

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

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

Local Board Approval Date

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

School Vision and Mission

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

School Profile

Tahoe Lake Elementary serves 325 students from Preschool through 5th grade. Our students come to Tahoe Lake from all areas of the lakeside of TTUSD, including from the California/Nevada state line in Kings Beach to Emerald Bay.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

November 16, 2021: SSC reviewed the 2021 CAASPP achievement data for 3rd and 4th grade as well as Star Math and Reading screening data from the start of the year. The plan to support all students was discussed, including the need for ongoing differentiation and the hope to add a clear 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.

January 6, 2022: SSC met to review updated budget, MOY achievement data, learning goals, and continue work on the SPSA as TTUSD transitions format and timeline of development. Allocation of Title 1 funds for staffing was approved.

March 1, 2022: Principal presented working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document to the Tahoe Lake Elementary Leadership team, which consists of grade level classroom teacher representatives Kinder through fifth grade, special education teacher representative, and enrichment teacher representative. The new format was highlighted, and all parts of the 22-23 SPSA and 21-22 Transitional document were reviewed. Feedback was received with an emphasis on key actions planned and how they pertain to staff on individual, Professional Learning Community (PLC), and staff-wide levels. Feedback included a commitment to continue with strategies as planned and the inclusion of LETRS/The Science of Reading work in literacy instruction.

March 10, 2022: Principal presented working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document to the Tahoe Lake Elementary English Language Advisory Committee (ELAC), which includes parents of English

Language Learners, our ELD Coordinator, and community liaison. This presentation emphasized our work with English Learners; however, this presentation also included a review of baseline assessment results from 2019, actual assessment results from 2021, goals for 2021-2022 and 2022-2023 based on our data, an overview of key actions planned for each school year, and an overall description of our plan for implementation of the 21-22 Transitional Document and the 22-23 SPSA. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included agreement with planned goals and strategies and a commitment to work to increase the number of English Learners enrolling at Tahoe Lake.

March 15, 2022: SSC met to review the working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document. Feedback from ELAC and Site Leadership was shared. Additional feedback was gathered from the members of SSC and applied to the documents. Feedback included support of the Site Plan as written as it continues goals and action that have been in place and have been shown to be effective in supporting student learning needs.. Revisions were made while meeting and the plan was approved.

Involvement Process and Review: June 2, 2022 The principal will share end-of-year local assessment data as available to review progress toward goals. SSC will also review the planned key actions of the 21-22 Transitional Document and identify which were implemented over the 21-22 school year. Actual achievement of the 21-22 Transitional Document goals will be reviewed by SSC at the first and second meetings of the 22-23 school year. These meetings will also include a review of the 22-23 SPSA to provide context for the school year and revisions, if any, will be made based on our student progress evidence from 21-22.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.41%	0%	%	1	0	
African American	0.41%	0%	%	1	0	
Asian	0.41%	0.45%	0.4%	1	1	1
Filipino	%	0%	%		0	
Hispanic/Latino	32.11%	29.02%	27.4%	79	65	66
Pacific Islander	0.41%	0.45%	0.8%	1	1	2
White	61.79%	63.39%	64.3%	152	142	155
Two or More Responses	3.66%	4.91%	5.4%	9	11	13
Not Reported	0.81%	1.79%	1.7%	2	4	4
Total Enrollment				246	224	241

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	60	58	55
Grade 1	34	42	45
Grade 2	51	30	43
Grade 3	45	55	33
Grade 4	56	39	65
Total Enrollment	246	224	241

Conclusions based on this data:

