

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Tahoe Lake Elementary
Address	375 Grove Street, PO Box 856 Tahoe City, CA 96145
County-District-School (CDS) Code	6031314
Principal	Stephanie Foucek
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	September 29, 2022
Schoolsite Council (SSC) Approval Date	November 3, 2022

Local Board Approval Date

November 16, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Tahoe Lake Elementary School's mission is to provide the best possible academic growth and learning experience for our students and families. Our students will become safe, responsible, and respectful citizens. We are a hands-on science school and aim to foster a love of learning and the confidence to achieve through a challenging and differentiated education for every child. We supplement core studies with explorations and enrichment including Music, Art, PE, Science, greenhouse, and technology. We believe that a happy child is a successful one and we are committed to providing a positive, safe and engaging environment where all children learn at high levels and know they are valued. We intend that all children enjoy their learning, achieve their potential, and become safe, responsible, and respectful individuals.

School Profile

Tahoe Lake Elementary serves 294 students from TK through 5th grade. Our students come to Tahoe Lake from all areas of the lakeside of TTUSD, including from the California/Nevada state line in Kings Beach to Emerald Bay.

Tahoe Lake Elementary School celebrates diversity in every form. We know our students well and meet them where they are as learners and unique individuals to help foster maximum growth. You will find students at a wide range of learning levels in every classroom and we aim to promote high levels of learning for all as they move to master and move beyond grade-level standards. Tahoe Lake enjoys a beautifully modernized and expanded campus that was completed in the fall of 2020. Our students enjoy fully modernized classrooms, science lab, library, greenhouse, wellness center, and the historic 'Little Auditorium' all with an incredible lake view in the heart of Tahoe City. With the addition of classroom space, 5th-grade students returned to the elementary school level in the fall of 2021. With the addition of 5th grade and an influx of new families to our area, our enrollment grew significantly and we celebrate the addition of new families. Our students and staff are supported by a dedicated Parent Teacher Organization that provides opportunities to enrich our students' learning experiences including field trips, assemblies, and partnerships with community educators such as SWEP and Arts for the Schools. We enjoy great support from parents who volunteer weekly to support student learning under the direction of classroom teachers. Our community at large has always put the well-being of children first, and Tahoe Lake Elementary makes all decisions based on what is best for our students.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational partners at Tahoe Lake were engaged with the SPSA in the following manner:

September 14, 2022: TLE staff reviewed the 2022-2023 SPSA goals and outcomes to update goals for student learning and strategies to support all students in achieving learning goals.

September 29, 2022: SSC reviewed the 2022 CAASPP achievement data for 3rd-5th grades as well as Star Math and Reading screening data from the start of the year. The plan to support all students was discussed, including the need for ongoing differentiation and the added math support plan that mirrors the current literacy support plan. SSC also reviewed goals and strategies for the school year, building on previous years' growth and learning. Site Council agreed that existing goals and strategies should be continued and approved

October 18, 2022: Principal met with ELAC to review 2022 CAASPP achievement and to get input on goals and strategies.

November 3, 2022: SSC met to review feedback from ELAC, updated budget, and learning goals, and approve the SPSA. The shift to the new SPSA format was highlighted, and all parts of the 22-23 SPSA and 21022 transitional document were reviewed.

November 16, 2022: Tahoe Lake Elementary SPSA approved by the TTUSD Board of Trustees.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0.45%	0.4%	0.93%	1	1	3
Filipino	0%	%	0.31%	0		1
Hispanic/Latino	29.02%	27.4%	23.05%	65	66	74
Pacific Islander	0.45%	0.8%	%	1	2	
White	63.39%	64.3%	67.60%	142	155	217
Multiple/No Response	4.91%	5.4%	5.92%	11	13	19
	Total Enrollment			224	241	321

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	58	55	66
Grade 1	42	45	50
Grade 2	30	43	49
Grade3	55	33	46
Grade 4	39	65	40
Grade 5			70
Total Enrollment	224	241	321

Conclusions based on this data:

1. Tahoe Lake's enrollment grew in 2021-2022 with the return of 5th grade and remains stable. We anticipated growth when we returned to our modernized home campus in Tahoe City in 2020-2021, which did occur. We also gained many new students as families were able to relocate to the Tahoe area as part of the remote work trend during the Covid-19 pandemic.
2. Tahoe Lake's Hispanic and EL population has declined over the last several years as more of our Hispanic and Spanish Speaking lakeside families have chosen to enroll their children in the two-way immersion program at Kings Beach, which often means children can walk to Kings Beach as their neighborhood school rather than ride the bus. Growing our population of English Learners is a high priority and we will strategize outreach to increase enrollment.
3. Tahoe Lake Elementary's Special Education population has consistently hovered around 20% of the student enrollment.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% as measured by CAASPP: SBAC ELA. (59% of 3rd, 4th, and 5th grade students will meet or exceed standard).

