

School Year: **2023-24**



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	November 7, 2023
Schoolsite Council (SSC) Approval Date	November 7, 2023

Local Board Approval Date

November 15, 2023

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

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School Vision and Mission

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

School Profile

Tahoe Lake Elementary serves 289 students from TK through 5th grade. Our students come to Tahoe Lake from all areas of the lakeside of TTUSD, including from the California/Nevada state line in Kings Beach to Emerald Bay.

Tahoe Lake Elementary School celebrates our students and their 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, a science lab, library, greenhouse, wellness center, and the historic 'Little Auditorium' all with an incredible lake view in the heart of Tahoe City.

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 in the best interests for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

September 6, 2023: TLE staff reviewed 2023 CAASPP achievement data, local student achievement data, and the 2023-2024 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 in the science of reading, the use of Academic Discourse, and piloting Eureka Math were highlighted and the plan for staff development in these three areas was shared.

October 5, 2023: SSC reviewed the 2023 CAASPP achievement data for 3rd-5th grades as well as Star Math and Reading screening data from the start of the year. The plan to support all students was discussed, including the need for ongoing differentiation and the added math support plan that mirrors the current literacy support plan. SSC also reviewed goals and strategies for the school year, building on previous years' growth and learning. Site Council agreed that existing goals and strategies should be continued and approved.

November 2, 2023: 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 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.

November 7, 2023: 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.

November 15, 2023: Tahoe Lake Elementary SPSA approved by the TTUSD Board of Trustees.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0%		0	0
Asian	0.4%	0.93%	1.71%	1	3	5
Filipino	%	0.31%	0%		1	0
Hispanic/Latino	27.4%	23.05%	22.6%	66	74	66
Pacific Islander	0.8%	%	0%	2	0	0
White	64.3%	67.60%	66.44%	155	217	194
Multiple/No Response	5.4%	5.92%	6.16%	13	19	18
	Total Enrollment			241	321	292

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	66	63
Grade 1	45	50	38
Grade 2	43	49	50
Grade 3	33	46	45
Grade 4	65	40	52
Grade 5		70	44
Total Enrollment	241	321	292

Conclusions based on this data:

1. Tahoe Lake's enrollment grew in 2021-2022 with the return of 5th grade to the elementary level. Enrollment dipped in 2022-2023 as the 5th grade class that moved up to 6th grade was the largest enrollment grade in school. Tahoe Lake has two classes at every grade level other than TK which has one. This has been a fairly constant enrollment for the last decade.
2. Tahoe Lake's Hispanic and EL population 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. For the last three years, TLE's EL population has been just below 15% of total enrollment. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	31	40	42	12.9%	12.5%	14.4%
Fluent English Proficient (FEP)	23	23	14	9.5%	7.2%	4.8%
Reclassified Fluent English Proficient (RFEP)	1	1		3.2%	0.30%	

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By the end of the 2023-2024 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by at least 3% as measured by CAASPP: SBAC ELA. (at least 53% of 3rd, 4th, and 5th grade students will meet or exceed standard).

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

By the end of the 2023-2024 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards designated as SED by at least 21% as measured by CAASPP: SBAC ELA (30% 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 2023-2024 school year, Tahoe Lake Elementary students designated as English Learners scoring 'moderately developed' and 'well developed' will increase by 3% each.

LCAP Goal

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

Basis for this Goal

The basis for these goals is student achievement data from CAASPP and Renaissance Learning forecast tool.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2023 ALL: 50% Hispanic: 10% White: 66% EL: 0% RFEP: 0% SED: 9% SWD: 11% *data suppressed student group =< 10 students	CAASPP - SBAC ELA 2024 ALL: 59% Hispanic: 25% White: 75% EL: 10% RFEP: 45% SED: 30% SWD: 20% *data suppressed student group =< 10 students
ELPAC	EL: (ELPAC and RFEP rates) 2023 11% Well-developed on ELPAC Overall Language Met	EL: (ELPAC and RFEP rates) 15% Well-developed on ELPAC Overall Language 44% Moderately-developed on ELPAC Overall Language

Metric/Indicator	Baseline	Expected Outcome
	37% Moderately-developed on ELPAC Overall Language Did not meet	
SED: Star Reading and Star Early Literacy	Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.	Star Reading and Star Early Literacy will be used as a monitoring tool in 2022-2023 for measurement of year's growth.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

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

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

Priority for SED and ELD students.

