

# The School Plan for Student Achievement

**School:** Sierra House Elementary School  
**CDS Code:** 09-61903-6095301  
**District:** Lake Tahoe Unified School District  
**Principal:** Karin Holmes  
**Revision Date:** October 18, 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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**The District Governing Board approved this revision of the SPSA on November 10, 2022.**

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## School Vision and Mission

### Sierra House Elementary School's Vision and Mission Statements

Our Mission  
It is our mission of Sierra House Elementary School, in partnership with families, to provide a high achieving learning environment to prepare our students to be educated, responsible citizens through an academic environment that supports fitness and health. Our staff works daily to engage, empower and educate our students.

Our Vision  
To provide opportunities that meet the individual needs of all students. To help our children grow academically and emotionally in an environment that fosters a positive and enthusiastic learning experience.

Our Values

Sierra House makes the following collective commitments to achieve the vision of our school:

- We will provide an outstanding education to every student
- We will reach out to the community to build quality partnerships that enhance student learning through rich activities and shared goals
- We will take measures to foster community by establishing productive working relationships with families to help students be successful
- We will collaborate to share best practices and monitor individual student progress
- We will engage in meaningful professional development to enhance professional skills
- We will differentiate instruction to promote success for all students
- We will continuously evaluate student data in our collaborative teams and target specific instructional areas for improvement

## School Profile

Sierra House Elementary School is located in the geographic heart of South Lake Tahoe, California. Nestled in the Sierra Nevada mountain range and located near the California/Nevada state line, the city of South Lake Tahoe is a resort town where many families depend on seasonal employment in the casinos and ski resorts.

In October of 2021, our enrollment was 386 students. The Sierra House student population is composed of 42.7% female and 57.3% male students. Demographically, our student population was 42.0% Hispanic, 47.2% Caucasian, 3.9% Filipino, 1.8% Asian, and 3.6% multiple races. Our October of 2021 Free and Reduced Lunch report estimates that 22.5% of our students qualify for Free or Reduced Lunches and 48.4% are socio-economically disadvantaged, 25.9% of our students are designated as English Learners, 3.4% are classified as Immigrants, and 18.7% of our students are receiving special services. We have 17 general education classes and three Special Day Classes. We provide a blended resource program whenever possible.

The Sierra House team believes in the benefits of teamwork, flexible grouping, ongoing staff development, and the use of student performance data to monitor student progress and the effectiveness of the instructional program. Collaborative discussions help determine the best instructional practices to utilize with our students. Team "Data Meetings" are held at least two times a year to monitor student progress and the success of our academic programs. Regularly scheduled grade-level Collaboration meetings support staff's ability to analyze student performance, progress towards established goals, effectiveness of instructional strategies, and curriculum resources. In 2020 we began using MAP assessments three times a year for all grades K-5. This year we are piloting the i-Ready program with some teachers so that we can take a thoughtful look at whether we want to continue with MAP assessments or move to i-Ready as a district next year.

The Sierra House team continually assesses how we respond to the needs of our diverse population. We build opportunities within our program which benefit all levels of learners from our limited or emerging readers through our gifted and talented students. The daily instructional minutes for Kindergarten through fifth grades is 310 minutes per day during a regular school year. Sierra House also provides a physical education program for Kindergarten through fifth grade students, which is taught by a credentialed physical education specialist. All K-5 students are also instructed in grade level appropriate music classes 40 minutes every week. In 2009-10 Sierra House Elementary moved to a school-wide Title I program based on student needs. Our district McKinney Vento/Foster Youth

Liaison is a resource for our homeless students. There are nine minimum days throughout the year which are used mainly for parent conferencing.

Technology continues to be a major part of our academic program and students regularly use the Canvas Learning Management System in the upper grades, Google Apps for Education, Accelerated Reader, Learning Ally, IXL, Raz Kids, Brain Pop, Seesaw, and Mystery Science. In 2009-10 SMART Boards and document cameras were installed in every classroom through Measure G funds. A majority of these were upgraded in the summer of 2019. Chromebooks are used by all students K-5. Professional development on software programs is embedded in our district wide PD calendar.

In 2011, Lake Tahoe Unified School District began encouraging elementary schools to develop a school-wide theme to attract families who share the same values. During the 2012-13 school year, a small team of teachers and parents at Sierra House began planning the foundation of what would become our Fitness, Health and Mountain Sports program. It has grown into a vibrant part of our school community enhanced by the creation of our growing domes, nutrition and health curriculum, a strong fitness based PE curriculum, and great partnerships with local businesses such as Heavenly Ski Resort and the South Lake Tahoe Ice Arena.

