
X Service - Learning/Community Service	ATODV	
X Student Assistance Programs	BIP: ATOD	6-12
X Tobacco - Use Cessation	T	6-12
Youth Development Caring Schools Caring Classrooms		
X Other Activities	Drug Store Project	5, 7

Promising or Favorable Programs (4115 (a)(3))

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established through scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Promising Program Name:	Bilingual/Bicultural Counseling and Support Services
Program ATODV Focus:	ATODV
Target Grade Levels:	6-12
Target Population Size:	TBD
Purchase Date:	8/2015
Staff Training Date:	8/2015
Start Date:	September 2015

Program 2	
Promising Program Name:	Creating a Peaceful School Learning Environment
Program ATODV Focus:	V
Target Grade Levels:	K-5
Target Population Size:	TBD
Purchase Date:	TBD
Staff Training Date:	TBD
Start Date:	TBD

Program 3	
Promising Program Name:	Peacemakers Program
Program ATODV Focus:	V
Target Grade Levels:	K-5
Target Population Size:	300
Purchase Date:	
Staff Training Date:	
Start Date:	

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case - by - case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Each school in LTUSD publishes a School Accountability Report Card (SARC) containing information about the condition and performance of the school, which includes information relevant to school climate and school safety. The SARCs are made public in meetings, accessible online in English and Spanish on the district's website. The CHKS is conducted biennially with data results and reports available online. Along with site ATODV data, the CHKS reports are shared out and used at each site by the Site Safety Committees and other stakeholder groups to monitor progress, update goals and objectives, make necessary adjustments on an annual basis.

After reviewing site and district data, and based on recommendations from site teams, several programs were put into place. Focusing on Wellness and Wraparound Intervention services, the district expanded the Nursing program and services to each and every school site. Students and families now have daily intervention and support services instrumental in shaping and delivering a comprehensive evidence-based, community health program. Nurses provide guidance for the emotional, social, and physical support of our teen parents, our students and their families improving lives daily.

Our county and local community was very excited to bring the Big Brothers and Big Sisters program to our local community to serves children ages 3-18 in need, including those living in single parent homes, growing up in poverty and coping with parental incarceration with role models and providing connections and mentoring through one-to-one relationships.

After an increase in ATOD related referrals, our district worked closely with the Tahoe Drug Free Coalition, comprised of members representing multiple community based organizations and agencies, to develop, train and implement the Brief Intervention Program. Students have a chance to go through a successful process that includes ATODV counseling and homework. Families are engaged in the process and aftercare to minimize the rate of re-offending.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

CHKS reports and data from site and district ATODV referrals will be analyzed and evaluated on an ongoing basis to assess progress towards achieving site and district goals and objectives. Collaborative PBIS meetings, Leadership Teams, Wraparound Services Program, coordinated agency meetings and public meetings will address ATODV issues impacting our schools and our community. Information gathered will be used to evaluate program effectiveness, provide direction and refine program implementation.

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Each school in LTUSD publishes a School Accountability Report Card (SARC) containing information about the condition and performance of the school, which includes information relevant to school climate and school safety. The SARCs are made public in meetings, accessible online in English and Spanish on the district's website. The CHKS is conducted biennially with data results and reports available online. Along with site ATODV data, the CHKS reports are shared out and used at each site by the Site Safety Committees and other stakeholder groups to monitor progress, update goals and objectives, make necessary adjustments on an annual basis.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

LTUSD uses multiple measures to identify schools and students with the greatest need. Elements in identification include students who receive Title I services, low income, English Learners, homeless and foster youth, are performing below standards, are identified as truant through SARB, have received a discipline citation, identified as needing support through site intervention and counseling meetings, and/or have emotional or mental health problems. Funding to sites is prioritized based on targeted populations and identified need.

