

**Tahoe Lake Elementary School
Accountability Plan
(SPSA, Safety Plan and Title I Schoolwide Plan)**

The Single 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.

CDS Code: 31 66944 6031314

Principal Name: Stephanie Foucek

District Name: Tahoe Truckee Unified School District

SPSA Revision Date:

ELAC Approval Date: 4/6/2021

SSC Approval Date:

Local Board Approval Date:

Review of Performance (local assessment data only)

Celebrations:

- We are surviving the pandemic! Our students are happy to be back at school five days a week and we are actively gathering evidence that shows that learning has continued in spite of everything!

Areas of Need:

- Learning loss due to time out of school needs to be addressed for all students, but especially for our SED and EL student subgroups.

Demographic Data:

	Enrollment	White	Ever EL	RFEP	SED	Hispanic	SWD	Homeless
2017-2018	257	156 (61%)	84 (33%)	12 (33%)	134 (48%)	94 (37%)	44 (17%)	2 (.7%)
2018-2019	247	152 (62%)	41 (17%)	12 (5%)	95 (38%)	80 (32%)	38 (15%)	2 (.8%)
2019-2020	225	150 (67%)	32 (14%)	19 (8%)	92 (41%)	65 (29%)	37 (16%)	2 (.8%)
2020-2021	241	152 (66%)	54 (22%)	12 (5%)	84 (35%)	60 (26%)	27 (11%)	4 (1.5%)

Conclusions based on this data:

- Tahoe Lake has seen an increase in enrollment this year. This was anticipated with our return to our modernized home school in Tahoe City following three years in our temporary home at Rideout. The demographic profile of students has stayed fairly stable over the last several years.

District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1:

79% of fourth grade students will meet or exceed standard on CAASPP ELA, an increase of 5% for the cohort.

Additionally, by the end of the 2019-2020 school year, Tahoe Lake Elementary School cohorts in grades Transitional Kindergarten through fourth grade will show at least one year's growth in reading on common assessments.

Site Goal 1 was not met because CAASPP was not administered in 2019-2020.

In addition to CAASPP not being administered in 2019-2020, all grade levels were unable to administer valid end of year assessments due to circumstances of distance learning.

2019-2020 Planned Activities/Strategies:

- Implement the adopted ELA curriculum, *Wonders*
- Continue use of CAFE/Daily 5 and *Step up to Writing*
- Continue use of Proficiency Scales as developed
- Increase focus on Academic Conversation in conjunction with CALLI work
- Continue Reading Intervention program with credentialed teacher to support students at all grade levels, with an emphasis on third and fourth grades
- Continue use of STAR Reading and STAR Early Literacy assessments to identify and monitor students for intervention and acceleration at third and fourth grades.
- Continue use of Fountas and Pinnell Assessment to monitor all kindergarten and first grade students as well as students reading below grade level at second, third, and fourth grades.
- Continue regular use of technology at second, third, and fourth grades to develop online testing skills
- Continue consistent grade level collaboration focused on literacy development in conjunction with Reading Intervention teacher
- All teachers will set instructional goals aligned with the TTUSD Instructional Framework and High Reliability Schools model

2019-2020 Actual Activities/Strategies:

- Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:
- Implemented the adopted ELA curriculum, *Wonders*
 - Continued use of CAFE/Daily 5 and *Step up to Writing*
 - Continued use of Proficiency Scales as developed
 - Increased focus on Academic Conversation in conjunction with CALLI work, especially in ELD
 - Continued Reading Intervention program with credentialed teacher to support students at all grade levels, with an emphasis on third and fourth grades
 - Continued use of STAR Reading and STAR Early Literacy assessments to identify and monitor students for intervention and acceleration at third and fourth grades.
 - Continued use of Fountas and Pinnell Assessment to monitor all kindergarten and first grade students as well as students reading below grade level at second, third, and fourth grades.
 - Continued regular use of technology at second, third, and fourth grades to develop online assessment skills-- applied primarily to Star Reading and Math as school closed as we were beginning a transition to CAASPP testing format

- Support TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals

- Continued consistent grade level collaboration focused on literacy development in conjunction with Reading Intervention, Special Education, and ELD teachers
- All teachers set instructional goals aligned with the TTUSD Instructional Framework and High Reliability Schools model; however this work was tabled to 2020-2021 when in-person school closed
- Supported TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals

Analysis of Effectiveness:

At the end of the 2019 school year, 74% of all 3rd and 4th grade students Met or Exceeded Standard on ELA CAASPP; which was a cause for celebration. Tahoe Lake was looking forward to seeing increased gains as measured by CAASPP in 2020; however, CAASPP was not administered due to school closures due to COVID-19. 3rd and 4th grade classes were able to administer the Star Reading assessment before schools closed, and that administration showed 80% of all 3rd and 4th grade students reading at or above grade level. If school had continued in-person, it is likely that student achievement would have met the CAASPP goal; however, concerning trends continued with only 50% of SED students and 45% of Ever ELs reading at or above grade level as measured by Star Reading. The achievement gap in reading has been slowly closing at TLE with all students moving up in achievement. In 2014-2015, only 32% of all students met or exceeded standard in reading as measured by CAASPP, but all subgroups have made gains in every subsequent year and we aim to continue supporting all students to achieve greater proficiency levels.

For the last several years, Tahoe Lake has paid special attention to our Hispanic and SWD subgroups as these students were achieving proficiency at the lowest levels at our school, even when showing growth. The growth in percent of students achieving proficiency on multiple measures in these subgroups more closely aligns with what we believe about what our students know and are able to do, and speaks to the coordinated instruction provided by our grade level teams with the Reading Intervention Teacher, ELD Coordinator, Resource staff, Enhancement Paraprofessional, and Librarian. The coordinated instructional efforts of staff create opportunities for all students to receive instruction at an appropriate level, often in small groups, to support maximum growth. Teacher collaboration at Tahoe Lake is focused on individual student learning needs, and student growth in ELA is consistently monitored. Grade level teachers team to provide small group, differentiated instruction in reading, writing, and speaking for students in each grade level to extend first instruction. Student learning is continuously monitored to track individual growth to ensure all students receive appropriate instruction and support to show at least one grade level of academic growth per year. This has become systematic when school is open in-person, and was continued to the greatest possible degree during distance learning.

In addition to implementing the adopted curriculum, *Wonders*, special attention has been paid to the implementation of *Daily 5* and *Step Up to Writing* to support students' literacy development. The *Daily 5* approach has been especially beneficial in terms of meeting and supporting students at their individual levels to promote maximum growth. The use of all three continued in distance learning.

2020-2021 Site Goal 1:

By the end of 2020-2021 school year, 75% of fourth grade students will meet or exceed standard on CAASPP ELA (there is no growth % available as 3rd grade did not take the CAASPP in 2020).