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards designated as SED by 3% as measured by CAASPP: SBAC ELA (36% of 3rd, 4th, and 5th grade students designated SED will meet or exceed standard)

Site Goal 1B (Target Student Group: EL):

By the end of the 2022-2023 school year, Tahoe Lake Elementary students designated as English Learners scoring 'moderately developed' and 'well developed' will increase by 3% each.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2021-2022 CAASPP and Renaissance Learning forecast tool.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>CAASPP - SBAC ELA 2022</p> <p>All: 56% Hispanic: 23% White: 68% EL: 10% RFEP: 42% SED: 33% SWD: 17%</p> <p>*data suppressed student group =< 10 students</p>	<p>CAASPP - SBAC ELA 2023</p> <p>ALL: 59% Hispanic: 25% White: 75% EL: 12% RFEP: 45% SED: 36% SWD: 20%</p> <p>*data suppressed student group =< 10 students</p>
ELPAC	<p>EL: (ELPAC and RFEP rates)</p> <p>2% Well-developed on ELPAC Overall Language 41% Moderately-developed on ELPAC Overall Language</p>	<p>EL: (ELPAC and RFEP rates)</p> <p>5% Well-developed on ELPAC Overall Language 44% Moderately-developed on ELPAC Overall Language</p>

Metric/Indicator	Baseline	Expected Outcome
SED: Star Reading and Star Early Literacy	Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.	Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.

Planned Strategies/Activities

Strategy/Activity 1

#1 Continue to use universal screening using Star Reading and Star Early Literacy as outlined by the published district assessment calendar and progress monitoring at the site level.

Students to be Served by this Strategy/Activity

All students, with special focus on EL and SED subgroups.

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

#2 Focus on high quality reading instruction with a focus on LETRS/The Science of Reading: Continue to provide professional development for all teachers in the Science of Reading with LETRS training. Provide classroom resources to support instruction based upon LETRS/The Science of Reading.

Students to be Served by this Strategy/Activity

All Students with a focus on small group differentiated instruction for EL and SED students with Reading Intervention Teacher, Classroom Teachers, and EPs based on LETRS/The Science of Reading.

Timeline

2022-2023 school year

Person(s) Responsible

School admin and staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

#3 Continue to provide targeted and differentiated reading instruction for all students, with special focus on SED and EL students.

Continue using district intervention programs (SIPPS, Sonday) with students identified as needing instruction in phonics and phonemic awareness.

Students to be Served by this Strategy/Activity

All students, with special focus on SED and EL students.

Timeline

2022-2023

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

#4 Implement PDSA (Plan Do Study Act) at all grade levels with focus on meeting grade level standards and at least a year's growth for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

#5 Provide reading development support via Lexia with supplemental Chromebooks that students can keep at home.

Students to be Served by this Strategy/Activity

Priority for SED and ELD students.

Timeline

2022-2023 School Year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% as measured by CAASPP: SBAC Math.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for this goal is the 2021 Math CAASPP results and the Renaissance Learning Forecast tool predictions for the 2021-2022 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2022 ALL: 55% Hispanic: 25% White: 67% EL: 5% RFEP: 42% SED: 30% SWD: 17%	CAASPP - SBAC Math 2023 ALL: 58% Hispanic: 28% White: 70% EL: 8% RFEP: 45% SED: 33% SWD: 20%

Planned Strategies/Activities

Strategy/Activity 1

Continue universal screening and progress monitoring using Star Math and STAR Early Literacy as outlined by the district assessment calendar and progress monitoring at the site level.

Students to be Served by this Strategy/Activity

All students, with special focus on EL and SED subgroups.

Timeline

2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Use Everyday Math curriculum and strategies across all grade levels with a focus on math message and focus lessons, math boxes, and vocabulary development.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand the use of differentiated instruction and 'walk to learn' in math under the leadership and instruction of a Math Intervention teacher.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Amount	58,053
Source	Title I
Budget Reference	None Specified
Description	Math Intervention Teacher

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative School Culture

Goal Statement

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increased positive attendance, monitoring of student well-being via the Aperture tool, and recognition of positive student behaviors via Cub Cards and Principal's Kindness Awards.