Timeline

2023-2024 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2023-2024 school year, Tahoe Lake Elementary School will increase the percentage of students meeting/exceeding standards in math for the ALL student group by 3% as measured by CAASPP.

LCAP Goal

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

Basis for this Goal

The basis for these goals is student achievement data from CAASPP and Renaissance Learning forecast tool.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2023 ALL: 54% Hispanic: 31% White: 66% EL: 15% RFEP: 50% SED: 18% SWD: 19%	CAASPP - SBAC Math 2024 ALL: 57% Hispanic: 34% White: 69% EL: 18% RFEP: 53% SED: 21% SWD: 22%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

#2 Engage in Eureka Math pilot to fidelity and implement common strategies across all grade levels.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 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

#3 Expand the use of differentiated instruction and 'WIN' ('What I Need' small group, differentiated instruction) in math.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 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 3

Subject

Safe, Supportive and Collaborative School Culture

Goal Statement

By the end of the 2023-2024 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

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

School Completes see Addendum for Basis for this Goal section

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2023 No students suspended in 22-23. ALL: 0% White:0% Hispanic: 0 SED: 0% Ever EL: 0% SWD: 0%	Suspension Rate: 2024 ALL: 0% White:0% Hispanic: 0% SED: 0% Ever EL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2023 ALL: 36% White:33% Hispanic: 43% SED: 47% Ever EL:46% SWD: 38% (not calculated in CALPADS)	Chronic Absenteeism 2024 ALL: 18% White: 17% Hispanic: 22% SED: 24% Ever EL: 23% SWD:19%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 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

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.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue working with all families to increase positive attendance and support students with attendance concerns. Implement use of Attention 2 Attendance to increase communication regarding attendance.

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year

Person(s) Responsible

Administration and Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Increase ways for parents to be more involved in their students' learning via Family Nights, volunteer opportunities, and parent education.

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Employ Wellness Coordinator and Expand Wellness Center

Students to be Served by this Strategy/Activity

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

Timeline

2023-2024 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Science

Goal Statement

By the end of the 2023-2024 school year, Tahoe Lake Elementary will continue to progress in the implementation of NGSS to enhance our focus on hands-on and environmental science.

LCAP Goal

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

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

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

Basis for this Goal

Student engagement and achievement in science learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Achievement on CAST	CAST - 2023 ALL: 38% Hispanic: 9% White: 60% EL: 0% RFEP: * SED: % SWD: %	CAST - 2024 ALL: 41% Hispanic: 12% White: 63% EL: 10% RFEP: * SED: 10% SWD: 10%

Planned Strategies/Activities

Strategy/Activity 1

Outdoor Education in Science once a trimester for all grade levels

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 school year

Person(s) Responsible

TLE STEAM Teacher and Grade Level Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024 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

2023-2024 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: 2022-23

Goal 1

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

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2023 ALL: 59% Hispanic: 25% White: 75% EL: 12% RFEP: 45% SED: 36% SWD: 20% *data suppressed student group =< 10 students	CAASPP - SBAC ELA 2023 ALL: 50% Hispanic: 10% White: 66% EL: 0% RFEP: 0% SED: 9% SWD: 11% *data suppressed student group =< 10 students
ELPAC	EL: (ELPAC and RFEP rates) 5% Well-developed on ELPAC Overall Language 44% Moderately-developed on ELPAC Overall Language	EL: (ELPAC and RFEP rates) 11% Well-developed on ELPAC Overall Language Met 37% Moderately-developed on ELPAC Overall Language Did not meet
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.	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>#1 Continue to use universal screening using Star Reading and Star Early Literacy as outlined by the published district assessment calendar and progress monitoring at the site level.</p>	<p>Implemented as planned</p>		
<p>#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.</p>	<p>Partially implemented</p>		
<p>#3 Continue to provide targeted and differentiated reading instruction for all students, with special focus on SED and EL students.</p> <p>Continue using district intervention programs (SIPPS, Sonday) with students identified as needing instruction in phonics and phonemic awareness.</p>	<p>Implemented as planned</p>		
<p>#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.</p>	<p>Implemented as planned</p>		
<p>#5 Provide reading development support via Lexia with supplemental</p>	<p>Implemented as planned</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Chromebooks that students can keep at home.			