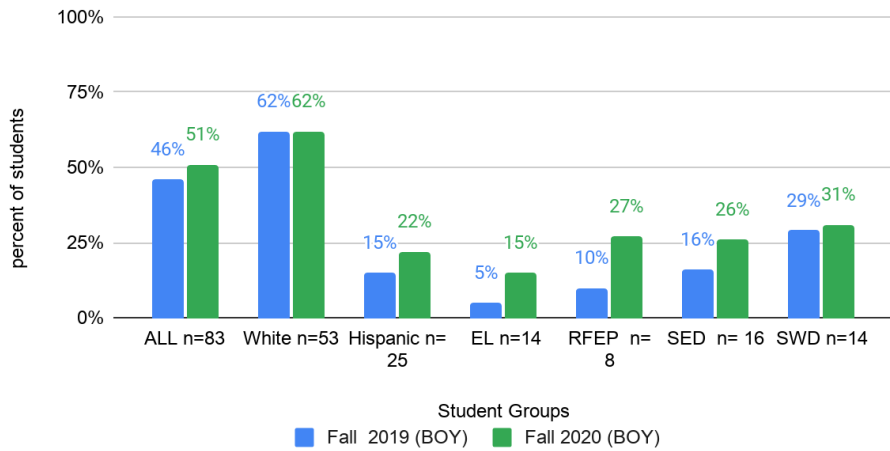
Additionally, Tahoe Lake Elementary School cohorts in grades Transitional Kindergarten through fourth grade will show at least one year's growth-- or Star Reading.

2020-2021 Implemented Activities/Strategies:

- Continued implementation of the adopted ELA curriculum, *Wonders*
- Continued use of CAFE/Daily 5 and *Step up to Writing*
- Continued use of Proficiency Scales as developed
- Continued focus on Academic Conversation in conjunction with CALLI work, especially in ELD
- Continued Reading Intervention program with credentialed teacher to support students at all grade levels, with an emphasis on third and fourth grades
- Continued use of STAR Reading and STAR Early Literacy assessments to identify and monitor students for intervention and acceleration at third and fourth grades.
- Continued use of Fountas and Pinnell Assessment to monitor all kindergarten and first grade students as well as students reading below grade level at second, third, and fourth grades.
- Continued regular use of technology at second, third, and fourth grades to develop online assessment skills-- applied primarily to Star Reading and Math as school closed as we were beginning a transition to CAASPP testing format
- Continued consistent grade level collaboration focused on literacy development in conjunction with Reading Intervention, Special Education, and ELD teachers
- Supported TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals
- Implemented 1:1 check-in and reteaching opportunities with support staff including Principal, Counselor, Enhancement Paraprofessional, and Librarian to support student access to instruction during distance learning.

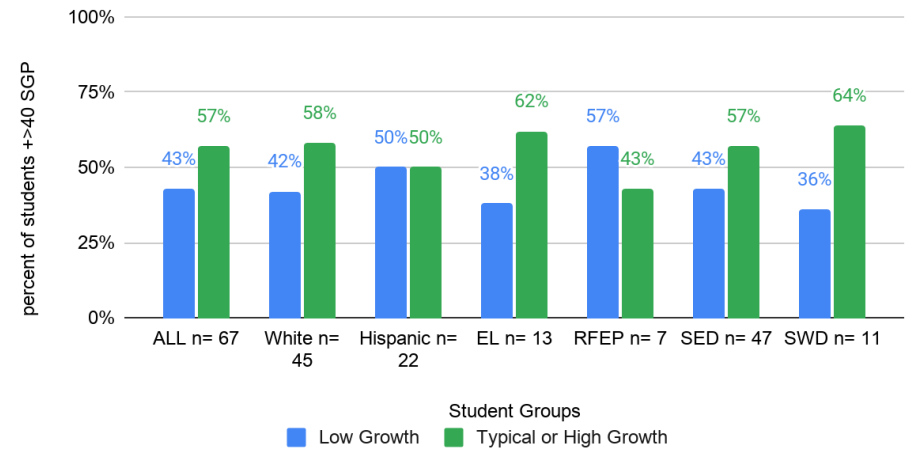
STAR Reading for Grades 3-4

Percent of Students At or Above 75%

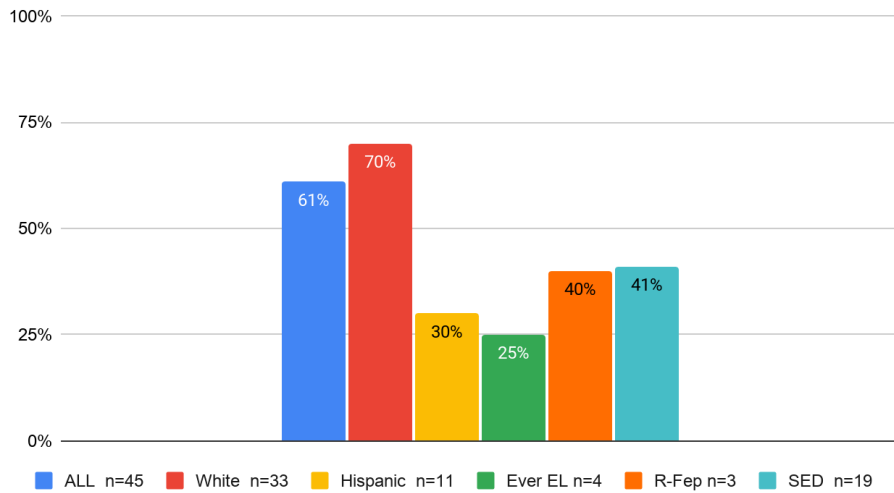


STAR Reading- Student Growth Percentile

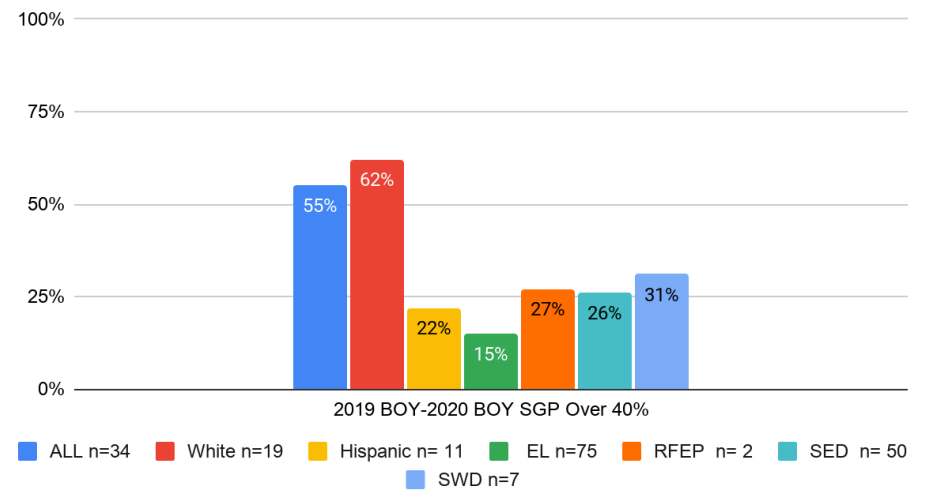
Current Grades 3-4 for Fall 2019 to Fall 2020 (Cohort Data)