At Sierra House Elementary School, every student participates daily in fitness-based activities within the classroom, through PE and during recess times. Our PE program is a fitness based PE program. In a typical school year we meet all of our 200 PE minutes within a two week period for all grade levels. Sierra House has a designated PE/fitness room equipped with a Big Screen Apple TV for large group activities. We have purchased objective measures of physical activity such as pedometers and heart rate monitors. Through site based fundraising, we have purchased iPad minis that students use for presentations, motion analysis and demonstrations of skills. Classroom teachers have been trained in providing short/routine brain breaks to help focus student attention and boost student academic achievement. These fitness and health activities are supported by brain research showing that individuals benefit by periodic physical activity at the beginning of and throughout the school day. Parents and teachers have also participated in before and after school enrichment opportunities to expose students to new sports (e.g. Lacrosse club) and physical activities (e.g. mountain biking club) as well as improve skills in traditional sports (e.g. soccer club). These opportunities and encouragement from teachers and staff instill a life long ethic of staying physically active and healthy.

Through the Vail Epic Promise program (Vail Resorts, owner of Heavenly Resort), our school receives grant support for all of our students to receive skiing/snowboarding instruction in grades K-5. Heavenly Resort is 3.6 miles away from our school. Each student receives a lift ticket, gear, instruction and support at their level. Through this partnership with Heavenly, we have experienced amazing growth opportunities for our students on the academic side with improved diligence, confidence and perseverance through difficulties. There are so many life lessons that are learned on the mountain and we take full advantage of these opportunities school-wide and in the classroom.

Our students have opportunities for self-directed fitness each morning. The Morning Milers Program began at our school in 2012. During non-winter months, our students can participate in the Morning Milers, where students track their number of laps completed around our recreational fields and earn fitness levels based on the amount of miles accumulated. There are many students at our school who accumulate the distances of multiple marathons by walking, jogging or running around our field before school starts.

Using grant funds and community donations, our school constructed two innovative geodesic growing domes in November 2014 that have made a great impact on our school community. Parent and community involvement have greatly increased and the domes have become a key focal point for science instruction and nutrition and health education in our school. Since installing the domes, we have taught our students how to grow vegetables and fruits in these greenhouses. The growing domes provide longer growing seasons and a hands on laboratory that connects to the science standards. Our classrooms regularly use the domes to learn about science, do tastings, and plant crops for use in recipes. The dome captures the same sun exposure that grows food in the central valley. By getting their hands dirty, students learn the true source of the food they eat (not the supermarket) and develop a deeper connection and respect for food. This connection between nutrition and health is an ongoing and vibrant part of our school-wide emphasis.

Special programs at Sierra House include: Weather Kids- 5th grade students give a weather report on local radio stations KTHO and KRLT; School choir is open to all 3rd -5th graders as a before school program and we offer coordinated after school enrichment for students in the areas of arts, athletics and academics. We also team with the Cal Fresh program which regularly has over 100 students participating from a wide variety of our school's socio-economic makeup. Our 5th grade students attend an annual science-based field trip for three days. This year our 5th graders will be attending Sierra Nevada Journeys in early June.

We want to ensure LCFF targets our students who need the most support as the most recent academic data from the 2021-22 CAASPP shows there is a continuing gap between our significant student groups and based on language and poverty factors. Our Site Single Focus plan focuses on teaching to a learning objective and we are focusing on math instruction at the start of this year.

We have 7 teachers and the principal attending the National Conference for Teachers of Mathematics in September and we are working with California Ed Partners to improve our school (and district) collaboration and coherence within our math practices K-3. We are scheduling monthly collaborations to focus on math data and identifying our most effective math practices.

## **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).

In the 2021-2022 school year we have sent out the following surveys to students, families and staff.

