

The School Plan for Student Achievement

School: Elevated Digital Learning Academy
CDS Code: 0961903
District: Lake Tahoe Unified School District
Principal: Kelly Martin
Revision Date: October 6, 2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Elevated Digital Learning Academy's Vision and Mission Statements

VISION: An unconventional, flexible, and academic school experience designed to evolve with our clientele, the emerging available technology, and our community needs to foster creative, passionate learners on their path to achieve their personal, academic, and social goals.

MISSION: At Elevated our mission is to provide a rigorous and comprehensive education that fosters inquiry, inspires compassion, and develops self reliance for our diverse student body in a physically, emotionally, and socially safe environment.

School Profile

Elevated Digital Learning Academy, located in South Lake Tahoe, California strives to be an innovative place of online learning where all individuals are effective communicators, informed, productive thinkers, self-directed learners, collaborative workers, contributing citizens, and information processors. Our Mission is to provide a rigorous and comprehensive education that fosters inquiry, inspires compassion, and develops self-reliance for our diverse student body in a physically, emotionally, and socially safe environment. As of the Fall of 2022, Elevated Digital Learning Academy's student body is composed of 55 students from first grade through tenth grade. A total of 15% of the students are English Learners and 18% are students with disabilities. The ethnic demographics of Elevated Digital Learning Academy's students consist of 51% White (Not Hispanic), 27% Hispanic or Latino, 9% Native American, 7% Filipino 3% African American, and 3% of multiple races.

At Elevated Digital Learning Academy, we implement and monitor instructional programs to meet the needs of all students. Elevated is proud to implement fully online courses focusing on Experiential Learning within our community with the mission to support lifelong learners who care for others and the world around them. Our school was established out of a need from COVID-19 in the 2020-21 school year knowing it would continue beyond the 2020-21 school year as families have asked for a comprehensive online school in years past. Elevated Digital Learning Academy also oversees the district Independent Study program, Independent Learning Academy. Some of our practices across programs include, but are not limited to, implementing a structured Response to Intervention Model (RTI), Math and Reading Intervention program, English Language Development, Speech/Language, and Special Education Services.

To reach academic and social success for all, the staff at Elevated Digital Learning Academy engages in backward planning, identification of essential California Common Core State Standards, implementation of Response to Intervention, and integration of Positive Behavioral Interventions and Supports. The backward planning aligns and integrates the adopted state curriculum for Mathematics, Language Arts, Science, and Social Studies across subject areas. The Lake Tahoe Unified School District has adopted a state curriculum for all academic subjects and has established an ongoing monitoring system. Our district has adopted McGraw Hill curriculum for Math, Language Arts, English Language Development, Savvas for Social Studies, and FOSS/Lawrence Hall of Science for Science. In addition, the use of technology enhances our curriculum across all content areas. Staff participates in technology training that promotes the use of programs including Google, Accelerated Reading, Learning Ally, IXL, REFLEX Math, Reading A-Z, Canvas Learning Management System, and Ellevation English Learner monitoring platform. Starting in Kindergarten, students are issued Chromebooks. To support our students socially and emotionally, collaboration takes place with our school psychologist, elementary counselor, district mental health therapist, and homeless and foster youth advocate. Collaboration with community agencies takes place to identify family and student resources needed.

Collaboration and Professional Development for our staff are structured and planned annually to support the instructional models at our site. All Kindergarten through tenth-grade teachers at Elevated Digital Learning Academy collaborate during staff meeting time and professional development every Wednesday. To support staff with instruction of Common Core State Standards, staff will continue to receive professional development focusing on curriculum and instruction including best practices for online learning as well as experiential learning. During grade level collaboration, teachers discuss instructional strategies and assessment results, plan instruction, and identify effective strategies.

Elevated Academy staff engages in ongoing data analysis to drive instructional decisions. In order to facilitate data collection, reporting, and analysis, Elevated Digital Learning Academy's teachers track student data on the Illuminate Data Management System. The Illuminate Data System allows teachers to create reports based on the local and state assessment results and modify instruction to better serve students. Elevated Digital Learning Academy has implemented site-based ongoing assessments such as NWEA MAP (Measures of Academic Progress) which include all students K-10 and every trimester results are analyzed at data

meetings. Grade-level teachers, administrators, and special services teachers attend data meetings. During the data meetings, attendees analyze the academic results and progress of each student, as well as social and emotional concerns. Members discuss possible interventions and programs available for students not meeting standards; during the data meetings, possible assistance for parents is also discussed.

