

The School Plan for Student Achievement

School: Lake Tahoe Environmental Science Magnet School
CDS Code: 09-61903-0110155
District: Lake Tahoe Unified School District
Principal: Joel Damerall
Revision Date: November 3, 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:

Contact Person: Joel Damerall
Position: Principal
Phone Number: (530) 543-2371
Address: 1095 East San Bernardino Avenue
South Lake Tahoe, CA 96150
E-mail Address: jdamerall@ltusd.org

The District Governing Board approved this revision of the SPSA on November 10, 2022.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
ELPAC Results	12
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2	20
School Goal #3	23
School Goal #4	28
School Goal #5	32
Centralized Services for Planned Improvements in Student Performance	33
Centralized Service Goal #1	33
Centralized Service Goal #2	34
Centralized Service Goal #3	35
Centralized Service Goal #4	36
Centralized Service Goal #5	37
Summary of Expenditures in this Plan	38
Total Expenditures by Object Type and Funding Source	38
Total Expenditures by Funding Source	39
Total Expenditures by Object Type	40
Total Expenditures by Goal	41
Centralized Service Expenditures	42
Home/School Compact	43
Parent Involvement Policy	46
School Site Council Membership	49
Recommendations and Assurances	50

School Vision and Mission

Lake Tahoe Environmental Science Magnet School's Vision and Mission Statements

Everyday is Earth Day – Be the Best You Can Be.

Lake Tahoe Environmental Science Magnet School (LTESMS) will provide project-based, thematic, interactive instruction using environmental themes and technology articulated through the grade levels to foster life-long stewardship of the environment and assist students to achieve their maximum potential in their academic, social, and civic development.

School Profile

Lake Tahoe Environmental Science Magnet School (LTESMS) is located in Meyers, South Lake Tahoe, California. Nestled in the Sierra Nevada mountain range and located on the California/Nevada Stateline. South Lake Tahoe is a resort town where many families depend on seasonal employment in the casinos and ski resorts. In 1996/97, the District enrollment was almost 6,000, but in 2003-2004, as enrollment had steadily declined, the District closed two of its five elementary schools. Attendance boundaries were modified and the K-3 Class Size Reduction Program was eliminated in response to the continued decline in students and funding. The three remaining elementary schools experienced crowded classrooms and approximately 40% of staff moved between schools. In 2005-2006, Lake Tahoe Unified School District Board of Education approved the creation of a new Environmental Science Magnet School that would allow parents a school of choice for the students throughout the District.

LTESMS offers state-of-the-art technology with 1 to 1 Chromebook computing in grades K-5, document cameras, and SMART™ Boards in every classroom. Lake Tahoe provides a unique geographical setting in which to study and participate in environmental science educational opportunities. A grant through our partnership with the South Tahoe Environmental Educator Coalition (STEEC) for innovative programs provides funding for field trips, which is necessary for fieldwork when participating in local governmental agency projects. Lake Tahoe Unified School District (LTUSD) provides a Transitional Kindergarten Program and an Early Admission Kindergarten Program in order to meet the diverse needs of the community. The daily instructional minutes for kindergarten through fifth grade are 310 minutes per day. LTESMS also provides a physical education program for kindergarten through fifth-grade students, which is taught by a credentialed physical education specialist. There are eight minimum days throughout the year that are used mainly for parent conferences. We have 35 early-out Wednesdays for site collaboration and staff development opportunities. Students also have the opportunity to study music in grades 1-5. The District provides fifth-grade ski week at Heavenly Ski Resort, fourth-grade swimming instruction is provided by the City of South Lake Tahoe, and third-grade students receive ice skating lessons as part of the District and community joint cooperation agreements.

LTESMS has continued to set high levels of academic achievement. Our October 2021 enrollment was 361 students with 18.8% identified as socio-economically disadvantaged, 6.6% receiving special services, and 1.7% identified as English Learners (EL). Technology continues to be a major part of our academic program and students regularly use Accelerated Reader, IXL, Read Naturally, RAZ Kids, Reflex Math, Illuminate online reporting system, and Learning Ally. LTESMS teachers utilize the Canvas learning management system which supports online learning and teaching. It allows teachers to post grades, information, and assignments online.

