

The School Plan for Student Achievement

School: South Tahoe Middle School
CDS Code: 09-61903-6005565
District: Lake Tahoe Unified School District
Principal: Cindy Martinez
Revision Date: August 29, 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

South Tahoe Middle School's Vision and Mission Statements

VISION

Our STMS community reflects a strong sense of pride, mutual respect and is committed to success in every class, every day.

MISSION:

Through a partnership of students, families, staff and community. We are committed to setting the foundation for our students to be positive, productive, contributing citizens, and future leaders.

School Profile

South Tahoe Middle School (STMS) located in South Lake Tahoe, California strives to be a respected place of learning where all individuals feel safe, feel cared for, feel connected and develop awareness of self-responsibility. As of Fall 2022, the student body of STMS is composed of 798 students in sixth through eighth grade. Our student population is diverse ethnically and socioeconomically. A total of 28% of the students are English learners, 64% are identified as socioeconomically disadvantaged, and 14.7% are students with disabilities. The ethnic demographics of STMS consist of 47% Hispanic or Latino, 44% White non-Hispanic, 4.5% Asian, and 4.5% other.

The ethnic diversity, parent involvement, and community support enhance all of the school programs. The credentialed staff includes 40 full-time and four part time teachers within their credentialed areas. The comprehensive instructional programs include language arts (LA) honors in 7th and 8th grade, LA grade level, English language development, math accelerated, and math grade level courses. Students are provided courses in: grade level science, grade level social studies and grade level physical education. The site offers many electives including: Maker, several music courses, two Spanish courses, leadership, technology courses, yearbook, art and other academic and/or enrichment courses. After school academic support is available through our Boys and Girls Club, and TRIO programs.

Our team at STMS evaluates our action plan and makes adjustments in order for our students to reach academic and social emotional success. Our staff engages in school wide and grade level collaboration, implementation of a focused set of Critical Concepts in the content areas of Language Arts, Math, Science, and Social Studies, and integration of Positive Behavioral Interventions and Supports across our site. LTUSD recently adopted the FOSS science curriculum and our teachers are beginning the implementation of this comprehensive curriculum. To create a strong support system that students need to develop academically, socially, and emotionally all students participate in an Advisory block once a week on Thursday mornings. To further support our students socially and emotionally, our teachers will participate in Satchel Pulse training and administer a universal screener to identify students' social emotional needs. Our school psychologist, school counselors, district mental health therapist, and homeless and foster youth advocate provide support to our students and teachers to address needs. In addition, we collaborate with community agencies to enhance our programs. This year, we will be establishing a Student Wellness Center on site through the support of Sierra Child Services and will have 25 hours a week of support from Tahoe Youth and Family Services focused on Alcohol and Drug Use prevention and Intervention Services. We have also established a collaboration with the Tahoe Alliance for Safe Kids (TASK) and Live Violence Free. Furthermore, the use of technology enhances our curriculum across all content areas. Staff participates in technology training that promotes the use of programs including Canvas Learning Management System, Empower Learning, TCI, Learning Ally, ALEKS, Membean, and others. All students of STMS have access to Chromebooks and all classrooms are equipped with smart boards or smart TVs and document camera readers.

In August 2018, South Tahoe Middle School started a partnership with Marzano Research in the pursuit of becoming a High Reliability School. This school model comes from a long study of educational research combined with best practices in the business fields where the organization can not fail. The model is strategic based upon survey and quick data that identify leading and lagging indicators for improvement over long and short term. There are five levels of a High Reliable School: Safe, Orderly, and Collaborative; Quality Instruction; Guaranteed and Viable Curriculum; Standards Based Reporting; and Competency Based Education. South Tahoe Middle School continues to work on the first four levels and hired Marzano Research to certify their competency at this level during the 2022-2023 school year.

In the 2021-2022 year our team identified Engagement as the Single Focus for STMS. The Single Focus at STMS is to maximize engagement of students and families in order to create a positive school culture. Our priority is the creation and maintenance of a school climate that includes respectful and responsible behavior. Over the course of three years, we will engage families in the Parent Institute for Quality Education (PIQE) and Family Engagement Nights and our team will strengthen the implementation of Positive Behavioral Interventions and Supports at STMS. A high priority is the creation and maintenance of a school climate that includes respectful and responsible behavior. The expectation of student, parent, and staff behavior incorporates excellent modeling and the practice of appropriate behavior. Student and adult safety is the highest priority. Student behavior is closely monitored by certificated and classified personnel using security cameras and a full time security monitor.

Collaboration and Professional Development for our staff is structured and planned annually to support the instructional programs at our site. All teachers at STMS collaborate during staff meeting times and early release Wednesdays. During early release Wednesdays, teachers participate in professional development or grade level or department collaboration to discuss instructional strategies, assessment results, plan instruction, and instructional strategies. The staff at STMS engages in ongoing data analysis to drive instructional decisions. In order to facilitate data collection, reporting, and analysis, our teachers track student data in AERIES Student Information System and Canvas Data Management System and we are piloting Empower Learning, a Standards/Competency Based Reporting System. STMS continues to implement site-based ongoing assessments such as NWEA MAP.

A number of committees have been established at South Tahoe Middle School to provide input, plan, and monitor the implementation of our school initiatives. Staff committees include: Curriculum Leaders Committee, Safety Committee, Student Study Team, Positive Behavioral Intervention and Supports and Single Focus Committee. At South Tahoe Middle School we value and celebrate parent participation and involvement. The committees coordinated at STMS include our Parent Teacher Association, School Site Council, and English Language Advisory Committee. In addition, parents can participate in Cafecitos meetings and will have the opportunity to be part of the Parent Institute for Quality Education group (PIQE).