As a small school, all staff is involved in planning and decision-making for the school. We value parent participation and involvement. Last year we created a Parent Teacher Student Association and School Site Council to support our students and school community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Elevated sends Parent and student surveys every trimester (approximately every 3 months) to gather data regarding satisfaction and allow families to offer input and suggestions to improve the school. LTUSD sends out a survey annually for LCAP (Local Control and Accountability Plan) feedback and input.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur weekly both formally and informally. Per the contract with STEA (South Tahoe Educators Association), permanent teachers are formally observed once every four years. Teachers that are temporary or probationary are formally observed two times per school year- once in the fall and once in the spring. Informal observations occur daily with classroom visitations by the Principal. All teachers at Elevated are highly qualified.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC and MAP scores are analyzed and data results are used to inform, guide, and modify instructional decisions. Trimester benchmarks and common local assessments results guide strategic student placement, interventions, and extensions. Assessment results are analyzed during data collaboration meetings at the end of each trimester. State and local data is tracked in the Illuminate Data System. MAP assessments are used for all students K-9.

CAASPP state assessments were suspended in 2019-20 due to the COVID-19 pandemic. MAP growth assessments were administered in spring 2021 as a viable option to CAASPP state assessments. CAASPP state assessments resumed in the 2021-22 school year, results are not currently available.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum-embedded assessment results are entered into the Illuminate Data System. Staff analyzes student data and adjust instruction based on results. Students receive differentiated instruction to target individual academic needs. MAP growth assessment results will also be analyzed to make instructional adjustments in reading and math.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff meet requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff is fully credentialed. Using LCFF funding, all staff will engage in monthly professional development/collaboration and will participate in identified Professional Development during the year, i.e. Response to Intervention, Literacy, Curriculum, Language Development, Canvas Learning Management System, Ellevation English Learner monitoring platform, Near Pod, Positive Behavioral Interventions and Supports, and Social Emotional Learning.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Common Core State Standards will be the focus of grade level collaborations. Teachers analyze student performance and assessment data during weekly collaborations and trimester data meetings. Staff development will be geared towards understanding, planning and coordinating the implementation of Common Core State Standards and Technology. Staff development will include: Canvas Learning Management System, Ellevation English Learner monitoring platform, Wonders/Maravillas training, SIPPS, My Math, Step Up To Writing, Language Development, Academic Language, Technology, MAP, Response to Intervention, Math, Near Pod and Collaboration Time.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers will receive ongoing support from district coordinators, district ELA/MATH/EL specialists and interventionists, TIP (Teacher Induction Program) mentors and content experts in various areas. Teachers will be able to observe colleagues in multiple settings and collaborate on an ongoing basis.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will collaborate every Wednesday. Targeted collaboration will be calendared focusing on Canvas Learning Management System, literacy, data analysis, and social emotional support. The COVID-19 pandemic has lead to accelerated learning about technology and innovative practices leading to ongoing collaboration and district directed learning components.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The LTUSD adopted Language Arts and Math curriculum are fully aligned with the Common Core State Standards. Teachers will engage in backwards mapping focused on integration and alignment of all content areas. New staff will participate in curriculum specific training to support the implementation and use of resources in the classrooms. Principal and district coordinators will monitor implementation of curriculum and materials.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are being met.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level teams have identified essential Common Core State Standards at each grade level. Using ConnectEd calendars, teachers align pacing of ELA instruction.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have appropriate standards-based instructional materials. Additional supplemental resources are available to support English Language Learners and Students with Disabilities.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted materials, including intervention materials, are monitored by the principal for full implementation in all classrooms.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by the regular program: team teaching, small group instruction, reading intervention and extension, use of curriculum-embedded intervention, use of technology, digital resources, on going assessments, ELD instruction.