1. Tahoe Lake's enrollment grew in 20-21 and continues to grow. We anticipated growth when we returned to our modernized home campus in Tahoe City, which did occur. We also gained many new students as families were able to relocate to the Tahoe area as part of the remote work trend during the Covid-19 pandemic.
2. Tahoe Lake's Hispanic and EL population has declined over the last several years as more of our Hispanic and Spanish Speaking lakeside families have chosen to enroll their children in the two-way immersion program at Kings Beach, which often means children can walk to Kings Beach as their neighborhood school rather than ride the bus. Growing our population of English Learners is a high priority and we will strategize outreach to increase enrollment.
3. Tahoe Lake Elementary's Special Education population has consistently hovered around 20% of the student enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	45	35	31	18.3%	15.6%	12.9%
Fluent English Proficient (FEP)	16	26	23	6.5%	11.6%	9.5%
Reclassified Fluent English Proficient (RFEP)	9	9	1	12.9%	20.0%	2.9%

Conclusions based on this data:

1. Sadly, the number of EL students has decreased over the last several years. We believe that this is attributed largely to our location and housing options.
2. Increasing EL enrollment continues to be a goal and our EL Coordinator, Community Liaison, and Principal have strong connections with our EL families and is a great ambassador for our school and attracting new English Learner families. Additionally, the Tahoe Lake staff and PTO are committed to celebrating and honoring diversity in all forms and strive to make Tahoe Lake a welcoming learning environment for all.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	46		35	42		32	42		32	91.3		91.4
Grade 4	57		66	55		65	55		65	96.5		98.5
All	103		101	97		97	97		97	94.2		96.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2478.		2402.	54.76		18.75	19.05		9.38	19.05		37.50	7.14		34.38
Grade 4	2512.		2489.	34.55		29.23	36.36		32.31	25.45		26.15	3.64		12.31
All Grades	N/A	N/A	N/A	43.30		25.77	28.87		24.74	22.68		29.90	5.15		19.59

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	59.52		9.38	33.33		53.13	7.14		37.50	
Grade 4	34.55		29.23	54.55		61.54	10.91		9.23	
All Grades	45.36		22.68	45.36		58.76	9.28		18.56	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	35.71		6.25	59.52		65.63	4.76		28.13
Grade 4	27.27		13.85	72.73		66.15	0.00		20.00
All Grades	30.93		11.34	67.01		65.98	2.06		22.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	38.10		12.50	54.76		81.25	7.14		6.25
Grade 4	29.09		13.85	67.27		73.85	3.64		12.31
All Grades	32.99		13.40	61.86		76.29	5.15		10.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	40.48		15.63	45.24		71.88	14.29		12.50
Grade 4	34.55		24.62	61.82		67.69	3.64		7.69
All Grades	37.11		21.65	54.64		69.07	8.25		9.28

Conclusions based on this data:

1. Participation rates have been high for TLE students; however, every year we have students who take the CAA rather than CAASPP and their scores are not reflected in CAASPP reporting.
2. Prior to 2019-2020, Tahoe Lake Elementary showed steady growth in the number of students scoring proficient and above in ELA. Achievement levels dipped in 2021 following distance and hybrid learning. There is not cohort data for TLE students for the past two years as we only were testing 3rd and 4th grade students. With 5th grade moving back to TLE, there will be more cohort data for tracking student growth going forward.
3. Third grade students who had their first opportunity to take the CAASPP in the spring of 2021 reported scores far below previous 3rd grade cohorts. This is attributed to the disruption in access to instruction during the pandemic. Student achievement scores are used as baseline to measure growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	46		35	44		32	44		32	95.7		91.4
Grade 4	57		66	55		64	55		63	96.5		97.0
All	103		101	99		96	99		95	96.1		95.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2446.		2415.	31.82		6.25	27.27		34.38	25.00		28.13	15.91		31.25
Grade 4	2509.		2490.	27.27		17.46	38.18		39.68	30.91		30.16	3.64		12.70
All Grades	N/A	N/A	N/A	29.29		13.68	33.33		37.89	28.28		29.47	9.09		18.95