As a Professional Learning Community, we are committed to collaborating together to focus on student learning through the use of data, teaching essential standards, and sharing the best instructional strategies. Response to Intervention (RTI) is another way our staff works together to individualize instruction and differentiate to assure high levels of student learning. Students participate in multiple environmental-based field experiences as well as dedicated lab time for each grade level to ensure hands-on, science-related academic instruction.

LTESMS has a very active and involved PTA which supports our academic program, science-based field trips, and the academic needs of our students. Students participate in project-based field trips that support our Environmental Science standards. In a typical year, we have an annual field trip for 5th graders to Yosemite Valley through a program directed by Nature Bridge. Continued funding from the PTA ensures that we have a fully equipped wet science/STEAM lab for our students that is accessed by each grade level on a weekly basis.

Our school vision is to address environmentally sensitive issues and work in conjunction with environmental agencies to foster an understanding and lifelong stewardship of the environment.

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).

Teachers have been surveyed on Professional Development needs, and direction of the school with our Single Focus Plan. We are continuing to refine our focus throughout the school year. Overwhelmingly the focus need through the survey is "teaching to an objective" and "building relationships" with students. With the focus on these two items we expect our student growth and achievement to increase. This will be analyzed through district assessments and MAP data. As the site implements the Single Focus Plan parent and student surveys will be developed to help meet our students needs.

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 both formally and informally. Per the contract with STEA (South Tahoe Educator's Association), permanent teachers are formally observed once every four years with their annual professional goals being reviewed, monitored, and supported to reach the goals throughout the year. 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 LTESMS 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)

The Illuminate Benchmark Test, as well as MAP (Measures of Academic Progress) assessment results, are utilized to provide staff with a skill analysis profile of each child's performance. Students nearly or not meeting standards will be monitored throughout the school year utilizing the Illuminate Assessment Program. Students not meeting standards will be identified as a "Target" students for additional support. Ongoing MAP growth assessments will be administered to grades K-5 three times during the school year to identify mastery of essential standards and student growth. These students will receive ongoing classroom performance assessments or criteria-referenced tests to measure mastery of specific skills. In addition, embedded assessments in reading and math will guide instruction intervention when mastery is not achieved. Skill flex groups in Language Arts will provide assistance to those students needing skill reinforcement. Grade-level collaboration meetings will provide teachers an opportunity to analyze and prescribe instructional modifications to improve achievement.

CAASP state testing was suspended in Spring of 2020 due to COVID. MAP growth assessments were administered in Spring 2021 as a viable option to CAASP state assessments. CAASPP state assessments resumed in the 2021-2022 school year.

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

CAASPP state assessments resumed in the 2021-2022 school year. MAP growth assessments will be administered to grades K-5 three times during the school year to monitor student subject matter mastery and assess student growth.

Staffing and Professional Development

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

All staff members are highly qualified.

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

Sufficient credentialed teachers on staff.

Professional development is provided for all state and district adopted materials.

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

The District provides staff development which is aligned to grade level content standards. Professional development offerings are determined by student and staff needs. These offerings also include training for newly adopted textbooks, online Illuminate Education, and intervention techniques for CST student performance and local assessments (MAP). Ongoing team support and regular collaboration time is provided for regular and Special Education staff. District and site-level professional development is available for building skills in the Canvas Learning Management System and Ellevation English Learner progress tracking platform.

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

Support is provided for teachers: Staff Development, Technology coaching, Science Mentoring, and collaboration. The COVID-19 crisis led to accelerated learning about technology and innovative practices leading to ongoing collaboration and problem-solving- and this learning continues this school year.

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

Teachers meet regularly to collaborate by grade level and in vertical teams. Teachers will collaborate every Wednesday. Targeted collaboration will be calendared focusing on Canvas Learning Management System, literacy, data analysis, and social emotional support.