- LCAP Surveys to families, students and staff: results were varied based on perspective. LCAP Task Force disseminated the data and developed the 2021-2024 LCAP (Local Control and Accountability Plan) 3-year plan.
- CalSCHLS School Climate surveys to families and staff: most staff and families feel that Sierra House is a safe place where students can learn
- School choice survey to gauge which families would return to Sierra House as our district moves to bussing aligned with a neighborhood school model
- Equimetrics survey to all staff: showed that we have a ways to go as a district to be truly equity centered
- Orgametrics survey to all staff: results not available at this time

### **Classroom Observations**

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

The principal visits classrooms weekly to monitor the student learning environment, academic engagement, and promote open communication with staff. Formal observations are conducted once a year. The principal observes interactive classrooms, we have begun posting our learning objectives for math to help us focus our lessons and our students attention on our educational goals. Student engagement was apparent in all classrooms, with some more focused on project based projects and others more focused on paper and pencil learning.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

The CAASPP results for all 3rd-5th grade students are analyzed by staff to assess each child's summative performance. In addition, all students in grades K-5 are given the Measuring Academic Progress (MAP) assessment three times per year. Based on these results, students are provided interventions or extensions as deemed necessary. All students receive ongoing classroom performance assessments to measure mastery of specific skills. Common Formative Assessments and embedded daily formative assessments in reading and math guide instruction and intervention when mastery is not achieved. Data Meetings and grade level team collaborations allow teachers an opportunity to collaborate and analyze student academic performance and prescribe instructional modifications to improve achievement.

This year five teachers will be piloting the i-Ready assessment in order to help our district make an informed decision about whether elementary sites should use the MAP or i-Ready assessment district wide as we move into the 2023-24 school year

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

Illuminate is currently in place as our data monitoring system and teachers create assessments to guide instruction. District benchmarks such as MAP, Fountas and Pinnell reading records, STAR, BPST, SIPPS, and Sonday are assessments utilized to strategically assess areas of student need. We are looking into moving to the BRI (Beginning Reading Instruction) system in 4th and 5th grade.

### **Staffing and Professional Development**

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

All teachers meet the requirements to be considered highly qualified.

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

LTUSD uses standards aligned, state approved, and Board adopted curricula in math, ELA, and Social Studies and this year we have purchased a new science curriculum. We are making a concerted effort to meet the professional development needs of teachers through trainings in MAP, SEL (social emotional learning), ELD (English Language Development), and software technology. When possible we bring in a presenter to work with our teachers in person. Our Content Area Specialists, elementary school counselor, and intervention staff are assisting with trainings.

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

The District provides staff development which is aligned to grade level content standards. Staff development offerings are determined by student and staff needs. This includes training for newly-adopted textbooks and software programs, unpacking assessment data, ELD instruction and supports as well as Social Emotional trainings. Ongoing team support and collaboration is provided for general and Special Education staff.

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

Sierra House is supporting staff through trainings in designated and integrated ELD strategies, SEL and technology coaching/training, collaborations and PD on creating and implementing a guaranteed and viable curriculum based on standards aligned critical concepts, and in line with our Sierra House Single Focus. Sierra House staff has been engaging in opportunities to reflect on and enhance our math practices throughout the year. The district has dedicated PD/Collaboration time every Wednesday during the 2022-2023 school year.

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

Teachers meet once a month to collaborate in grade level teams to discuss math strategies and student growth and once a month as a school wide team to train and collaborate on intervention data and strategies and/or ELD strategies. In addition, we are working to enhance horizontal and vertical articulation planning and instruction through the use of instructional and reflective planning time. Common Core State Standards are our instructional focus for math, science and ELA and we are working to expand our hands on experiences in math.

Teaching and Learning

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

Sierra House School has a standards driven curriculum. All curriculum and instructional materials are State-adopted and research-based. Common Core State Standards are the focus for our instruction. Teachers monitor and adjust instruction based on a District-wide Pupil Profile Assessment matrix that is reviewed after the initial testing at the beginning of the year and also at the conclusion of each trimester. We are also using MAP Assessment and data for students in grades K-5 to target and differentiate instruction, maximize learning for all students, and decrease the achievement gap mitigate learning loss. Teachers are trained in the implementation of curriculum and associated textbooks. Teachers use MAP data and CAASPP results as well as local benchmark assessment information to guide instruction. Teachers maintain regular records of student progress.

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

The schedule was revised in spring 2022 through staff collaboration with the goal of maximizing Instructional minutes for ELA and mathematics and create effective blocks of time to maximize instruction in addition to setting aside 30 minutes for daily designated ELD instructions, and 45 minutes for language arts leveled "Blast" groups. ELA and math represent the core block of instruction at Sierra House. Sierra House adheres to the recommended instructional minutes for reading/language arts and math.