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	38.64		18.75	34.09		43.75	27.27		37.50	
Grade 4	40.00		26.98	47.27		50.79	12.73		22.22	
All Grades	39.39		24.21	41.41		48.42	19.19		27.37	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	40.91		12.50	45.45		56.25	13.64		31.25
Grade 4	41.82		20.63	47.27		63.49	10.91		15.87
All Grades	41.41		17.89	46.46		61.05	12.12		21.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	43.18		12.50	43.18		59.38	13.64		28.13
Grade 4	34.55		14.29	54.55		74.60	10.91		11.11
All Grades	38.38		13.68	49.49		69.47	12.12		16.84

Conclusions based on this data:

1. 10% fewer students met or exceeded standard in 20-21 than in 18-19.
2. Third grade students who had their first opportunity to take the CAASPP in the spring of 2021 reported scores far below previous 3rd grade cohorts. This is attributed to the disruption in access to instruction during the pandemic. Student achievement scores are used as baseline to measure growth.
3. Both third and fourth grades strongest area in math was Concepts and Procedures-- applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1422.2	*	*	1436.4	*	*	1389.0	*	*	14	9	9
1	1456.3	*	*	1465.9	*	*	1446.2	*	*	11	7	5
2	*	1486.2	*	*	1502.6	*	*	1468.8	*	*	12	4
3	1497.9	*	*	1504.1	*	*	1491.0	*	*	12	5	5
4	1510.7	1540.1	*	1509.9	1530.6	*	1510.8	1549.2	*	19	11	10
All Grades										60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
2	*	0.00	*	*	83.33	*		16.67	*		0.00	*	*	12	*
3	*	*	*	*	*	*	*	*	*		*	*	12	*	*
4	*	18.18	*	73.68	81.82	*	*	0.00	*		0.00	*	19	11	*
All Grades	*	9.09	12.12	60.00	54.55	39.39	18.33	27.27	33.33	*	9.09	15.15	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
2	*	50.00	*	*	41.67	*	*	8.33	*	*	0.00	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
4	*	63.64	*	*	36.36	*	*	0.00	*	*	0.00	*	19	11	*
All Grades	46.67	36.36	21.21	45.00	43.18	51.52	*	11.36	12.12	*	9.09	15.15	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
2	*	0.00	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
4	*	9.09	*	*	72.73	*	*	18.18	*	*	0.00	*	19	11	*
All Grades	*	2.27	3.03	*	34.09	24.24	53.33	40.91	39.39	23.33	22.73	33.33	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	11	*	*
2	*	33.33	*	*	66.67	*	*	0.00	*	*	12	*
3	*	*	*	*	*	*	*	*	*	12	*	*
4	*	18.18	*	73.68	81.82	*	*	0.00	*	19	11	*
All Grades	41.67	29.55	24.24	55.00	61.36	51.52	*	9.09	24.24	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	11	*	*
2	*	50.00	*		50.00	*		0.00	*	*	12	*
3	*	*	*	*	*	*		*	*	12	*	*
4	84.21	100.00	*	*	0.00	*		0.00	*	19	11	*
All Grades	66.67	50.00	33.33	28.33	40.91	48.48	*	9.09	18.18	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	100.00	*	*		*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	11	*	*
2	*	0.00	*	*	91.67	*		8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	12	*	*
4	*	9.09	*	84.21	81.82	*	*	9.09	*	19	11	*
All Grades	*	2.27	3.03	66.67	65.91	57.58	23.33	31.82	39.39	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	14	*	*
1	*	*	*	*	*	*	*	*	*	11	*	*
2	*	0.00	*	*	91.67	*		8.33	*	*	12	*
3		*	*	*	*	*	*	*	*	12	*	*
4	*	63.64	*	89.47	36.36	*		0.00	*	19	11	*
All Grades	*	22.73	12.12	78.33	65.91	57.58	*	11.36	30.30	60	44	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Of the 33 students eligible for ELPAC testing in 2021, 17 (52%) scored level 3 or higher in Overall Language.
2. Reading and Writing continue to be areas of concern and focus. The Speaking Domain was the strongest, but the % of students scoring 'Well Developed' in Speaking decreased significantly from 17-18 to 20-21.
3. In 2021-2022, 32% of ELs were at risk of becoming Long Term English Learners (LTEL). Identifying supports for these students will be an ongoing area of focus.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

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

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

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

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

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

LCAP Goal

Goal 1: By 2023-2024, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, EL, SED, and Students With Disabilities. TTUSD Pathways 2020 goals 1 and 4, HRS Levels 1-3.