Our school community takes pride in maintaining a welcoming campus. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to assist in the promotion of a safe and positive learning environment. Regular school safety, evacuation, shelter-in-place, and lock down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel, and administrative team. The school regularly schedules Site Safety Meetings. The site maintains an Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The school and district team work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful. Since 2011 the school has gone through major renovations. In September 2012, STMS opened a new two-story building with 10 classrooms equipped with state-of-the-art teaching technology for its 6th grade students. This building replaced portables that were in excess of 20 years old. The music room, and "Freel" wing of ten classrooms; has also been remodeled. "Timberwolf Plaza" has added outdoor eating areas, and playgrounds and basketball courts for student use; replaced single paned windows with double paned, LED lights were installed, and three water bottle filtered refill stations were added to the campus. All LTUSD schools maintain an in-district crime reporting process identical to the previous California Safe Schools Assessment procedure. The Site Safety Committee utilizes the biannual results of California Healthy Kids Survey to establish overall safety goals.

Consistent with Senate Bill 187, staff at STMS work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other community members in the prevention of campus crime and violence, and to develop comprehensive school safety plans to target the safety concerns identified through LTUSD's systemic planning process. This process involves South Tahoe Middle School's Site Safety Committee, the site's Site Safety Lead, participation in the Youth Task Force, and other established community collaborations and partnerships. A School Resource Officer was established at the STMS campus in 2021-22. STMS focuses on building a positive school culture in working closely with our leadership team, connecting with staff and most importantly, our students all while placing the safety of all as a top priority.

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).

STMS has committed to the High Reliability School Model for school improvement and professional development. Marzano Research has been hired to survey and analyze the results to assist STMS with its long and short term strategic planning and goal setting. Based on survey results at initial implementation of the High Reliability Schools model and reviewed with experts from Marzano research in 2018, STMS has built its system of site shared leadership and goals for meeting the criteria for each level of certification.

Our team will administer a school-wide student social emotional needs assessment annually and analyze the data to address student 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.

Consistent with the collective bargaining agreement between the South Tahoe Educators Association and the district, temporary and probationary teachers are formally observed and evaluated two times per year. Tenured teachers are formally observed and evaluated once every four years. Weekly classroom walk-throughs are done at various times during each month.

Our focus this year with High Reliability Schools will be on Level 1: Safe, Supportive and Collaborative Culture. The school is implementing an Instructional Model based on effective teaching strategies and categorized by observable techniques you should see daily, periodically, and never. STMS continues to work on raising the level of effectiveness of all teachers through collaboration, professional development, transparent goal setting, and consistent practices.

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)

In a typical school year, staff reviews CAASPP data for the school and for students from their individual classes. Staff is asked to identify the student scale scores, strong and weak Claims data, and describe what strategies and supports in the classroom contributed to students success. In addition, the school district continues to administer the MAP growth assessments from Northwest Evaluation Association (NWEA) to identify students learning readiness level and report student academic growth throughout the school year. The MAP assessment will be given three times a year at STMS.

In August 2018, staff members were trained on Professional Learning Communities and Teams (PLC and PLT). New staff members will be trained in the PLC and PLT model. This model of working together as a team is the structure for collaboration meetings in reviewing data, behavior, and curriculum.

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

All STMS teachers will participate in analyzing MAP reading and math assessment results to establish groupings within their classrooms for differentiated instruction and to provide additional interventions during the FLEX period. Grade levels and departments also review CAASPP data from the prior year as a regular part of collaboration. Each PLT will discuss the four primary questions of a PLC to assure there is clear and consistent understanding of what is being taught at each grade level in each subject. In addition curriculum embedded assessments will be given and discussed in PLT.

Staffing and Professional Development

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

All teachers at STMS are credentialed for their subject area and are highly qualified in the subject matter that they teach.

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. All staff will engage in monthly professional development/collaboration and participate in identified Professional Development during the year. Some of the trainings our teams have/will participate in include: Positive Behavioral Intervention and Supports (PBIS), Satchel Pulse, Marzano High Reliability Schools, ALEKS, NWEA MAP, Ellevation, Empower Learning, TNR, Study Sync, TCI, McGraw Hill,
All Staff- PLC training for collaboration and data analysis.
All Staff- Standards-Based Grading and effective teaching strategies through PD.

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

Professional development offerings will be determined by the school principal and the school leadership team. Professional development has been aligned with the long and short term goals based upon the High Reliability School model and survey results.

Teacher Induction Program (TIP) is available in this district for new teachers.

District content area specialists hired in the 21-22 school year will assist teachers in implementation of targeted ELA, math, and ELD practices; curriculum; and targeted instruction.

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

There are weekly collaboration sessions throughout the year for articulation in content areas, to standardize common instructional practices, and to review student performance data.

Teachers at STMS will continue participating in the PLC and High Reliability School training.

District content area specialists hired in the 21-22 school year will assist teachers in implementation of targeted ELA, math, and ELD practices; curriculum; and targeted instruction.

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

South Tahoe Middle school has weekly one hour collaboration sessions planned throughout the 2022-2023 school year. This has been accomplished through minimum days for students on Wednesdays.

Teaching and Learning

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

The curriculum, instruction, and materials are aligned with the required content and performance standards. Each department and grade level has developed pacing guides to align content by standards. Staff development for 2022-2023 is focused on teaching strategies and standards-based grading following the High Reliability School Model.

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

STMS uses a blended schedule to provide regular and block periods to meet the instructional time requirements for our students.

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

Pacing Guides will continue to be developed for all core subjects. Adjustment and additions are made by content areas as needed to increase rigor, change in schedule and addition of the Common Core Standards. This is an ongoing process.