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

The Sierra House master schedule includes time for "Blast groups" that focus on intervention and acceleration as appropriate for students at each grade level. We also have built in a 30 minute designated ELD block. This year we are working on refining our math and ELA critical concepts and pacing guides. We began work last year on aligning instructional practices across the district so that we have a guaranteed and viable curriculum in math and ELA. Instructional Assistant assignments are focused on supporting learning outcomes. Common Core State Standards are the focus for our instruction.

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

Standards-based instructional materials are appropriate to all students groups. Teachers are currently using the following textbooks: McGraw Hill Wonders in Reading/Language Arts, Savvas myWorld in Social Science, and McGraw-Hill My Math in Mathematics. We adopted Foss Science to support our science curriculum. Technology has been a huge and growing part of our academic program. All classrooms are equipped with new SMART Boards and interactive classroom technology as well as all students K-5 having 1:1 Chromebook ratio. Software programs are used to enhance core instructional materials. Teachers receive training on using technology with the adopted core programs, software programs and other areas of technology that support instruction in the classroom.

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)

SBE-adopted, standards-aligned instructional materials for core and intervention programs are used at Sierra House.

Opportunity and Equal Educational Access

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

Teachers conduct CAASPP, MAP and i-Ready item analysis to assist in providing the appropriate skill grouping and modifications. MAP and i-Ready assessments and analysis also assist with understanding student zones of proximal development and where differentiated instruction is needed. We are working to implement Common Formative Assessments to help monitor our essential standards and improve instruction as well as intervention instruction for all at-risk students who are struggling with key concepts that must be mastered by the end of the year. Embedded assessments, aligned with State standards, provide ongoing performance measures which direct supplemental intervention instructional needs. Wonder Works and Number Worlds are being implemented as supplements to core curriculum in a pre-teach/re-teach model. Common Core State Standards are the focus for our instruction.

14. Research-based educational practices to raise student achievement

Teachers read and reflect on current research to help close the achievement gap at the school. We are continuing a three year partnership with California Education Partners to look at coherence and continuity in K-3 math. The RTI model of intervention is being applied for academics progress, ELD interventions are embedded in classrooms to support our English Learners, the PBIS system is applied for behavioral norms across the school as well as for behavioral interventions, and we have a strong organizational system in place to support all students. We are using professional development to align instruction to these research based methods in maximizing performance outcomes for all students.

Parental Involvement

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

PTA and our ELAC (English Learner Advisory Committee) groups provide strong avenues for parent participation. They offer a myriad of opportunities for parents to volunteer throughout the year. Sierra House partners with local community agencies to provide referrals and information when support is needed and we have a strong McKinney-Vento/Foster Youth liaison. We have one bilingual instructional assistant who assists with parent outreach for our Spanish speaking families.

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)

Parents, community representatives and teachers have all been invited to participate in the planning, implementation and evaluation of consolidated application programs.



## Funding

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

Categorical funds are used to provide diverse support to the core program. Staff funded by categorical programs include Instructional Assistants who provide additional support or assistance in reading/language arts or math and work directly with English Learners. Categorical funds also provide technology (such as SMART Boards, etc.) which offers important and effective tools to enhance instruction for students.

### 18. Fiscal support (EPC)

Title funds support our instructional program. LCFF funds are also used for instructional assistant hours.

## **Description of Barriers and Related School Goals**

1. The COVID-19 crisis and the resulting difficulties with attendance and academic achievement are challenges that we are working diligently to overcome as a school community.
2. The achievement gap between our high and low performing student groups is persistent.
3. The economic disparities in our community are enormous. Interrupting the cycle of poverty is a huge effort for our school community and we are working to implement PBIS (Positive Behavioral Interventions and Supports) and RTI (Response to Intervention) structures to address the needs of all students.
4. MAP or i-Ready, and local benchmark assessments, are given 3 times per year and analysis of data is used to help inform instruction and monitor student growth. This work is done during embedded collaboration time. Scheduling personnel to maximize instruction and learning opportunities are high priorities for our school as we continue to work as a professional learning community to meet the needs of our diverse student population.
5. We participate in the county wide SARB (School Attendance Review Board) process and are developing plans to communicate regularly with families who are struggling with attendance.