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

All program services in LTUSD are coordinated through site principals and district administration to maximize resources and minimize duplicity. Services are coordinated with local agencies, and formal memorandums of understanding (MOUs) between the district and services providers, outline roles and responsibilities, services, and protocols for sharing information. Additionally, district and site staff meet with agencies and service providers regularly for collaborative planning and to make sure students' needs are being met.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

LTUSD encourages all parents and families to be actively involved. Parents/family members participate in School Site Councils and are critical partners in developing the SPSA. Families are notified annually of parents'/students' rights and the LTUSD Code of Conduct articulates the expectation that students have a right to attend school in a secure academic and social climate, free of fear and violence. As all students in grades 3-12 are provided with a Netbook/Chromebook for academic use at school and at home, parents can use their child's device to access the notifications online, using Wi-Fi or cell connectivity, monitor student progress through the parent portal, receive notifications, and stay connected to the district. Parents are surveyed to assist with school improvement and encouraged to stay engaged through volunteering, serving on committees, participate in PTA, PTO, ELAC, DELAC, Site Safety Committees, Booster Clubs, Events, Athletics, etc. The district sends out regular communications to all parents and community members via the district website and through email communications such as, "What Happened at the Board Meeting." Through ADVANCE, parents/families are encouraged and supported to continue with their education to gain skills and further their abilities to support their child's efforts in school. Every effort is made to connect actively engage families and build a culture of transparency and connectivity.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

Upon identification, pregnant minors meet with their counselor and school nurse to discuss options, determine needs and coordinate services. The district provides a Young Parents Program at the high school site allowing pregnant students to remain in school and receive services to ensure their health and the health of their baby. A case manager coordinates and ensures delivery of the supports and resources to effectively meet each young parents unique needs, including support for any form of substance abuse.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full Time Equivalent
N/A	N/A

**Performance Goal 5:
All students will graduate from high school.**

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	<ol style="list-style-type: none"> 1) All students complete a 4-year plan upon entering high school. 2) All entering freshmen are enrolled in "Get Focused... Stay Focused!" class that culminates with each student completing their own 10-year plan. 3) Parents/guardians are notified of graduation requirements. 4) Parents/guardians are able to monitor their students' grades online through AERIES Parent Portal and receive progress reports and term grades. 5) Counselors meet with students to assess and monitor each students' progress, and to modify and adjust their academic program as needed. 6) The Comprehensive Counseling and Wraparound Services Program provides students in need with ongoing coordinated services and support. 7) An Online Learning program offers Credit Recovery and Credit acceleration options. 8) The comprehensive CTE program keeps students committed and engaged in their learning. 9) AVID and TRiO provides students academic support to be successful in school and college. 10) Intervention and support classes provide students with increased opportunities to be successful in their core academic courses. 11) The Independent Learning Academy provides an individualized academic program option for all students. 12) Alternative education, adult and support programs, including the Transitional Learning Center (TLC), Young Parents Program, Mt. Tallac Continuation High School and the ADVANCE program provide students at-risk increased opportunities to complete high school. 13) Summer School is offered for students to complete high school graduation requirements.
Students Served	<ol style="list-style-type: none"> 1) All students 2) All students 3) All students 4) All students 5) Students in need 6) Identified students 7) All students 8) Identified Students 9) Identified Students 10) Identified Students 11) All students 12) Students at-risk 13) Students who are credit deficient
Timeline/ Person(s) Involved	<ol style="list-style-type: none"> 1) Spring - Counselors 2) 9th grade Teachers 3) Spring - Counselors 4) Ongoing – Teachers/Counselors/Administration 5) Annually - Counselors 6) Intervention counselors - ongoing 7) Ongoing/Online Teacher and Counselor 8) Ongoing/CTE Teachers 9) Ongoing/AVID Teachers & TRiO staff 10) Ongoing/Intervention Teachers 11) Ongoing/ILA teachers and counselor 12) Ongoing/Alternative Education Counselor & staff 13) June-August/Teacher