Analysis

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

In addition to continuing with differentiated instruction in reading at all grade levels, all teachers were trained in the science of reading via LETRS Volume 1. Due to snow days and reprioritized minimum days, there wasn't as much time for professional development in LETRS as originally planned, so implementation is ongoing and will remain a focus for the 2023-2024 school year as we add the study of Volume 2 of LETRS.

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

TLE students did not meet learning goals in ELA in any subgroup as measured by CAASPP. Not meeting the learning goals was disappointing as solid growth in reading was recorded over the course of the year. When measuring student growth as viewed by DIBELS, 68% of Kinder through 5th grade students had average, above average, or well above average growth, and 39% showed above or well above average growth. Additionally, 62% of TLE students scored at or above benchmark as measured by Star Reading at the end of the school year; however, this did not translate to meeting the grade level standards as measured by CAASPP.

All students in Kindergarten through 5th grade participated in differentiated, small-group instruction to supplement Tier 1 classroom instruction in ELA. These small groups were formed based on student's unique learning needs as measured by a variety of common assessments including DIBELS, Star Reading, and other grade level assessments. A variety of new instructional tools, including 95% Group and Foundations, were used to provide differentiated instruction based on new learning with the Science of Reading/LETRs, and this will continue in 2023-2024 with an emphasis on identifying student's specific needs in learning to read and addressing those needs with differentiated instruction in WIN time. (WIN stands for 'What I Need' and is a thirty-minute block of instructional time when students are shared across grade levels to access targeted instruction via the grade level teachers, reading intervention teachers, and Enhancement Paraprofessionals. Most students participate in WIN in a group of six or fewer students.)

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

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

Tahoe Lake will continue to focus on providing highly effective first instruction in reading as well as small group, differentiated instruction in WIN time. Student growth will be measured every 6-8 weeks to monitor growth and to ensure that instruction is designed to meet student's unique learning needs. Additionally, grades 3-5 will focus on supporting students' test-taking skills as related to taking the CAASPP test as student achievement on CAASPP was about 10% lower than seen on other measures. For example, at the end of 2022-2023, 62% of TLE students were at or above benchmark as measured by Star Reading, but only 50% of students met or exceeded standard as measured by CAASPP. Increasing the technology skills needed for students to accurately show their skills on CAASPP will be a focus.

Tahoe Lake teachers will also refine the use of the PDSA (Plan Do Study Act) cycle to ensure that all grade levels are measuring the effectiveness of target strategies in a timely manner and adjusting instruction as needed. Additionally, focus on the use of Academic Discourse in all settings is a focus for the 2023-2024 school year.

An additional change to support student achievement in ELA will be a renewed focus on improving attendance. We know that regular, positive attendance is key for student learning. 2022-2023 was a very challenging year in terms of student attendance. All students missed fourteen days of school due to snow days, and on top of that, there was a large

number of students who missed significant amounts of school due to COVID or other illnesses. For the first time in fifteen years, Tahoe Lake will have a secretary whose primary role is to focus on attendance. TTUSD has also contracted with Attention 2 Attendance to increase home communication around attendance.

With continued focus on differentiated instruction during WIN time with support from the Reading Intervention teacher and Enhancement Paraprofessionals, continued implementation of strategies learned in LETRS and the science of reading, a focus on academic discourse in all settings, common assessments and universal screenings to guide instruction, increased positive attendance, and effective Tier 1 instruction, TLE anticipates significant growth in students ELA achievement as measured by CAASPP.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	CAASPP - SBAC Math 2023 ALL: 58% Hispanic: 28% White: 70% EL: 8% RFEP: 45% SED: 33% SWD: 20%	CAASPP - SBAC Math 2023 ALL: 54% Hispanic: 31% White: 66% EL: 15% RFEP: 50% SED: 18% SWD: 19%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue universal screening and progress monitoring using Star Math and STAR Early Literacy as outlined by the district assessment calendar and progress morning at the site level.	Implemented as planned		
Use Everyday Math curriculum and strategies across all grade levels with a focus on math message and focus lessons, math boxes, and vocabulary development.	Implemented as planned		
Expand the use of differentiated instruction and 'walk to learn' in math under the leadership and instruction of a Math Intervention teacher.	Implemented as planned	Math Intervention Teacher None Specified Title I 58,053	

Analysis

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

For the first time, TLE was able to provide math intervention with a credentialed teacher to all grade levels for students scoring far below grade level. This was possible with Title 1 funds. The intervention time, in addition to Tier 1 math instruction, proved to be effective in bringing students to, or near, grade level achievement.