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

Standards-based materials appropriate to all student groups are available in all grades for math and language arts, social studies and science.

Students are assigned courses that meet grade level standards. All students are placed in heterogeneous groups for core content area classes to promote high expectations for all.

English Learners are grouped for leveled instruction in English Language Development support in addition to placement in a regular ELA class.

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)

STMS uses SBE-adopted materials, including intervention materials for ELA and Math.

Opportunity and Equal Educational Access

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

Teachers analyze the outcomes of student assessments to identify and assist under performing students. They implement teaching strategies that include using differentiated instruction, re-teaching, backwards lesson design, and engagement strategies that keep all students involved in the lesson.

14. Research-based educational practices to raise student achievement

STMS partnered with Marzano Research and developed a school wide Instructional Model based on the New Art and Science of Teaching instructional guide. STMS will continue to train all staff in the instructional model. This year, our team will participate in the English Language Learners Road Map trainings to better support our Language Learners.

Parental Involvement

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

Resources available to students include parent conferences, school counselors and psychologist, directed studies and reading intervention classes, English Language Development, Workability (special education), Student Wellness Center, El Dorado County Mental Health, Tahoe Youth and Family Services, Boys and Girls Club, Elevated Digital Learning Academy, Independent Learning Academy and TRIO. TRIO is a program coordinated through Lake Tahoe Community College to provide support and tutoring for first generation college bound students. The local Boys and Girls Club is adjacent to the STMS campus with staff that provides after school academic support. The Lake Tahoe Community College Tutoring program also provides after school academic support. STMS plans to utilize Tahoe Youth and Family Services to provide social skills counseling groups on campus.

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)

School Site Council and Cafecitos (English Learner Advisory Committee). STMS will continue the Parent Institute for Quality Education to assist parents in effectively supporting their students towards graduation.

Funding

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

Supplemental materials/equipment, including those needed for Language Arts and Math are funded through categorical funds. Staff funded by state LCFF includes a portion of instructional assistant time, teachers, intervention counselor, and an assistant principal. These hours include work with struggling readers. One counselor paid from categorical funding assists targeted groups/individuals, plans and evaluates data and program operations/effectiveness, works with EL parents, and consults with administration. These funds have also paid for training in the use of supplemental instructional programs and supplemental program development and evaluation of under-performing student progress toward standards. Categorical funding assists in providing experiences that enhance student connection to school and sense of safety so the likelihood of academic focus/achievement is increased. A portion of categorical funds supports Supplemental Services and academic and English Learner intervention. We continue to coordinate after school tutoring/homework support through the Boys and Girls Club. A tiered system of interventions for STMS was designed for counselors to meet with families and provide targeted group interventions.

18. Fiscal support (EPC)

Categorical funds, along with state LCFF supplemental and concentration funds, are used to support English Learners, Students with Disabilities, low performing, low income, foster, and homeless students.

Description of Barriers and Related School Goals

Site Goals:

1. All students will show academic performance growth in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP).
2. All students will show academic performance growth in Math on the California Assessment of Student Performance and Progress (CAASPP).
3. Increase the reclassification rates of English Language Learners.
3. Improve student attendance to 95%.
4. Increase the percentage of minority students and students overall taking advanced math and ELA courses.
5. Continue certification for the High Reliability School by Marzano Research.
6. Continue standards-based grading across the school with every subject and every teacher.

Barriers:

Some of the barriers include time/schedules, new staff needs (37% of teaching staff and 100% of the administrative team has been at STMS less than 2 years), instructional alignment, students' emotional and motivational barriers and parental involvement.

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 6	315	218	268	313	0	265	313	0	265	99.4	0.0	98.9
Grade 7	287	241	235	278	0	232	278	0	232	96.9	0.0	98.7
Grade 8	302	251	257	293	0	255	292	0	255	97	0.0	99.2
All Grades	904	710	760	884	0	752	883	0	752	97.8	0.0	98.9

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 6	2515.		2502.	10.86		10.94	36.10		26.04	28.12		32.08	24.92		30.94
Grade 7	2519.		2521.	10.79		7.76	28.06		33.19	27.70		27.59	33.45		31.47
Grade 8	2541.		2519.	11.30		9.80	28.08		25.88	28.42		22.75	32.19		41.57
All Grades	N/A	N/A	N/A	10.99		9.57	30.92		28.19	28.09		27.53	30.01		34.71

2019-20 Data:

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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 6	19.17		14.72	48.24		58.87	32.59		26.42
Grade 7	11.51		11.21	46.76		68.53	41.73		20.26
Grade 8	18.49		10.59	42.12		54.90	39.38		34.51
All Grades	16.53		12.23	45.75		60.51	37.71		27.26

2019-20 Data:

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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 6	15.65		9.06	53.35		50.94	30.99		40.00
Grade 7	19.78		11.26	50.72		54.55	29.50		34.20
Grade 8	19.52		9.41	52.40		43.14	28.08		47.45
All Grades	18.23		9.85	52.21		49.40	29.56		40.75

2019-20 Data:

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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 6	13.10		15.85	69.33		71.70	17.57		12.45
Grade 7	8.27		13.36	67.99		72.84	23.74		13.79
Grade 8	13.70		15.29	60.27		69.02	26.03		15.69
All Grades	11.78		14.89	65.91		71.14	22.31		13.96

2019-20 Data:

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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 6	20.45		11.70	56.55		73.58	23.00		14.72
Grade 7	19.78		12.93	49.64		67.24	30.58		19.83
Grade 8	22.60		11.76	46.58		65.88	30.82		22.35
All Grades	20.95		12.10	51.08		69.02	27.97		18.88

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. STMS students are not showing growth and are scoring lower than the district and state averages.
2. STMS must strategically plan for improvement by developing both long and short term strategic goals that focus on safety, orderliness, collaboration, effective teaching, and a guaranteed curriculum.
3. In the 2020-21 school year, LTUSD administered NWEA MAP assessments as a viable option to CAASPP state assessments.