Teaching and Learning

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

The Lake Tahoe Environmental Science Magnet School utilizes California State Standards driven curriculum. All curriculum and instructional materials are research-based, standards-aligned, State-adopted, and Board approved. Teachers monitor and differentiate instruction based on District-wide MAP assessment results that are reviewed three times per year. Teachers and aides are trained in the implementation of print and online instructional materials.

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

Master schedule provides instructional minutes per state requirements and are monitored by the principal.

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

District pacing guides are in place for all curricula areas and monitored by the principal.

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

Standards-based instructional materials are appropriate to all students groups including: socio-economically disadvantaged students (18.8%), Special Education students (6.6%), and English Language Learners (1.7%). Teachers are currently using the following textbooks: MacMillan/McGraw-Hill CCSS Wonders in Reading/Language Arts, McGraw-Hill CCSS My Math in Mathematics, Savvas in Social Studies, and Foss Science.

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)

Teachers use SBE-adopted materials in all curricula areas, including intervention.

Opportunity and Equal Educational Access

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

Differentiated instruction is implemented and monitored for at-risk, underperforming students. MAP assessments, aligned with State standards, provide ongoing performance measures which direct intervention supplemental instructional needs. In a typical school year Reading Blast Grouping provides direct leveled instruction in the classroom provided by classroom teacher, RSP support staff, and instructional assistants.

14. Research-based educational practices to raise student achievement

Teachers have received training in researched-based educational practices to raise student achievement and provide support as needed.

Parental Involvement

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

Communication to parents is ongoing primarily using email along with paper as necessary. Teachers communicate via SMORES, Parent Square (Aeries Student Information System), email, Remind101, texting, and phone. In a typical school year community involvement through our science curriculum includes use of our science lab, environmental based projects, and field trips with various local government and private groups.

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)

The LTESMS family support and resources include: an active PTA, School Site Council, health screening services, El Dorado County Mental Health services, Tahoe Youth and Family Services, Boys and Girls Club After-School Homework Assistance Club "Power Hour," Home School Outreach, and Special Education services. Parent volunteers foster the high expectations of student performance.

Funding

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

Title funds are utilized to support supplemental social-emotional learning and behavior to create an environment conducive to learning, including low performing students and English Learners.

18. Fiscal support (EPC)

District provides support for this non-Title I school.

Description of Barriers and Related School Goals

The COVID-19 crisis continues to be the greatest barrier given the challenges to supporting students and families.

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	66	58	60	63	0	59	63	0	59	95.5	0.0	98.3
Grade 4	64	46	61	63	0	59	63	0	59	98.4	0.0	96.7
Grade 5	60	54	41	59	0	41	59	0	41	98.3	0.0	100.0
All Grades	190	158	162	185	0	159	185	0	159	97.4	0.0	98.1

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	2452.		2468.	38.10		38.98	22.22		32.20	25.40		22.03	14.29		6.78
Grade 4	2507.		2513.	34.92		32.20	30.16		37.29	25.40		22.03	9.52		8.47
Grade 5	2513.		2547.	15.25		29.27	37.29		51.22	28.81		12.20	18.64		7.32
All Grades	N/A	N/A	N/A	29.73		33.96	29.73		38.99	26.49		19.50	14.05		7.55

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	33.33		28.81	49.21		66.10	17.46		5.08
Grade 4	30.16		28.81	55.56		62.71	14.29		8.47
Grade 5	25.42		26.83	55.93		65.85	18.64		7.32
All Grades	29.73		28.30	53.51		64.78	16.76		6.92

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	33.33		23.73	46.03		61.02	20.63		15.25
Grade 4	34.92		23.73	55.56		66.10	9.52		10.17
Grade 5	18.64		21.95	64.41		65.85	16.95		12.20
All Grades	29.19		23.27	55.14		64.15	15.68		12.58

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.