14. Research-based educational practices to raise student achievement

See #13. In addition, the following practices are in place: Response to Intervention blocks, reading intervention teachers, guided reading small group instruction, ELD, Inclusion Program, parent involvement/parent education, digital resources (AR, RAZ-Kids, IXL, Reflex Math, Learning Ally) highly-trained and qualified teachers, targeted collaboration.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent-staff conferences, Student Study Team, Cafecitos parent meetings, Family Resource Center, Health Department, Live Violence Free, Tahoe Youth and Family Services and McKinney Vento/Foster Youth program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Strong parent representation on the Parent Teacher Association (PTA), School Site Council (SSC), Cafecitos-English Language Advisory Committee (ELAC).

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See # 14 and #15.

18. Fiscal support (EPC)

Categorical funds are used to support programs for identified students. See details in School Site Plan.

Description of Barriers and Related School Goals

The greatest barrier is teaching students and families how to be successful in an online learning school which is 100% remote.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		25	8		0	5		0	5		0.0	62.5
Grade 4		24	9		0	6		0	6		0.0	66.7
Grade 5		38	12		0	8		0	8		0.0	66.7
Grade 6		65	10		0	9		0	9		0.0	90.0
Grade 7		64	24		0	21		0	21		0.0	87.5
Grade 8		50	19		0	17		0	17		0.0	89.5
All Grades		266	82		0	66		0	66		0.0	80.5

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

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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			2549.			0.00			61.90			19.05			19.05
Grade 8			2564.			0.00			52.94			41.18			5.88
All Grades	N/A	N/A	N/A			1.52			43.94			34.85			19.70

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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			9.09			69.70			21.21

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			4.55			77.27			18.18

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			7.58			84.85			7.58

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			10.61			74.24			15.15

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. The first year of operation for Elevated Digital Learning Academy was the 2020-21 school year. In the 2020-21 school year, NWEA MAP assessments were administered as a viable option to CAASPP state assessments. CAASPP state assessment results for 2021-22 are not currently available.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		25	8		0	6		0	6		0.0	75.0
Grade 4		24	9		0	6		0	6		0.0	66.7
Grade 5		38	12		0	8		0	8		0.0	66.7
Grade 6		65	10		0	9		0	9		0.0	90.0
Grade 7		64	24		0	21		0	21		0.0	87.5
Grade 8		50	19		0	17		0	17		0.0	89.5
All Grades		266	82		0	67		0	67		0.0	81.7

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			2542.			14.29			23.81			38.10			23.81
Grade 8			2532.			11.76			11.76			29.41			47.06
All Grades	N/A	N/A	N/A			10.45			22.39			26.87			40.30

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			11.94			52.24			35.82

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.

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	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			13.43			58.21			28.36

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			17.91			56.72			25.37

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. The first year of operation for Elevated Digital Learning Academy was the 2020-21 school year. In the 2020-21 school year, NWEA MAP assessments were administered as a viable option to CAASPP state assessments. CAASPP state assessment results for 2021-22 are not currently available.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		4	*
1		*	*		*	*		*	*		4	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		4	5
8		*	*		*	*		*	*		4	*
All Grades											28	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		23.08	14.29		38.46	35.71		38.46	35.71		0.00	14.29		26	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		42.31	35.71		42.31	42.86		15.38	21.43		0.00	0.00		26	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		11.54	0.00		34.62	14.29		34.62	50.00		19.23	35.71		26	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		19.23	50.00		76.92	50.00		3.85	0.00		26	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		80.77	50.00		19.23	28.57		0.00	21.43		26	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		19.23	7.14		46.15	35.71		34.62	57.14		26	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		15.38	7.14		69.23	78.57		15.38	14.29		26	14