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 6	315	218	268	310	0	265	310	0	265	98.4	0.0	98.9
Grade 7	287	241	235	277	0	233	277	0	233	96.5	0.0	99.1
Grade 8	302	251	257	287	0	255	287	0	255	95	0.0	99.2
All Grades	904	710	760	874	0	753	874	0	753	96.7	0.0	99.1

* 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 6	2508.		2496.	15.81		12.45	20.65		16.98	29.03		28.30	34.52		42.26
Grade 7	2508.		2470.	12.27		6.01	15.88		15.45	29.24		25.32	42.60		53.22
Grade 8	2505.		2490.	9.76		8.63	17.77		14.90	22.65		18.82	49.83		57.65
All Grades	N/A	N/A	N/A	12.70		9.16	18.19		15.80	27.00		24.17	42.11		50.86

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 6	24.19		11.70	32.90		45.66	42.90		42.64
Grade 7	17.33		6.87	31.41		38.20	51.26		54.94
Grade 8	12.89		8.24	33.10		41.57	54.01		50.20
All Grades	18.31		9.03	32.49		41.97	49.20		49.00

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 6	17.42		10.94	42.90		50.57	39.68		38.49
Grade 7	15.52		8.15	43.32		52.79	41.16		39.06
Grade 8	17.77		10.59	32.40		53.73	49.83		35.69
All Grades	16.93		9.96	39.59		52.32	43.48		37.72

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 6	19.35		12.45	43.55		59.62	37.10		27.92
Grade 7	10.83		4.29	57.40		63.95	31.77		31.76
Grade 8	10.45		7.84	48.43		56.47	41.11		35.69
All Grades	13.73		8.37	49.54		59.89	36.73		31.74

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. In the 2020-21 school year, LTUSD administered NWEA MAP assessments as a viable option to CAASPP state assessments.
2. Growth over time is flat. There is a trend in 18/19 ELA of all grades reducing the number of students in the lowest range. In math the trend shows declining success from 6th to 8th grade of student meeting standards and increasing in the lowest range.
3. Heterogenous grouping in 6th grade was successful for all ranges except the highest end. In Math both 7th and 8th grade intervention classes are not raising student achievement.

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
6	1526.4	1509.7	1529.3	1523.7	1512.5	1532.4	1528.7	1506.4	1525.9	76	70	57
7	1541.3	1519.9	1542.4	1537.1	1524.5	1547.2	1544.9	1514.8	1537.1	61	64	63
8	1544.5	1551.5	1554.8	1541.9	1560.2	1558.9	1546.4	1542.2	1550.2	57	64	58
All Grades										194	198	178

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
6	15.79	11.43	21.05	57.89	35.71	47.37	17.11	38.57	19.30	9.21	14.29	12.28	76	70	57
7	27.87	10.94	22.22	42.62	45.31	39.68	22.95	21.88	25.40	6.56	21.88	12.70	61	64	63
8	21.05	28.13	29.31	35.09	31.25	39.66	36.84	29.69	17.24	7.02	10.94	13.79	57	64	58
All Grades	21.13	16.67	24.16	46.39	37.37	42.13	24.74	30.30	20.79	7.73	15.66	12.92	194	198	178

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
6	46.05	20.00	52.63	38.16	52.86	29.82	6.58	18.57	10.53	9.21	8.57	7.02	76	70	57
7	47.54	31.25	41.27	31.15	39.06	33.33	14.75	10.94	17.46	6.56	18.75	7.94	61	64	63
8	33.33	40.63	37.93	43.86	31.25	41.38	14.04	20.31	12.07	8.77	7.81	8.62	57	64	58
All Grades	42.78	30.30	43.82	37.63	41.41	34.83	11.34	16.67	13.48	8.25	11.62	7.87	194	198	178

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
6	1.32	4.29	5.26	32.89	18.57	21.05	53.95	37.14	52.63	11.84	40.00	21.05	76	70	57
7	16.39	4.69	12.70	37.70	21.88	25.40	37.70	32.81	31.75	8.20	40.63	30.16	61	64	63
8	12.28	15.63	17.24	19.30	25.00	31.03	47.37	29.69	27.59	21.05	29.69	24.14	57	64	58
All Grades	9.28	8.08	11.80	30.41	21.72	25.84	46.91	33.33	37.08	13.40	36.87	25.28	194	198	178

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
6	22.37	8.70	21.05	61.84	66.67	68.42	15.79	24.64	10.53	76	69	57
7	13.11	9.38	17.46	63.93	70.31	60.32	22.95	20.31	22.22	61	64	63
8	15.79	21.88	18.97	61.40	67.19	63.79	22.81	10.94	17.24	57	64	58
All Grades	17.53	13.20	19.10	62.37	68.02	64.04	20.10	18.78	16.85	194	197	178

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
6	60.53	62.86	64.91	32.89	31.43	28.07	6.58	5.71	7.02	76	70	57
7	67.21	64.06	66.67	27.87	20.31	25.40	4.92	15.63	7.94	61	64	63
8	57.89	64.06	62.07	35.09	28.13	29.31	7.02	7.81	8.62	57	64	58
All Grades	61.86	63.64	64.61	31.96	26.77	27.53	6.19	9.60	7.87	194	198	178

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
6	1.32	7.25	3.51	52.63	27.54	42.11	46.05	65.22	54.39	76	69	57
7	14.75	7.81	7.94	50.82	35.94	52.38	34.43	56.25	39.68	61	64	63
8	10.53	25.00	20.69	43.86	26.56	39.66	45.61	48.44	39.66	57	64	58
All Grades	8.25	13.20	10.67	49.48	29.95	44.94	42.27	56.85	44.38	194	197	178

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
6	28.95	4.29	16.07	64.47	84.29	75.00	6.58	11.43	8.93	76	70	56
7	13.11	10.94	17.46	80.33	62.50	66.67	6.56	26.56	15.87	61	64	63
8	3.51	0.00	8.62	91.23	90.63	81.03	5.26	9.38	10.34	57	64	58
All Grades	16.49	5.05	14.12	77.32	79.29	74.01	6.19	15.66	11.86	194	198	177

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. Currently the data is not populated to the most current year and conclusions can not be made.