## 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
<b>Grade 3</b>	85	48	68	81	0	68	81	0	68	95.3	0.0	100.0
<b>Grade 4</b>	93	63	63	92	0	60	92	0	60	98.9	0.0	95.2
<b>Grade 5</b>	88	61	69	86	0	66	86	0	66	97.7	0.0	95.7
<b>All Grades</b>	266	172	200	259	0	194	259	0	194	97.4	0.0	97.0

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
<b>Grade 3</b>	2446.		2414.	30.86		29.41	30.86		11.76	20.99		26.47	17.28		32.35
<b>Grade 4</b>	2467.		2467.	22.83		26.67	27.17		30.00	16.30		15.00	33.70		28.33
<b>Grade 5</b>	2482.		2515.	13.95		30.30	26.74		33.33	27.91		12.12	31.40		24.24
<b>All Grades</b>	N/A	N/A	N/A	22.39		28.87	28.19		24.74	21.62		18.04	27.80		28.35

#### 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
<b>Grade 3</b>	27.16		25.00	49.38		52.94	23.46		22.06
<b>Grade 4</b>	23.91		21.67	40.22		58.33	35.87		20.00
<b>Grade 5</b>	20.93		24.24	48.84		62.12	30.23		13.64
<b>All Grades</b>	23.94		23.71	45.95		57.73	30.12		18.56

#### 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.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	17.28		19.12	64.20		41.18	18.52		39.71
<b>Grade 4</b>	19.57		16.67	58.70		65.00	21.74		18.33
<b>Grade 5</b>	17.44		24.24	54.65		59.09	27.91		16.67
<b>All Grades</b>	18.15		20.10	59.07		54.64	22.78		25.26

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.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	24.69		14.71	62.96		72.06	12.35		13.24
<b>Grade 4</b>	16.30		13.33	73.91		63.33	9.78		23.33
<b>Grade 5</b>	12.79		12.12	63.95		74.24	23.26		13.64
<b>All Grades</b>	17.76		13.40	67.18		70.10	15.06		16.49

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.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	37.04		16.18	43.21		61.76	19.75		22.06
<b>Grade 4</b>	20.65		20.00	60.87		61.67	18.48		18.33
<b>Grade 5</b>	19.77		12.12	43.02		63.64	37.21		24.24
<b>All Grades</b>	25.48		15.98	49.42		62.37	25.10		21.65

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. 4th and 5th grade showed strong growth in the writing claim, but over 29% of all students in grades 3-5 are below state standards in reading for all years. Need to focus on low readers in grades 4 and 5.
2. 5th grade showed gains in the reading claims, but research and inquiry had 37% of students below state standards. Need to review Tier I teaching strategies as we move forward.

3. 3rd grade has shown an improvement in the writing, particularly in percentage of students below standard. CAASPP state assessments were suspended during the 2019-2020 school due to the COVID-19 pandemic. MAP growth assessments were administered in spring 2021 as a viable option to CAASPP state assessments. CAASPP state assessments resumed in the 2021-22 school year.

## 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	85	48	68	84	0	68	84	0	68	98.8	0.0	100.0
Grade 4	93	63	63	92	0	61	92	0	60	98.9	0.0	96.8
Grade 5	88	61	69	88	0	67	88	0	67	100	0.0	97.1
All Grades	266	172	200	264	0	196	264	0	195	99.2	0.0	98.0

\* 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	2453.		2418.	22.62		25.00	35.71		20.59	27.38		19.12	14.29		35.29
Grade 4	2482.		2465.	18.48		15.00	28.26		25.00	34.78		36.67	18.48		23.33
Grade 5	2477.		2495.	11.36		20.90	14.77		19.40	36.36		25.37	37.50		34.33
All Grades	N/A	N/A	N/A	17.42		20.51	26.14		21.54	32.95		26.67	23.48		31.28

#### 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	45.24		25.00	30.95		42.65	23.81		32.35
Grade 4	25.00		23.33	44.57		48.33	30.43		28.33
Grade 5	12.50		16.42	36.36		47.76	51.14		35.82
All Grades	27.27		21.54	37.50		46.15	35.23		32.31

#### 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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	29.76		23.53	50.00		41.18	20.24		35.29
<b>Grade 4</b>	28.26		16.67	44.57		48.33	27.17		35.00
<b>Grade 5</b>	11.36		17.91	50.00		58.21	38.64		23.88
<b>All Grades</b>	23.11		19.49	48.11		49.23	28.79		31.28

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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	34.52		26.47	52.38		52.94	13.10		20.59
<b>Grade 4</b>	23.91		21.67	53.26		48.33	22.83		30.00
<b>Grade 5</b>	9.09		14.93	46.59		62.69	44.32		22.39
<b>All Grades</b>	22.35		21.03	50.76		54.87	26.89		24.10

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. 3rd Grade struggled with math in 2018-19. We need to review our Tier I math practices carefully and adjust instruction.
2. 4th grade has shown overall growth in all areas. This is consistent with the cohort of students who came in from 3rd grade and their performance in 2017-18.
3. In 2018-19 56.43% of 5th grade students did not meet state standards when considering the overall score. This is an area we need to review cohort data and our tier I practices carefully.  
CAASPP state assessments were suspended during the 2019-2020 school due to the COVID-19 pandemic. MAP growth assessments were administered in spring 2021 as a viable option to CAASPP state assessments. CAASPP state assessments resumed in the 2021-2022 school year.