Basis for this Goal

The basis for these goals is the 20-21 CAASPP and Renaissance Learning forecast tool.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>CAASPP - SBAC ELA 2021</p> <p>All: 51% Hispanic: 19% White: 69% EL: 6% RFEP: * SED: 30% SWD: 45%</p> <p>*data suppressed student group =< 10 students</p>	<p>CAASPP - SBAC ELA 2022</p> <p>ALL: 54% Hispanic: 22% White: 72% EL: 9% RFEP: * SED: 33% SWD: 48%</p> <p>*data suppressed student group =< 10 students</p>
ELPAC	<p>EL: (ELPAC and RFEP rates)</p> <p>12% Well-developed on ELPAC Overall Language</p>	<p>EL: (ELPAC and RFEP rates)</p> <p>17% Well-developed on ELPAC Overall Language</p>

Metric/Indicator	Baseline	Expected Outcome
	40% Moderately-developed on ELPAC Overall Language	45% Moderately-developed on ELPAC Overall Language
SED: Star Reading and Star Early Literacy	Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.	Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.

Planned Strategies/Activities

Strategy/Activity 1

#1 Continue universal screening and progress monitoring of all students using Star Reading and Star Early Literacy as outlined by the district assessment calendar.

Students to be Served by this Strategy/Activity

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

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	67,000
Source	Title I
Budget Reference	None Specified

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

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

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

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

Timeline

2022-2023

Person(s) Responsible

School admin and staff, Title 1 funded staff-- see budget spreadsheet for specifics

Proposed Expenditures for this Strategy/Activity

Amount	67,000
Source	Title I
Budget Reference	None Specified
Description	Hire intervention teaching staff to work in tandem with already funded Reading Intervention teacher to provide reading instruction for students reading below grade level. (This includes projected Title 1 for 2022-2023 and 2021-2022 carry over).

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

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

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2021 ALL: 40% Hispanic: 20% White: 56% EL: 4% RFEP: 30% SED: 24% SWD: 13%	School enters Expected Outcome by June 2022 CAASPP - SBAC Math 2022 ALL: 43% Hispanic: 23% White: 59% EL: 7% RFEP: 33% SED: 27% SWD: 16%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand the use of differentiated instruction and 'walk to learn' in math.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

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

LCAP Goal

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

Basis for this Goal

School Completes see Addendum for Basis for this Goal section

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2021 ALL:0 White 0: Hispanic:0 SED: 0 EverEL: 0 SWD: 0	Suspension Rate: 2022 ALL: 0 White:0 Hispanic: 0 SED: 0 EverEL: 0 SWD: 0
Chronic Absenteeism	Chronic Absenteeism 2021 ALL: 8.6% White: Hispanic: SED: 15% EverEL: 20% SWD: 20%	Chronic Absenteeism 2022 ALL: 5% White: Hispanic: SED: 10% EverEL: 15% SWD:15%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Decrease the number of students in the 'needs instruction' category as measured by DESSA-mini and DESSA social emotional screener.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Science

Goal Statement

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

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

Goal 3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

Student engagement and achievement in science learning.