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 EL, 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:
English Language Arts and Math CAASPP SBAC results, California School Dashboard, NWEA MAP growth assessment data, and STMS local assessment data.
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 representation of English Learners in AP/honors classes • 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

How the School will Evaluate the Progress of this Goal:

English Language Arts and Math CAASPP SBAC results, California School Dashboard, NWEA MAP growth assessment data, STMS local assessment data, Trimester grades, Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Learners supports: • Provide Para Educators to support the progress of English Learner students. • Supplemental instructional materials • Provide ELD support through Steel classes • Provide TWBI course offerings • Provide extended learning time and materials for EL students • LTEL needs and EL scaffolding strategies in the content areas.	2022-2023	District Leadership Principal TWBI/STEEL teachers	Instructional assistant	2000-2999: Classified Personnel Salaries	Title III	
			Supplemental instructional materials	4000-4999: Books And Supplies	Title III	
			EL support supplemental online materials	5000-5999: Services And Other Operating Expenditures	Title III	
			Instructional assistant - TBD	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
			Instructional assistant - TBD	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	
			TWBI Teacher- JG	1000-1999: Certificated Personnel Salaries	LCFF - Concentration	
			TWBI Teacher- DP	1000-1999: Certificated Personnel Salaries	LCFF - Concentration	
			STEEL Teacher- MR	1000-1999: Certificated Personnel Salaries	General Fund	
			Instructional assistant - BC	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
			Instructional assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	
			TWBI Teacher- SL			
			STEEL Teacher- JG			
Identify student learning readiness, progress, and growth through the implementation of the MAP assessments in Math and Reading. • Teachers will receive training on how to	2022-2023	Principal District Staff Teachers Support Staff	Data Meetings	1000-1999: Certificated Personnel Salaries		
			Professional Development Training			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
proctor, run data reports, and then use to differentiate their instruction within the classroom. - Site tech rep extra duty to provide additional MAP training Utilize LTUSD local Formative - Assessments and NWEA MAP data to guide instruction.						
Provide training and support to utilize Ellevation platform to target and support EL student achievement in ELA in order to support EL reclassification efforts Provide additional training for teachers to use Ellevation (TWBI & site tech rep)	2022-2023	District EL Coordinator Principal Curriculum Leader Teachers	Staff trainings Teacher extra duty	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded	
Provide PLC training to staff and leadership team. Marzano High Reliability Schools Summit 2023 See goal 4	2002-2023	Principal Curriculum leaders Teachers	Marzano High Reliability Summit Marzano High Reliability Substitutes	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	
Continue to expand TWBI program TK-12th. Continue with annual recognition of reclassification and TWBI students through English Language Proficiency and Pathway to Biliteracy Awards.	2022-2023	EL District Coordinator Principal Dean of Students	Reclassification Process - training TWBI 6th-8th class resources			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Reclassification and Biliteracy Award Ceremonies			
Focus on improving student attendance: - Attendance recognitions and incentives - School Attendance Review Board	2022-2023	Principal Dean of Students Counselors	Attendance Recognitions Attendance Incentives			
Plan our STMS FLEX block to focus on academic supports and enrichment.	2022-2023	Principal Counselors Curriculum Leaders Teachers	Materials and Supplies for Incentives and Enrichment Adaptive targeted assistance program for extended academic time (Edgenuity) Materials and Supplies for Incentives and Enrichment	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF - Supplemental/EIA District Funded LCFF - Supplemental	1000 1000
Insure STMS is a safe, secure, and orderly school.	2022-2023	District Leadership Dean of students Assistant Principal Principal Site security	Dean of Students Site Security- MC Site Security- E Site Security- RW Resource Officer Supplies Security Extra Services Security Extra Services	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund LCFF - Supplemental/EIA LCFF - Supplemental	2,000 1000 870

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Updates and Maintenance	2022-2023	Principal IT Department	Replace aging and outdated technology-View boards , laptops Copy Machines Lease/Maintenance	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	District Funded General Fund	10,200
Implement new NGSS FOSS Science curriculum	2022-2023	Secondary Director School Principal Science Department	New FOSS Science materials Professional development Collaboration time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	1000
Integrate supplemental resources across subject matter. - Enhance reading school-wide with high interest reading books in ELA classroom libraries. - Magazine subscriptions - High level non-fiction text to support differentiation - Supplemental resources			Schoolwide focus on reading by providing high interest age appropriate books through classroom libraries. Supplemental EL immigrant instructional materials Magazine subscriptions Magazine subscriptions Supplies Supplemental Supplies Scholastic Digital Resources Supplemental Supplies	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title III Title I General Fund LCFF - Supplemental/EIA LCFF - Supplemental/EIA Title I Lottery	3000 1500 1000 6,552