## 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
<b>K</b>	*	*	1389.9	*	*	1406.9	*	*	1350.2	9	10	13
<b>1</b>	1456.9	1425.2	1438.2	1462.3	1439.7	1458.3	1450.8	1410.3	1417.6	20	18	13
<b>2</b>	1475.8	1467.6	1461.3	1480.5	1489.0	1466.1	1470.7	1445.6	1455.9	23	15	17
<b>3</b>	1496.3	1489.2	1476.1	1483.5	1504.4	1485.2	1508.5	1473.5	1466.3	26	17	13
<b>4</b>	1513.0	1480.0	1508.3	1512.8	1495.6	1511.5	1512.8	1464.1	1504.5	26	21	22
<b>5</b>	1547.2	1525.6	1523.8	1554.5	1529.0	1532.0	1539.5	1521.6	1515.1	28	21	16
<b>All Grades</b>										132	102	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
<b>K</b>	*	*	0.00	*	*	30.77	*	*	38.46	*	*	30.77	*	*	13
<b>1</b>	0.00	0.00	7.69	55.00	27.78	7.69	40.00	38.89	76.92	5.00	33.33	7.69	20	18	13
<b>2</b>	8.70	13.33	0.00	56.52	26.67	47.06	26.09	46.67	41.18	8.70	13.33	11.76	23	15	17
<b>3</b>	19.23	5.88	7.69	38.46	52.94	30.77	26.92	35.29	38.46	15.38	5.88	23.08	26	17	13
<b>4</b>	23.08	19.05	4.55	57.69	47.62	59.09	15.38	9.52	22.73	3.85	23.81	13.64	26	21	22
<b>5</b>	28.57	23.81	18.75	46.43	42.86	43.75	21.43	19.05	25.00	3.57	14.29	12.50	28	21	16
<b>All Grades</b>	18.18	11.76	6.38	50.76	41.18	39.36	24.24	30.39	38.30	6.82	16.67	15.96	132	102	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
<b>K</b>	*	*	0.00	*	*	46.15	*	*	23.08	*	*	30.77	*	*	13
<b>1</b>	20.00	16.67	15.38	45.00	33.33	46.15	30.00	27.78	30.77	5.00	22.22	7.69	20	18	13
<b>2</b>	39.13	20.00	11.76	39.13	46.67	47.06	13.04	26.67	35.29	8.70	6.67	5.88	23	15	17
<b>3</b>	19.23	47.06	23.08	46.15	41.18	53.85	23.08	5.88	7.69	11.54	5.88	15.38	26	17	13
<b>4</b>	57.69	42.86	45.45	30.77	33.33	40.91	3.85	9.52	4.55	7.69	14.29	9.09	26	21	22
<b>5</b>	64.29	52.38	50.00	25.00	33.33	43.75	7.14	0.00	0.00	3.57	14.29	6.25	28	21	16
<b>All Grades</b>	42.42	33.33	26.60	36.36	39.22	45.74	14.39	15.69	15.96	6.82	11.76	11.70	132	102	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
<b>K</b>	*	*	0.00	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
<b>1</b>	0.00	0.00	0.00	45.00	16.67	15.38	45.00	33.33	30.77	10.00	50.00	53.85	20	18	13
<b>2</b>	4.35	0.00	0.00	47.83	26.67	35.29	30.43	20.00	35.29	17.39	53.33	29.41	23	15	17
<b>3</b>	11.54	0.00	0.00	26.92	17.65	15.38	46.15	52.94	23.08	15.38	29.41	61.54	26	17	13
<b>4</b>	11.54	0.00	0.00	30.77	28.57	36.36	46.15	47.62	36.36	11.54	23.81	27.27	26	21	22
<b>5</b>	7.14	4.76	0.00	28.57	38.10	25.00	57.14	23.81	43.75	7.14	33.33	31.25	28	21	16