Additionally, more ways for parents to be involved in school will be identified and clearly communicated to all parents, with a focus on learning support outside of the school day.

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

School Completes see Addendum for Basis for this Goal section

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2022 ALL:0 White: 2 Hispanic: 0 SED: 0 Ever EL: 0 SWD: 0	Suspension Rate: 2023 ALL: 0 White:0 Hispanic: 0 SED: 0 Ever EL: 0 SWD: 0
Chronic Absenteeism	Chronic Absenteeism 2022 ALL: 20% White: Hispanic: SED: 8% Ever EL: % SWD: 17%	Chronic Absenteeism 2023 ALL: 17% White: Hispanic: SED: 10% Ever EL: 15% SWD:15%

Planned Strategies/Activities

Strategy/Activity 1

Monitor student social and emotional well-being via the Aperture assessment tool as a social-emotional screener to identify at-risk students and provide support and intervention as needed.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to foster positive social skills via Second Step instruction in the classroom and anti-bully instruction with the Counselor.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Implement and complete the safe, caring adult survey at the beginning and end of the school year. Increase focus on and monitoring of student connection to school, staff, and peers with support from personnel from Placer County Family and Children's Services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue working with all families to increase positive attendance and support students with attendance concerns.

Students to be Served by this Strategy/Activity

All students, with special focus on EL and SED subgroups.

Timeline

2022-2023 School Year

Person(s) Responsible

Administration and Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Increase ways for parents to be more involved in their students' learning.

Students to be Served by this Strategy/Activity

All students, with a focus on SED and EL students.

Timeline

2022-2023

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Increase learning support opportunities outside of the school day.

Students to be Served by this Strategy/Activity

All students, with a focus on SED and EL students.

Timeline

2022-2023 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Science

Goal Statement

By the end of the 2022-2023 school year, Tahoe Lake Elementary will continue to progress in the implementation of NGSS to enhance our focus on hands-on and environmental science.

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

Student engagement and achievement in science learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Common assessments in science at each grade level	2022-2023 is baseline year	2022-2023 is baseline year

Planned Strategies/Activities

Strategy/Activity 1

Common assessments in science with pre- and post- data to measure student learning.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Tahoe Lake Elementary will partner with SWEP, TINS, and other community resources to enhance student learning in science.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Tahoe Lake Elementary will use our local Tahoe environment to support engagement and understanding of environmental science.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% as measured by CAASPP: SBAC ELA. (54% of 3rd, 4th, and 5th grade students will meet or exceed standard).

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards designated as SED by 3% as measured by CAASPP: SBAC ELA (33% of 3rd, 4th, and 5th grade students designated SED will meet or exceed standard)

Site Goal 1B (Target Student Group: EL):

By the end of the 2022-2023 school year, Tahoe Lake Elementary students designated as English Learners scoring 'moderately developed' and 'well developed' will increase by 3% each.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	<p>CAASPP - SBAC ELA 2022</p> <p>ALL: 54% Hispanic: 22% White: 72% EL: 9% RFEP: * SED: 33% SWD: 48%</p> <p>*data suppressed student group =< 10 students</p>	<p>CAASPP - SBAC ELA Actual 2022</p> <p>ALL: 56% Hispanic: 23% White: 68% EL: 10% RFEP: 42% SED: 33% SWD: 17%</p> <p>*data suppressed student group =< 10 students</p>
ELPAC	<p>EL: (ELPAC and RFEP rates)</p> <p>17% Well-developed on ELPAC Overall Language 45% Moderately-developed on ELPAC Overall Language</p>	<p>EL: (ELPAC and RFEP rates)</p> <p>0% Well-developed on ELPAC Overall Language 35% Moderately-developed on ELPAC Overall Language</p>
SED: Star Reading and Star Early Literacy	<p>Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.</p>	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
#1 Continue universal screening and progress monitoring of all students using Star Reading and Star Early Literacy as outlined by the district assessment calendar.	Implemented as planned		
#2 Focus on high quality reading instruction with a focus on LETRS/The Science of Reading: Continue to provide professional development for all teachers in the Science of Reading with LETRS training. Provide classroom resources to support instruction based upon LETRS/The Science of Reading.	Implemented as planned		
#3 Continue to provide targeted and differentiated reading instruction for all students, with special focus on SED and EL students.	Implemented as planned		
#4 Implement PDSA (Plan Do Study Act) at all grade levels with focus on meeting grade level and at least a year's growth for all students.	Implemented as planned	Use available Chromebooks for students to keep at home to access learning resources and tutoring	
Provide reading development support via Lexia with supplemental Chromebooks that students can keep at home.	Implemented as planned	Schoolwide Lexia license to support student reading development in centers at school with supervision and at home both over summer and during the school year.	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The walk-to-learn model for differentiation using Enhancement Paraprofessional and Intervention teacher support was effective and allowed for individual student needs to be met in small groups.