Benchmarks/ Evaluation	LTUSD will continue to raise its 4-year cohort graduation rate for all students by 1% per year reaching 95% by 2020.
Funding Source	LCFF Base & Supplemental, Adult Education, Title 1
5.2 (Dropouts)	
Activities/Actions	<ol style="list-style-type: none"> 1) LTUSD has 1 comprehensive high school, an Online Learning Academy, an Independent Learning Academy, 2 alternative schools and an adult school to meet the needs of our diverse population 2) The Comprehensive Counseling and Wraparound Services Program provides students in need with ongoing coordinated services and support 3) Continue to provide a comprehensive EL program 4) Continue to provide a comprehensive CTE program 5) Continue to provide a Young Parents Program 6) Continue to provide sports, clubs and activities to keep students connected to school 7) Continue to provide open enrollment in all classes 8) Continue to offer programs that provide academic and social support (AVID, TRiO, etc.) 9) Maintain 1:1 technology to increase online learning opportunities 10) Continue with Para Educators to accelerate student progress 11) Implement "Academy for Student Achievement and Progress" (ASAP) Class at 7th-8th grades 12) Continue with SARB 13) Continue with 4X4 schedule to allow students increased opportunities for remediation and acceleration within the regular school day 14) Continue to provide Summer School options for students to complete high school graduation requirements
Students Served	<ol style="list-style-type: none"> 1) All students 2) Identified Students 3) EL & LTEL students 4) All students 5) Young parent students 6) All students 7) All students 8) Identified students 9) All students 10) Identified students 11) High-risk students - 7th & 8th grades 12) Identified students 13) All students 14) Credit-deficient students
Timeline/ Person(s) Involved	<ol style="list-style-type: none"> 1) Ongoing/Superintendent, Site Administrators 2) Ongoing/Intervention Counselors 3) Ongoing/EL Coordinator 4) Ongoing/CTE Coordinator 5) Ongoing/Alternative Education Coordinator 6) Ongoing/Site Administrators, Coaches, Staff 7) Ongoing/Counselors & Site Administrators 8) Ongoing/Site and District Teams 9) Ongoing/District Technology Team 10) Ongoing/Special Services 11) Ongoing/Site Administrator 12) Ongoing/School, District and Community members 13) Ongoing/District Leadership Team 14) Ongoing/Superintendent and Site Administrator
Benchmarks/ Evaluation	LTUSD will continue decrease its cohort dropout rate by 1% per year for all students
Funding Source	LCFF Base & Supplemental, Adult Education, CTE, Title I, Title III, ASB,

5.3 (Advanced Placement)	
Activities/Actions	<ol style="list-style-type: none"> 1) Continue to offer open enrollment for Honors & Advanced Placement 2) Maintain AVID program at National Demonstration level 3) Continue to expand Dual Enrollment course offerings with Lake Tahoe Community College 4) Continue providing enrichment opportunities at all grade levels 5) Continue providing and expanding use of University of California Curriculum Integration (UCCI) course offerings integrating core academics with CTE industry sector pathways 6) Continue to schedule rigorous core courses for all students to prepare for college and career readiness 7) Continue to provide rigorous PD for educators by sending site teams to AVID Regional Trainings and AVID Summer Institutes 8) Expand TWBI program to high school level 9) Coordinate and align AVID, EL, CTE, Special Services and Technology programs district wide 10) Provide PD in differentiating instruction 11) Provide AP informational presentations to parents and families 12) Continue to explore and expand AP course offerings 13) Continue to provide AP courses online
Students Served	<ol style="list-style-type: none"> 1) All students 2) All students 3) All students 4) All students 5) All students 6) All students 7) All students 8) TWBI students 9) All students 10) All students 11) All students 12) All students 13) All students
Timeline/ Person(s) Involved	<ol style="list-style-type: none"> 1) Ongoing/Counselors and Site Administrators 2) Ongoing/AVID District Director & AVID Site Teams 3) Ongoing/LTUSD & LTCC Administration 4) Ongoing/Teachers & Site Administrators 5) Ongoing/Site Leadership & CTE Coordinator 6) Ongoing/Counselors 7) Ongoing/AVID District Director 8) Ongoing/TWBI Coordinator & Site Administration 9) Ongoing/District Leadership Team 10) Ongoing/District Leadership Team 11) Spring/Counselors 12) Ongoing/Site and District Leadership Teams 13) Ongoing/ILA & Online Learning Program
Benchmarks/ Evaluation	<ul style="list-style-type: none"> • Increase the number of students enrolled in AP courses by 2% targeting underrepresented populations • Increase by 2% AP students that score 3 or higher on the AP exam • Increase by 2% students that graduate completing UC/CSU requirements • Maintain AVID National Demonstration Status • Increase number of Dual Enrollment Classes
Funding Source	LCFF Base & Supplemental, Adult Education, CTE, Title I, Title II, Title III,

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Lake Tahoe Unified School District uses Free and Reduced Lunch status as the low-income</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Ranking order is done annually without regard to grade span and all schools at or above the 35% poverty rate receive Title I funding.</p>

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

All Title I schools in Lake Tahoe Unified School District are Schoolwide program schools.