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. ELPAC data will be analyzed in the 2023-24 SPSA based on multiyear data.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Curriculum and Instruction
LEA GOAL:
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and unhoused students • 5% toward grade-level standards, through the current LCAP cycle, as measured by state and local standardized assessments • Utilizing standards, research, and evidence based instructional practices and curriculum that are equity-based and culturally relevant
SCHOOL GOAL #1:
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and unhoused students • 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments • Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant
Data Used to Form this Goal:
NWEA MAP Growth Assessment, LTUSD Local Assessments, English Language Arts and Math CAASPP SBAC results, ELPAC assessment results, California School Dashboard
Findings from the Analysis of this Data:
There is a need for all students, with an emphasis on EL, Students With Disabilities (SWD), Foster and Homeless Youth and Low Income (LI) to: • Increase percentage of students who achieve grade level standards by 10% as measured on CAASPP (California Assessment of Student Performance and Progress) results • Increase early elementary grade level literacy skills • Increase English language proficiency level by the end of 5th grade • Increase the passing rate for academic courses • Increase the number of EL students with Seal of Biliteracy • Have access to rich SEL/Relationship instruction and curriculum • Be provided with SEL strategies imbedded vertically across all grade levels • Have access to project-based learning curriculum including different classroom structure; relevant, real-world application; and public product • Be prepared with school readiness skills through early intervention in preschool and TK

How the School will Evaluate the Progress of this Goal:

Trimester LTUSD Benchmarks, MAP assessment results and CAASPP, ELPAC Assessments will be monitored for academic progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide reading/Math Intervention Program K-5	2022-2023	District Leadership Principal District Specialists Interventionists	Reading and Math Specialist Coaching Sessions Modeled Lessons	1000-1999: Certificated Personnel Salaries	District Funded	
Continue Sonday Dyslexic Reading Intervention Program K-5	2022-2023	Principal Intervention Team RSP Teacher	Sonday Program	1000-1999: Certificated Personnel Salaries	District Funded	
Utilize weekly early student release days for collaboration and professional development aligned with SPSA and LCAP	2022-2023	District Leadership Principal Grade Level Teams Intervention Team District Specialists Special Education Team	Extra Services/Collaboration- Funding pending-will be allocated at 1st Interim. Professional Development- Funding pending-will be allocated at 1st Interim. Instructional Supplies Professional Development- Funding pending-will be allocated at 1st Interim.	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental/EIA LCFF - Supplemental General Fund LCFF - Supplemental/EIA	
Continue implementation of District wide ELD program	2022-2023	District Leadership Principal EL Coordinator EL Specialist	ELD Instructional Model EL Focus Collaborations	1000-1999: Certificated Personnel Salaries	District Funded	
Continue ELD professional development specifically focusing on needs and EL scaffolding strategies in the content areas in partnership with EL Coordinator	2022-2023	District Leadership Principal EL Coordinator EL Specialist	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Collaboration with EL Coordinator and EL Specialist			
Implement Partnership with CA Education Partners for Pre-K- 3rd grade Coherence with a math focus	2022-2023	District Leadership Principals	Guided professional development and collaboration			
Site Principal Professional Development	2022-2023	District Leadership Principal	ACSA Membership	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Use of substitute teachers for supporting at-risk students to ensure their success in Elevated	2022-2023	Principal Teachers Intervention Teacher	Highly qualified substitute teacher- Funding pending-will be allocated at 1st Interim.	1000-1999: Certificated Personnel Salaries	Title I	5000
Provide ongoing PD and coaching around Experiential Learning focusing on building and implementing additional experiential projects	2022-2023	Principal Teachers	PD and coaching provided by outside contractor-Funding pending-will be allocated at 1st Interim.	5800: Professional/Consulting Services And Operating Expenditures	Other	
Extra duty for teachers to provide families, including those of low performing disadvantaged students, with strategies to support students in online learning	2022-2023	Principal Teachers	Extra Duty Hours	1000-1999: Certificated Personnel Salaries	Title I	2500
Software and equipment specific to online learning to support universal access for all students: Literably, GimKit, Nearpod, Kikori	2022-2023	Principal Teachers	Purchase of online programs that are specific to online learning	4000-4999: Books And Supplies	Title I	5808
			Purchase of equipment to support access for all students	4000-4999: Books And Supplies	Lottery	754
			Purchase of equipment to support access for all students	4000-4999: Books And Supplies	Title I	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional PD for teachers to enhance online learning lessons	2022-2023	Principal Teachers	Additional professional development to improve teachers online teaching skills to improve engagement with struggling students	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000
Purchase diverse library books for students in grades K-6	2022-2023	Principal Teachers	Purchase additional library books that are diverse in which are books are representative of today's world.	4000-4999: Books And Supplies	Lottery	500