LETRS training based on the science of reading for all staff was effective and shifted instruction in reading.

All teachers participated in two PDSA cycles to monitor continuous improvement in practice to support the goal of high levels of learning for all students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student outcomes in ELA as measured by CAASPP were met overall and for all subgroups except for the White and SWD subgroups. While the SWD subgroup did not meet the CAASPP goal, all students with IEPs are also monitored individually and nearly all met their individual goals in ELA. Providing small-group, differentiated instruction continued to be an effective strategy to meet students where they are as learners and to provide tailored instruction to support maximum growth. The use of a variety of assessment measures to monitor student progress and to inform instruction was also key.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As all staff learn more about the science of reading through LETRS training, instruction will continue to be refined and tailored to student need. The walk-to-learn model for differentiated instruction will continue, but is impacted by an open Enhancement Paraprofessional position as decreased staffing impacts group sizes. Tahoe Lake will continue to work to be fully staffed. We will continue to focus on individual growth for all students in meeting grade level standards as well as 3% growth as measured by CAASPP for all subgroups.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By the end of the 2022-2023 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% as measured by CAASPP: SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	<p>Expected Outcome by June 2022 CAASPP - SBAC Math 2022</p> <p>ALL: 43% Hispanic: 23% White: 59% EL: 7% RFEP: 33% SED: 27% SWD: 16%</p>	<p>Actual Outcome by June 2022 CAASPP - SBAC Math 2022</p> <p>ALL: 54% Hispanic: 26% White: 64% EL: 5% RFEP: 42% SED: 28% SWD: 16%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue universal screening and progress monitoring using STAR Math and STAR Early Literacy as outlined by the district assessment calendar.	Implemented as planned	See Budget Summary None Specified None Specified 0	
Use Everyday Math curriculum and strategies across all grade levels with a focus on math message and focus lessons, math boxes, and vocabulary development.	Implemented as planned		
Expand the use of differentiated instruction and 'walk to learn' in math.	Implemented as planned		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