- State and local assessment results are analyzed in September and each trimester/quarter. Services and data were analyzed and Schoolwide Plans were developed based on student needs. Schools use their funding to support all students in meeting the State’s challenging academic standards with a focus on meeting the needs of each and every student
- Methods and instructional strategies used are based on scientifically based research that strengthens the core academic program in mathematics and language arts. These methods and strategies include: Strategies for English Learner – ie. SDAIE, State adopted intervention programs, support, additional time in core subjects, and flexible grouping.
- Consideration is given to extended learning time through either an additional period before and/or after the regular school day and/or summer programs.
- Student progress is monitored through the Illuminate/OARS and AERIES online data programs
- All students are provided an accelerated, CCSS aligned high-quality curriculum taught by a highly qualified teacher
- High quality and ongoing professional development is offered to teachers supported by highly qualified instructional assistants.
- Parent and family involvement is encouraged and promoted. Ongoing communication is made available through ConnectEd, parent newsletters, parent conferences, emails, parent meetings, online access via 1:1 technology, etc.
- Each school documents their educational program updates in their Single School Plans developed by stakeholder representatives via their School Site Council
- Assistance is provided to preschool children transitioning from early childhood programs to elementary school programs through the First Five Program site representative. Elementary teachers meet with preschool teachers to develop an appropriate transition plan. The Special Education Preschool program teacher meets as part of the IEP Team when a student transitions from the Special Education preschool program.
- Using the RTI model, students are provided appropriate intervention to provide access to core.

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:

- Identify children who are failing or most at risk of failing to meet the state academic content standards.
- Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.
- Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.

Using the RTI Model, struggling students are provided appropriate interventions to accelerate their learning during the school day, and through extended support programs addressing their academic and social needs.

Multiple measures are used to determine needs and target intervention. Student progress is monitored through the Illuminate/OARS and AERIES data tracking and analysis system. Student Study Teams examine academic, behavioral and social/emotional progress and suggest appropriate research based strategies focused on student improvement.

The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.

LTUSD maintains a full-time Foster-Homeless Student Advocate to coordinate and provide services to foster and homeless youth TK-12. Site and district staff closely and continuously monitors all identified students.

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.

LTUSD coordinates services with students in local court and residential programs including Blue Ridge School and Tahoe Turning Point to ensure seamless transition into district programs. The Alternative Education and Intervention Counselors meet weekly to provide individual case management and ensure the students' needs are met.

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parents of a program improvement school will receive: an explanation of what the identification means and how the school compares academically to other schools in the district; the reason the school was identified; an explanation of what the school is doing to address the problem; an explanation of what the District is doing to help the school address the problem; an explanation of how parents can become involved; and, an explanation of the parents' option to transfer their child to another school in the district.</p> <p>After a second year as a program improvement school, low-income, underachieving students will be offered supplemental services. Services are selected by the parent from a provider with a demonstrated record of effectiveness and approved for that purpose by the State Board of Education. If requested, the District will assist parents in choosing a provider from the list of approved providers maintained by the State. They will apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students, and they will not disclose the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.</p> <p>The District and school will develop, in consultation with the parents and the provider, a statement of specific achievement goals for the student, how progress will be measured and a timetable for improving achievement. They will describe how the parent and the student's teacher(s) will be regularly informed of the student's progress and will terminate the agreement with a provider if the provider is unable to meet such goals and timetables.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Unless a lesser amount is needed to comply with choice and supplemental service requirements, 5% of the Title I allocation will be reserved to provide transportation to implement school choice. 5% will also be reserved to provide required supplemental services. In total of 20% of the Title I allocation may be used for this purpose, if necessary.</p>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers	
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Title II funds will be used to increase the percentage of highly qualified teachers in the district, to increase the percentage of teachers who are receiving highly qualified professional development to enable them to become highly qualified and successful classroom teachers. The areas of literacy, math and EL support will be the focus for Title I, II and III funds in regard to professional development with a focus on closing the achievement gap.</p>

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

Lake Tahoe Unified School District will provide assistance to parents of Title I children in understanding such topics as the State's academic content standards and State student academic achievement standards, assessments, and how to monitor a child's progress and work with the educators to improve the achievement of their children. The District will provide materials and training to help parents to work with their children to improve their achievement. The District will educate teachers, pupil services personnel, principals and other staff in the development of parent and family involvement.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Multi-funded students receive the core curriculum through a variety of instructional strategies, program delivery systems and modified materials. Teachers and instructional assistants receive ongoing training regarding ways to meet the diverse needs of multi-funded students. All students access the district-supported curriculum with their regular classroom teacher, based on grade-level standards and materials, receiving modifications and support as needed.