<b>All Grades</b>	7.58	0.98	0.00	34.09	25.49	24.47	46.21	39.22	38.30	12.12	34.31	37.23	132	102	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
<b>K</b>	*	*	0.00	*	*	76.92	*	*	23.08	*	*	13
<b>1</b>	65.00	16.67	30.77	30.00	61.11	61.54	5.00	22.22	7.69	20	18	13
<b>2</b>	26.09	26.67	17.65	65.22	66.67	70.59	8.70	6.67	11.76	23	15	17
<b>3</b>	23.08	29.41	30.77	61.54	70.59	46.15	15.38	0.00	23.08	26	17	13
<b>4</b>	50.00	38.10	54.55	42.31	47.62	31.82	7.69	14.29	13.64	26	21	22
<b>5</b>	25.00	19.05	18.75	71.43	61.90	75.00	3.57	19.05	6.25	28	21	16
<b>All Grades</b>	37.12	24.51	27.66	55.30	62.75	58.51	7.58	12.75	13.83	132	102	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
<b>K</b>	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
<b>1</b>	10.00	11.11	7.69	75.00	72.22	76.92	15.00	16.67	15.38	20	18	13
<b>2</b>	43.48	33.33	11.76	47.83	60.00	82.35	8.70	6.67	5.88	23	15	17
<b>3</b>	46.15	58.82	46.15	42.31	35.29	46.15	11.54	5.88	7.69	26	17	13
<b>4</b>	61.54	61.90	59.09	30.77	23.81	31.82	7.69	14.29	9.09	26	21	22
<b>5</b>	82.14	80.95	81.25	14.29	4.76	12.50	3.57	14.29	6.25	28	21	16
<b>All Grades</b>	51.52	46.08	38.30	40.15	42.16	50.00	8.33	11.76	11.70	132	102	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
<b>K</b>	*	*	0.00	*	*	61.54	*	*	38.46	*	*	13
<b>1</b>	15.00	0.00	7.69	75.00	33.33	7.69	10.00	66.67	84.62	20	18	13
<b>2</b>	8.70	0.00	5.88	69.57	40.00	52.94	21.74	60.00	41.18	23	15	17
<b>3</b>	7.69	0.00	0.00	65.38	41.18	38.46	26.92	58.82	61.54	26	17	13
<b>4</b>	7.69	4.76	4.55	57.69	66.67	59.09	34.62	28.57	36.36	26	21	22
<b>5</b>	10.71	9.52	18.75	78.57	52.38	31.25	10.71	38.10	50.00	28	21	16
<b>All Grades</b>	9.09	3.92	6.38	71.21	50.98	43.62	19.70	45.10	50.00	132	102	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
<b>K</b>	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13
<b>1</b>	0.00	5.56	0.00	85.00	66.67	92.31	15.00	27.78	7.69	20	18	13
<b>2</b>	8.70	0.00	17.65	82.61	53.33	64.71	8.70	46.67	17.65	23	15	17
<b>3</b>	26.92	0.00	7.69	69.23	82.35	76.92	3.85	17.65	15.38	26	17	13
<b>4</b>	23.08	4.76	4.55	73.08	71.43	77.27	3.85	23.81	18.18	26	21	22
<b>5</b>	14.29	9.52	6.25	82.14	80.95	68.75	3.57	9.52	25.00	28	21	16
<b>All Grades</b>	17.42	7.84	7.45	75.00	69.61	72.34	7.58	22.55	20.21	132	102	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. The vast majority of our students are performing at level 2 and 3 (beginning to somewhat/moderately English language acquisition) across all assessments.