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	23.81		25.42	68.25		71.19	7.94		3.39
Grade 4	31.75		15.25	63.49		77.97	4.76		6.78
Grade 5	16.95		21.95	64.41		75.61	18.64		2.44
All Grades	24.32		20.75	65.41		74.84	10.27		4.40

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	30.16		23.73	55.56		64.41	14.29		11.86
Grade 4	26.98		25.42	61.90		71.19	11.11		3.39
Grade 5	22.03		31.71	47.46		58.54	30.51		9.76
All Grades	26.49		26.42	55.14		65.41	18.38		8.18

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.

Conclusions based on this data:

1. The percentage of student meeting state standards increased from 60% in 2018-19 to 72% in 2021-22.

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	66	58	60	65	0	59	65	0	59	98.5	0.0	98.3
Grade 4	64	46	61	63	0	59	63	0	59	98.4	0.0	96.7
Grade 5	60	54	41	60	0	41	60	0	41	100	0.0	100.0
All Grades	190	158	162	188	0	159	188	0	159	98.9	0.0	98.1

* 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	2447.		2453.	21.54		27.12	41.54		38.98	18.46		25.42	18.46		8.47
Grade 4	2498.		2499.	20.63		18.64	36.51		40.68	34.92		33.90	7.94		6.78
Grade 5	2512.		2523.	18.33		26.83	28.33		19.51	35.00		31.71	18.33		21.95
All Grades	N/A	N/A	N/A	20.21		23.90	35.64		34.59	29.26		30.19	14.89		11.32

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	38.46		23.73	36.92		64.41	24.62		11.86
Grade 4	25.40		30.51	57.14		59.32	17.46		10.17
Grade 5	26.67		24.39	45.00		53.66	28.33		21.95
All Grades	30.32		26.42	46.28		59.75	23.40		13.84

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	36.92		33.90	46.15		52.54	16.92		13.56
Grade 4	28.57		28.81	53.97		57.63	17.46		13.56
Grade 5	23.33		29.27	53.33		53.66	23.33		17.07
All Grades	29.79		30.82	51.06		54.72	19.15		14.47

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	32.31		23.73	53.85		67.80	13.85		8.47
Grade 4	25.40		22.03	61.90		62.71	12.70		15.25
Grade 5	13.33		17.07	68.33		60.98	18.33		21.95
All Grades	23.94		21.38	61.17		64.15	14.89		14.47

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 percentage of student meeting state standards increased from 56% in 2018-19 to 58% in 2021-22.

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	5	
4	*	*		*	*		*	*		5	*	
5	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										14	8	*

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	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	*	*	21.43	*	*	21.43	*	*	28.57	*	*	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	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	*	*	14.29	*	*	21.43	*	*	21.43	*	*	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	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	*	*	14.29	*	*	21.43	*	*	42.86	*	*	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	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	*	*	28.57	*	*	42.86	*	*	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	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	*	*	35.71	*	*	21.43	*	*	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	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	*	*	14.29	*	*	57.14	*	*	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	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	*	*	57.14	*	*	21.43	*	*	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.

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 Students experiencing Homelessness

- 5% toward grade-level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including ELL, SWD, Low Income, Foster Youth
- 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 Students experiencing Homelessness

- 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth
- 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 Assessments, LTUSD Local Assessments, CAASPP and ELPAC assessment results.

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, CAASPP, and 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
Maintain SIPPS Program K-2. Continue SIPPS Intervention Program 3-5. Continue intervention opportunities (MTSS). Continue Reading Intervention Program K-5.	2022-2023	Grade Level Teams Principal Grade level teacher Intervention team		1000-1999: Certificated Personnel Salaries	District Funded	
Continue Sonday Dyslexic Reading Intervention Program K-5	2022-2023	Principal Intervention Team		1000-1999: Certificated Personnel Salaries	District Funded	
Utilize LTUSD local Formative Assessments K-5 to guide instruction. Conduct Interim Assessments in Reading, Language, and Math 2nd-5th and Reading and Math K-1.	2022-2023	Principal Grade Level Teams Intervention Team		1000-1999: Certificated Personnel Salaries	District Funded	
Utilize weekly early student release days for collaboration and professional development aligned with SPSA and LCAP (Local Control and Accountability Plan)	2022-2023	District Leadership Principal Grade Level Teams Intervention Team Specialist Special Education Team	Teacher extra duty to attend conferences and common meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	2000
			Substitutes for teachers to attend meetings and conferences	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	2000
			Travel and Conferences	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental/EIA	3000
			Professional services: onsite training	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental/EIA	1277

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Social Emotional Learning (SEL) Professional Development (Anticipate funding title 1)	5800: Professional/Consulting Services And Operating Expenditures	Title I	
			Social Emotional Learning (SEL) Travel and Conferences (Anticipate funding title 1)	5000-5999: Services And Other Operating Expenditures	Title I	
			Social Emotional Learning (SEL) Substitutes (Anticipate funding title 1)	1000-1999: Certificated Personnel Salaries	Title I	
Continue implementation of CCSS aligned curriculum K-5	2022-2023	District Leadership Principal	District Funded			
Provide reading and math intervention programs K-5	2022-2023	District Leadership Principal Specialist Interventionist	Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	121484
Hire additional paraprofessionals (new positions) for targeted English improvement (emphasis on bilingualism-Spanish/Tagalog). Continue direct student support with existing paraprofessionals.	2022-2023	District Leadership Principal	Additional Instructional Aide hours Instructional Aide Extra duty for student support (Anticipate funding title 1)	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded Title I	
Continue implementation of CCSS curricula, K-5. Continue to integrate and implement adopted CCSS ELA, ELD, Math, and Social Studies curricula into the classroom.	2022-2023	District Leadership Principal	Instructional Materials CCSS Related	4000-4999: Books And Supplies	Lottery: Instructional Materials	2464

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue partnership with CA Education Partners for K-3 grade coherence with a math focus	2022-2023	District Leadership Principal			District Funded	
Continue implementation of the Districtwide ELD program	2022-2023	District Leadership Principal ELD Coordinator ELD Specialist	Supplemental instructional materials for English learners	4000-4999: Books And Supplies	District Funded Title III	627
Continue ELD professional development specifically focusing on LTEL needs and EL scaffolding strategies in the content areas in partnership with EL Coordinator and EL Specialist	2022-2023	District Leadership Principal ELD Coordinator ELD Specialist			District Funded	
Support K-5 CTE pathways in collaboration with CTE coordinator and CTE specialist	2022-2023	District Leadership Principal			District Funded	
Develop and implement an After School Expanded Learning and Support Opportunities K-5 in order to address specific targets of learning needed to mitigate COVID-19 learning loss	2022-2023	District Leadership Principal Intervention Team			District Funded	
Collaborate with McKinney Vento assistant to support improved student outcomes for those students identified	2022-2023	District Leadership Principal McKinney Vento assistant			District Funded	

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:

CAASPP results, EL reclassification rates, California School Dashboard, and staff survey

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 Homeless 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, CAASPP, and ELPAC assessment results; attendance rates; and reclassification rates will be monitored for academic success

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with Content Area Specialists	2022-2023	District Leadership Principal Content area specialist Certificated staff	District Funded			
Develop site driven professional development plan	2022-2023	Principal Committee	Teacher extra duty time to participate in plan development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2020
Provide grade level and vertical collaboration time	2022-2023	District Leadership Principal	District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Site teams				
Provide substitutes for teachers in order to compile and analyze data and design educational programs for individual student needs.	2022-2023	Principal	Substitute cost for teacher release to administer and analyze student local assessments	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3750

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; and attendance rates.

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, and 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	SEL and Mental Health support (Anticipate funding title 1)	4000-4999: Books And Supplies	District Funded Title I	
			SEL and Mental Health Support	4000-4999: Books And Supplies	LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			SEL and Mental Health Support guest speaker (Anticipate funding title 1)	5800: Professional/Consulting Services And Operating Expenditures	Title I	
			SEL and Mental Health Support guest speaker	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500
Fully implement Positive Behavioral Interventions and Support (PBIS) including training and support for fidelity.	2022-2023	Principal Elementary Counselor	Substitute for teacher release time to attend PBIS conference and training (Anticipate funding title 1)	1000-1999: Certificated Personnel Salaries	District Funded Title I	
			PBIS conference and training (Anticipate funding title 1)	5000-5999: Services And Other Operating Expenditures	Title I	
			PBIS supplies and materials (Anticipate funding title 1)	4000-4999: Books And Supplies	Title I	
			PBIS supplies and materials	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	1000
			PBIS guest speaker for student assemblies	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental/EIA	1000
Collaborate with Student Advocate to provide SEL/Behavioral and Mental Health Services, Supports, Resources.	2022-2023	District Leadership Elementary Counselor			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain School Nursing Services	2022-2023	District Leadership			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			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	Extra duty to set up, prepare, and facilitate parent engagement activities. (Anticipate funding title 1)	1000-1999: Certificated Personnel Salaries	District Funded Title I	
			Extra duty to set up, prepare, and facilitate parent engagement activities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			Extra duty to set up, prepare, and facilitate parent engagement activities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	500
Continue to improve communication with stakeholders	2022-2023	District Leadership Principal	Enhance communication tools	5800: Professional/Consulting Services And Operating Expenditures	District Funded LCFF - Supplemental	250
			Enhance communication tools (Anticipate funding title 1)	5800: Professional/Consulting Services And Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to increase parent participation through Parent Conferences K-5	2022-2023	Principal	District Funded			

School Goal #4

SUBJECT: LTESMS Single School Focus
LEA GOAL:
Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.
SCHOOL GOAL #4:
Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.
Data Used to Form this Goal:
Collaborative faculty surveys, parent survey, and school wide needs assessment.
Findings from the Analysis of this Data:
There is a need for increased positive relationships between: • students-student • student-staff • staff-staff • school-family
How the School will Evaluate the Progress of this Goal:
By focusing on building positive relationships we will: • Increase attendance rates- Aeries attendance reports • Increase academic growth and achievement- MAP Growth Data and CAASPP achievement growth • Improve connectedness to the school for all stakeholders (students, staff, and families)- School climate surveys • PBIS tracking reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our dedicated single focus committee will meet and regularly collaborate to accomplish and maintain the following actions: • Detailed scope and sequence for the school year • Create relationship-focused guides for	2022-2023	Single Focus Committee	Committee planning meetings "teacher extra duty"	1000-1999: Certificated Personnel Salaries	Single Focus	8000
			Professional development "consultant"	5800: Professional/Consulting Services And Operating Expenditures	Single Focus	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Cross grade collaborative projects • Classroom icebreakers/activities • Academic conversations • Project based learning • Outdoor and experiential learning • Art based learning and play						
Connecting with families • Strengthen PTA partnership and classroom volunteers • Establish shared communication policies for communications between staff and families • Family Nights • Extracurricular activities • Student led conferences • School events- dances, festivals, showcases, and performances	2022-2023	Single Focus Committee	Supplies	4000-4999: Books And Supplies	Single Focus	2000
Building staff-staff relationships • Effective collaboration • Focused professional development • Staff events • Staff recognition • Team building activates • Staff wellness events	2022-2023	Single Focus Committee	School staff building activities "consultant" Professional development "travel"	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Single Focus Single Focus	2500 6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Staff wellness speaker "consultant"	5800: Professional/Consulti ng Services And Operating Expenditures	Single Focus	2500

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	127,754.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	4,500.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	1,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental/EIA	3,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental/EIA	2,277.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,464.00
1000-1999: Certificated Personnel Salaries	Single Focus	8,000.00
4000-4999: Books And Supplies	Single Focus	6,000.00
5000-5999: Services And Other Operating	Single Focus	36,000.00
5800: Professional/Consulting Services And	Single Focus	10,000.00
4000-4999: Books And Supplies	Title III	627.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	129,004.00
LCFF - Supplemental/EIA	10,777.00
Lottery: Instructional Materials	2,464.00
Single Focus	60,000.00
Title III	627.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	140,254.00
4000-4999: Books And Supplies	10,591.00
5000-5999: Services And Other Operating Expenditures	39,000.00
5800: Professional/Consulting Services And Operating	13,027.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,852.00
Goal 2	5,770.00
Goal 3	4,250.00
Goal 4	60,000.00

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 Pledge

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

- 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.