Based on student eligibility criteria, assessment of diagnosed need and ongoing consultation by the Learning Resource Team or Student Study Team, Multi-funded students receive a variety of supplemental services in the schools. These include: after school and summer school programs; individual or small group instruction with certificated teachers and instructional assistants; hands-on learning materials; access to technology, leveled books and materials to match student needs in reading level, language and content area; English Language Development, and additional reading and/or math blocks as an additional elective. Teachers receive staff development in areas such as: ELD, SDAIE, instructional strategies for at-risk youth, differentiated curriculum and assessment. Data suggests that program eligible students are making academic gains in our schools.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance

Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - o Allows a teacher to communicate effectively with all students in the class.
 - o Allows all students in the class to learn.
 - o Has consequences that are fair, and developmentally appropriate.
 - o Considers the student and the circumstances of the situation.
 - o Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)


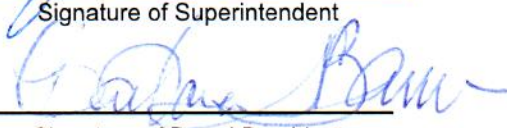
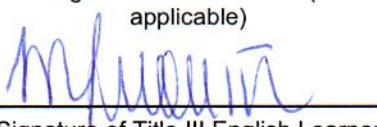
Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

(Signature must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Dr. James R. Tarwater	10/25/2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent
Barbara Bannar	10/25/2016	
Printed or typed name of Board President	Date	Signature of Board President
Printed or typed name of District Assistance and Intervention Team (DAIT) (if applicable)	Date	Signature of DAIT Lead (if applicable)
Maria Luquin	10/25/2016	
Printed or typed name of Title III English Learner Coordinator/Director (if applicable)	Date	Signature of Title III English Learner

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification:

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team.

Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 09619030000000 **LEA Name:** Lake Tahoe Unified **Title III Improvement Status:** Year 4+

Fiscal Year: 2016-2017 **EL Amount Eligibility:** \$101, 773 **Immigrant Amount Eligibility:** N/A

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	Implement programs and activities in accordance with Title III
	Lake Tahoe Unified School District will finalize transition to Common Core State Standards aligned curriculum in Pre-K-12 as it incorporates the goals and objectives of the district’s LCAP into the LEA Plan. In the 2016-2017 school year, LTUSD will continue to implement Professional Learning Communities (PLCs) with a focus on implementation of newly adopted curriculum, provide professional development to teachers with a focus on the needs of English Learners (EL) and Long Term English Learners (LTEL) across the grade spans and subject areas. Additionally, LTUSD will continue to refine the Response to Intervention (RTI) program district wide. LTUSD provides additional support for EL/LTEL students through the Two-Way Bilingual Immersion (TWBI), THE Advancement Via Individual Determination (AVID) and the Career Technical Education (CTE) programs. This year, the district has contracted with West Ed to provide a system-wide professional development with a focus on improving achievement for all students.
	Use the subgrant funds to meet all accountability measures LTUSD will use the subgrant funds to provide targeted instructional support and increased educational opportunities to EL, LTEL and R-FEP students through specialized curriculum, instructional support, and technology integration. Working alongside West Ed, LTUSD will develop a system-wide professional development program focused on developing best practices for EL and LTEL students that support Common Core State Standards (CCSS) implementation.

	<p>Hold the school sites accountable</p> <p>LTUSD schools will continue to assess student progress using district benchmark assessments throughout the year and engaging in data analysis of student outcomes. The OARS/Illuminate data tracking system will be used to analyze EL and LTEL student performance regularly to ensure all students are achieving at their highest level. Through weekly collaborative district leadership meetings, student data analysis and program progress will be reviewed, best practices will be shared, and all programs will be jointly coordinated and aligned. Through the Local Control and Accountability Plan (LCAP) process, LTUSD has set a goal of increasing the district's reclassification rate by 10%. All actions on this plan support the goal of increasing reclassification rates district-wide as well as supporting EL and LTEL students in achieving at their highest potential.</p> <hr/> <p>Promote parental and community participation in programs for ELs</p> <p>LTUSD, in conjunction with the South Lake Tahoe Family Resource Center, will continue to coordinate ELAC, DELAC, Cafecitos, SSC, and LCAP meetings. Additionally, it will provide additional opportunities for EL parents to become more involved and informed by expanding the EL Site Rep position to all elementary sites. In Family engagement workshops for EL families will be held at all sites with themed activities that focus on language acquisition, cultural sharing, and opportunities for families to hone their student support skills.</p>
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How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <ul style="list-style-type: none"> • Targeted instructional support for EL and LTEL students <ul style="list-style-type: none"> ○ EL Coordinator will support classroom teachers in providing targeted instructional support to EL and LTEL students through mentoring, coaching and modeling throughout the school year. At the elementary level, the EL Coach will support teachers in delivering targeted instruction by modeling and mentoring by offering Professional Development opportunities throughout the school year. ○ Instructional Aides will support classroom teachers in differentiating instruction to provide targeted instruction to EL and LTEL students. Furthermore, instructional aides will directly support students in need of additional support in core classes. ○ The OARS/Illuminate Data Tracking system will be used to specifically track EL and LTEL student progress throughout the school year. • Increased educational opportunities for EL and LTEL students <ul style="list-style-type: none"> ○ South Tahoe Middle School (STMS) and South Tahoe High School (STHS) will continue to offer the Structured English Enrichment Lab (STEEL) courses that are specifically designed to accelerate the English language acquisition process for students identified as LTEL in grades 7-10. EL Coordinator will support STEEL implementation through regular collaboration meetings with teachers in which coaching, modeling, and mentoring will occur. ○ EL Coordinator will continue to support teachers in the 	On-going throughout school year.	Instructional aides	\$22,163	Title III
		Site Principals EL Coordinator EL Coach	EL Coordinator	\$34218	Title III
		Language Arts Intervention teacher (STHS), FRC Staff	FRC MOU	\$8,500	Title III
			OARS/ Illuminate Data Tracking	\$5325	

	<p>implementation of the Structured English Enrichment Lab (STEEL) courses that are specifically designed to accelerate the English language acquisition process for students identified as LTEL in grades 7-10 through regular collaboration meetings.</p> <ul style="list-style-type: none"> • Promote parental and community participation in programs for ELs <ul style="list-style-type: none"> ○ Continue Memorandum of Understanding with the South Lake Tahoe Family Resource Center (FRC). FRC staff will assist LTUSD in promoting, recruiting and supporting in Cafecitos, ELAC, and DELAC meetings. Additionally, FRC staff will offer parents of EL students ongoing opportunities for kinship and family education. Classes will be offered at the school sites and will be delivered in Spanish. 				
	<p>Provide high quality professional development</p> <ul style="list-style-type: none"> • EL Coordinator and EL Coach will provide teachers with ongoing PD opportunities focused on developing and implementing best practices for EL students paired with CCSS and ELD Standards implementation. Furthermore, the EL Coach will conduct in-classroom coaching and modeling to teachers of EL students while the EL Coordinator will support teachers of LTEL students by modeling and coaching in the classroom. 	<p>On-going throughout school year.</p> <p>Site Principals EL Coordinator EL Coach</p>	<p>Professional development, instructional materials, substitutes, teacher stipends, resources and supplies.</p>	<p>\$29,532</p>	<p>Title III</p>

C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: N/A</p> <p>Please describe the factors contributing to failure to meet desired accountability measures. N/A</p>
D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <ul style="list-style-type: none"> • ELA/ELD curriculum had minimal Common Core State Standards (CCSS) alignment and starting in 2016-2017, LTUSD will implement the CCSS aligned and State Board of Education (SBE) adopted Reading Wonders English Language Arts/ English Language Development (ELA/ELD) program in grades K – 5, the CCSS aligned and SBE adopted Lectura Maravillas program in grades K-6 in the Two-Way Bilingual Immersion program, the CCSS aligned and SBE adopted Study Sync ELA/ELD program in grades 6-8, and CCSS aligned, University of California/California State University (UC/CSU) approved English courses in grades 9-12. • After a close review of secondary placement of English Learner (EL) and Long Term English Learner (LTEL) students in ELA and ELD courses, a need for consistency with student language needs was identified. Accordingly, in 2015-2016, the secondary ELD courses were realigned to better serve the needs of EL/LTEL students. The Structured English Enrichment Lab (STEEL) course was piloted in grades 7-8 and implemented in grades 9-10 using the SBE adopted English 3D curriculum for students identified as LTEL. Secondary ELD/STEEL teachers participated in implementation workshops and classroom coaching to ensure effective implementation of strategies and curriculum. Additionally, South Tahoe High School (STHS) added a Language Arts Intervention teacher, which allowed for LTEL students the opportunity to recover credits, as well as provided the opportunity for one additional section of ELD and one of STEEL to better meet the needs of students. • There is a need for additional professional development across grade levels and disciplines to improve instructional practices and to meet the needs of EL and LTEL students.

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> • <u>EL Coach</u>: for the 2016-2017 school year, LTUSD has hired a part-time EL Coach to work with teachers in grades K-5. The EL coach will work alongside teachers to guide the implementation of the Wonders/Maravillas curriculum with a focus on CCSS and ELA/ELD standards integration to meet the needs of all EL students. • <u>EL Coordinator</u>: for the 2016-2017, LTUSD has hired a full-time Coordinator for EL, Secondary Two-Way Bilingual Immersion (TWBI) and Advancement Via Individual Determination (AVID) programs. The Coordinator will oversee all EL, secondary TWBI, and AVID programs at all sites, ensure compliance with state and federal mandates, as well as work with principals and teachers to refine implementation of CCSS aligned curriculum. • <u>Professional development</u>: LTUSD will provide high quality professional development throughout the school year with a focus on increasing achievement of all students, specifically, EL and LTEL students. We are optimistic that the staff development will enhance learning for all students and will include a variety of 	See section B	See section B	See section B	See section B

	<p>technology training including the Google Apps for Applications Suite, targeted instructional strategies, and grade level/departmental collaboration. Additionally, the district has contracted with West Ed to provide system-wide training with a focus on improving the achievement levels of all students.</p> <ul style="list-style-type: none"> • <u>Data Analysis</u>: Sites will continue to engage in data analysis in grade level/departmental teams to guide student placement and strategic intervention. • <u>RTI</u>: Continued refinement of RTI with a CCSS alignment focus. • <u>Online CCSS Intervention</u>: Continue with implementation of CCSS online intervention software for English Language Arts and mathematics. • <u>Online SPA (Standards Progress Assessment)</u>: In grades 3-8, sites will monitor learning of CCSS standards two times per year using the CCSS Formative and Summative Assessments. • <u>Instructional Aides</u>: LTUSD will continue to provide in-classroom support for teachers by providing instructional aides throughout the district to support the needs of EL and LTEL students. • <u>Family Involvement</u>: LTUSD will continue to promote family involvement through the English Learner Advisory Committees, the District English Learner Advisory Committee and the Cafecitos family program at all sites. The EL/TWBI/AVID Coordinator will work along the EL Coach and the Career 				
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	<p>Technical Education (CTE) Coordinator to implement family workshops at throughout the district to promote engagement of all EL parents. Workshops will focus on language acquisition, cultural sharing and allow parents to hone their skills in better supporting their students at home, specifically in reading, math and science. In coordination with the South Lake Tahoe Family Resource Center, the EL/TWBI/AVID Coordinator will continue to promote family engagement through Cafecitos meetings to occur weekly at the elementary level, bi-monthly at the middle school level, and monthly at the high school level. Through participation in Cafecitos meetings, families will continue to become better informed of school activities and programs as well as build connections with school staff to help them navigate the educational system.</p> <ul style="list-style-type: none"> • <u>Focus on College and Career Readiness:</u> LTUSD is committed to promoting college and career readiness for all students through the AVID and CTE programs. STHS offers a myriad of CTE electives that actively engage all students, including LTEL students. The CTE programs in combination with the AVID program are ideal for systemic support of the needs of EL and LTEL students. 				
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LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to:</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	N/A	N/A	N/A	N/A
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$2,035	
		EL Estimated Costs Total:		\$101,773	

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to:</p> <p>Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	N/A	N/A	N/A	N/A
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		N/A	
		Immigrant Estimated Costs Total:		N/A	

**Local Educational Agency Plan
Lake Tahoe Unified School District**

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
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Appendix B

Links to Data Websites

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

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Appendix C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

- A: California Healthy Kids Resource Center: Research - Validated Programs: <http://www.californiahealthykids.org>
- B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>
- C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm
- D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>
- E: Getting Results: <http://www.gettingresults.org/>

School-Based Programs

**Intended program outcomes and target grade levels.
See research for proven effectiveness**

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid)	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

**Appendix C
(Community and Family-Based Programs)**

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, F
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

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Appendix D

Research-based Activities (4115 (a)(1)(C))

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

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Appendix E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	314	297	94.6	296	2416.6	22	21	25	32
Grade 4	308	307	99.7	305	2458.1	22	21	23	33
Grade 5	302	297	98.3	297	2497.8	16	33	26	26
Grade 6	270	264	97.8	263	2516.8	16	28	33	23
Grade 7	264	249	94.3	248	2534.9	12	33	24	30
Grade 8	289	277	95.8	277	2559.6	12	39	28	21
Grade 11	274	233	85.0	220	2549.3	15	23	24	32
All Grades	2021	1924	95.2	1906		17	28	26	28

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	25	42	33	21	43	36	20	64	16	21	49	30
Grade 4	22	46	32	18	52	30	16	67	17	18	52	22
Grade 5	26	44	31	20	52	28	19	63	18	23	61	15
Grade 6	22	46	32	18	44	38	13	71	16	25	62	13
Grade 7	24	39	37	21	51	28	15	60	25	20	56	24
Grade 8	27	47	26	18	57	24	17	63	21	20	63	17
Grade 11	23	46	31	19	41	40	13	55	32	18	57	25
All Grades	24	44	32	19	49	32	16	64	20	21	57	21

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	314	297	94.6	297	2420.0	13	31	27	30
Grade 4	308	305	99.0	305	2454.9	10	28	33	29
Grade 5	302	298	98.7	298	2475.2	9	17	32	41
Grade 6	270	263	97.4	263	2508.1	10	21	41	28
Grade 7	264	248	93.9	248	2519.7	10	26	31	33
Grade 8	289	278	96.2	277	2523.7	8	20	32	40
Grade 11	274	228	83.2	220	2520.7	6	11	19	61
All Grades	2021	1917	94.9	1908		9	22	31	37

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	23	40	37	21	45	34	23	53	24
Grade 4	19	36	45	15	48	37	15	50	35
Grade 5	14	31	55	11	43	46	9	52	39
Grade 6	17	43	40	10	52	39	13	54	33
Grade 7	22	34	44	13	52	35	15	65	21
Grade 8	13	42	45	8	58	33	12	55	34
Grade 11	13	27	60	8	37	55	8	51	41
All Grades	17	36	46	13	48	39	14	54	32

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	944	991	958
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	944	991	958
Number Met	449	546	503
Percent Met	47.6	55.1	52.5
NCLB Target	57.5	59.0	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	654	431	665	469	629	464
Number Met	111	200	135	237	125	215
Percent Met	17.0	46.4	20.3	50.5	19.9	46.3
NCLB Target	20.1	47.0	22.8	49.0		
Met Target	No	No	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	99
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	3	6	17	15	43	6	17	7	20	35
1	11	10	40	35	42	37	17	15	4	4	114
2	1	1	22	18	52	44	35	29	9	8	119
3	4	4	23	21	37	34	31	28	15	14	110
4	3	3	30	28	52	49	15	14	6	6	106
5	6	7	41	47	32	37	7	8	1	1	87
6	6	9	23	33	33	48	5	7	2	3	69
7	6	12	20	38	18	35	3	6	5	10	52
8	8	15	22	40	13	24	9	16	3	5	55
9	2	6	11	31	12	33	7	19	4	11	36
10	10	15	26	39	24	36	7	10			67
11	7	12	22	39	18	32	4	7	6	11	57
12	10	20	25	49	9	18	4	8	3	6	51
Total	75	8	311	32	357	37	150	16	65	7	958

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	3	2	12	8	52	35	36	24	44	30	147
1	13	10	43	33	44	34	20	15	11	8	131
2	1	1	23	19	53	43	35	29	10	8	122
3	4	3	25	21	37	31	34	29	19	16	119
4	7	6	30	27	54	48	15	13	7	6	113
5	7	8	41	46	32	36	9	10	1	1	90
6	6	8	23	32	35	49	5	7	2	3	71
7	7	12	20	35	20	35	4	7	6	11	57
8	8	14	22	39	13	23	9	16	4	7	56
9	5	13	11	28	13	33	7	18	4	10	40
10	11	15	27	36	28	38	7	9	1	1	74
11	7	12	23	40	18	31	4	7	6	10	58
12	10	19	26	49	10	19	4	8	3	6	53
Total	89	8	326	29	409	36	189	17	118	10	1131