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

2020-2021 Site Goal 1: By the end of 2020-2021 school year, 75% of fourth-grade students will meet or exceed standards on CAASPP: SBAC ELA

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	<p>2019 Baseline: 71% of fourth-grade students met/exceeded standards</p> <p>Expected Outcome: 75% of fourth-grade students will meet or exceed standard</p>	<p>CAASPP: SBAC ELA 2021</p> <p>All: 51% Hispanic: 19% White: 69% EL: 6% RFEP: * SED: 30% SWD: 45%</p> <p>*data suppressed student group =< 10 students</p> <p>62% of fourth-grade students met or exceeded standards</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continued implementation of the adopted ELA curriculum, Wonders	Partially implemented as planned		
Continued use of CAFE/Daily 5 and Step up to Writing	Partially implemented as planned		
Continued use of Proficiency Scales as developed	Partially implemented as planned		
Continued focus on Academic Conversation in conjunction with CALLI work, especially in ELD	Partially implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continued Reading Intervention program with credentialed teacher to support students at all grade levels, with an emphasis on third and fourth grades	Implemented as planned		
Continued use of STAR Reading and STAR Early Literacy assessments to identify and monitor students for intervention and acceleration at third and fourth grades.	Implemented as planned		
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.	Implemented as planned		
Continued regular use of technology at second, third, and fourth grades to develop online assessment skills.	Implemented as planned		
Continued consistent grade level collaboration focused on literacy development in conjunction with Reading Intervention, Special Education, and ELD teachers	Implemented as planned		
Supported TTUSD Instructional Framework model with emphasis on	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
High Expectations, Relationships, and Learning Goal. 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.			
Focus on academic conversations in all classes	Partially implemented as planned		
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	Partially implemented as planned		
Continue and Expand Individual Learning Plans (ILP) for English Learners	Not implemented		
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	Implemented as planned		
Provide monthly staff development by ELD Coordinator during school-wide collaboration	Partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Partially implemented		

Analysis

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

Successes:
 Even in the highly unusual circumstances of the 2020-2021 school year in light of the pandemic, there is much to celebrate! Teachers were able to adapt instruction and student support rapidly in distance learning, hybrid, and in-person environments. Grade levels continued to collaborate around instruction and assessment across grade levels to provide equitable access to instruction and experience for all students. The TLE Reading Intervention program continued to grow and serve high-need students in six-week cycles with pre-and post-assessments.

65% of 4th grade, 37% of 3rd grade, and 60% of 2nd-grade students score At or Above Proficient in Reading as measured by STAR Reading at the end of the year. Every grade level showed growth; however, because the first round of STAR assessments was taken at home, the beginning of the year data is not considered as valid for growth data as many students received help at home rather than the opportunity to complete the assessment independently.

Challenges:
 The biggest challenge of the 2020-2021 school year was those created by the pandemic. The year started in distance learning which was difficult for a great number of students. Once students were able to come back to school, access to instruction was greatly increased and student learning followed. The disruption also had an impact on school-wide initiatives such as the development of common proficiency scales, differentiation, and common assessments. This work is now continuing.

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

Despite

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

No material differences.

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

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

2020-2021 Site Goal 2: 67% of students in the ALL student group will Meet or Exceed Standards on the CAASSP: SBAC Math (an increase of 5% from the last administration)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASSP: SBAC Math	<p>CAASSP: SBAC Math</p> <p>2019 Baseline: 62% of students in the ALL student group met/exceeded standards on the CAASSP: SBAC Math</p> <p>Expected Outcome: 67% of students in the ALL student group will Meet or Exceed Standards on the CAASSP: SBAC Math</p>	<p>CAASSP: SBAC Math 2021</p> <p>All: 52% Hispanic: 30% White: 63% EL: 18% RFEP: * SED: 20% SWD: 37%</p> <p>*data suppressed student group =< 10 students</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continued to work on teaching Everyday Math to fidelity	Partially implemented as planned	See Budget Summary None Specified None Specified 0	
Continued to focus on the use of technology to show math thinking and skill in all grade levels	Implemented as planned.		
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	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provided leveled, small group live math instruction at all grade levels while in distance learning.</p>	<p>Implemented as planned.</p>		

Analysis

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

Successes: Even in the highly unusual circumstances of the 2020-2021 school year in light of the pandemic, there is much to celebrate! Teachers were able to adapt instruction and student support rapidly in distance learning, hybrid, and in-person environments. Grade levels continued to collaborate around instruction and assessment across grade levels to provide equitable access to instruction and experience for all students. Everyday Math instruction continued to grow and math grouping for differentiation was easily accommodated in distance learning and hybrid.