School Goal #2

SUBJECT: Integrated Staff Support And Professional Development

LEA GOAL:

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that is guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

SCHOOL GOAL #2:

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that is guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

Data Used to Form this Goal:

English Language Arts and Math CAASPP SBAC results, EL reclassification rates, California School Dashboard, LCAP survey results, staff surveys

Findings from the Analysis of this Data:

There is a need for all staff to support students, with an emphasis on EL, SWD, Foster and Unhoused Youth and LI to:

- Increase percentage of students (EL, SWD, LI) who achieve grade level standards by 10% as measured on CAASPP results
- Increase early elementary grade level literacy skills
- Increase EL reclassification rates, decrease LTELs (long-term English Learners), and systematically track and monitor RFEP (Reclassified Fluent English Proficient) students
- Increase English language proficiency level by the end of 5th grade
- Increase the passing rate for academic courses
- Increase the number of EL students with Seal of Biliteracy

There is a need for the District to:

- Increase standards aligned IEPs (Individualized Education Plans)
- Increase preventative, proactive instruction
- Increase rich first instruction practices
- Have a strong inclusion model to prevent homogeneously grouping students by ability and pulling students out of core instruction
- Have clearly identified learning targets by subject and grade
- Decrease suspension rates, increase engagement
- Increase student attendance
- Increase systematic collaboration and planning between Core Subject Teachers and Special Education Service Providers
- Have consistent and equitable course access throughout all K-12 programs
- Articulate and maintain high standards for all students

How the School will Evaluate the Progress of this Goal:

Trimester LTUSD Benchmarks, MAP assessment results and CAASPP, ELPAC Assessments will be monitored for academic progress, attendance rates, reclassification rates, student surveys, staff surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with ELA, and Math content area specialists	2022-2023	District Leadership Principal Content area specialists Certificated staff		None Specified	District Funded	
Develop site driven professional development plan	2022-2023	Principal Certificated Staff		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing PD and coaching around Experiential Learning focusing on building and implementing additional experiential projects	2022-2023	Principal Teachers	PD and coaching provided by outside contractor-Funding pending-will be allocated at 1st Interim.	5800: Professional/Consulting Services And Operating Expenditures	Other	
Provide Diversity Training on Gender Identity and Gender Expression	2022-2023	Principal Secretary Certificated Staff	Provide Diversity Training on Gender Identity and Gender Expression-	5800: Professional/Consulting Services And Operating Expenditures	Other	

School Goal #3

SUBJECT: Student and Family Support and Engagement
LEA GOAL:
Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student’s learning and well-being and as partners in the school community
SCHOOL GOAL #3:
Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student’s learning and well-being and as partners in the school community
Data Used to Form this Goal:
School climate surveys for students, staff, and families; California School Dashboard; California Healthy Kids Survey; parent participation in school meetings and activities; attendance rates; student suspension data

Findings from the Analysis of this Data:

There is a need for all students, with an emphasis on EL, SWD, Foster and Homeless Youth, and LI to:

- Increase connection to school through participation in athletics and extracurricular activities
- Increase student's ability to be self-aware and have ownership of their own goals
- Increase student engagement and confidence in their current abilities and taking on new challenges
- Increase opportunities for high levels of social, emotional, and personal health
- Decrease suspension rates for EL/SWD
- Increase feelings of connectedness, communication, support

There is a need for the District to:

- Decrease educator bias, increase cultural competency, diversity and equity training
- Increase resources, supports and training to de-escalate behavior and intervene early and often
- Decrease punitive practices around grading, attendance, and behavior
- Provide opportunities to formalize ELAC (English Learner Advisory Committee) Plan and Parent leadership opportunities
- Have established Parent outreach protocols and programs in order to access available school and community services
- Provide more robust translation and interpretation services
- Have connections with staff who are responsive with instructional practices targeted toward poverty and trauma
- Have common TK-12 vocabulary for academic/behavior expectations and independence
- Address and adapt Master Schedules to ensure ELD and SEL needs are met

How the School will Evaluate the Progress of this Goal:

School climate surveys for students, staff, and families, California School Dashboard, California Healthy Kids Survey, parent participation in school meetings and activities, attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with Elementary Counselor to support SEL for professional development and support in SEL Curriculum and Strategies implementation, Implementation of Restorative Practices, Trauma Informed Practices, Directly working with student groups and classes	2022-2023	District Leadership Principal Elementary Counselor School Psychologist	District Funded			
Fully implement Positive Behavioral Interventions and Support (PBIS) including training and support for fidelity	2022-2023	Principal Elementary Counselor School Psychologist	PBIS Training		District Funded	
			PBIS Focus Collaboration		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		PBIS Site Committee				
Collaborate with Student Advocate to Provide SEL/Behavioral & Mental Health Services, Supports, Resources	2022-2023	District Leadership Elementary Counselor			District Funded	
McKinney Vento Assistant (Classified) to assist McKinney Vento/Foster Youth Student Advocate in support of improved student outcomes for those students identified for McKinney Vento Services and Supports (Duplicative Action)	2022-2023	District Leadership Principal			District Funded	
Provide parents the opportunities, resources, and support to develop skills in assisting their children through the educational experience	2022-2023	District Leadership Principal			District Funded	
Continue Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education and the ELAC (English Learner Advisory) committee	2022-2023	District Leadership Principal			District Funded	
Continue to improve communication with stakeholders	2022-2023	District Leadership Principal Site Team Office Team			District Funded	
Continue to collaborate with community agencies to increase resources for our families (FRC, Tahoe Youth, Advance, The Hub, Barton, CalFresh, etc.)	2022-2023	Principal Site Team			District Funded	

School Goal #4

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Elevated Digital Learning Academy will implement experiential learning strategies and experiences as a single focus for the next three years to improve student outcomes for all students. Through: • Professional Development • Identification of Instructional practices • Data-driven differentiated instruction • Grade level and vertical alignment • Family Education
Data Used to Form this Goal:
Pre/post surveys, MAP data, CAASPP data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development- EduProtocols	2022-2023	Teachers Principal	Targeted PD for instructional strategies	5800: Professional/Consulting Services And Operating Expenditures	Other	
Professional Development- CUE Conference	2022-2023	Teachers Principal	Conference attendance	5000-5999: Services And Other Operating Expenditures	Other	
Purchase supplies to support experiential learning at an online	2022-2023	Principal	Materials to support online learning	4000-4999: Books And Supplies	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school						

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Lottery	1,254.00
1000-1999: Certificated Personnel Salaries	Title I	7,500.00
4000-4999: Books And Supplies	Title I	7,008.00
5800: Professional/Consulting Services And	Title I	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Lottery	1,254.00
Title I	19,508.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	7,500.00
4000-4999: Books And Supplies	8,262.00
5800: Professional/Consulting Services And Operating	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,762.00

Centralized Service Expenditures

2022-2023 Centralized Expenditures

SPSA LEA goals, actions and services align with the 21/22-23/24 Local Control and Accountability Plan goals, actions, and services