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Online Student math instruction/support. McGraw Hill/ALEKS	2021-2022	Principal Math Teachers	Online math instructional tools for students	5800: Professional/Consulting Services And Operating Expenditures	Lottery	
Instructional materials and supplemental resources	2022-2023	Principal Secretary Teachers	Supplemental Instructional Materials	4000-4999: Books And Supplies	General Fund	3,000
			General supplies	4000-4999: Books And Supplies	General Fund	12,000
Work with CTE specialist to promote exploration of CTE pathways for grades 6, 7, and 8 (Parent and student engagement addressed in goal 3)	2021 - 2022	CTE specialist Principal Teachers	CTE specialist salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Afterschool teacher professional development and collaboration	2022-2023	Principal Curriculum Leaders	Extra Services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	2500
			Extra Services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3120
McKinney Vento Assistant (Classified) to support improved student outcomes for homeless and foster youth	2021 - 2022	Principal McKinney Vento/Foster Youth Liaison	McKinney Vento Assistant salary	2000-2999: Classified Personnel Salaries	District Funded	
Coordination of Services	2022-2023	Admin Team School Secretary Teachers	Extra Services	1000-1999: Certificated Personnel Salaries	General Fund	1200
			Substitutes	1000-1999: Certificated Personnel Salaries	General Fund	2700
			Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	2000
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Director of Secondary Education Work with Director to focus on continuous improvement of student performance and achievement.	2022-2023	Director of Secondary Education Principal				
Certificated Staff	2022-2023	District team	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	134,845
			Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Concentration	417,505.00
			Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	58,345.00
Classified Staff	2022-2023	District team	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,029.00
			Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	59,700.00
			Classified Salaries	2000-2999: Classified Personnel Salaries	Title III	26,635.00

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:

LCAP Survey Results, Marzano's High Reliability Schools Level 2 Certification

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:

English Language Arts and Math CAASPP SBAC results, NWEA MAP growth assessment data, ELPAC assessment results, Marzano's High Reliability Schools Level 2 Certification, and suspension and attendance data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and training.	2022-2023	Principal	Professional Development opportunities	5000-5999: Services And Other Operating Expenditures	Title I	3,501
			Professional Development supplies	4000-4999: Books And Supplies	LCFF - Supplemental	2800
			Professional Development resources	4000-4999: Books And Supplies	General Fund	
			Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3680

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
TTV Equipment/Supplies for Parent Communication/engagement Increase student/parent engagement for unduplicated students	2022-2023	Principal Curriculum Leaders Teachers	Technology Supplies and equipment for TTV and classrooms	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	2500
Translation Support	2022-2023	Principal	Extra duty hours for personal contact and translation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	300
Work with Content Area Specialist ELA, ELD, and Math - Curriculum/Instruction - Professional development - Assessment and data - Site Single Focus Plans	2022-2023	Content Area Specialists Principal	Content Area Specialist Salaries Science/Math Teacher Salary Instructional materials	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded LCFF - Concentration Lottery	2,939.00
Professional Development	2022-2023	Principal Curriculum Leaders	Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7250
Collaboration and Professional Learning Communities (PLC) - weekly/monthly basis for the purpose of vertical and horizontal articulation - reflective analysis of teaching and learning - data analysis to monitor student growth - collaborative planning	2022-2023	Principal Curriculum leaders	Collaboration and PLC's		District Funded	

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:
LCAP Survey Results, student suspension data, counseling surveys, Healthy Kids Survey

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:

LCAP Survey Results, student suspension data, counseling surveys, Healthy Kids Survey, parent participation data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to conduct Site Facility and Technology Reviews to determine student and staff needs	2022-2023	District Leadership Principal	Staff surveys to determine needs	None Specified	None Specified	
Continually review and identify maintenance projects	2022-2023	District Leadership Lead Custodian Principal	Complete the FIT tool with site lead custodian	None Specified	None Specified	
Tech Supplies and Equipment to update for technology needs	2022-2023	Principal Curriculum Leaders Teachers	Update Technology (computers, classroom TV's, earbuds, chargers, mice)	4000-4999: Books And Supplies	Title I	
			Tech lease- Sierra Office Solutions	5700-5799: Transfers Of Direct Costs	Lottery	2572

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PA system speakers	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	500
			Tech Resources:	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	1000
Maintain functional copy machines and the service to maintain them throughout the school year	2022-2023	Principal District Personnel	Copy Service agreement and supplies	5000-5999: Services And Other Operating Expenditures	Lottery	
Begin Coffee Talk with the Principal monthly meetings	2022-2023	Principal FRC Admin team Counselors	Engage parents with monthly meetings with various topics	0000: Unrestricted	General Fund	
Parent Engagement: Opportunities, Resources, and Support • Parent workshops • Parent Institute for Quality Education (PIQE) • Student/parent engagement and support services • Targeted engagement of newcomer and immigrant families	2022-2023	Principal PIQE	Engage all parents and target EL parents with workshops to support student academic achievement	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Assistant Principal Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Supplies and materials	4000-4999: Books And Supplies	Title III Immigrant Education Program	
			Classified extra duty - translation and outreach	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	
Maintain school nursing services to support student physical, mental, and emotional health	2022-2023	School Nurse	School Nurse Salary	1000-1999: Certificated Personnel Salaries	District Funded	
STMS Athletics	2022-2023	Administrative Team Athletics Director	Coaches	1000-1999: Certificated Personnel Salaries	General Fund	31,636
			Supplies	4000-4999: Books And Supplies	General Fund	4,400
			Substitutes	1000-1999: Certificated Personnel Salaries	General Fund	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Transportation	5700-5799: Transfers Of Direct Costs	General Fund	14,500
			Services & Operation	5800: Professional/Consulting Services And Operating Expenditures	General Fund	3,800
Implementation of research and evidence based Social Emotional Learning Practices	2022-2023	Counselors Curriculum Leaders Principal Teachers	Counselor extra duty	1000-1999: Certificated Personnel Salaries	Title I	
			Certificated extra duty	1000-1999: Certificated Personnel Salaries	Title I	
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I	
			Online curriculum	5800: Professional/Consulting Services And Operating Expenditures	Title I	
			Supplemental materials	4000-4999: Books And Supplies	Title I	
			Professional development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental/EIA	1753
Develop a PBIS program for STMS that targets student behaviors and expectations while promoting norms though positive recognition and incentives.	2022-2023	PBIS Team Principal Assistant Principal Dean of students Counselors	Counselor Salary .51 FTE	1000-1999: Certificated Personnel Salaries	LCFF - Concentration	
			Counselor Salary .49 FTE	1000-1999: Certificated Personnel Salaries	Title I	
			Counselor Salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			School wide PBIS program utilizing P.R.I.D.E. - Supplies and materials	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	2500
Afterschool supervision support	2022-2023	Administrative Team Activities Director	Site supervision after school	2000-2999: Classified Personnel Salaries	General Fund	1500

School Goal #4

SUBJECT: STMS Single Focus: Engagement
LEA GOAL:
LCAP 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
SCHOOL GOAL #4:
Maximize engagement of STMS students and families in order to create a positive school culture
Data Used to Form this Goal:
1) Staff, parent, student, and administration surveys 2) Students data: MAP, reclassification rates, attendance, discipline 2) Counseling data 3) Discipline records 4) Feedback from Marzano Research Group
Findings from the Analysis of this Data:
Clear methods for parent, staff, and student input to the school offerings and improvement plans needs to be monitored and developed.
How the School will Evaluate the Progress of this Goal:
Follow-up survey results, quick data feedback from stakeholders, and administrative observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase parent volunteers on campus Work collaboratively with PTA and other parent group (PACK) to train, schedule, and maintain a regular parent presence on school campus.	2022-2023	Assistant Principal Principal	Increase parent involvement and support student supervision	None Specified	None Specified	
Positive Behavioral Interventions and Supports	2022-2023	Principal Dean of Students Counselors PBIS Committee	PBIS professional development	5000-5999: Services And Other Operating Expenditures	Single Focus	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Train staff on the High Reliability School model and implement related strategies for STMS • Work with Curriculum Leaders to begin the implementation and focus on HRS levels for effective instruction, viable curriculum, and standards based grade reporting before the end of the school year. • Review/modify the Instructional Model for STMS and participate in a book study based on effective instruction. • Develop scales/rubrics for identified standards in each subject • Train staff in Standards-based Grading • Continue utilizing Standards-Based Grading in all classes	2022-2023	Director of Secondary Ed Principal Curriculum Leaders Teachers	HRS Training for administrative team and curriculum leaders Substitutes	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Single Focus Single Focus	15,000
Tools Not Rules Classroom Management	2022-2023	Principal Curriculum Leaders Teachers	Training for TNR program Extra Services- Afterschool training Classroom posters- English and Spanish	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Single Focus Single Focus Donations	2,500 2,500 1000
Parent Institute for Quality Education (PIQE)	2022-2023	Principal Dean of Students	Family Workshops - Food	4000-4999: Books And Supplies	Single Focus	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family Engagement Nights	2022-2023	Administrative Team Curriculum Leaders	Family Engagement Nights by trimester	1000-1999: Certificated Personnel Salaries	Single Focus	10,000
			Resources	4000-4999: Books And Supplies	Single Focus	5,000
Increase attendance	2022-2023	Dean of Students MTSS Team	Family Resources and Incentives	4000-4999: Books And Supplies	Single Focus	2,000
Afterschool collaboration and training	2022-2023	Principal Curriculum Leaders	Extra Services hourly rate	0001-0999: Unrestricted: Locally Defined	Single Focus	25,000
Substitutes for Professional Development & Engagement	2022-2023	Principal Secretary	Substitute coverage	1000-1999: Certificated Personnel Salaries	Single Focus	12,566
Supplemental Resources and Supplies	2022-2023	Principal Curriculum Leaders Secretary	Supplies and supplemental resources	4000-4999: Books And Supplies	Single Focus	15,000

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	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	General Fund	38,536.00
2000-2999: Classified Personnel Salaries	General Fund	1,500.00
4000-4999: Books And Supplies	General Fund	24,400.00
5000-5999: Services And Other Operating	General Fund	10,200.00
5700-5799: Transfers Of Direct Costs	General Fund	14,500.00
5800: Professional/Consulting Services And	General Fund	3,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Concentration	417,505.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	137,965.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,899.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,800.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,680.00
5800: Professional/Consulting Services And	LCFF - Supplemental	7,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	5,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	61,000.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	10,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental/EIA	1,753.00
4000-4999: Books And Supplies	Lottery	2,939.00
5700-5799: Transfers Of Direct Costs	Lottery	2,572.00
0001-0999: Unrestricted: Locally Defined	Single Focus	25,000.00
1000-1999: Certificated Personnel Salaries	Single Focus	25,066.00
4000-4999: Books And Supplies	Single Focus	25,000.00
5000-5999: Services And Other Operating	Single Focus	21,500.00
1000-1999: Certificated Personnel Salaries	Title I	59,345.00
4000-4999: Books And Supplies	Title I	6,552.00
5000-5999: Services And Other Operating	Title I	3,501.00
2000-2999: Classified Personnel Salaries	Title III	26,635.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	1,000.00
General Fund	92,936.00
LCFF - Concentration	417,505.00
LCFF - Supplemental	163,594.00
LCFF - Supplemental/EIA	78,253.00
Lottery	5,511.00
Single Focus	96,566.00
Title I	69,398.00
Title III	26,635.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	25,000.00
1000-1999: Certificated Personnel Salaries	683,917.00
2000-2999: Classified Personnel Salaries	100,034.00
4000-4999: Books And Supplies	73,691.00
5000-5999: Services And Other Operating Expenditures	40,634.00
5700-5799: Transfers Of Direct Costs	17,072.00
5800: Professional/Consulting Services And Operating	11,050.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	763,701.00
Goal 2	22,970.00
Goal 3	67,161.00
Goal 4	97,566.00

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 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.
- Build personal relationships with each student and motivate them 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.
- Develop skills in education technology including: use of SMART Board, Chromebook (Grades 3-12), Illuminate, Aeries, and online intervention software.
- Engage students using the school instructional model of instruction.
- Keep Aeries gradebook updated on a weekly basis.

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.
- Be respectful to others 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, social media, and video-gaming time so that their use is not having a negative impact or influence on my health and/or school success.
- Read daily for a minimum of 30 minutes.
- 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 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.
- Monitor and limit my child's TV, social media, and video-gaming time so that their use is not having a negative impact or influence on their health and/or school success.
- Monitor and encourage my child reads a minimum of 30 minutes a day.
- Support school activities, volunteer when possible, and communicate with teachers regularly.
- 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

(PLEASE PRINT)

Student's First Name:

Student's Last Name:

Parent Involvement Policy

PARENT INVOLVEMENT POLICY SCHOOL WIDE PARENT INVOLVEMENT POLICY

- In the fall of each school year, Back to School Night will be held for teachers to share with parents the expectations, resources, and plan for the school year.
- The school will hold a flexible number of meetings throughout the school year. The purpose of these meetings is to:
 1. Increase parental involvement.
 2. Improve two-way communication between school and home and home and school.
 3. Discuss current assessment data of the student and their progress.
 4. Provide information about school and district resources for student academic improvement.
 5. Evaluate the effectiveness of the parental involvement policy in the school, to increase their collaboration in school activities.
 6. Conference with teachers.
 7. Educate parents on how best to support their children academically, socially, and emotionally.
 8. Foster cultural diversity throughout our school community.
- Parent input, parent meetings, and training sessions will be shared with parent and staff committees to provide a timely, organized, active means of involving parents in the planning, review, and improvement of the program.
- Parent Square communication system is used to communicate relevant, timely information.
- Smore Newsletter platform is used to create and distribute weekly newsletters.
- During Meetings with parents, opportunities will be provided to discuss parent suggestions. The answers to those suggestions will be reviewed in a timely manner and if possible for the next scheduled meeting.
- Parents are notified annually of the results of individual assessments of students and are given guidance in interpreting the results. An explanation of the information is available in Spanish.
- Every attempt will be made to accommodate parents' needs to be involved and informed. Primary language and disability accommodations will be taken into account.

Approved by School Site Council (10/20/22)

POLÍTICA DE PARTICIPACIÓN DE PADRES POLÍTICA DE PARTICIPACIÓN DE PADRES EN TODA LA ESCUELA

- En el otoño de cada año escolar, se llevará a cabo la Noche de Regreso a la Escuela para que los maestros compartan con los padres las expectativas, los recursos y el plan para el año escolar.
- La escuela llevará a cabo un número flexible de reuniones a lo largo del año escolar. El objetivo de estas reuniones es:
 - Aumentar la participación de los padres.
 - Mejorar la comunicación bidireccional entre la escuela y el hogar y el hogar y la escuela.
 - Discutir los datos de evaluación actuales del estudiante y su progreso.
 - Proporcionar información sobre los recursos de la escuela y el distrito para la mejora académica de los estudiantes.
 - Evaluar la efectividad de la política de participación de los padres en la escuela, para incrementar su colaboración en las actividades escolares.
 - Conferencia con los maestros.
 - Educar a los padres sobre la mejor manera de apoyar a sus hijos académica, social y emocionalmente.
 - Fomentar la diversidad cultural en toda nuestra comunidad escolar.
- Los aportes de los padres, las reuniones de padres y las sesiones de capacitación se compartirán con los comités de padres y personal para brindar un medio oportuno, organizado y activo de involucrar a los padres en la planificación, revisión y mejora del programa.
- El sistema de comunicación Parent Square se utiliza para comunicar información relevante y oportuna.
- La plataforma Smore Newsletter se utiliza para crear y distribuir boletines semanales.
- Durante las reuniones con los padres, se brindarán oportunidades para discutir las sugerencias de los padres. Las respuestas a dichas sugerencias serán revisadas oportunamente y de ser posible para la próxima reunión programada.
- Los padres son notificados anualmente de los resultados de las evaluaciones individuales de los estudiantes y reciben orientación para interpretar los resultados. Una explicación de la información está disponible en español.
- Se hará todo lo posible para satisfacer las necesidades de los padres de participar e informarse. Se tendrán en cuenta el idioma principal y las adaptaciones para personas con discapacidad.

Approved by School Site Council (10/20/22)

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
Cindy Martinez	X				
Jessica Melton			X		
Jennifer Culler		X			
Katherine Cavanaugh		X			
Madelyn Rios		X		X	
Rebecca Bryson				X	
Michelle Beall				X	
Diana Hernandez				X	
Anne Davidson					
Numbers of members of each category:	1	3	1	4	0

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

X English Learner Advisory Committee

Signature

X 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

X 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, 2022.

Attested:

Cindy Martinez

Typed Name of School Principal

Cindy Martinez
Signature of School Principal

10/20/22

Date

Rebecca Bryson

Typed Name of SSC Chairperson

Rebecca Bryson
Signature of SSC Chairperson

Oct 20, 2022

Date