## 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:

<b>SUBJECT: Curriculum and Instruction</b>
<b>LEA GOAL:</b>
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and students experiencing homelessness <ul style="list-style-type: none"><li>• 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments</li><li>• Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant</li></ul>
<b>SCHOOL GOAL #1:</b>
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and students experiencing homelessness <ul style="list-style-type: none"><li>• 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments</li><li>• Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant</li></ul>
<b>Data Used to Form this Goal:</b>
NWEA MAP Growth Assessment, i-Ready assessment, LTUSD Local Assessments, CAASPP and ELPAC assessment results, California School Dashboard, ELPAC results
<b>Findings from the Analysis of this Data:</b>
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: <ul style="list-style-type: none"><li>• Increase percentage of students who achieve grade level standards by 5% as measured on CAASPP (California Assessment of Student Performance and Progress), MAP and local assessments results</li><li>• Increase early elementary grade level literacy skills</li><li>• Increase English proficiency level and reclassification rates by the end of 5th grade</li><li>• Have access to and be provided with rich SEL/Relationship instruction and curriculum</li><li>• Have access to project-based learning curriculum</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
Trimester LTUSD Benchmarks; MAP,/ i-Ready, 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 implementation of CCSS aligned curriculum	2022-2023	District Leadership Principal Content Area Specialists Certificated staff	Supplemental student instructional materials	4000-4999: Books And Supplies	District Funded LCFF - Supplemental/EIA	4885.00
Utilize LTUSD local Formative Assessments K-5 to guide instruction. Conduct Interim MAP/ i-ready Assessments in Reading, Language, and Math 2nd-5th and Reading and Math K-1.  Supplemental materials for EL students.	2022-2023	Principal Teachers Intervention Team	Supplemental instructional materials	4000-4999: Books And Supplies	District Funded	
Provide reading/Math Intervention Program K-5	2022-2023	District Leadership Principal Content Area Specialists Interventionists	SIPPS and Sunday		District Funded	
Utilize weekly early student release days for collaboration and professional development aligned with SPSA and LCAP (Local Control and Accountability Plan) goal.	2022-2023				District Funded	
Maintain 1 to 1 computing for all students. Provide ongoing professional development.	2022-2023	District Leadership District IT Team Principal	Instructional materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	1000.00
Continue implementation of District music program	2022-2023	Principal Site Team	Instrument/books purchase			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain SIPPS Program K-2. Continue SIPPS Intervention Program 3-5 and Early Reading Intervention Program K-3. Continue intervention opportunities (MTSS).	2022-2023	Principal Grade level teams Intervention Team	Certificated staff salaries	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	230,656.00
Continue Sunday Dyslexic Reading Intervention Program K-5	2022-2023	Principal Intervention Team	Certificated staff salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Para professional positions for targeted English and Math skills improvement (emphasis on need for bilingualism-Spanish/Tagalog). Continue with existing paraprofessionals to accelerate the progress of students who are not yet at grade level. Increase hours to assure that all students needing additional support have access to small group, targeted instruction.	2022-2023	District Leadership Principal	Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	25,146.00
			Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I	15,065.00
Continue implementation of Districtwide ELD program	2022-2023	District Leadership Principal ELD Coordinator	30 minute Designated ELD block daily		District Funded	
Continue ELD professional development specifically focusing on LTEL needs and EL scaffolding strategies in the content areas in partnership with ELD Coordinator and Specialist	2022-2023	District Leadership Principal ELD Coordinator ELD Specialist			District Funded	
Maintain school and office equipment	2022-2023	Principal	Office equipment maintenance	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	1,636.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Partnership with CA Education Partners for Pre-K- 3rd grade Coherence with a math focus	2022-2023	District leadership Principal				
Support K-5 CTE pathways with collaboration with CTE Coordinator and CTE specialists	2022-2023	District Leadership Principal	District Funded			
Provide supplies for all students based on curriculum needs including low performing students.	2022-2023	Principal Teachers	Supplemental student instructional materials	4000-4999: Books And Supplies	Title I	10,203
Collaborate with McKinney Vento Assistant to support improved student outcomes for those students identified	2022-2023	District Leadership Principal McKinney Vento Assistant	District Funded			

## School Goal #2

**SUBJECT: Integrated staff support and professional development**

**LEA GOAL:**

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

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

**SCHOOL GOAL #2:**

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

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

**Data Used to Form this Goal:**

CAASPP results, EL reclassification rates, California School Dashboard, staff surveys, 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, Foster and Homeless Youth and LI to:

- Increase preventative, proactive instruction
- Increase rich, first instruction practices
- Have a strong inclusion model to prevent homogeneously grouping students by ability and pull students out of core instruction
- Increase percentage of students (EL, SWD, LI) who achieve grade level standards by 5% as measured on CAASPP results
- Increase early elementary grade level literacy skills
- Increase EL reclassification rates and systematically track and monitor RFEs (Reclassified Fluent English Proficient)
- Increase English proficiency level by the end of 5th grade
- Increase Standards aligned IEPs (Individualized Education Plans)
- 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, Special Education Service Providers, and Content Area Specialists
- Have consistent and equitable course access
- Articulate and maintain high standards for all students

**How the School will Evaluate the Progress of this Goal:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue