



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tahoe Lake Elementary	6031314		October 16, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Tahoe Lake Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Based on English Learner Student Group

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 4
- Educational Partner Involvement 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- Goals, Strategies, & Proposed Expenditures 6
 - Goal 1 6
 - Goal 2 10
 - Goal 3 12
 - Goal 4 15
- Budget Summary 17
 - Budget Summary 17
 - Other Federal, State, and Local Funds 17
- Budgeted Funds and Expenditures in this Plan 18
 - Funds Budgeted to the School by Funding Source..... 18
 - Expenditures by Funding Source 18
 - Expenditures by Budget Reference 18
 - Expenditures by Budget Reference and Funding Source 18
 - Expenditures by Goal 18
- School Site Council Membership 19
- Recommendations and Assurances 20

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Tahoe Lake Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
Based on English Learner Student Group

Educational Partner Involvement

How, when, and with whom did Tahoe Lake Elementary 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:

August 21, 2024: TLE staff reviewed 2024 CAASPP achievement data, local student achievement data, and the 2024 SPSA goals and outcomes to update goals for student learning and to incorporate strategies to support all students in achieving learning goals. The use of instruction based on the science of reading, the use of Academic Discourse, and the implementation of Eureka Math were highlighted and the plan for staff development in these three areas was shared.

August 29, 2024: The principal met with ELAC to review 2022 CAASPP achievement and to review and get input on goals and strategies. ELAC discussion focused on the effectiveness of small group, differentiated instruction, especially with reading intervention and Academic Discourse. Goal three was also a topic for discussion and ELAC members expressed satisfaction with Tahoe Lake being a safe and respectful campus for all students and validated how important it is that students feel happy at school. All goals and strategies were approved by ELAC.

September 11, 2024: Further staff review and input on adapted strategies to support student achievement, with a focus on the Socio-Economically Disadvantaged and English Learner subgroups.

September 19, 2024: SSC reviewed the 2023-2024 CAASPP achievement data for 3rd-5th grades as well as DIBELS screening data for K-5 from the start of the year. The plan to support all students was discussed, including the need for ongoing differentiation and the hope for 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.

October 3, 2024: SSC met to review and include feedback from ELAC, update budget, and learning goals, and approve the SPSA. Site Council discussion focused on use of Academic Discourse in all settings with a focus on Academic Discourse in ELD. Site Council approved the strategies and goals detailed in the School Plan for Student Achievement.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism:
ALL - decrease of 23.25%
EL - decrease of 24.68%
Hispanic - decrease of 24.91%

Suspension:
No EL suspensions

CAASPP Math: EL met/exceeded increased by 16%
CAASPP ELA: EL met/exceeded increased by 13%

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA

By the end of the 2024-2025 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by at least 5% as measured by CAASPP: SBAC ELA. (at least 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 2024-2025 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards designated as SED by at least 5% as measured by CAASPP: SBAC ELA (19% 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 2024-2025 school year, Tahoe Lake Elementary students designated as English Learners scoring 'moderately developed' and 'well developed' will increase by 3% each.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Achievement in ELA is a focus area for all students at TLE. While local measures, such as standards-based reporting and DIBELs show more students achieving at above and grade level than as is seen as measured by CAASPP, there is still room for growth for all students. Tahoe Lake looks to sustain the growth the Hispanic and EL subgroups have shown while also supporting high levels of growth for all other subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2024 ALL: 49% Hispanic: 26 % White: 54% EL: 13% RFEP: * (75%) SED: 45% SWD:9% *data suppressed student group =< 10 students	CAASPP - SBAC ELA 2025 ALL: 54% Hispanic: 31% White: 61% EL: 19% RFEP: * % SED: 50% SWD: 15% *data suppressed student group =< 10 students
ELPAC	ELPAC 2024 23% Well-developed (4) on ELPAC Overall Language Proficiency 33% Moderately-developed (3) on ELPAC Overall Language Proficiency	EL: (ELPAC and RFEP rates) 26% Well-developed (4) on ELPAC Overall Language Proficiency 36% Moderately-developed (3) on ELPAC Overall Language Proficiency
SED: DIBELS		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	#1 Continue to use universal screening of student progress with DIBELS and CAPTI as outlined by the published district assessment calendar and progress monitoring at the site level.	All students, with special focus on EL and SED subgroups.	
1.2	#2 Focus on high quality reading instruction with a focus on LETRS/The Science of Reading: Provide classroom resources to support instruction based upon LETRS/The Science of Reading.	All Students with a focus on small group differentiated instruction for EL and SED students with Reading Intervention Teacher, Classroom Teachers, and Enhancement Paraprofessionals based on LETRS/The Science of Reading	
1.3	#3 Continue to provide targeted and differentiated reading instruction for all students, with special focus on SED and EL students. (WIN time) Continue using district intervention programs (SIPPS, Sonday, 95%, Heggerty, Foundations) with students identified as needing instruction in phonics and phonemic awareness.	All students, with special focus on SED and EL students	

1.4	#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. PLCS will complete a minimum of two PDSA cycles	All students	
1.5	#5 Provide reading development support via consistent use of Lexia with supplemental Chromebooks that students can keep at home.	Priority for SED and ELD students.	
1.6	#6 Ensure all students write, every day.	All students	
1.7	#7 Continue use of Accelerated Reader in 1st-5th grades to monitor reading comprehension and level.	All students in 1st-5th grades	
1.8	#8 Use CAASPP Interim Assessments in 3rd-5th grades to monitor student progress and inform instruction.	All students in 3rd-5th grades	
1.9	#9 Continue focus on use of Academic Discourse and targeted vocabulary across all settings.	All students	
1.10	#10 Pilot 'Reach Higher' from National Geographic in ELD classes.	English Learners	
1.11	#11 Provide full day Kindergarten and Transitional Kindergarten to increase instructional time.	All Kinder and TK students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While Tahoe Lake did not meet goals as measured by CAASPP in 3rd, 4th, and 5th grades, other assessment measures showed encouraging growth. For example, at the beginning of 2023-2024, 31 (71%) of 1st-grade students scored Below or Well Below Benchmark in Reading as measured by DIBELS and at the end of the year, 15 (45%) of 1st-grade students scored Below or Well Below Benchmark in Reading as measured by DIBELS. 66% of 1st-grade students were reading at or above Benchmark at the end of the school year. Similar growth was seen across all grade levels. 5th-grade students also showed significant growth over the course of the 2023-2024 school year with 44% of 5th-grade students scoring Well Above Benchmark on end of the year assessments.

In addition to daily instruction in each grade level classroom, all students have small group, targeted instruction during daily, thirty-minute WIN (What I Need) time is seen by all staff as a major benefit to support classroom instruction in helping all students become grade level and beyond readers. Student progress is monitored regularly and groups and instruction adjusted regularly to meet student need.

While overall goals were not met, Tahoe Lake's Hispanic and English Learner subgroups exceeded goals on CAASPP. In addition to WIN support, all ELs participate in thirty minutes of daily instruction in English Language Development (ELD). There is also a Newcomers group for English Learners who have newly enrolled to boost their academic and social English language skills.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implemented as planned; however, additional resources to teach literacy development need to be identified and secured for use across all grade levels.

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.

Goals were adjusted to reflect 5% increase over actual results. TTUSD no longer uses Star Reading and Math for progress monitoring. Instead, DIBELS will be used going forward for progress monitoring. Additionally, students who score Below and Well Below Benchmark as measured by DIBELS will take the CAPTI, a diagnostic reading assessment based on the Science of Reading that provides more detailed information for teachers to tailor reading instruction to individual student need.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

By the end of the 2024-2025 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in math for the ALL student group by 5% as measured by CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Achievement in math is a focus area for all students at TLE. While local measures, such as standards-based reporting, shows more students achieving at above and grade level than as is seen as measured by CAASPP, there is still room for growth for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2024 ALL: 47% Hispanic: 21% White: 52% EL: 29% RFEP: * SED: 36% SWD: 6% *data suppressed student group =< 10 students	CAASPP - SBAC Math 2025 ALL: 52% Hispanic: 26% White: 57% EL: 34% RFEP: *% SED: 41% SWD: 11% *data suppressed student group =< 10 students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue universal screening and progress monitoring using Eureka Math assessments as outlined by the district assessment calendar and progress monitoring at the site level.	#1 All students, with special focus on EL and SED subgroups.	
2.2	#2 Teach Eureka Math curriculum to fidelity and implement common strategies across all grade	All	

	levels, including the use of online assessments in grades 3-5. All grade level teachers will continue with professional development in Eureka Math.		
2.3	#3 Expand the use of differentiated instruction in math.	All	
2.4	#4 Provide full day Kindergarten and Transitional Kindergarten to increase instructional time.	All	
2.5	#5 Explore opportunities to provide more targeted math intervention	Students scoring below standard in math.	
2.6	#6 Continue to provide accelerated math with GATE/ALS teacher for identified students in grades 3-5.	GATE and accelerated learners.	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A new math curriculum, Eureka Math, was piloted in all TTUSD elementary schools in 2023-2024. While well regarded, adopting any new curriculum creates an instructional learning curve, which may have contributed to the fact that Tahoe Lake did not meet math goals as measured by CAASPP.

Despite not meeting school-wide goals, student growth in math is evident. For example, the number of 5th-grade students meeting or exceeding standard as measured by CAASPP grew by 15% from the previous year.

In the 2022-2023 school year, Tahoe Lake was able to run a math intervention program with a credentialed teacher funded by Title 1. Beginning last year, Tahoe Lake is no longer a Title 1 school, so funding is not available for staff dedicated to math support. Because the effectiveness of a dedicated math intervention program was evident, grade level teachers are looking to provide similar targeted and differentiated instruction with current support staff in conjunction with ELA intervention during WIN time.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implemented as planned.

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.

Goals were adjusted to reflect 5% increase over actual results. TTUSD no longer uses Star Reading and Math for progress monitoring; instead, grade level teachers are collaborating across TTUSD to align Eureka math assessments to inform instruction and serve as progress monitoring tools.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Supportive and Collaborative School Culture

By the end of the 2024-2025 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.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

High levels of absenteeism are a concern for all students and subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate: 2023-2024 No students suspended in 23-24 ALL: 0% White:0% Hispanic: 0 SED: 0% Ever EL: 0% SWD: 0%	Suspension Rate: 2025 ALL: 0% White:0% Hispanic: 0% SED: 0% Ever EL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2023-2024 ALL: 13% White:13% Hispanic: 18% SED: 18%	Chronic Absenteeism 2025 ALL: 8% White: 8% Hispanic: 13% SED: 13%

	Ever EL:21% SWD: 17%	Ever EL: 16% SWD: 12%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All	
3.2	Continue to foster positive social skills via Second Step instruction in the classroom, Soul Shoppe Workshops, and anti-bully instruction with the Counselor.	All	
3.3	Continue the safe, caring adult identification for all students. 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.	All	
3.4	Continue working with all families to increase positive attendance and support students with attendance concerns. Continue use of Attention 2 Attendance to increase communication regarding the importance of attendance.	All students, with special focus on EL and SED subgroups.	
3.5	Increase ways for parents to be more involved in their students' learning via Family Nights, volunteer opportunities, and parent education.	All students, with a focus on SED and EL students.	
3.6	Employ Wellness Coordinator and Expand Wellness Center	All students, with a focus on SED and EL students.	
3.7	Bring Soul Shoppe to Tahoe Lake to provide teaching on self-regulation, the I-Message, and the Clean Up	All students and staff	
3.8	Continue weekly meetings of Coordinated Care Team (CCT) to focus on academic and social-emotional needs of identified students.	Students identified as having social-emotional and/or academic needs that go beyond the scope of classroom support.	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The addition of a full-time Wellness Specialist in 2024-2025 was highly impactful in the effort to support the Social-Emotional needs of all students. The Wellness Center is open every recess for students drop-in as well as during class time for individual and small group student support by appointment. In addition to providing focused social-emotional

support, the Wellness Specialist expanded TLE's PBIS program, including reviving monthly character recognition assemblies and monthly character trait instruction and discussion in all classes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implemented as planned.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting literacy development and a love of reading in all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At the start of the 2024-2025 school year, 55% of Kindergarten through 5th grade students scored Well Below or Below Benchmark as measured by DIBELS.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS (Dynamic Indicator of Basic Literacy Skills)	At the start of the 2024-2025 school year, 55% of Kindergarten through 5th grade students scored Well Below or Below Benchmark as measured by DIBELS.	At the end of the 2024-2025 school year, no more than 35% of Kindergarten through 5th grade students will score Well Below or Below Benchmark as measured by DIBELS.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	#1 Continue to use universal screening of student progress with DIBELS and CAPTI as outlined by the published district assessment calendar and progress monitoring at the site level.	All	
4.2	#2 Focus on high quality reading instruction with a focus on LETRS/The Science of Reading:	All	

	Provide classroom resources to support instruction based upon LETRS/The Science of Reading.		
4.3	#3 Continue to provide targeted and differentiated reading instruction for all students, with special focus on SED and EL students. (WIN time) Continue using district intervention programs (SIPPS, Sonday, 95%, Heggerty, Foundations) with students identified as needing instruction in phonics and phonemic awareness.	All	
4.4	#4 Celebrate a love of reading through student recognition of reading level growth and daily reading.	All	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is the first year for this school goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 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	Parent or Community Member
Lindsay Hill	Parent or Community Member
Dave Shelton, Chairperson	Parent or Community Member
Cathee Perkins	Classroom Teacher
Kerry Paden	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

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

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 October 3, 2024.

Attested:



Principal, Stephanie Foucek on October 3, 2024



SSC Chairperson, Dave Shelton on October 3, 2024