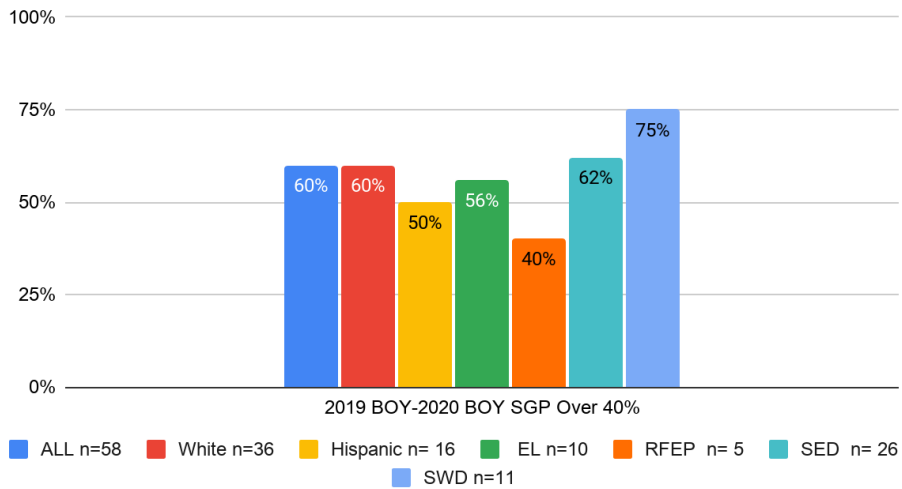
Percent of First Grade Students at SS775 or Higher BOY 2020 on Star Early Literacy



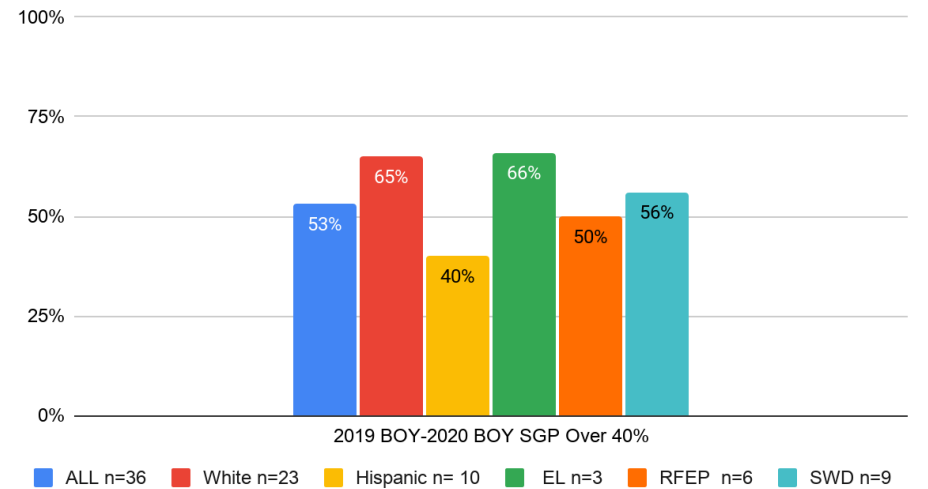
2nd Grade % of Students At or Above 40 SGP



3rd Grade % of Students At or Above 40 SGP



4th Grade % of Students At or Above 40 SGP



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2019-2020 Site Goal 1A (EL Goal):

As measured by ELPAC, English Learners scoring ‘moderately developed’ and ‘well developed’ will increase by 5% each for the 2019-2020 administration.

Site Goal 1A was not met because ELPAC was not administered in 2019-2020

2019-2020 Planned Activities/Strategies:

All teachers will continue to use explicit language goals; additionally, the Principal has joined the CALLI team and the ELD Coordinator is leading classroom workshops in academic discourse strategies to support the TTUSD focus on Speaking and Listening for all students. The academic discourse workshops are based on the following:

For our conversation prompts, consider:

- How do students have sufficient content knowledge to support their conversation?
- How does the prompt allow for multiple perspectives?
- What opportunities for argumentation are there?
- How does the prompt allow for both students to listen and speak in an extended conversation beyond two turns?
- How is the prompt interesting and meaningful to students?

Additionally:

- Refine blended ELD model to improve coordinated instructional content, strategies, and communication amongst teachers (homeroom, ELD Coordinator, Special Education, and Reading Intervention), students, and parents to monitor student progress and learning topics
- Continue and Expand Individual Learning Plans (ILP) for English

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- Explicit use of language goals in all classrooms
- Focus on academic discourse
- Continued use of ILPs and parent meetings to monitor progress
- Provide 30 minutes of designated ELD four times a week for first through fourth grades; provide push-in ELD for TK and Kindergarten for 30 minutes in each class four times a week
- Provide monthly staff development by ELD Coordinator during school-wide collaboration to support implementation of effective speaking and listening strategies for all classrooms
- Explore and implement strategies to increase ability of dually served IEP/EL students to retain and apply new learning
- Daily small group and individual ELD continued when we transitioned to distance learning

Learners

- Provide 30 minutes of designated ELD four times a week for first through fourth grades; provide push-in ELD for TK and Kindergarten for 30 minutes in each class four times a week
- Continue focus on academic discourse and speaking listening/constructive conversations in designated ELD
- Provide monthly staff development by ELD Coordinator during school-wide collaboration to support implementation of effective speaking and listening strategies for all classrooms
- Explore and implement strategies to increase ability of dually served IEP/EL students to retain and apply new learning

Analysis of Effectiveness:

Supporting the needs and measuring the growth of our English Learners is a high priority-- many measurements reflect growth for our English Learners. For example, 62% of our EL students in third and fourth grades showed high growth from beginning of the year 2019 to beginning of the year 2020 as measured by Star Reading. It is evident that student engagement in ELD was highest when the instruction in designated ELD was clearly connected to the content of the grade level classroom rather than a separate focus. To continue to support high levels of engagement, the ELD Coordinator will continue to collaborate with grade level teams to coordinate instruction, and will also use STEMScopes and Mystery Science to reinforce science vocabulary and conceptual development while promoting student engagement.

Despite capturing encouraging levels of growth, the academic progress of English Learners continues to be of concern. We are especially concerned about the lack of growth and level of need we see for our students who are identified for both English Learner and Special Education services, which is a significant number. In 2019-2020 15 of our students were both English Learners and on an IEP for a learning disability, which is 40% of the RSP caseload. Despite receiving the most intensive instructional support, this cohort has traditionally not shown significant growth as measured by standardized assessments. A pattern that has emerged in this cohort is difficulty retaining new learning and skills over time. For example, this cohort shows solid understanding on Accelerated Reader quizzes on appropriately leveled books immediately upon finishing, but struggle with assessments that look for understandings retained over a period of time such as end of unit assessments or the CAASPP. We are looking at ways to improve retention of new learning for our dually served students to increase retention of new learning over time. We continue to refine our ELD instruction to develop language and access content area academics, and to collaborate across ELD, Special Education, and primary instruction in the grade level classrooms.

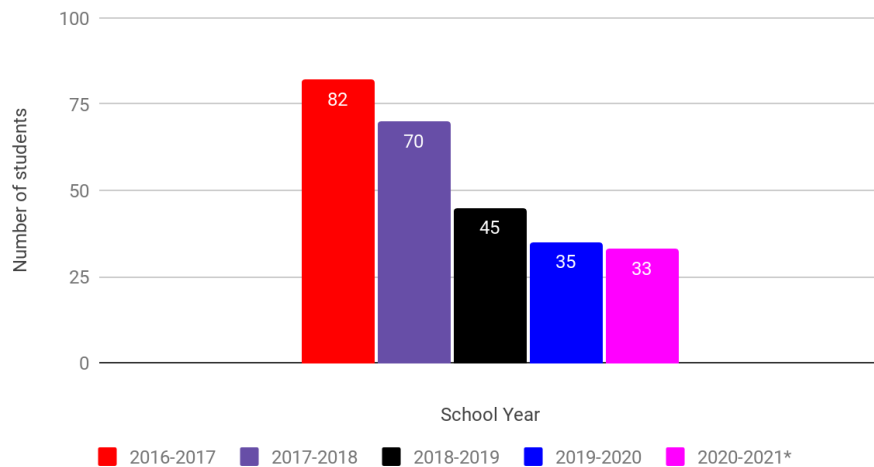
2020-2021 Site Goal 1A:

As measured by ELPAC, English Learners scoring ‘moderately developed’ and ‘well developed’ will increase by 5% each for the 2020-2021 administration.

2020-2021 Implemented Activities/Strategies:

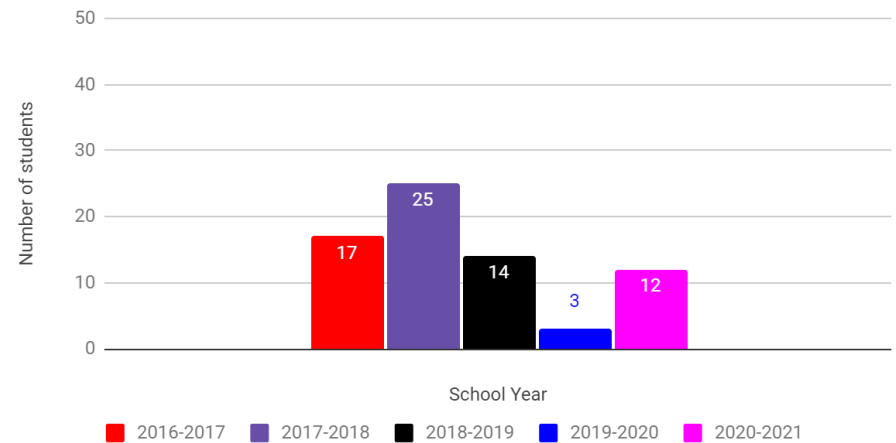
- Focus on academic conversations continued in all classes
- Refine blended ELD model to improve coordinated instructional content, strategies, and communication amongst teachers (homeroom, ELD Coordinator, Special Education, and Reading Intervention), students, and parents to monitor student progress and learning topics
- Continue and Expand Individual Learning Plans (ILP) for English Learners
- Provide 30 minutes of designated ELD four times a week for first through fourth grades; provide push-in ELD for TK and Kindergarten for 30 minutes in each class four times a week
- Provide monthly staff development by ELD Coordinator during school-wide collaboration to support implementation of effective speaking and listening strategies for all classrooms
- Explore and implement strategies to increase ability of dually served IEP/EL students to retain and apply new learning

Total Number of English Learners



At Risk of Becoming Long Term English Learners

Four or five years in the program



District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 2: At least 68% of all students will Meet or Exceed Standard on the CAASSP Math, an increase of 5%.

By the end of 2019-2020 school year, Tahoe Lake Elementary School cohorts in grades Transition Kindergarten through fourth grade will show at least one year's growth on common assessments.

Site Goal 1 was not met because CAASPP was not administered in 2019-2020.

In addition to CAASPP not being administered in 2019-2020, all grade levels were unable to administer valid end of year assessments due to circumstances of distance learning.

2019-2020 Planned Activities/Strategies:

- Continue to work on teaching *Everyday Math* to fidelity
- Continue to study, development, and use of Proficiency Scales to monitor and report student learning
- Continue to use STAR Math and STAR Early Literacy Assessments as a means to track student learning and as a tool to gather more information to inform instruction, ensure full participation in every classroom
- Integrate CAASPP practice and interim assessments into the instructional program in third and fourth grades to build student capacity with the CAASPP interface and to guide instruction
- Continue to focus on the use of technology to show math thinking and skill in all grade levels
- All teachers set instructional goals aligned with the TTUSD Instructional Framework and High Reliability Schools model
- Support TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals
- Continue with Family Math Morning to help families develop familiarity with the math games in *Everyday Math*

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- Continued to work on teaching *Everyday Math* to fidelity
- Continued to focus on the use of technology to show math thinking and skill in all grade levels
- Continued to use Star Math and Star Early Literacy Assessments as a means to track student learning and as a tool to gather more information to inform instruction, ensure full participation in every classroom
- Provided leveled, small group live math instruction at all grade levels while in distance learning

Analysis of Effectiveness:

Math continues to be an area of opportunity at Tahoe Lake; however, there is continuing evidence that student learning in math is continuing to grow. Since the significant movement of students into higher achievement levels on CAASPP can partially be attributed to the ongoing focus on improving math instruction with *Everyday Math*. Concerns about the spiraling nature of math instruction with *Everyday Math* and how to address students' conceptual gap continue, but there is growing evidence that gaps will be addressed over multiple years as students revisit concepts through the multi-year spiraled instruction. An additional ongoing area of concern across all grade levels is the amount of time available for math instruction. Creating adequate math and ELA blocks for instruction is always the primary focus when creating the master schedule; however, even more time would be beneficial, especially this year when our academic time is so impacted due to COVID mitigation. Grade levels have been adding math instruction and practice time to the math block, such as playing math games during transitions, and exploring adding math centers and small group instruction to literacy intervention time.

The view of student growth in math as measured by Star Math and Early Literacy is cause for concern as no subgroup showed a majority of students experiencing typical or high levels of growth. Math instruction and intervention will be the primary focus for school-wide professional development, collaboration, and instruction in the year to come as we work to address gaps that widened during distance learning.

2020-2021 Site Goal 2 : At least 68% of all students will Meet or Exceed Standard on the CAASSP Math, an increase of 5% from the last administration.

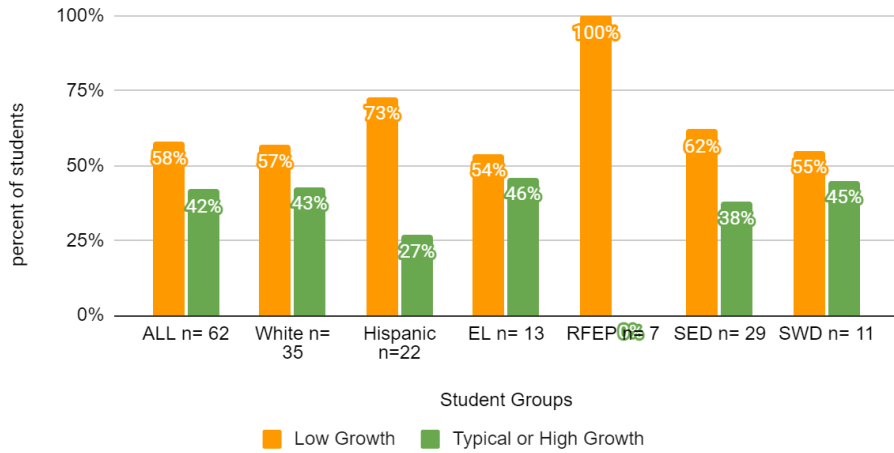
By the end of 2019-2020 school year, Tahoe Lake Elementary School cohorts in grades Transition Kindergarten through fourth grade will show at least one year's growth on common assessments.

2020-2021 Implemented Activities/Strategies: *(despite COVID, what activities/strategies were implemented)*

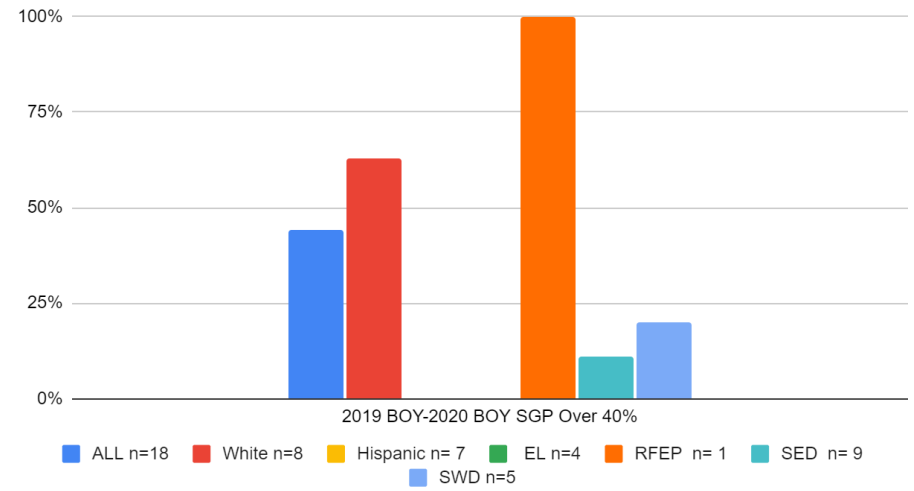
- Continued to work on teaching *Everyday Math* to fidelity
- Continued to focus on the use of technology to show math thinking and skill in all grade levels
- Continued to use Star Math and Star Early Literacy Assessments as a means to track student learning and as a tool to gather more information to inform instruction, ensure full participation in every classroom
- Provided leveled, small group live math instruction at all grade levels while in distance learning

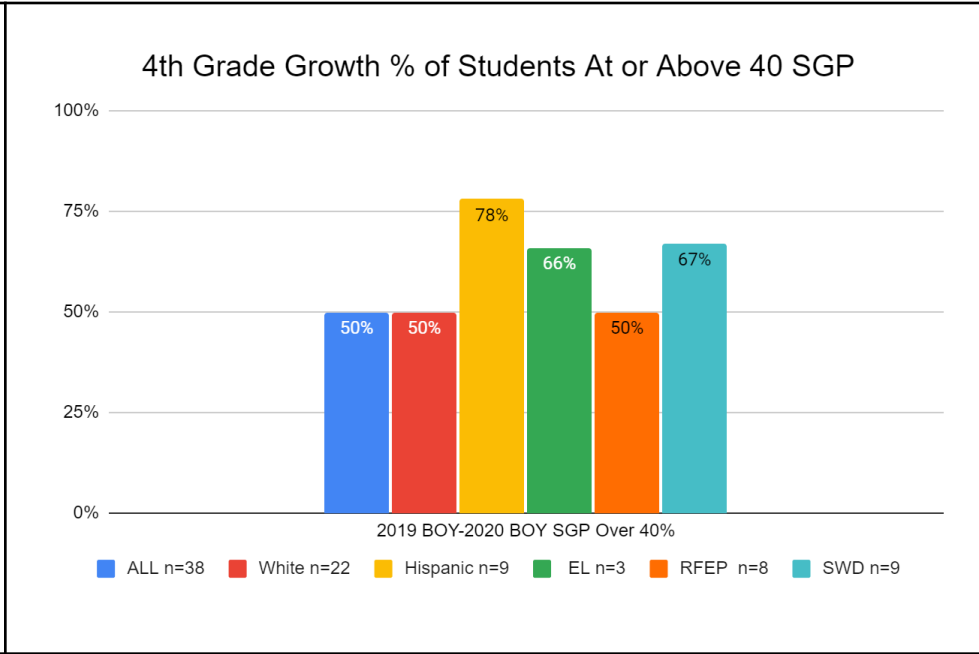
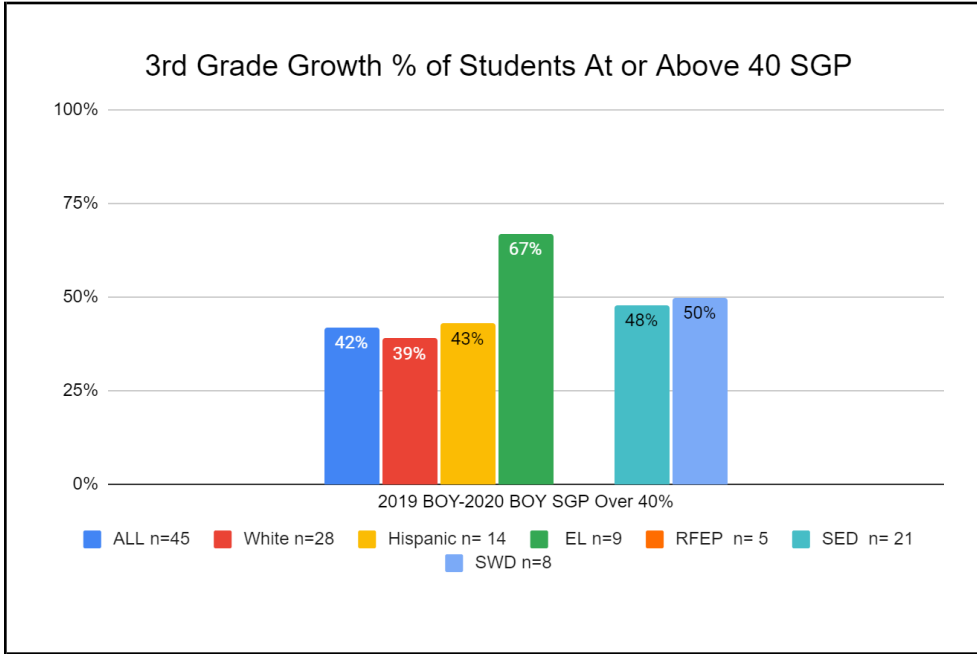
STAR Math- Student Growth Percentile

Grades 3-4 for Fall 2019 to Fall 2020 (Cohort Data)



2nd Grade Growth: % of Students At or Above 40 SGP





District LCAP Goal 3: 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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1

2019-2020 Site Goal: Tahoe Lake Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism, implementing *Second Step* in all classrooms, and positive responses on the parent survey.

2019-2020 Results: Tahoe Lake continued to be a safe and respectful campus supportive of high levels of learning for all students. Chronic absenteeism continued to be a concern, but behavior incidents decreased.

Was the goal met? The goal was met for student behavior, but not for decreasing chronic absenteeism. *Second Step* was implemented in all classrooms. The parent survey was not administered while schools were in distance learning.

2019-2020 Planned Activities/Strategies:

- Ensure all staff are certified in ALICE safety practices
- Practice ALICE safety drills with all grade levels
- Utilize AERIES data and Building Effective Schools Together (BEST) team, leadership, and staff collaboration to identify specific areas of need and conduct Plan, Do, Study, Act cycles of inquiry to reduce problem behavior and increase positive behavior
- Decrease behavioral incidents by implementing and monitoring school wide discipline guidelines and agreed upon protocol, positive reinforcement of desired behaviors, and school wide social-emotional and character building lessons
- Continue systematic attendance monitoring and support for families to support positive attendance
- Strengthen ELAC, PTO, and SSC through promoting parent attendance at meetings and involvement in school events
- Maintain consistent home/school two-way communication via school-wide and grade level team outreach in English and Spanish
- Gather data around HRS Level 1 (Safe and Collaborative School) from all staff to monitor and improve school culture
- Use *Second Step* curriculum and mindfulness work in all classrooms to support positive student behavior and interactions
- Use parent survey results to guide the school plan
- Continue to use ‘I Messages’ and ‘The Clean Up’ and to self advocate and self monitor emotions
- Continue to collect data reflecting level of ‘Safe and Collaborative Culture’ (HRS Level 1)
- Support TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals

2019-2020 Actual Activities/Strategies:

- Ensured all staff are certified in ALICE safety practices
- Practiced ALICE safety drills with all staff, and read *I’m Not Scared, I’m Prepared* with all classes
- Utilized AERIES data and Building Effective Schools Together (BEST) team, leadership, and staff collaboration to identify specific areas of need
- Focused on decreasing behavioral incidents by implementing and monitoring school wide discipline guidelines and agreed upon protocol, positive reinforcement of desired behaviors, and school wide social-emotional and character building lessons
- Continued systematic attendance monitoring and support for families to support positive attendance
- Maintained consistent home/school two-way communication via school-wide and grade level team outreach in English and Spanish
- Gathered data around HRS Level 1 (Safe and Collaborative School) from all staff to monitor and improve school culture
- Used *Second Step* curriculum and mindfulness work in all classrooms to support positive student behavior and interactions
- Used parent survey results to guide the school plan
- Brought Soul Shoppe to school to implement the Peacemakers Program
- Continued to use ‘I Messages’ and ‘The Clean Up’ and to self advocate and self monitor emotions
- Continued to collect data reflecting level of ‘Safe and Collaborative Culture’ (HRS Level 1)
- Supported TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals

Analysis of Effectiveness:

Our move to Rideout continued to prove to be a factor in attendance, which was anticipated. We knew from past years that the distance between home and school affects attendance. Students who live a distance from Tahoe Lake, and whose families may not have private transportation with which to get their child to school in case of missing the bus or feeling “borderline ill” tend to have poorer attendance than students whose families have transportation and live close. It is not uncommon for a family to call in the morning to excuse their child from school, and to share that while the child isn’t “super sick,” the parent is afraid to send the child to school because if the child feels worse as the day goes on, the parent has no way to

pick their child up other than the TART bus. This presented difficulties when we were at our home school in Tahoe City, and is more pronounced while we are at Rideout. We anticipate that our strategies to improve attendance will be more effective again when we return to our home school. When our school building closed due to COVID-19 in March, we were concerned that not all students would continue to engage in learning in a consistent and meaningful way; however, the vast majority of students had excellent attendance and participation. The students who struggled to connect virtually were individually supported by a member of our support team, which included the Principal, Counselor, ELD Coordinator, Admin Secretary, and Librarian.

Improving school attendance continues to be a focus at Tahoe Lake, and overall, Previous to 2019-2020, we saw improvements in attendance rates for all subgroups other than our White students. Unfortunately, that changed last year and we lost the gains we had made in all other subgroups while our White student attendance improved. We still have work to do to continue to improve across the board. Being back at our home school in Tahoe City will help with our attendance efforts, but we also need effective procedures in place to ensure all students are attending. Some of our efforts to improve attendance have focused on motivation such as by celebrating the class with the best attendance each month. We also worked with more families to use independent study for any planned absences for three or more days and made much more frequent contact with families whose children had attendance concerns. We used daily robo-calls and our Community Liaison to contact home for absences, and increased the number and frequency with which we sent SARB letters. We also increased our number of family meetings and SARTs focused primarily on attendance. The analysis of grade level data revealed that there is a correlation between high rates of absenteeism and below grade level performance, especially in the younger grades. Attendance improved for all subgroups last year with the exception of white students where there was significant growth in absences. This is partially attributed to incomplete Independent Studies, but also bears more analysis for understanding the reasons for the growth to address it.

No parent survey was administered in 2019-2020 due to school closure; however, anecdotal feedback continues to point to a strong and positive connection with our families. Opportunities for feedback are presented regularly and parents communicate often with commendations and recommendations. Input from parents is actively asked for at ELAC, PTO, and Site Council meetings as well as via an anonymous ‘suggestion box’ on our website.

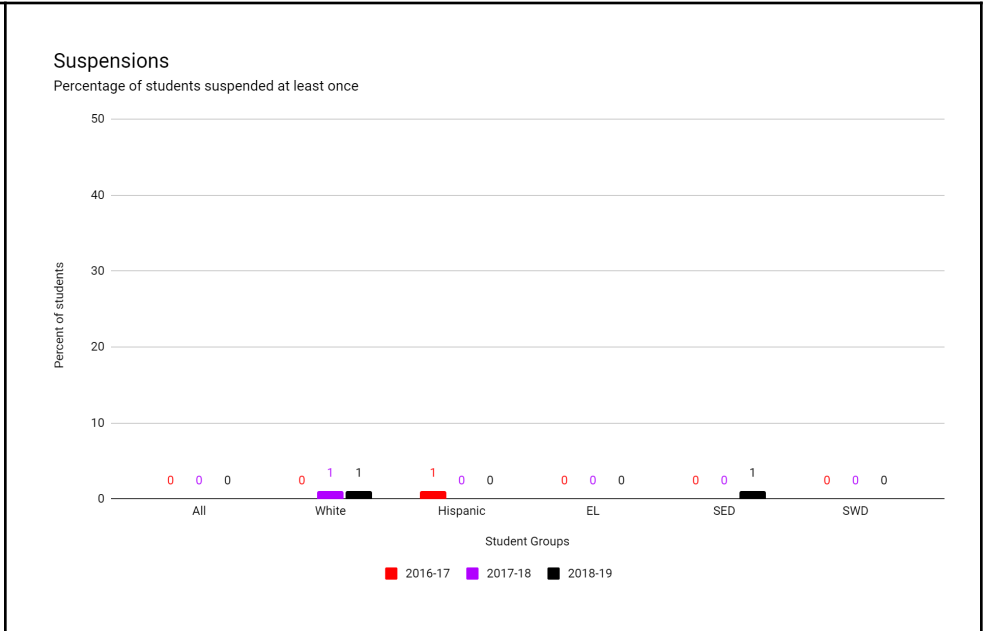
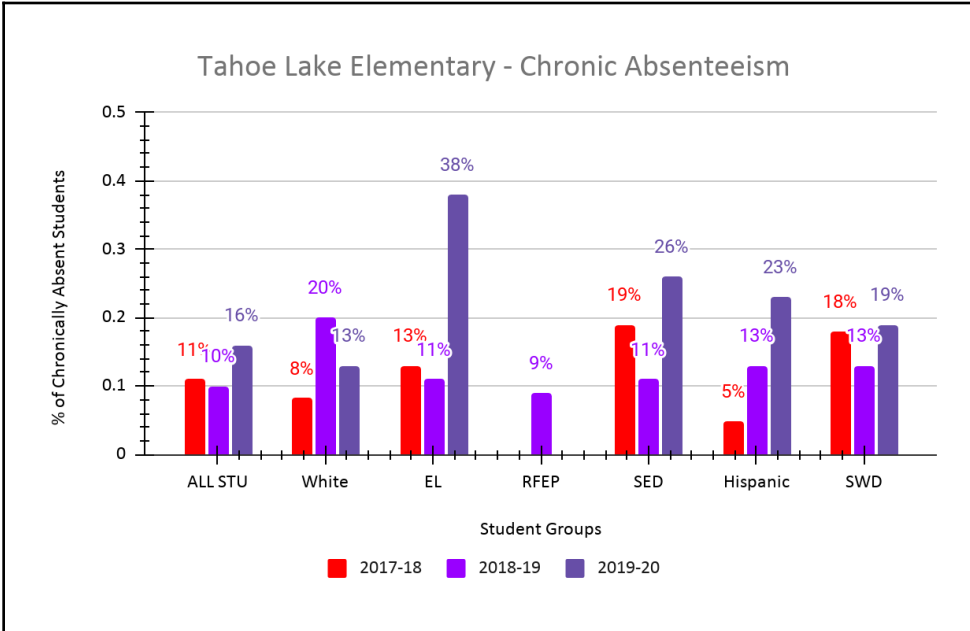
We know that a positive and safe school culture is the foundation for all learning, and all teachers and teams aim to be consistent and focused on creating that positive culture through the *Second Step* curriculum, Building Effective Schools Together (BEST) strategies, home communication, and the promotion of daily reflection using the Tahoe Lake theme based on the quote by Maya Angelou: “People will forget what you said, people will forget what you did, but people will never forget how you made them feel.” To promote kind and supportive behavior, students and staff frequently reflect on how their words and actions made Tahoe Lake Cubs feel.

2020-2021 Site Goal 3:

Tahoe Lake Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism, implementing *Second Step* in all classrooms, and positive responses on the parent survey.

2020-2021 Implemented Activities/Strategies:

- Focus on student and staff well-being was highlighted throughout distance learning and when we returned to campus
- Ensured all staff are certified in ALICE safety practices
- Practiced ALICE safety drills with all staff, and read *I'm Not Scared, I'm Prepared* with all classes
- Utilized AERIES data and Building Effective Schools Together (BEST) team, leadership, and staff collaboration to identify specific areas of need
- Focused on decreasing behavioral incidents by implementing and monitoring school wide discipline guidelines and agreed upon protocol, positive reinforcement of desired behaviors, and school wide social-emotional and character building lessons
- Continued systematic attendance monitoring and support for families to support positive attendance
- Maintained consistent home/school two-way communication via school-wide and grade level team outreach in English and Spanish
- Used *Second Step* curriculum and mindfulness work in all classrooms to support positive student behavior and interactions
- Continued to use 'I Messages' and 'The Clean Up' and to self advocate and self monitor emotions
- Supported TTUSD Instructional Framework model with emphasis on Relationships



<p>2019-2020 Site Goal 4: Tahoe Lake will continue to progress in implementation of NGSS to enhance our focus on hands-on science. Tahoe Lake will capitalize on our move to Rideout by using forest, meadow, and lake access to grow our environmental science instruction. Science learning will be monitored with at least one common assessment at each grade level, and science will be a lens to develop ELA and math proficiency.</p>	
<p>2019-2020 Results: The hands-on science focus at each grade level continued to grow until the building was closed and we began distance learning. Science continued in distance learning, but the hands-on focus was clearly modified with students at home lacking the resources we use at school.</p>	<p>Was the goal met? Goal was not measured due to circumstances of distance learning.</p>
<p>2019-2020 Planned Activities/Strategies:</p> <ul style="list-style-type: none"> Implemented use of <i>Mystery Science</i> in all classrooms to increase hands-on science 	<p>2019-2020 Actual Activities/Strategies:</p> <ul style="list-style-type: none"> Implemented use of <i>Mystery Science</i> in all classrooms to increase hands-on science

<ul style="list-style-type: none"> ● Plan, implement, monitor, and reflect upon use of <i>STEMScopes</i> instructional materials, including student performance tasks as assessment to determine baseline data for student progress across all grades K-5 ● Implement one common assessment in all grades ● Access and study local Tahoe environment to support engagement and understanding in science ● Support TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals 	<ul style="list-style-type: none"> ● Accessed and studied local Tahoe environment to support engagement and understanding in science ● Supported TTUSD Instructional Framework model with emphasis on Relationships
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Analysis of Effectiveness:

Tahoe Lake’s school wide science focus continues to be a catalyst for high levels of student engagement in learning. A bonus of moving to Rideout during construction was access to the forest and meadow surrounding the school. All classes accessed the trails just beyond the field to enhance our students’ understanding of and appreciation for the Tahoe environment and to provide for opportunities for observation and prediction. All grade levels successfully planned a common assessment in science; however not all were implemented due to school moving to distance learning in March.

All grade levels used *Mystery Science* to support NGSS based instruction, and science content was used at all grade levels to support literacy and math development. We continue to look at ways to gather data regarding student mastery of science concepts, as the concepts are often used as the driver to show skill attainment in ELA or math.

A primary goal of our science focus is to support high levels of engagement for all learners, and to forge an identity for our school. While this isn’t an easily measured aspect of the goal, it is an area that we feel we are doing well in fostering high levels of engagement for all learners, which leads to higher levels of learning through inquiry and engagement.

2020-2021 Site Goal 4:

Tahoe Lake will continue to progress in implementation of NGSS to enhance our focus on hands-on science. Tahoe Lake will capitalize on our move to Rideout by using forest, meadow, and lake access to grow our environmental science instruction. Science learning will be monitored with at least one common assessment at each grade level, and science will be a lens to develop ELA and math proficiency.

2020-2021 Implemented Activities/Strategies:

- Continue use of *Mystery Science* in all classrooms to increase hands-on science

- Continue common assessments in science in all grades
- Access and study local Tahoe environment to support engagement and understanding in science
- Maximize access to local environment to support environmental science focus
- Collaborate with local partners to enhance science instruction (SWEP, TINS, TERC, State Parks)
- Support TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals

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:

Members	Role
Jenn Ragan	Parent, Site Council Chairperson
Dave Shelton	Parent, Site Council Vice Chairperson
Daisy Andersen	Parent
Tara Morrissey	Parent
Lauren Chorey	Parent
Addie Gramanz	Classified Staff
Judi Scoville	Teacher
TBD	Teacher
Suzanne Beye	Teacher
Stephanie Foucek	Principal, Site Council Secretary

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 Single 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: ELAC, PTO, Staff

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: *insert date of public meeting*

Stephanie Foucek, Principal

Date

Jenn Ragan, SSC Chairperson

Date_____

SAFE SCHOOLS PLAN COMPONENTS

*Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systemic planning process which involves Tahoe Lake Elementary School’s Leadership Team, the Site Safety Lead, the TTUSD District Safety Committee, and other established community collaborations and partnerships. **Goal 3 of each TTUSD school’s SPSA addresses safety and is complimented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.***

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity.

Students at Tahoe Lake Elementary are guided by specific guidelines and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school’s discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The school has established the following reasonable expectations, which are enforced consistently: Be Safe, Be Kind, Be Respectful, and Be Responsible.

Expectations for behavior are explicitly taught to students and shared with parents at the beginning of each school year through student-parent handbooks, and are reinforced throughout the year at assemblies, Back-to-School Night, Open House, and parent-teacher conferences.

The safety of students and staff is a primary goal at Tahoe Lake Elementary. All visitors and volunteers to the campus must sign in at the office and wear a visitor or volunteer badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills are conducted on a monthly basis throughout the school year.

Safe School Action Plan

Elements Required to Attain Safety Goals	Person(s) Responsible	Strategies	Cost/Funding Source and Appendix References
Increase Positive Student Attendance	Admin Teaching Staff Counselor Office Staff	Identify students with chronic absences on a monthly basis for home communication, monitoring, and SART if necessary Create and maintain SART team Motivate positive attendance by recognizing classes and students with good attendance	
Implement the Second Step Curriculum to Fidelity and Promote Student Self-Awareness of Learning	Teaching Staff Counselor Admin	<i>Second Step</i> Curriculum will be taught on a weekly basis in all grade level classrooms All staff will be aware of and able to use Second Step language and skills Counselor will provide support in <i>Second Step</i> implementation Monitor implementation of <i>Second Step</i> through Leadership Team Partner with Community Resource, Life Ingredients, to support student meta-cognition and availability for learning	Student Services
Continue to Implement BEST (Building Effective School Together)	Teaching Staff Counselor Admin Support Staff	Teach school-appropriate behaviors in class (BEST lessons) Continue use of Cub Cards and prizes to reinforce positive behavior Monitor implementation of BEST through Leadership Team Teach ‘I-Messages’ and ‘Clean Ups’	Operational Funds
Foster strong relationships with, and consistent involvement by, all	Admin Teaching Staff Counselor	Provide consistent, informative written communication with all stakeholders: ‘robo-calls’ updated website, Facebook updates, and emails (all bilingual) Create opportunities for families to participate on campus in a variety of roles (classroom volunteer, field trips, family nights, special projects, etc)	

families and community partners		Utilize two-way communication with families, and analyze feedback to incorporate the perspective of families and community members in decision-making and planning (parent survey, check-ins, etc).	
Reduce number of student conflicts on the playground	Admin Counselor Yard Duty Teachers	Students will be taught Peaceful Playground strategies in the first weeks of PE to be empowered to play safely and to resolve minor conflicts independently Supervision will be adequate in number on the playground at all times At least one yard duty supervisor will carry a radio to facilitate communication with the office in case of emergency or incident	Yard Duty: General Fund
Compliance to Child Abuse and Neglect Reporting Law	Counselor All Staff	All staff will take an online review of the Child Abuse and Neglect Reporting Laws and Policies and pass a completion test. Records of completion will be maintained by HR at the district office (mandated reporting) Placer County Child Welfare Personnel will be invited to Tahoe Lake to provide in-service on Child Abuse and Neglect Reporting	
Preparation for Emergencies	Admin Counselor Staff	All members of the school community will participate in emergency response drills Emergency drills will be scheduled once a month Full accountability process will be completed with each drill Drills will be reflected upon and refined at Leadership Team and/or staff meetings Tahoe Lake will participate in monthly radio checks with the district office to ensure that emergency communication is functioning	
All members of the school community will be aware of safe ingress and egress procedures for daily and emergency purposes	Admin Counselor	Ingress and Egress plan will be posted on emergency clipboards Ingress and Egress plan will be shared with parents and taught to students	See Ingress/Egress plan in appendix
Staff Roles in Emergency Situations	Admin Counselor Secretary	Roles such as Incident Command and Safety Leads will be identified and practiced in each safety drill	

will be identified and rehearsed	Staff	All roles will be detailed on emergency clipboards so that any staff member could fulfill a safety need in case of emergency	
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Tahoe Lake Elementary at Rideout

INGRESS/EGRESS PLAN

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Parent/Student Drop Off & Pick Up	Parents may drop students off in the car lane or by parking in the parking lot and walking their child to the crosswalk where staff will be ready to safely cross students.	Depending on type of emergency, school will evacuate to the upper field or golf course
Bus Drop Off & Pick Up	The inside lane of the parking lot is the designated bus lane.	During an emergency, the director of transportation will determine pickup and drop off procedures.
Public Entrance to School Site	Signs are posted at the entry requiring all persons to check in with the front desk. The main entrance is the only entrance for the public.	Depending on the nature of the emergency, parents will pick up students at front desk or remote command center at North Tahoe High School or Kings Beach Boys and Girls Club
Student/Staff Evacuation (by walking)	Evacuation of students and staff as directed to the blacktop as posted on evacuation maps and classroom emergency clipboards.	Depending on the nature of the emergency and weather conditions, the safest location will be determined. Alternative locations include walking to Hurricane Bay or sheltering in place in school with air handlers turned off.
Student/Staff Evacuation (by bus)	Student pick up and drop off is accessible in the parking lot, and using the bus lane.	Depending on the nature of the emergency, the director of transportation will coordinate evacuation sites: North Tahoe High School and Kings Beach Boys and Girls club
Street Access Points	Grove Street to Hwy 89 or to Fairway	Grove Street to Hwy 89 or to Fairway

Evacuation Areas within walking distance	Boatworks Mall, Fire Station, A+	Boatworks Mall, Fire Station, A+
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School-wide Plan Election (for SWP Title 1 schools)

The Comprehensive Needs Assessment

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, library, and computer instruction to support the core academic curriculum as much as possible
- 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 RtI² 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
- Expand 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 and build small common
- 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 K-Camp and Summer Scholars
- Provide parent education on School Readiness during kindergarten round up
- Encourage greater participation in programs offered by the First Five Family Room at Kings Beach Elementary

- 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 cluster data, rubrics, and other local data to inform instruction
- Identify students who need enrichment
- 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
- 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