Goal	Action	Item	Budget Source	TOTAL	Description
1	1	SPSA implementation: all sites Flexible site funding, personnel, supplies and materials, travel/conference, professional services	Supplemental, Supplemental EIA, Concentration, ESSER II	2,344,267	
1	2	ELD Coordinator 1.0 FTE	Title I, II, III, IV; Supplemental	154,474	
1	3	Ellevation implementation by ELD Coordinator	Title III	26,800	Ellevation annual renewal
1	4	Elementary Intervention Teacher (6.0 FTE)	Supplemental, EPA	703,331	
1	5	Paraprofessionals Hire 6.0 FTE additional paraprofessionals for targeted English and Math improvement (need for bilingual in Spanish and Tagalog) Existing paraprofessionals	Supplemental, Supplemental EIA, Concentration, AB86	541,215	Elementary
1	6	CA Education Partners: PreK-3	No cost	0	No cost
1	7	CTE Coordinator, STHS	LCFF	126,437	
1	8	4 Career Technical Education Pathway Providers	Supplemental, ESSER III	378,776	
1	9	After School Expanded Learning and Support Opportunities K-8	Supplemental, ESSER II	40,500	
1	10	McKinney Vento Instructional Assistant	AB86	39,081	
1	11	Director of Elementary Education	Unrestricted	200,307	
1	12	Director of Secondary Education (including administrative support)	Unrestricted, Supplemental, Supplemental EIA, CTEIG	249,804	
2	1	Content Area Specialist (3.0 FTE) - EL Content, ELA/Literacy/Writing Skills, Math	Supplemental	398,283	
2	2	Professional Development: Staff Survey	Supplemental	1,200	SurveyMonkey renewal
2	3	Professional Development: plan development with Elementary, Secondary Directors, ELD Coordinator, Site Leaders	Supplemental, AB86	19,419	
2	4	Professional Development: plan implementation with Content Area Specialists	Supplemental, Supplemental EIA	105,852	
2	5	Collaboration and Professional Learning Communities coordination	Supplemental	450	Dues/memberships, teacher extra duty
3	1	Elementary Counselor (2.0 FTE)	Supplemental, ESSER III	248,714	
3	2	SEL practices implementation with Elementary counselor	LCFF	26,000	SEL Curriculum
3	3	PBIS implementation	Supplemental, Concentration, Title IV	354,001	
3	4	Safe Schools Curriculum	Supplemental	10,000	
3	5	Student Advocate - SEL/Behavioral, mental health	Other local grant, ESSER III	32,560	Contracted services
3	6	McKinney Vento Instructional Assistant (included in goal 1)		0	
3	7	School Nursing Services: all sites (6.0 FTE)	SPED, Supplemental, Concentration	568,548	
3	8	After school bussing for school activities	Supplemental, ESSER III	5,600	
3	9	Parent opportunities, resources, support: PIQE	Title I, III, Supplemental	51,003	PIQE cost, postage, Bilingual Community Liaison
		TOTAL		6,626,622	

Home/School Compact

Lake Tahoe Unified School District

Family-School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed-upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through innovative, interesting, differentiated, and challenging, lessons that promote student achievement toward District and State Standards.
- Motivate our students to learn.
- Have high expectations and help every child to develop a love of learning.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful assignments to reinforce, encourage, and extend learning.
- Teach the standards, curriculum, and district-wide initiatives with fidelity.
- Support the formation of partnerships with families and the community.
- Develop skills in educational technology including: use of SMART Board, Chromebook (Grades 3-12), Illuminate, Aeries and online intervention software.
- Engage students in AVID methodologies.

Student's First Name

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Attend school 95% of the school year (**NO MORE THAN 10 ABSENCES**) and will be prepared to learn.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit my TV/computer, device use and video-gaming for entertainment purposes, and instead study or read every day after school.
- Respect the school classmates, staff and families.
- Be responsible so as to effectively utilize and maintain my Chromebook (Grades 3-12).
- Monitor my academic progress and performance.

(PLEASE PRINT)

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Ensure that my child attends school 95% of the school year (**NO MORE THAN 10 ABSENCES**), gets adequate sleep, regular medical attention and proper nutrition.
- Provide a balance between academic and extra-curricular involvement.
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Participate at school in activities such as school decision-making, volunteering and/or attending parent conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.
- Support education use and care of my child's Chromebook (Grades 3-12).
- Monitor my child's academic progress and performance.

Student's Last Name

Principal

Student

Date

Parent

Distrito Escolar Unificado de Lake Tahoe

Contrato entre la escuela-familia

Es importante que las familias y las escuelas trabajen juntos para ayudar los alumnos a lograr las exigentes normas académicas. Mediante un proceso que incluye los maestros, las familias, y los representativos comunitarios, los siguientes son trabajos y responsabilidades acordados que nosotros como socios realizaremos para apoyar el éxito estudiantil en la escuela y la vida.

Acuerdo del personal

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Enseñar clases mediante lecciones innovadoras, interesantes, diferenciado, y desafiantes que promueven el rendimiento estudiantil hacia las normas distritales y estatales.
- Motivar nuestros alumnos para aprender.
- Tener altas expectativas y ayudar cada alumno a desarrollar un amor al aprendizaje.
- Proporcionar un entorno docente seguro, acogedor, y comprensivo.
- Proporcionar trabajos significativos para reafirmar, alentar, y extender al aprendizaje.
- Enseñe los estándares, el plan de estudios y las iniciativas de todo el distrito con fidelidad.
- Apoyar la formación de sociedades con las familias y la comunidad.
- Desarrollar habilidades sobre tecnología educativa: uso de SMART Board, computadoras Chromebook (Grades 3-12), Iluminate, Aeries, y programa en línea de intervención.
- Impartir los alumnos con metodologías AVID.

Acuerdo estudiantil

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Asistir a clase 95% del tiempo durante el año escolar (**NO MÁS DE 10 AUSENCIAS**) y estar preparado para aprender.
- Traer los materiales necesarios, completar los trabajos y la tarea.
- Aprender y seguir las reglas del salón y la escuela.
- Comunicar periódicamente con mis padres y maestros sobre las experiencias escolares para que me puedan ayudar a tener éxito en la escuela.
- Limite el televisor / ordenador, el uso de dispositivos y de video - juegos para fines de entretenimiento, y en lugar de estudiar o leer todos los días después de clases.
- Respetar los compañeros escolares, el personal, y las familias.
- Ser responsable como para efectivamente utilizar y mantener mi computadora Chromebook (Grades 3-12).
- Supervisar mi progreso y rendimiento académico.

Acuerdo de la familia/padres

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Asegurar que mi hijo/a asista a clase 95% del tiempo durante el año escolar (**NO MÁS DE 10 AUSENCIAS**), duerma lo suficiente, reciba atención médica, y nutrición apropiada.
- Proporcionar un balance entre la participación académica y extracurricular.
- Proporcionar un tiempo y lugar callado para la tarea y supervisor cuanta tele ve.
- Leer a mi hijo/a o alentar mi hijo/a a leer cada día.
- Participar en actividades en la escuela tales como la toma de decisiones escolares, sirviendo como voluntario y/o asistiendo a conferencias con los padres.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo/a.
- Respetar la escuela, el personal, los alumnos, y las familias.
- Apoyar el uso educativo y el cuidado de la computadora Chromebook (Grades 3-12).
- Supervisar el progreso y rendimiento académico de mi hijo/a.

Director/a

Alumno

Fecha

Padre

Primer nombre del alumnos (FAVOR DE ESCRIBIR)

Apellido del alumno

Parent Involvement Policy

**Elevated Digital Learning Academy
Lake Tahoe Unified School District
2022-2023**

SCHOOLWIDE PARENT INVOLVEMENT POLICY

- Back to School night will be held in the fall of each school year to inform parents about the school's programs established to meet the needs of all students.
- The school will provide a number of meetings throughout the year to encourage parent involvement of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Topics covered during the meetings or through a newsletter may include:
 - Two-way communication between school and home.
 - Student assessment data and student progress.
 - Information about school and district resources for student academic improvement
 - Effectiveness of the school's parent involvement policy.
 - Advocacy
 - Cultural Diversity
- Translation will be provided in compliance with Ed Code
- Conferencing with teachers
- Training will be provided on how to support and work with their children at home and school
- Parental input will be shared via the School Site Council (SSC) to plan, review, and improve our programs.
- A school-wide communication system (ParentSquare) or a parent newsletter is sent informing parents/community of meetings
- During parent meetings, parents will have opportunities to provide input and suggestions. Responses to suggestions will be reviewed in a timely manner, and if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting.
- Parents are notified annually of individual student assessment results and are provided with guidance on interpreting results. An explanation of the information will be available in Spanish.
- Parent volunteer opportunities will be coordinated.
- Fingerprints will be required for parents working alone with students and are not supervised directly by staff members.

Approved by School Site Council October 13, 2022

**Elevated Digital Learning Academy
Lake Tahoe Unified School District
2022-2023**

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Approved by School Site Council October 13, 2022

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly Martin	X				
Jill DeSoucy		X			
Diana D'Angelo			X		
Kim Ramirez				X	
Leslie Edmonds				X	
Numbers of members of each category:	1	1	1	2	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 13th, 2022.

Attested:

Kelly Martin

Typed Name of School Principal


Signature of School Principal

10/21/22
Date

Leslie Edmonds

Typed Name of SSC Chairperson


Signature of SSC Chairperson

10/21/22
Date