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

Differentiated instruction meeting students at their present levels has proven to be effective in supporting growth. There are not funds for the math intervention position to continue in the 2023-2024 school year, so grade level teams are working together to provide differentiated instruction when appropriate during grade level WIN (What I Need) time. Every grade level has 30 minutes of WIN time every day when two Enhancement Paraprofessionals support the grade level and work with small, leveled, groups of students in both ELA and math.

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

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

Differentiated instruction in math will continue during WIN time, but will not have the leadership of a math intervention teacher. Grade level teams will structure math differentiation in WIN during collaboration and common assessments will be used to guide WIN instruction and grouping.

All grade level teachers will pilot Eureka math.

An additional change to support student achievement in math will be a renewed focus on improving attendance. We know that regular, positive attendance is key for student learning. 2022-2023 was a very challenging year in terms of student attendance. All students missed fourteen days of school due to snow days, and on top of that, there was a large number of students who missed significant amounts of school due to COVID or other illnesses. For the first time in fifteen years, Tahoe Lake will have a secretary whose primary role is to focus on attendance. TTUSD has also contracted with Attention 2 Attendance to increase home communication around attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 2023 ALL: 0 White:0 Hispanic: 0 SED: 0 Ever EL: 0 SWD: 0	Suspension Rate: 2023 ALL: 0% White:0% Hispanic: 0 SED: 0% Ever EL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2023 ALL: 17% White: Hispanic: SED: 10% Ever EL: 15% SWD:15%	Chronic Absenteeism 2023 ALL: 36% White:33% Hispanic: 43% SED: 47% Ever EL:46% SWD: 38% (not calculated in CALPADS)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Implemented as planned		
Continue to foster positive social skills via Second Step instruction in the	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classroom and anti-bully instruction with the Counselor.			
Implement and complete the safe, caring adult survey at the beginning and end of the school year. Increase focus on and monitoring of student connection to school, staff, and peers with support from personnel from Placer County Family and Children's Services.	Implemented as planned		
Continue working with all families to increase positive attendance and support students with attendance concerns.	Partially implemented		
Increase ways for parents to be more involved in their students' learning.	Partially implemented		
Increase learning support opportunities outside of the school day.	Not implemented		

Analysis

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

Overall, Tahoe Lake Elementary remains a safe and respectful campus supportive of high levels of learning

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

Tahoe Lake staff is unified in a focus on supporting students with safe and respectful behavior. Expectations for how to behave in all school settings are clearly outlined and taught. Additionally, TLE staff teaches Second Step to fidelity and works with Soul Shoppe to help students grow awareness of how to regulate themselves and navigate challenging social situations. Thirty five 3rd-5th grade students trained as Peacemakers to help support positive playground behaviors and resolutions if there is conflict. All students participated in identifying trusted adults on campus. Trusted adults were used to support students in need and proved to be an effective tool in supporting a safe and supportive school climate.

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

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

All strategies will continue. Additionally, TLE has added a full time Wellness Coordinator to support student well-being and to work in conjunction with the school counselor to identify and support students in need. Coordinated Care Team meetings will continue and include the Wellness Coordinator.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Common assessments in science at each grade level	2022-2023 is baseline year	Common assessments in science were not implemented at every grade level

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Common assessments in science with pre- and post- data to measure student learning.	Partially implemented		
Tahoe Lake Elementary will partner with SWEP, TINS, and other community resources to enhance student learning in science.	Implemented as planned		
Tahoe Lake Elementary will use our local Tahoe environment to support engagement and understanding of environmental science.	Implemented as planned		

Analysis

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

TLE staff decided to use the CAST to measure student growth in science from a school-wide perspective, so looked at CAST scores. Student achievement as measured by CAST decreased in 2023 from 2022. Going forward, the new STEAM teacher will be implementing pre- and post-assessments in science; however, CAST will be used as the primary measure of achievement in science. Developing and understanding of and appreciation for our unique Tahoe environment is a primary goal of TLE's science instruction and an environmental focus will continue to be highlighted.

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

Students report high levels of engagement in all science learning and science instruction is highlighted in all grade levels as well as with the science specialist. Partnerships with community resources have been effective in supporting grade level science standards as well as getting students outside to appreciate and understand our unique environment.

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

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

All strategies and partnerships will continue. Grade level assessments will be refined with the leadership of new STEAM teacher.

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	

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:

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 11/7/2023.

Attested:



Principal, Stephanie Foucek on 11/7/2023

SSC Chairperson, Dave Shelton on 11/7/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: 2022-2023

School Plan for Student Achievement (SPSA) ATSI Amendment Spring 2023

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date
Tahoe Lake Elementary	31 66944 6031314	April 20, 2023

Purpose and Description

The purpose of this plan is to provide Additional Targeted Support and Improvement for **English Learners at Tahoe Lake to improve attendance.**

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

This plan was developed using continuous improvement practices. The following steps were taken.

1. A review of state and local assessment data for English Learners was conducted.
2. A comprehensive needs assessment that included root cause analysis was completed.
3. A review of LEA and school-level budgeting was done in order to identify resource inequities and budgets were adjusted accordingly.
4. Evidence-based interventions were identified and selected for implementation.
5. Annual measurable outcomes were chosen along with local assessments that can be used for progress monitoring.

Although this plan is developed to specifically address the needs of [insert subgroup], the selected interventions align with the broader work of the entire school site and district.

For example, the selected interventions align with the following SPSA goals and activities.

Goal 1

Subject

ELA

Goal Statement

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

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

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

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

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

Expected Annual Measurable Outcomes

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

Goal 2

Subject

Math

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Also, the planned interventions align with the following Title 1 School Wide Reform Strategies & Corrective Actions.

Tahoe Lake does not qualify as a Title 1 School starting in 2023-2024.

Further, this plan aligns with goals two and three of the **TTUSD LCAP**.

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this ATSI amendment?

Involvement Process for the ATSI Amendment

School Plan for Student Achievement ATSI Amendment Page 3 of 4

EL Attendance data was shared with Site Council on 4/20/2023 , ELAC on 4/12/2023, and staff on 4/12/2023 to raise awareness of concern and to discuss ways to support improved attendance. 29.8% of English Learners were chronically absent in 2021-2022 compared to 19.3% of all students at Tahoe Lake.

An attendance survey was shared with EL parents who were not able to attend ELAC.

Staff met to discuss strategies to improve attendance and learning outcomes for all students, but especially for ELs

Principal and EL Coordinator participated in Differentiated Assistance work with PCOE/TTUSD to identify learning needs for ELs and to identify strategies to support higher levels of learning, including improved attendance.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tahoe Lake has not had administrative support dedicated to attendance (no attendance secretary) for over a decade; however, this will be addressed in the 2023-2024 school year with the addition of a 40% attendance secretary.

ATSI Goals, Strategies, Expenditures

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

ATSI Goal 1

Increase positive attendance for English Learners.

Identified Need

Improving attendance is an identified need for all students at Tahoe Lake; however, English Learners have specifically been identified as having 'very high' levels of students chronically absent.

English Learners

Student Group State

Very High

29.8% chronically absent

Number of Students: 47

All Students

All Students State

High

19.3% chronically absent

Number of Students: 336

Data from the California Department of Education Dashboard

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

Student Group	English Learner (EL) Enrollment			Percent of Students		
	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	31	40	42	12.9%	12.5%	14.4%
Fluent English Proficient (FEP)	23	23	14	9.5%	7.2%	4.8%
Reclassified Fluent English Proficient (RFEP)	1	1		3.2%	0.30%	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decreased percentage of EL students considered chronically absent.	29.8% of EL students were considered chronically absent in 2021-2022.	Decrease percent of EL students chronically absent by at least 10% in 2023-2024.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Tahoe Lake will have add an Attendance Secretary for Increased communication with and support focused on improving attendance for all learners, with special focus on English Learners. For over a decade Tahoe Lake has only had one Secretary in the office who has watched

Individual, in-person contact will be made with families each time a student is absent to ensure that families are aware of total number of absences, their impact on student learning, and to work with the family to make a plan for attendance.

Monthly attendance print outs will be shared with families whose children have attendance concerns and SART (School Attendance Review Team) meetings will be scheduled.

