
2023-2024

— ACUSD Educational Programs —

ACUSD LCAP Goals

- 80% of students will demonstrate growth towards meeting or exceeding standards in math by increasing their individual math placement by one year annually. 
Campuses showing growth, programming will continue.
- 80% of students will demonstrate growth towards meeting or exceeding standards in ELA by increasing their individual ELA placement by one year annually.  Area of need across campuses.
 - a. Careful data tracking across NWEA MAP 3x per year, using data to inform instructional groups and practices. Analysis and comparison to 3-8 CAASPP results.
 - b. Professional development program on components of the CA ELA Framework, instructional strategies, differentiation, and checking for understanding.
 - c. Framework and strategy implementation will focus on training and using curricula and intervention materials that have already been purchased: HMH Journeys, HMH Intervention kits, SIPS, and Read Naturally.
 - d. Staff will be trained and expected to maintain regular running records using the Developmental Reading Assessment (at DVES with CSI funds).
 - e. Purchase of additional Heggerty Phonemic Knowledge curriculum for PK-5th grades (at DVES with CSI funds)

ACUSD LCAP Goals (continued)

- Establish and implement classroom strategies to develop students' skills in preparation for high school, higher education, careers, and civic life. ✓ Area of need across campuses.
 - a. School site and district administrators need to review and rewrite discipline matrix.
 - b. Trauma-informed training for staff will be chosen for implementation (funded by SBHIP).
 - c. Review of SEL programs and determine an implementation timeline (funding from CSI and CALHope).
 - d. Utilize Kelvin to collect monthly or as-needed data from students and staff regarding attitudes and climate at ACUSD campuses (provided by CALHope, 2 years).
 - e. Facilitate monthly activities at Douglas and South Tahoe High Schools, including academic/career goal setting and planning with counselors, classroom visitations, interviews of high school students, and tickets to sporting events.
 - f. District-wide focus on community/cultural celebrations and academic investigations of local issues through events such as Washoe Cultural Day, Environmental Science Day, and community service opportunities.

ACUSD LCAP Goals (continued)

- Maintain conditions of learning and engagement.  Survey results show positive results, however we are looking to increase staff, student, family, and community engagement.
 - a. Increased and consistent use of “**S’more**” newsletters by district/county office, school sites, and the Expanded Learning Opportunities Program.
 - b. Implementing new message and survey applications of “**Remind**”, a new two-way messaging platform used by 80% of districts in the country, including Douglas County.
 - c. Implementing/fully transitioning to the new student information system (SIS), Alma, with parent portal.
 - d. Regular family and community events, such as Field Day, Washoe Cultural Day, Environmental Science Day, family potlucks, and academic celebrations.
 - e. Collaborative professional development and planning between BVES and DVES staff to widen student opportunities for engagement and interaction with peers.

State Mandated Programs

- Differentiated Assistance - Dashboard data indicate that ACUSD qualifies for Differentiated Assistance due to chronic absenteeism and high rates of suspension of students. To address these issues, ACUSD is engaged in the implementation of an attendance plan that includes family contacts, daily attendance monitoring, and late pick-ups for students who are not ill. This plan improved attendance during Spring 2023. Brief monthly reviews of attendance data with staff will maintain focus on the issue and allow for celebration of successes.
- Comprehensive Support and Improvement - DVES has been identified by the state and federal government as in need of Comprehensive Support and Improvement for being unable to meet adequate yearly progress in academics, specifically ELA, chronic absenteeism, and high suspension rates of students. While BVES will also participate in professional development sessions and be held to similarly high standards, DVES will also focus on building staff capacity for peer coaching and instructional leadership through the study of literacy walks.

Expanded Learning Opportunities

Programming continues to expand and improve. Our program will receive additional support from our regional geo-lead through:

- Collaborative opportunities with the other frontier programs in the state.
- Collaborative opportunities with nearby counties.
- Targeted training for behavior management and planning for differentiated activities.
- Additional funding to attend an in-person conference.

Universal Pre-kindergarten

DVES and BVES staff have been fully trained to implement PreK curriculum.

DVES will have an enrollment of approximately six students in the PreK grade level.

Adjustments will need to be considered by DVES principal for monitoring of recess activities until playground equipment is purchased and installed that meets insurance qualifications. There will be blacktop equipment available for students to use until that time.

Special Education Programming

SELPA restructuring in process with Lake Tahoe Unified, (year-long)

- New director
- New support staff
- Establishing a new program for students with behavior issues K-6 at LTUSD campus
- Requiring districts to have a SpEd director

District/County SpEd director from existing staff with realignment of responsibilities

Art Program (prop 28)

Funds from state for Prop 28 are significantly lower than we were initially told. County Superintendents, ACSA, CSBA, CTE, and CASBO are all working to change.

Teacher designated to provide services 5-days a week for 2 hours/day, split amongst DVES, BVES, and AELC (Opportunity art will be included in their time).

Kiln area cleaned out and safe

Art room designated with space for supplies