Family/Parent Pledge

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

- Ensure that my child 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.

Principal

Student

Date

Parent

Approved by SSC on 11/3/22

Student's First Name

(PLEASE PRINT)

Student's Last Name

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 representantes 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:

- 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 sea 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.

Primer nombre del alumno

(FAVOR DE ESCRIBIR)

Apellido del alumno

Director/a

Alumno

Fecha

Padre

Aprobado por SSC en 11/3/22

Parent Involvement Policy

Lake Tahoe Environmental Science Magnet School

Lake Tahoe Unified School District

2022-2023 School Year

SCHOOLWIDE PARENT INVOLVEMENT POLICY

- In the fall of each school year, Back to School night will be held to share with parents the School's programs to meet the needs of all students.
- The School will provide a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during the meetings or through a newsletter may include:
 1. Improving two-way communication between the school and home and home and the school.
 2. Discussing current student assessment data and student progress.
 3. Providing information about school and district resources for student academic improvement.
 4. Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in school activities.
 5. Conferencing with teachers.
 6. Providing training programs to help parents support and work with their children at home and at school.
 7. Advocating for teachers and parents.
 8. Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way to involve parents in the planning, review, and improvement of the programs.
- A school wide communications system (AERIES Communication) and/or parent newsletter is emailed home informing parents and community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt will be made to contact parents in their primary language.
- During parent meetings, opportunities will be offered for discussion of parental suggestions. Responses to suggestions will be reviewed in a timely fashion, and if possible, by the next scheduled meeting. Topics that are appropriate for SSC review and/or 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 the results. An explanation of the information is available in Spanish.
- Translation and communication in appropriate languages at any of these forums will be provided.
- Accessibility and opportunities for parents with disabilities and parents of migratory students will be provided.

**Lake Tahoe Environmental Science Magnet School
Distrito Unificado de Lake Tahoe
Año Escolar 2022-2023**

INVOLUCRAMIENTO DE LOS PADRES A NIVEL ESCOLAR

- La noche de regreso a clases se llevará a cabo en otoño de cada año escolar, para informar a los padres acerca de los programas escolares establecidos para cumplir con las necesidades de los estudiantes.
- La escuela dará un número de juntas a lo largo del año para motivar el involucramiento de los padres, incluyendo los padres con dominio limitado de inglés, padres con discapacidades y padres con estudiantes migrantes. Los temas cubiertos durante las juntas o a través del boletín informativo pueden incluir:
 1. Comunicación en dos direcciones entre padres-escuela
 2. Información de evaluaciones y progreso de estudiantes.
 3. Información acerca de la escuela y los recursos del distrito para el mejoramiento académico de los estudiantes.
 4. Efectividad con la política de involucramiento de los padres en la escuela.
 5. Ayuda
 6. Diversidad cultural.
- Conferencias con los maestros.
- Se darán entrenamientos de cómo apoyar y trabajar con sus hijos(as) en casa y en la escuela
- Las aportaciones de los padres serán compartidas a través del Consejo Escolar (SSC, por sus siglas en inglés), para planear, revisar y mejorar nuestros programas.
- Un sistema de comunicación (Coonect-Ed) a nivel escolar o un boletín informativo es enviado por correo postal o correo electrónico para informar a los padres de las juntas.
- Durante las juntas de padres, se les dará la oportunidad a los padres de aportar comentarios o sugerencias. Las respuestas de estas sugerencias se revisarán lo más pronto posible y de ser posible, para la siguiente junta programada. Los temas que son apropiados para que SSC los revise o tome acción, serán puestos en la agenda de la próxima junta programada.
- Los padres son notificados anualmente de los resultados de las evaluaciones individuales de los estudiantes y son enviadas con una guía para interpretar los resultados. Una explicación de la información estará disponible en español.
- La traducción será provista para el cumplimiento del Código Educativo.
- Serán coordinadas las oportunidades para que los padres voluntarios.
- La toma de huellas dactilares será requerida para padres que están trabajando solos con estudiantes y que no están supervisados directamente por algún empleado del distrito.

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:

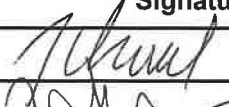
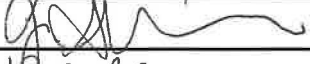
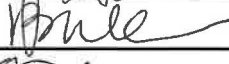
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joel Damerla	X				
Jorie Scalise		X			
Brittainy Lehmann		X			
Monique Truszewski			X		
Jessica Briggs					
Gary Whitehouse				X	
Allison Zilinek				X	
Mark Vieira				X	
Amy Anton				X	
				X	
Numbers of members of each category:	1	3	1	5	

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.

**Lake Tahoe Unified School District
Lake Tahoe Environmental Science Magnet School
School Plan for Student Achievement Adoption
Process**

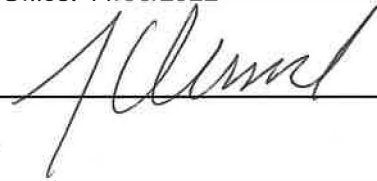
Date Adopted: 11/03/2022

Committee Title: School Site Council

Member Name	Title	Signature
Joel Damerl	Principal	
Jorie Scalise	Teacher	
Brittainy Lehmann	Teacher	
Monique Truszewski	Classified	
Jessica Briggs	Parent	
Gary Whitehouse	Parent	
Allison Zilinek	Parent	
Mark Vieira	Parent	
Amy Anton	Parent	

Date submitted to District Office: 11/03/2022

Signature of Principal: _____





LAKE TAHOE
UNIFIED SCHOOL DISTRICT

Monique Truszewski <mtruszewski@ltusd.org>

Re: Site Council Mtg Tomorrow

1 message

Amy Anton <mountainmd@gmail.com>
To: Monique Truszewski <mtruszewski@ltusd.org>

Thu, Nov 3, 2022 at 8:20 AM

Yes

Sent from my iPhone

On Nov 3, 2022, at 7:47 AM, Monique Truszewski <mtruszewski@ltusd.org> wrote:

Hi Amy,
Do you approve the documents?

Regards,

Monique Truszewski

Principal's Secretary

Lake Tahoe Environmental Science Magnet School

1095 E. San Bernardino Ave.

South Lake Tahoe, CA 96150

(530) 543-2371 phone

(530) 543-2375 fax

email: mtruszewski@ltusd.org

Lake Tahoe Unified School District

www.ltusd.org



Please consider the environment before printing this email.

On Wed, Nov 2, 2022 at 4:32 PM Amy Anton <mountainmd@gmail.com> wrote:

I have reviewed the documents.

I cannot attend tomorrow.

Thanks,

Amy

Sent from my iPhone

On Nov 2, 2022, at 9:13 AM, Monique Truszewski
<mtruszewski@ltusd.org> wrote:

Hello SSC Members,

Our first meeting will be tomorrow, **Thurs, Nov 3 at 2:45 in our Science Lab** (back of the C Wing).

I know some of you cannot make it, but we hope some of you can!

We have attached some documents here for your review. We will be discussing them at the meeting. If you can't make the meeting, pls reply to this that you have reviewed and accept the documents.

Thank you!

Regards,

Monique Truszewski

Principal's Secretary

Lake Tahoe Environmental Science Magnet School

1095 E. San Bernardino Ave.

South Lake Tahoe, CA 96150

(530) 543-2371 phone

(530) 543-2375 fax

email: mtruszewski@ltusd.org

Lake Tahoe Unified School District

www.ltusd.org