Independent Study requirements will be reviewed with all families with previous attendance concerns to ensure they have access to IS when appropriate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1.0 Classified FTE	General Fund/Local

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Tahoe Lake will continue to provide instruction in English Language Development to all English Learners with our ELD Coordinator. The ELD Coordinator will continue to work with all EL families to communicate progress and attendance. Students who are chronically absent often achieve below grade level, so increased positive attendance will increase EL academic achievement. Currently, there is a significant gap between EL and EO achievement levels. With an increase in EL attendance, we aim to also see an increase of 10% of English Learners scoring at or above standard as measured by CAASPP.

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

106.1 points below standard
Number of Students: 22

Reclassified English Learners

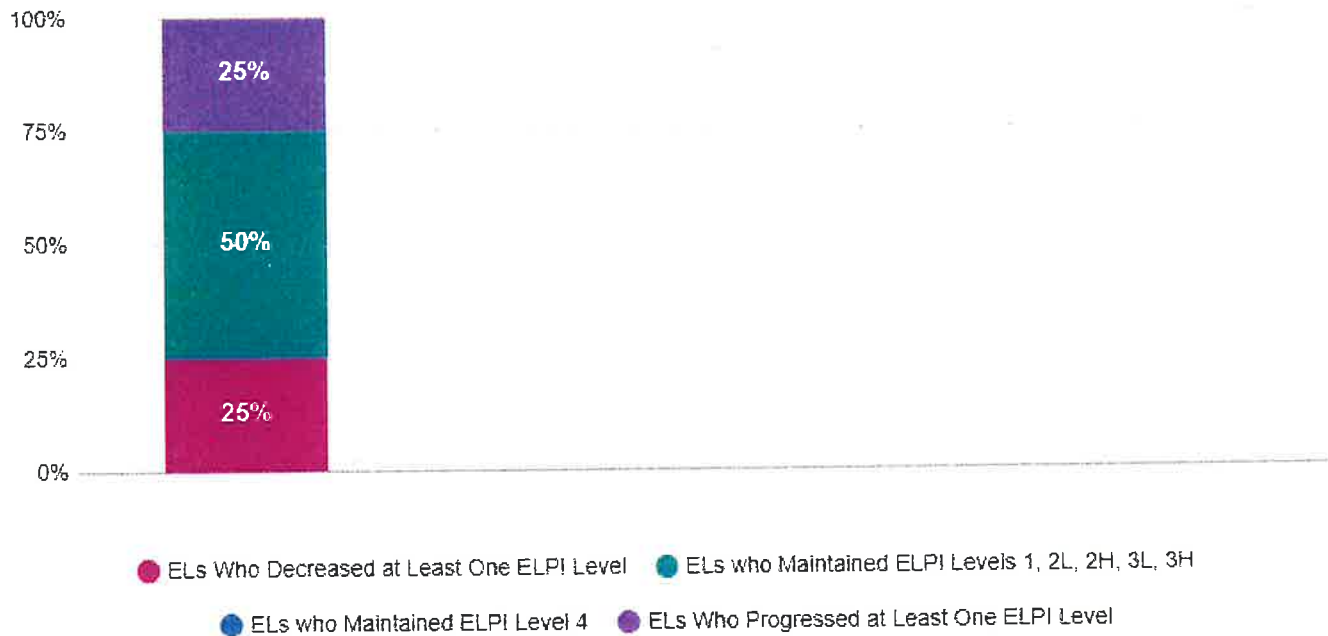
0 points below standard
Number of Students: 7

English Only

28.7 points above standard
Number of Students: 111

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

.7 FTE

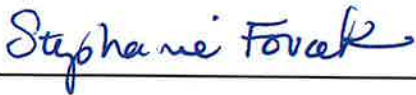
Intervention and EL Funds

Recommendations and Assurances

The SSC reviewed the content requirements of the Additional Targeted Support and Improvement (ATSI) plan included in this SPSA amendment and believes all such ATSI requirements have been met. This SPSA ATSI amendment 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 for the ATSI subgroup.

This SPSA ATSI amendment was adopted by the SSC at a public meeting on May 25, 2023

Attested:



Principal, Stephanie Foucek



SSC Chairperson, Dave Shelton

For questions related to specific sections of the template, please see instructions below: