

The School Plan for Student Achievement

School: Tahoe Valley Elementary School 2022-23
CDS Code: 09-61903-6005573
District: Lake Tahoe Unified School District
Principal: Jennifer Kloczko
Revision Date: October 20, 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: Jennifer Kloczko
Position: Principal
Phone Number: (530) 543-2350
Address: 943 Tahoe Island Drive
South Lake Tahoe, CA 96150
E-mail Address: jkloczko@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	3
Data Analysis	3
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
ELPAC Results	13
Planned Improvements in Student Performance	17
School Goal #1	17
School Goal #2	21
School Goal #3	24
School Goal #4	27
School Goal #5	28
Centralized Services for Planned Improvements in Student Performance	29
Centralized Service Goal #1	29
Centralized Service Goal #2	30
Centralized Service Goal #3	31
Centralized Service Goal #4	32
Centralized Service Goal #5	33
Summary of Expenditures in this Plan	34
Total Expenditures by Object Type and Funding Source	34
Total Expenditures by Funding Source	35
Total Expenditures by Object Type	36
Total Expenditures by Goal	37
Centralized Service Expenditures	38
Home/School Compact	39
Parent Involvement Policy	42
School Site Council Membership	45
Recommendations and Assurances	46

School Vision and Mission

Tahoe Valley Elementary School 2022-23’s Vision and Mission Statements

Mission Statement:

- Our mission is to provide children with learning experiences that will enable them to:
- Develop Character, Creativity, Critical thinking, Communication and Collaboration skills
 - Appreciate the aesthetic values in the Creative and Performing Arts
 - Become Self-Confident, Motivated, Caring, and Socially Conscious citizens

Vision Statement:
Developing well rounded students who embody 21st Century Skills through the Arts.

School Profile

Tahoe Valley Elementary School is located in a year-round mountainous, rural resort area. The school itself is located in the “Y” area of South Lake Tahoe, in a hub where access toward the west shore, Sacramento, and south shore of the lake converge. Tahoe Valley maintains an enrollment for Transitional Kindergarten (TK) through 5th grade of approximately 410 students and enjoys a diverse ethnic composition. Tahoe Valley Elementary School houses the Early Childhood Learning Center (ECLC). It is a school within a school and Tahoe Valley is one of two schools, of five sites serving elementary students, that contains district TK classrooms. The economic base of the school is diverse with some students living on the lakeshore in Tahoe Keys homes and others living in quiet neighborhoods, apartments, motels, trailer parks and low income housing.

- Approximately 65.3% of our students qualify are socio-economically disadvantaged
- Approximately 24.9% of our students are identified as English Language Learners
- Approximately 47% of our students are identified as Hispanic or Latino
- Approximately 42% of our students are identified as White
- Approximately 11% of our students are identified as other ethnic backgrounds or multi-ethnic
- Approximately 9% of our students are identified as Students with Disabilities
- Approximately 5% of our students are Identified as Homeless
- Approximately 1% of our students are identified as Foster Youth
- Currently student/teacher ratios are: TK at 12:1; K-1 22:1, 2-3 at 24:1; 4-5 at 26:1
- Full-Day Kindergarten has been implemented since 2006 and Transitional Kindergarten (modified day schedule-4 hours) has been implemented since 2012
- Reading Intervention for Kindergarten is supported by the Transitional Kindergarten teachers in the afternoon during their student contact hours daily
- Tahoe Valley has implemented Visual and Performing Arts (VAPA) as the focus for the school. Students attend weekly choral/instrumental instruction along with P.E. instruction, both taught by credentialed teachers. Every year all students also have the option of participating in a public musical performance. Last year we implemented general music theory instruction for all students in TK through 5th grade along with instrumental instruction (Drumming to TK-K; Boomwhackers to 1st; Handbells to 2nd; Recorders to 3rd; Ukuleles to 4th, and Keyboarding to 5th grade students).
- The district utilizes the MAP (Measures of Academic Progress) assessment system for use in all grades. This assessment is administered at the beginning of the school year and twice throughout the school year to provide data to monitor student growth and drive instructional practices and interventions. This year, Tahoe Valley is piloting the iReady assessment in lieu of MAP assessment. All students K-5 are participating.
- Current adopted core curriculum is McGraw-Hill Wonders for English Language Arts, McGraw-Hill My Math for Mathematics, Foss for Science, and Savvas for Social Studies

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).

Family surveys will be administered this Fall.

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 on a specific cycle and all teachers engage in professional goal setting each 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 weekly with classroom visits by the Principal. All teachers at Tahoe Valley 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)

Tahoe Valley School uses student results data from CAASPP, ELPAC, MAP, and district benchmark assessments.

- Lake Tahoe Unified School District (LTUSD) Benchmark assessments will guide instruction over the course of the school year for all students in grades TK-5
- LTUSD implemented the Fountas & Pinnell Benchmark Assessment System for reading so our data is aligned nationwide for all students in K-3, and students in grades 4-5 as a diagnostic tool. This year, Tahoe Valley is piloting the BRI (Beginning Reading Instruction) formative reading assessment in grades 3-5 and utilizing Fountas and Pinnell in grades K-2.
- MAP assessments are scheduled to be administered to all Kindergarten through 5th grade student three times during the 2022-23 school year
- Chromebook technology and iReady are used to facilitate online assessments (grades 3-5); this is used for data-driven instruction and interventions

Other group data will be gathered and analyzed from school and local measurements of social skills development and academic performance for all grades TK-5 and used to guide instruction and targeted interventions.

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

Tahoe Valley School enters state and local assessment results into a school wide spreadsheet. Teachers meet to analyze and discuss the data and use it to modify instruction, and to set goals to meet the needs of all students each trimester. These goals are then evaluated at the end of each trimester to monitor student achievement levels.

- Lake Tahoe Unified School District (LTUSD) Benchmark assessments will guide instruction over the course of the school year for all students
- Chromebook technology and iReady K-5 are used to facilitate online assessments (grades 3-5); this is used for data-driven instruction and interventions
- Other group data will be gathered and analyzed which include: teacher, school and local measurements of social skills development and academic performance for all grades TK-5 and used to guide instruction and targeted interventions
- Teachers participate in grade-level data meetings three times over the course of the year to analyze student data and plan needed interventions along with setting SMARTGoals for each performance band and/or individual students
- Teachers analyze the data for all students on a regular basis

Staffing and Professional Development

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

All teachers meet requirements for Highly Qualified Staff.

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

All Tahoe Valley staff have been trained in the state adopted core curriculum: McGraw-Hill Wonders English Language Arts, McGraw-Hill CCSS My Math Mathematics, Foss Science, and Savvas myWorld Social Studies. They also participate in ongoing Professional Development (PD) in these core curricula over the course of the year for deeper understanding and to continually increase the use of targeted intervention strategies.

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

Tahoe Valley Staff is involved in staff development and professional collaboration on an ongoing basis. Teachers meet regularly to collaborate and participate in district and site professional learning on early release Wednesdays and district professional learning days. Teachers also have opportunities to participate in professional learning outside of school in the areas of CCSS and technology. There are also opportunities to attend conferences, workshops, trainings, and seminars. Staff Development opportunities are always aligned with CCSS and California content standards and/or adopted curriculum as well as professional needs of staff (e.g. technology training).

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

Teachers receive support from their colleagues and district Content Area Specialists.

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

Tahoe Valley Teachers are part of a Professional Learning Community. They formally collaborate weekly for one hour.

Teaching and Learning

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

All curriculum is aligned to CCSS, NGSS and/or California State Standards. CCSS, NGSS and/or California content essential grade level standards are the measures teacher use to evaluate student success and mastery.

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

Tahoe Valley School adheres to or exceeds minimum instructional minutes for all core academic areas.

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

Tahoe Valley School staff collaborate to establish and continually re-evaluate lesson pacing, assure all essential content standards are covered, and monitor student mastery of the standards. Flexible and fluid interventions allow for student achievement to be targeted and accelerate learning for the individual student. The master schedule has been created to minimize disruptions throughout the day.

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

All Tahoe Valley students are provided standards-based, state approved, and Board adopted instructional materials for all core content areas and intervention programs.

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)

All Tahoe Valley students are provided standards-based, state approved and Board adopted instructional materials. All core intervention programs and materials are aligned to CCSS and are SBE (State Board of Education) adopted. Every student has access to the core curriculum and grade level content.

Opportunity and Equal Educational Access

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

Tahoe Valley provides intervention programs, e.g. McGraw-Hill Wonders and WonderWorks English Language Arts and McGraw-Hill CCSS My Math Mathematics; differentiation of instruction; SIPP; Soliday System (Windsor Learning); English Language Development and native language support; and research-based targeted support and interventions. We incorporate technology programs to support at-risk students and provide additional home support.

14. Research-based educational practices to raise student achievement

Students are instructed using research-based strategies, RTI models for both academics and behavior, and after school tutoring programs provide additional instruction and support for students.

Parental Involvement

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

Communication via the Parent Square (through the Aeries Student Information System) phone/email/text system, website, and Facebook are utilized as tools for communication between home and school. In a typical school year Parent and Family trainings and workshops are held throughout the year to support parental involvement along with ongoing conferences between staff, families and students. The South Tahoe Family Resource Center and the District Homeless/Foster Youth liaison work closely with Tahoe Valley School to provide necessary resources to meet family needs. Spanish translators provide both written and verbal communication to ensure families, who have Spanish as their primary language, are kept abreast of student achievement and answer any questions or concerns, helping to bridge the language gap that might otherwise occur. All families who have a primary home language other than English are provided translation support and home language communication through the Parent Square system.

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)

PTA and School Site Council meetings, along with ELAC (English Language Advisory Committee) and Cafecitos meetings, give parents the opportunity to be involved in the planning, implementation and evaluation of the Consolidated Application process.

Funding

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

The following services are funded through categorical funds: instructional assistants, English Language Development program, Ellevation English Learner monitoring platform, and South Tahoe Resource Center.

18. Fiscal support (EPC)

All funding support is aligned to the Local Control Accountability Plan and monitored throughout the year.

Description of Barriers and Related School Goals

Tahoe Valley has one of the highest percentage of families living at or below poverty level of all of the elementary schools in LTUSD. We also have one of the largest percentages of Homeless and Foster youth.

We have implemented the following programs and interventions to help students and families succeed in spite of the limitations and effects of poverty:

- Communicating with families using technology, phone, text messaging, and/or in person
- Providing Professional Development to staff on how to support students of poverty and trauma
- Support families and students through Bread and Broth for Kids (weekend backpack food program), Kiwanis Coats for Kids program (which provides free winter clothing), Operation School Bell (which provides free school clothing for identified students), and Toys for Tots
- Support families and students through our Homeless Liaison Program
- Employ a full time nurse to provide free health screening, medical support, and on-site family support which includes partnerships with community and medical agencies for needed glasses, appointments, and other services
- Collaborate with local agencies and programs to provide individual and family support as needed
- Provide a washer and dryer on campus to help support our families and students in need of clean clothing

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	59	37	47	58	0	46	58	0	46	98.3	0.0	97.9
Grade 4	52	50	47	51	0	47	51	0	47	98.1	0.0	100.0
Grade 5	54	47	48	54	0	47	54	0	47	100	0.0	97.9
All Grades	165	134	142	163	0	140	163	0	140	98.8	0.0	98.6

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	2393.		2394.	13.79		13.04	18.97		23.91	25.86		19.57	41.38		43.48
Grade 4	2452.		2438.	19.61		12.77	21.57		29.79	19.61		23.40	39.22		34.04
Grade 5	2475.		2451.	9.26		10.64	31.48		14.89	25.93		27.66	33.33		46.81
All Grades	N/A	N/A	N/A	14.11		12.14	23.93		22.86	23.93		23.57	38.04		41.43

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	19.30		10.87	38.60		52.17	42.11		36.96
Grade 4	15.69		10.64	50.98		70.21	33.33		19.15
Grade 5	20.37		10.64	48.15		63.83	31.48		25.53
All Grades	18.52		10.71	45.68		62.14	35.80		27.14

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 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	12.28		13.04	47.37		52.17	40.35		34.78
Grade 4	13.73		8.70	58.82		69.57	27.45		21.74
Grade 5	11.11		10.64	53.70		46.81	35.19		42.55
All Grades	12.35		10.79	53.09		56.12	34.57		33.09

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	17.24		10.87	60.34		73.91	22.41		15.22
Grade 4	19.61		2.13	66.67		72.34	13.73		25.53
Grade 5	9.26		8.51	62.96		72.34	27.78		19.15
All Grades	15.34		7.14	63.19		72.86	21.47		20.00

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.

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	14.04		13.04	43.86		54.35	42.11		32.61
Grade 4	13.73		8.51	58.82		72.34	27.45		19.15
Grade 5	20.37		8.51	42.59		53.19	37.04		38.30
All Grades	16.05		10.00	48.15		60.00	35.80		30.00

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.

Conclusions based on this data:

1. The CAASPP test was not administered in 19-20 or 20-21 and resumed in 2021-22. Overall, only 35% of 3rd-5th grade students met or exceeded state standards in ELA.
2. Local and iReady assessments reveal ongoing significant needs in the area of literacy in grades K-5.
3. Our CAASPP and iReady data also reveal significant needs in ELA for our English Learners: only 2.94% of Tahoe Valley students were proficient in ELA as measured by the 2021-22 CAASPP.

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	59	37	47	58	0	46	58	0	46	98.3	0.0	97.9
Grade 4	52	50	47	51	0	47	51	0	47	98.1	0.0	100.0
Grade 5	54	47	48	54	0	47	54	0	46	100	0.0	97.9
All Grades	165	134	142	163	0	140	163	0	139	98.8	0.0	98.6

* 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	2399.		2390.	6.90		4.35	24.14		19.57	29.31		36.96	39.66		39.13
Grade 4	2440.		2426.	5.88		8.51	23.53		10.64	33.33		42.55	37.25		38.30
Grade 5	2448.		2418.	1.85		2.17	16.67		4.35	29.63		17.39	51.85		76.09
All Grades	N/A	N/A	N/A	4.91		5.04	21.47		11.51	30.67		32.37	42.94		51.08

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	10.34		6.52	46.55		50.00	43.10		43.48
Grade 4	9.80		6.38	33.33		51.06	56.86		42.55
Grade 5	5.56		2.17	29.63		21.74	64.81		76.09
All Grades	8.59		5.04	36.81		41.01	54.60		53.96

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	15.52		8.70	36.21		50.00	48.28		41.30
Grade 4	11.76		12.77	41.18		48.94	47.06		38.30
Grade 5	5.56		4.35	46.30		47.83	48.15		47.83
All Grades	11.04		8.63	41.10		48.92	47.85		42.45

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	12.07		13.04	41.38		63.04	46.55		23.91
Grade 4	11.76		8.51	41.18		65.96	47.06		25.53
Grade 5	5.56		2.17	37.04		45.65	57.41		52.17
All Grades	9.82		7.91	39.88		58.27	50.31		33.81

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 CAASPP test was not administered in 2019-20 or 2020-21 and resumed in 2021-22. Only 16.5% of Tahoe Valley students met or exceeded state standards in Math.
2. Local and iReady assessments reveal ongoing significant needs in the area of math in grades K-5.
3. Our CAASPP and iReady data also reveal significant needs in ELA for our English Learners: with 0% of Tahoe Valley students proficient in math as measured by the 2021-22 CAASPP.

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	1420.2	1437.3	1377.0	1429.7	1449.6	1390.7	1397.8	1408.3	1345.1	30	18	29
1	*	1425.7	1422.9	*	1442.8	1431.9	*	1408.1	1413.2	4	18	13
2	1488.5	1470.9	1461.4	1496.6	1507.2	1472.3	1480.1	1434.3	1449.9	13	15	17
3	*	*	1478.8	*	*	1488.4	*	*	1468.9	4	5	14
4	*	1503.8	*	*	1513.1	*	*	1494.1	*	7	16	6
5	1537.4	*	1490.5	1539.7	*	1490.7	1534.6	*	1489.7	15	7	15
All Grades										73	79	94

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	13.33	22.22	3.45	33.33	22.22	3.45	40.00	50.00	58.62	13.33	5.56	34.48	30	18	29
1	*	16.67	0.00	*	16.67	23.08	*	38.89	53.85	*	27.78	23.08	*	18	13
2	0.00	0.00	11.76	69.23	46.67	35.29	23.08	46.67	35.29	7.69	6.67	17.65	13	15	17
3	*	*	0.00	*	*	35.71	*	*	57.14	*	*	7.14	*	*	14
4	*	12.50	*	*	37.50	*	*	37.50	*	*	12.50	*	*	16	*
5	33.33	*	6.67	46.67	*	26.67	13.33	*	53.33	6.67	*	13.33	15	*	15
All Grades	16.44	12.66	5.32	42.47	34.18	21.28	31.51	40.51	52.13	9.59	12.66	21.28	73	79	94

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	20.00	22.22	6.90	33.33	44.44	24.14	36.67	27.78	44.83	10.00	5.56	24.14	30	18	29
1	*	22.22	15.38	*	22.22	30.77	*	38.89	38.46	*	16.67	15.38	*	18	13
2	38.46	46.67	23.53	53.85	33.33	47.06	0.00	20.00	17.65	7.69	0.00	11.76	13	15	17
3	*	*	21.43	*	*	57.14	*	*	14.29	*	*	7.14	*	*	14
4	*	37.50	*	*	50.00	*	*	6.25	*	*	6.25	*	*	16	*
5	66.67	*	20.00	13.33	*	66.67	20.00	*	0.00	0.00	*	13.33	15	*	15
All Grades	35.62	34.18	17.02	32.88	37.97	41.49	24.66	21.52	25.53	6.85	6.33	15.96	73	79	94

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	16.67	11.11	3.45	6.67	27.78	3.45	60.00	50.00	48.28	16.67	11.11	44.83	30	18	29
1	*	5.56	0.00	*	22.22	7.69	*	27.78	38.46	*	44.44	53.85	*	18	13
2	0.00	0.00	0.00	46.15	0.00	29.41	38.46	60.00	29.41	15.38	40.00	41.18	13	15	17
3	*	*	0.00	*	*	7.14	*	*	71.43	*	*	21.43	*	*	14
4	*	6.25	*	*	18.75	*	*	25.00	*	*	50.00	*	*	16	*
5	0.00	*	6.67	40.00	*	13.33	53.33	*	26.67	6.67	*	53.33	15	*	15
All Grades	8.22	5.06	2.13	26.03	20.25	12.77	53.42	40.51	41.49	12.33	34.18	43.62	73	79	94

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	33.33	16.67	6.90	56.67	72.22	72.41	10.00	11.11	20.69	30	18	29
1	*	38.89	30.77	*	38.89	61.54	*	22.22	7.69	*	18	13
2	30.77	26.67	11.76	69.23	73.33	76.47	0.00	0.00	11.76	13	15	17
3	*	*	28.57	*	*	57.14	*	*	14.29	*	*	14
4	*	31.25	*	*	62.50	*	*	6.25	*	*	16	*
5	0.00	*	0.00	86.67	*	73.33	13.33	*	26.67	15	*	15
All Grades	26.03	29.11	13.83	64.38	62.03	68.09	9.59	8.86	18.09	73	79	94

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	13.33	27.78	3.45	66.67	66.67	65.52	20.00	5.56	31.03	30	18	29
1	*	11.11	0.00	*	77.78	84.62	*	11.11	15.38	*	18	13
2	46.15	53.33	29.41	46.15	46.67	58.82	7.69	0.00	11.76	13	15	17
3	*	*	35.71	*	*	57.14	*	*	7.14	*	*	14
4	*	62.50	*	*	25.00	*	*	12.50	*	*	16	*
5	80.00	*	80.00	20.00	*	6.67	0.00	*	13.33	15	*	15
All Grades	38.36	41.77	26.60	49.32	51.90	55.32	12.33	6.33	18.09	73	79	94

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	6.67	11.11	3.45	80.00	83.33	55.17	13.33	5.56	41.38	30	18	29
1	*	11.11	0.00	*	27.78	46.15	*	61.11	53.85	*	18	13
2	0.00	0.00	0.00	76.92	40.00	58.82	23.08	60.00	41.18	13	15	17
3	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
4	*	6.25	*	*	43.75	*	*	50.00	*	*	16	*
5	33.33	*	6.67	53.33	*	26.67	13.33	*	66.67	15	*	15
All Grades	12.33	6.33	2.13	69.86	53.16	48.94	17.81	40.51	48.94	73	79	94

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	23.33	44.44	6.90	53.33	33.33	34.48	23.33	22.22	58.62	30	18	29
1	*	11.11	0.00	*	61.11	69.23	*	27.78	30.77	*	18	13
2	30.77	0.00	5.88	69.23	66.67	64.71	0.00	33.33	29.41	13	15	17
3	*	*	0.00	*	*	92.86	*	*	7.14	*	*	14
4	*	0.00	*	*	75.00	*	*	25.00	*	*	16	*
5	0.00	*	0.00	86.67	*	86.67	13.33	*	13.33	15	*	15
All Grades	15.07	13.92	4.26	69.86	60.76	63.83	15.07	25.32	31.91	73	79	94

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. At Tahoe Valley, we have a significant number of English learners who have been significantly impacted by the COVID-19 pandemic. All literacy domains are impacted, particularly writing, listening, and speaking.
2. The ELPAC has recently been administered in LTUSD and data will be analyzed to determine specific needs for targeted instruction and growth.

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 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 Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant.
Data Used to Form this Goal:
iReady Assessments, LTUSD Local Assessments, CAASPP Data, and ELPAC.
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; iReady, CAASPP, and ELPAC assessment results 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
Continue literacy differentiation block in grades 1-5 and provide additional support in K including support from TK teachers. ELD instruction will be incorporated into the differentiation schedule.	2022-23	Grade Level Teams Intervention Team Principal	Professional consulting and services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental/EIA	379
			Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108854
			Supplies	4000-4999: Books And Supplies	Title I	1950
			Instructional Aide - Reading	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33995
			Travel and conference	5000-5999: Services And Other Operating Expenditures	Title I	1563
			Instructional Assistants work to provide targeted interventions and support school climate	2000-2999: Classified Personnel Salaries	LCFF - Concentration	31872
			Instructional Assistants work to provide targeted interventions and support school climate - bilingual/CCSS	2000-2999: Classified Personnel Salaries	Title I	41497
Utilize LTUSD local Formative Assessments K-5 to guide instruction and targeted interventions. Utilize iReady assessments in ELA and Math for grades K-5 three times during the 2022-23 school year. Data will be analyzed at regular intervals to inform instruction.	2022-23	Principal Grade Level Teams Intervention/Special Education Team	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	General Fund	750
Provide supplemental materials for English Learners - anticipated funding - not allocated at this time	2022-23	Principal Site Team	Materials and resources to enhance and support EL student learning	4000-4999: Books And Supplies	Title III	9817

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide 180 minutes of elementary teacher prep time weekly, through the use of PE Specialists, Librarians, and Music Teacher, for planning and/or collaborating	2022-23	District Leadership Principal	Library Assistant-Salary	2000-2999: Classified Personnel Salaries	General Fund	34,741
			PE Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108854
Increase opportunities for students to build social emotional skills and and have VAPA (Visual and Performing Arts) experiences that increase listening and speaking practice as well as to be creative, collaborate, communicate, and think critically through art and wellness	2022-23	Principal Teachers Site Team	Instructional Asst to support CCSS	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22461
			Instructional Assistant OPEN	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28192
Project-Based Learning field trips for TK-5 to help integrate CCSS curricula	2022-23	District Leadership Principal	Transportation- 3rd Grade Field Trips (Social Studies and Science Based)	5000-5999: Services And Other Operating Expenditures	General Fund	600
			Transportation-4th/5th Overnight Field Trips (Social Studies and Science Based)	5000-5999: Services And Other Operating Expenditures	Single Focus	3,000
			Transportation-TK-2 Field Trips (Social Studies and Science Based)	5000-5999: Services And Other Operating Expenditures	Single Focus	2,000
Visual Arts Curriculum and Materials	2022-23	Principal Site Team	Books & Supplies	4000-4999: Books And Supplies	Single Focus	4000
Adopt and implement CCSS curricula, TK-5. Continue to integrate and implement adopted CCSS ELA, ELD, Social Studies, and Math curricula into the classroom. Provide hands-on experiences for TK-5 through implementation of the	2022-23	District Leadership Principal	Instructional Assistant extra duty	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	1325
			Supplies, materials, books	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	14883
			Supplies, materials, books	4000-4999: Books And Supplies	Lottery	766

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STEAM Lab on campus and support FOSS Implementation.			Supplies, materials, and books	4000-4999: Books And Supplies	Single Focus	5,000
Continue Year 2 TV Single Focus Plan to increase student achievement. It is developed collaboratively and evaluated yearly. Tahoe Valley's Single Focus is Thunderbird SMARTS which includes Systems for academic, social emotional and behavioral, Movement, Arts, Relationships, Targeted Instruction, and STEAM.	2022-23	Principal Certificated Staff	Supplies	4000-4999: Books And Supplies	Single Focus	

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 are 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 are 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

Findings from the Analysis of this Data:

There is a need for all staff to support students, with an emphasis on EL, SWD (Students with Disabilities), Foster and Homeless Youth and LI (Low Income) 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; iReady, 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
Provide grade level and vertical collaboration time to plan instruction and analyze data.	2022-23	Certificated Staff Principal Instructional Assistants	Collaboration time or substitute time for grade level and vertical articulation Teacher extra duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	1203
Develop site driven professional development plan Continue Year 2 TV Single Focus Plan to increase student achievement. It is developed collaboratively and	2022-23	Certificated Staff Principal	Professional Learning related to three year plan	5800: Professional/Consulting Services And Operating Expenditures	Single Focus	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
evaluated yearly. Tahoe Valley's Single Focus is Thunderbird SMARTS which includes Systems for academic, social emotional and behavioral, Movement, Arts, Relationships, Targeted Instruction, and STEAM.						
Conferences/Professional Development	2022-23	Principal Certificated Staff Classified IAs (Instructional Assistants)	Professional Learning	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7000
			Supplies and materials	4000-4999: Books And Supplies	Title I	5000

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
Community family engagement events and experiences	2022-23	Principal Staff	Supplies and materials	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	2000
			Supplies and materials	4000-4999: Books And Supplies	Lottery	2000
Provide parents the opportunities, resources, and support to develop skills in assisting their children through the educational experience	2022-23	Principal Site Team	Parent/Family Nights	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500
			Supplies/parent nights	4000-4999: Books And Supplies	Title I	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	16472
Newcomer communication/events/supplies	2022-23	Principal Site Team	Supplies for students	4000-4999: Books And Supplies	Title III Immigrant Education Program	750
			Additional hours for staff to support events	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	750

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	General Fund	750.00
2000-2999: Classified Personnel Salaries	General Fund	34,741.00
5000-5999: Services And Other Operating	General Fund	600.00
2000-2999: Classified Personnel Salaries	LCFF - Concentration	31,872.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	217,708.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	84,648.00
5800: Professional/Consulting Services And	LCFF - Supplemental	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	1,203.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	17,797.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	16,883.00
5000-5999: Services And Other Operating	LCFF - Supplemental/EIA	379.00
4000-4999: Books And Supplies	Lottery	2,766.00
4000-4999: Books And Supplies	Single Focus	9,000.00
5000-5999: Services And Other Operating	Single Focus	5,000.00
2000-2999: Classified Personnel Salaries	Title I	41,497.00
4000-4999: Books And Supplies	Title I	9,450.00
5000-5999: Services And Other Operating	Title I	1,563.00
5800: Professional/Consulting Services And	Title I	2,500.00
4000-4999: Books And Supplies	Title III	9,817.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	750.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	750.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	36,091.00
LCFF - Concentration	31,872.00
LCFF - Supplemental	309,356.00
LCFF - Supplemental/EIA	36,262.00
Lottery	2,766.00
Single Focus	14,000.00
Title I	55,010.00
Title III	9,817.00
Title III Immigrant Education Program	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	220,411.00
2000-2999: Classified Personnel Salaries	210,555.00
4000-4999: Books And Supplies	48,666.00
5000-5999: Services And Other Operating Expenditures	7,542.00
5800: Professional/Consulting Services And Operating	9,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	456,499.00
Goal 2	13,203.00
Goal 3	26,972.00

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:

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

Family/Parent Pledge

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

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

Student's First Name

(PLEASE PRINT)

Student's Last Name

Principal

Student

Date

Parent

Distrito Escolar Unificado de Lake Tahoe

Contrato entre la escuela-familia

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

Acuerdo del personal

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

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

Acuerdo estudiantil

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

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

Acuerdo de la familia/padres

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

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

Director/a

Alumno

Fecha

Padre

Primer nombre del alumnos

(FAVOR DE ESCRIBIR)

Apellido del alumno

Parent Involvement Policy

SCHOOLWIDE PARENT/GUARDIAN INVOLVEMENT POLICY

Tahoe Valley Elementary School believes that parents, families and guardians are essential partners in the education and development of EVERY child. We value the input and support that they provide to the students and know that by working together, we can create a strong web of continued support, intervention, and guidance to help each child reach their highest potential in both academic and social-emotional development.

- In the fall of each school year, Back to School Night is held to share with guardians the School's programs and the curriculum designed and implemented to meet the needs of all students.
- The school will provide a flexible number of meetings, trainings and communication throughout the year to encourage parent/guardian 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, district and community resources for student academic improvement and social-emotional development.
 4. Evaluating the effectiveness of the school's parent/guardian involvement policy to increase their participation in school activities.
 5. Conferencing with teachers on individual student's progress and support/needs.
 6. Providing training programs to help parents/guardians support and work with their children at home and at school.
 7. Information on the importance of school attendance and ways to support families.
 8. Valuing cultural diversity.
- Parental/Guardian input from meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way to involve parents/guardians in the planning, review, and improvement of the program.
- A school wide communication system (Aeries) or parent/family newsletter is mailed or emailed home informing parent/community of all meetings of interest. The school also informs families through written flyers, the electronic front sign, and phone calls using the Aeries system. For special meetings, targeted language groups receive notice in their language. Every attempt will be made to contact parents/guardians in their primary language.
- During parent/family meetings, opportunities will be offered for the discussion of parental/guardian 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/action will be placed on the agenda for the next regularly scheduled meeting.
- Parents/guardians 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 the home language at any of these forums will be provided as much as possible.
- Accessibility and opportunities for parents/guardians with disabilities and parents/guardians of migratory students will be provided.

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
Jennifer Kloczko	X				
Cindy Gronwold		X			
Jenna Ervin		X			
Aaron Lovejoy		X			
Stephanie Spees			X		
Samantha Reith				X	
Danielle Bourgeois				X	
Dafni Moon				X	
Numbers of members of each category:	1	3	1	3	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Jennifer Kloczko

Typed Name of School Principal

Signature of School Principal

Date

Danielle Bourgeois

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date