54% of all students at Tahoe Lake met or exceeded standard in math as measured by the CAASPP, which was 11% more than the targeted goal. Cohort growth from 3rd-4th grade and 4th-5th grade was significant as measured by CAASPP. For example, the amount of students exceeding standard in math grew by 18% between 4th and 5th grade (35% of 5th grade students exceeded standard on CAASPP math). Math will continue to be highlighted as a school-wide area of need with differentiation to support whole-class instruction a primary strategy.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Math goals for student learning as measured by CAASPP were met for all subgroups, with the exception of the English Learner subgroup. EL achievement as measured by standardized assessments is an area of concern and will be a special focus in 2022-2023. In 2021-2022, 72% of English Learners showed 'high growth' as measured by Star Math, but only 11% showed 'high proficiency.' EL students will be monitored individually with the goal of achieving both 'high growth' and 'high proficiency.' When looking at all students, 80% were determined to have 'high growth' as measured by Star Math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Math has long been an area of concern at Tahoe Lake as students have not historically shown the same levels of achievement in math as they have in ELA. In 2021-2022 the staff worked hard to create a model for math instruction similar to the walk-to-learn differentiation model that has long been in place for ELA. This focus will continue and will increase in 2022-2023 with the addition of a math intervention teacher funded by Title 1 monies.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Throughout the 2022-2023 school year, Tahoe Lake Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increased positive attendance, monitoring of student well-being via the DESSA tool, recognition of positive student behaviors via Cub Cards and Principal's Kindness Awards, and use of strategies from Second Step and Soul Shoppe to support student ability to confidently and safely navigate the social aspects of school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate 2022 ALL: 0 White: 0 Hispanic: 0 SED: 0 EverEL: 0 SWD: 0	2021-2022 ALL: 1% Hispanic: 0% White: 1% EL: 0% SED: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2022 ALL: 13% White: 10% Hispanic: 20% SED: 23% EverEL: 35% SWD: 16%	2021-2022 ALL: 20% White: 17% Hispanic: 30% SED: 9% EL: 33% SWD: 17%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monitor student well-being via the Aperture assessment tool as a social-emotional screener to identify at-risk students and provide support and intervention as needed.	Implemented as planned		
Continue to foster positive social skills via Second Step instruction in the classroom and anti-bully instruction with the Counselor.	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Decrease the number of students in the 'needs instruction' category as measured by Aperture-mini and Aperture social-emotional screener.	Implemented as planned		
Recognize students who show great character and kindness with Principals' Kindness awards	Implemented as planned		
Work with Soul Shoppe to implement the Peacemakers program as well as the use of the I-Message and Clean Up with all students.	Implemented as planned		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Students' social-emotional well-being was the overarching focus for all we did last year. It is always Tahoe Lake's goal to foster a positive and safe learning environment in which ALL students feel confident and capable in their learning. All teachers teach the Second Step curriculum on a weekly basis and all students participated in workshops with Soul Shoppe to learn how to use the I-Message, the Clean Up, and to learn about regulating their emotions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, Tahoe Lake is a safe and respectful school for all students. In the 2021-2022 school year there were a higher number of students needing targeted social-emotional support than previous years for a variety of reasons, many of the reasons were in some way tied to the impact of the pandemic. Classroom teachers, counselor, principal, and school psychologist teamed to monitor the well-being of all students, but especially of students identified as being at risk. Students with individual needs were provided all available supports and families were brought in to help support students when necessary and possible. Student perception of school connection was a special focus. In a survey of 4th and 5th-grade students, 82% reported they felt connected and cared for at school most or all of the time.

Attendance was a concern in 2021-2022. Student attendance was significantly impacted by Covid guidelines and 20% of students were considered chronically absent. Of those students, the majority of absences were Covid related. It is anticipated that this will be greatly improved going forward as we move out of the pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The social-emotional well-being of all students will continue to be a focus of all work done at Tahoe Lake. Positive behaviors will continue to be recognized and students needing guidance will be identified and provided support. An assistant principal has been added two days a week to Tahoe Lake and she will focus on increasing positive attendance. Second Step instruction will continue in all classrooms and we will host Soul Shoppe workshops for all students to continue the use of the Peacemakers program as well as how to use the common language of the I-Message and Clean Up. Additionally, personnel from Placer County Family and Children's Services will partner with Tahoe Lake to implement Caring Connections surveys, monitoring tools, and strategies to support student well-being.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

By the end of the 2022-2023 school year, Tahoe Lake Elementary will continue to progress in the implementation of NGSS to enhance our focus on hands-on science.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Common assessments in science at each grade level	2022-2023 is baseline year	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Common assessments in science with pre- and post- data to measure student learning.	Partially implemented	See Budget Summary None Specified None Specified 0	
Tahoe Lake Elementary will partner with SWEP, TINS, and other community resources to enhance student learning in science.	Partially implemented		
Tahoe Lake Elementary will use our local Tahoe environment to support engagement and understanding of environmental science.	Partially implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The use of hands-on and environmental science as an umbrella for learning across all content areas continues to promote high levels of engagement for students at Tahoe Lake; however, the science focus was impacted over the last two years by Covid related disruptions. Many hands-on elements and community partnerships had to be greatly altered or stopped for health guidelines. In light of this, Tahoe Lake is in a time of rebuilding for the school-wide science focus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Formal measurements were not conducted in 2021-2022 in science for school-wide focus. 5th grade students took the California Science Test (CAST) as part of CAASPP and 54% met or exceeded standard, which was 6% higher than the TTUSD average and 23% higher than the state average.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school-wide science focus will continue to be refined and implemented to support high levels of engagement in learning.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Stephanie Foucek	Principal
Suzanne Beye	Classroom Teacher
Judi Scoville	Classroom Teacher
Addie Gramanz	Other School Staff
Laurie Taylor	Parent or Community Member
Lauren Chorey	Other School Staff Parent or Community Member
Erica Shea	Parent or Community Member
Dave Shelton, Chairperson	Parent or Community Member
Cathee Perkins	Other School Staff
Kat Soltanmorad	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/3/2022.

Attested:

Principal, Stephanie Foucek on 11/3/2022

SSC Chairperson, Dave Shelton on 11/3/2022

Tahoe Lake Elementary School School-wide Program Requirements

Tahoe Lake Elementary School completed a school-wide comprehensive needs assessment by having members of the school community:

- Analyze student data from the following sources: CAASPP, CELDT, demographic data, information from SARC, and local assessments such as information included in Report Cards, and specific classroom performance data to determine strengths and weaknesses in student achievement.
- Parents complete a survey of school programs
- PTO, the school leadership team, ELAC, and School Site Council review the student performance data and provide input
- Community members provide input through school meetings and the annual parent survey
- The comprehensive needs assessment became the driving force for the school wide reform strategies and the foundation of the School Wide Plan
- For additional information see the School Accountability Report Card

School-wide Reform Strategies

Curriculum:

- Ensure that all students have equitable access to a guaranteed and viable curriculum via the TTUSD Scope and Sequence for each grade level
- Ensure a safe and supportive culture for students and staff
- Ensure that all students have adequate instructional materials
- Provide quality, daily English Language Development with an emphasis on building academic vocabulary
- Articulate curriculum within and across grade levels so that everyone, students and staff, is using the same academic language
- Present California Standards and Learning Objectives in student-friendly terms. “Unwrap” standards so that they are easily accessed by students
- Use proficiency scales to guide and monitor student learning
- Establish clear learning goals for all students in every content area
- Provide high quality interventions to students who are below grade level
- Ensure that students receive Universal Access instruction for the core content and adoptions
- Align PE, music, and library to support the core academic curriculum and student learning goals
- Monitor student progress with formative and summative assessments. Use those assessments to guide and improve first instruction
- Work closely with the academic coach to improve the quality and cohesion of instruction
- Identify effective instructional strategies to support individual student needs and continue to use standards based district adopted materials as appropriate to support instruction of the California Standards
- Assist students with goal setting and have students monitor their individual progress
- Review and explicitly teach the writing process, using the Step up to Writing strategies

- Provide opportunities for writing in all content areas
- Combine science inquiry process with journal writing to develop literacy
- Expand the use of Accelerated Reader, Reading A-Z and other technology tools to assess student learning in ELA
- Explicitly teach test-taking strategies to reduce test anxiety
- Explore and expand technology aided learning
- Support EL parents by providing translations during PTO and other parent meetings
- Provide parent education as it relates to assisting students with study skills
- Increase communication with parents about student achievement
- Provide collaboration time and on site staff training on research based instructional strategies. During collaboration time teachers will discuss solid first teaching strategies, create common assessments, analyze data, use the data to inform their instruction
- Implement RtI ² more fully serving students who need re-teaching as well as acceleration
- Implement differentiated curriculum to provide for the needs of students identified as needing intervention or enrichment in all content areas
- Continue BEST (Building Effective Schools Together) lessons, Second Step, individual and small group counseling, and character education to meet students' needs and improve school climate.
- Utilize common terminology as it relates to student-friendly standards, both academically and socially
- Utilize second language acquisition and science as classroom enrichment
- Continue student assemblies that focus on targeted student behaviors such as perseverance and contribution to the school community
- Maintain appropriate follow-through with discipline designed to change student behavior

Schedule

- Continue to structure the school day so that the curriculum is taught within blocked periods, allowing for leveled instruction at each grade level
- Ensure that English Language Learners are appropriately grouped within the 30 minutes of English Language Development instruction, four times a week
- Use pacing guides established by the District Curriculum Committee to ensure that all Common Core Standards are covered to the depth and degree necessary for student achievement
- Maintain a master schedule that allows for common collaboration times at each grade level at least once a week
- Minimize interruptions to academic instruction

Instruction by High Quality Teachers

- Continue to fill all credentialed positions with credentialed teachers

Professional Development

- Provide staff development and support in line with the TTUSD Instructional Framework
- Provide in-service on technology tools to familiarize teachers on how to retrieve data to analyze student achievement