59% of 4th grade, 48% of 3rd grade, and 47% of 2nd-grade students score At or Above Proficient in Math as measured by STAR Math at the end of the year. Every grade level showed growth; however, because the first round of STAR assessments was taken at home, the beginning of the year data is not considered as valid for growth data as many students received help at home rather than the opportunity to complete the assessment independently.

Challenges: The biggest challenge of the 2020-2021 school year was those created by the pandemic. The year started in distance learning which was difficult for a great number of students. Once students were able to come back to school, access to instruction was greatly increased and student learning followed. The disruption also had an impact on school-wide initiatives such as the development of common proficiency scales, differentiation, and common assessments. This work is now continuing.

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

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

No material differences.

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

See 2021-2022 & 2022-2023 SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Positive Attendance Rate	<p>2020 Baseline</p> <p>ALL Hispanic White EL RFEP SED SWD</p>	<p>2021 Actual</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%</p>
Parent Survey	<p>2020 Baseline</p> <p>School Completes</p>	<p>Parent survey was not administered in 2020-2021</p>
Second Step Implementation Rate	<p>2020 Baseline</p> <p>Second Step is an important part of our Social-Emotional teaching and learning. It continues to be taught in all classes by classroom teachers with support from our Counselor.</p>	<p>2021 Actual</p> <p>Second Step is an important part of our Social-Emotional teaching and learning. It continues to be taught in all classes by classroom teachers with support from our Counselor.</p>
Chronic Absenteeism Rate	<p>Chronic Absenteeism Rate 2020</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p>	<p>Chronic Absenteeism Rate 2021</p> <p>ALL: 9% Hispanic: 19% White: 3% EL: 20% RFEP: * SED: 15% SWD: 20%</p>
Suspension Rate	<p>Suspension Rate 2020</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0%</p>	<p>Suspension Rate 2021</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SWD: 0%	SWD: 0%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Focus on student and staff well-being was highlighted throughout distance learning and when we returned to campus	Implemented as planned		
Ensured all staff are certified in ALICE safety practices	Implemented as planned		
Practiced ALICE safety drills with all staff, and read I'm Not Scared, I'm Prepared with all classes	Implemented as planned		
Utilized AERIES data and Building Effective Schools Together (BEST) team, leadership, and staff collaboration to identify specific areas of need	Partially implemented		
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	Implemented as planned		
Continued systematic attendance monitoring and support for families to support positive attendance	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Maintained consistent home/school two-way communication via school-wide and grade level team outreach in English and Spanish	Implemented as planned		
Used Second Step curriculum and mindfulness work in all classrooms to support positive student behavior and interactions	Implemented as planned		
Continued to use 'I Messages' and 'The Clean Up' and to self advocate and self monitor emotions	Implemented as planned		
Supported TTUSD Instructional Framework model with emphasis on Relationships	Implemented as planned		

Analysis

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

Successes-- The need to support the whole child was more clear than ever during distance learning, hybrid learning, and the return to learning on campus five days a week. All staff focused on strong and positive relationships with students and families. Wellness checks and family meetings were held as needed when concern for a child's learning, well-being, or connection to school arose. The Tahoe Lake Family proved to be strong!

Challenges-- Student engagement was challenging at times during distance learning and hybrid as many students struggled with accessing learning via technology for a variety of reasons. It was a celebration to return to in-person learning five days a week!

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

Successes-- Student, teacher, family relationships were very strong

Challenges--Our Hispanic, SED, and SWD subgroups had high rates of chronic absenteeism. This is a factor we have been working on for the last several years. When we were at Rideout pre-pandemic we saw high rates of absenteeism for students who may have not had home transportation and missed the bus or needed to attend an appointment and couldn't attend school for partial days due to lack of transportation. This concern continued and absenteeism was even

more of a concern during distance learning as there was a high correlation in lack of participation and SED/SWD status. To address this, the principal and counselor had 1:1 meetings with students who needed extra support connecting.

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

No material differences.

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

See 2021-2022 & 2022-2023 SPSA Goal #3

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

2020-2021 Site Goal 4: Tahoe Lake will continue to progress in the 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
NGSS implementation rate	2019 Baseline-- partial implementation Expected Outcome: Increased implementation	2021 Actual-- increased implementation
Grade level common assessments	2019 Baseline: partial implementation Expected Outcome: At least one common assessment at each grade level	2021 Actual-- partial implementation

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue use of Mystery Science in all classrooms to increase hands-on science	Implemented as planned		
Continue common assessments in science in all grades	Partially implemented		
Access and study local Tahoe environment to support engagement and understanding in science	Partially implemented		
Maximize access to local environment to support	Partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
environmental science focus			
Collaborate with local partners to enhance science instruction (SWEP, TINS, TERC, State Parks)	Partially implemented		
Support TTUSD Instructional Framework model with emphasis on High Expectations, Relationships, and Learning Goals	Partially implemented		

Analysis

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

Successes: Our science focus has always helped support high levels of engagement in learning across all grade levels. This was true during the last school year even when in distance or hybrid learning. Mystery Science translated especially well across all platforms.

Challenges: Hands-on science in the age of Covid is very challenging and greatly impacted our program. This has motivated Tahoe Lake to reassess our science program and look to revamp our schoolwide approach in 2021-2022.

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

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

No material differences.

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

See 2021-2022 & 2022-2023 SPSA Goal #4

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	Todd Rivera will need to provide this number
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	134,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
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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:

School Principal

Classroom Teachers

Name of Members	Role
Stephanie Foucek	Principal
Suzanne Beye	Classroom Teacher
Judi Scoville	Classroom Teacher
Addie Gramanz	Other School Staff
Daisy Anderson	Parent or Community Member
Lauren Chorey	Parent or Community Member
Tara Morrissey	Parent or Community Member
Jenn Ragan, Chairperson	Parent or Community Member
Dave Shelton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 3/15/2022.

Attested:

Principal, Stephanie Foucek on 3/15/2022

SSC Chairperson, Jenn Ragan on 3/15/2022

2022/2023 Tahoe Lake Elementary

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

		Site Funds				Measure AA (Resource 9103)						District Funds								
		Intervention - ALS	Additional	Site Op	Lottery	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ALS	District EL	Title 1		
RE 0140	RE 0000/ GL 1456		\$55/pp	RE 0395	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/02 90X	RE 0791	RE 3010	RE 0999	
				\$17,655	\$6,420	\$56,858	\$8,025	\$1,605	\$25,680	\$963	\$6,420	\$8,025	\$6,157	\$5,455		\$133,513	\$75,715	\$0	\$16,298	
2022/2023 Allocation																				
	FTE																			
	Total Cost																			
Staffing:																				
(EL Coordinator)	0.80																			
(Intervention)	0.60																			
(Intervention)	0.10																			
(EP)	0.46875																			
Total Funds Used		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$133,513	\$75,715	\$0	\$0	\$16,298
Remaining Funds		\$0	\$0	\$17,655	\$6,420	\$56,858	\$8,025	\$1,605	\$25,680	\$963	\$6,420	\$8,025	\$6,157	\$5,455	\$0	\$0	\$0	\$0	\$0	\$0