- Provide instruction on how to incorporate more technology into the classroom
- Continue to implement the grade level team and inquiry model
- Provide time for teachers to collaborate and to share their findings with the staff
- Focus staff development around the four basic questions:
 - What do we want students to learn?
 - How are we going to know if they learned it?
 - What will we do for those who have not learned it?
 - What will we do for those who already learned it?
- Academic coaches will continue support to grade level teams to facilitate the grade level team inquiry model
- Train teachers on all software in the school that supports the curriculum, especially in intervention and Enrichment
- Support the BEST discipline approach to help with implementation
- Support teachers on Science Integration with ELA and math
- Provide continuing training on implementation of the California Standards

Attracting High-Quality Teachers

- Implement peer observations across the school
- Encourage and support staff to become master teachers
- Work closely with our human resources department to attract highly qualified teachers

Parent Involvement

- Work closely with Site Council, PTO, and ELAC to supplement and enrich programs
- Ask Site Council, PTO, and ELAC for input on site plan and survey questions for school improvement
- Continue consistent communication, including phone calls, emails, as well as weekly parent letters from teachers
- Involve parents in Second Step and BEST lessons with home-school connections
- Schedule ELAC, PTO, and Site Council to maximize parent involvement
- Continue partnerships with A+ and BGC to assist parents with homework help and before and/or after school care
- Include parent education topics at all parent meetings

Transitions

- Continue Pre K/Kindergarten articulation meetings
- Continue Transitional Kindergarten
- Continue support for students needing intervention to enroll in Power Summer
- Provide parent education on School Readiness during kindergarten previews
- Provide a kindergarten open house in the spring and before school starts in the fall to allow preschool students and their families to visit the classroom
- Establish tool kits for parents that include activities during the summer for families to keep academic skills strong

Teacher Decision-Making

- Enlist staff support in scheduling and planning collaborative time
- Provide time for staff to articulate across grade levels and school sites to improve communication and support for student learning.
- Create and monitor formative assessments during grade level collaboration time. Based on the results, support grade level teams implement flexible groupings, in class interventions and extensions, and assign students to before and after school interventions
- Analyze STAR Reading and Math, CAASPP, and other local data to inform instruction
- Identify students who need enrichment and intervention
- Collaborate as a grade level team to develop a pyramid of intervention
- Develop common formative assessments through collaborative decision-making

Safety Net (additional assistance for students not meeting standards)

- Use intervention strategies within the classroom, and with support staff
- Utilize flexible grouping strategies
- Continue to encourage students to attend A+ and Boys and Girls Club Power Hour and RAP for after school academic support
- Expand the use of Reading A-Z, Accelerated Reader, and other educational software programs
- Implement intervention more fully with support from the special education staff.
- Provide tool kits for students during summer to practice targeted skills
- Increase the use of graphic organizers to help students access curriculum

Coordination and Integration (federal, state and local programs and services)

- Monitor purchase orders, applications to attend staff development, and expense claims for compliance
- Review allowable categorical expenditures and monitor these expenditures and all carryovers
- Oversee and monitor the budget every quarter
- Work with Site Council, PTO, and ELAC to supplement and enrich school programs
- Continue to educate students on school wide character education, including BEST lessons, Second Step, Mindfulness, and character traits.
- Provide education for parents on leadership and school involvement

2022/2023 Tahoe Lake Elementary

** Allocations are tentative and are subject to change as more information becomes available

Site Funds						Measure AA (Resource 9103)								District Funds					
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title I	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1		
		\$55/pp	\$20/pp	Carryover															
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010/SO 99	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 0999	
		\$17,655	\$6,420	\$10,661	\$56,858	\$7,250	\$1,450	\$23,200	\$870	\$5,800	\$7,250	\$5,630	\$5,300	\$34,044	\$132,903	\$67,461	\$0	\$16,298	

2022/2023 Allocation

FTE	Total Cost
0.70	\$96,085
0.10	
0.60	\$78,612
0.10	\$11,410
0.50	\$58,053
0.46875	\$21,505
0.40	\$34,044

															\$28,624	\$67,461			
															\$78,612				
															\$11,410				
				\$1,195	\$56,858														
															\$14,257			\$16,298	
														\$34,044					

Total Funds Used	\$0	\$0	\$0	\$0	\$1,195	\$56,858	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$34,044	\$132,903	\$67,461	\$0	\$16,298	\$0	\$0
Remaining Funds	\$0	\$0	\$17,655	\$6,420	\$9,466	\$0	\$7,250	\$1,450	\$23,200	\$870	\$5,800	\$7,250	\$5,630	\$5,300	\$0	\$0	\$0	\$0	\$0	\$0	\$0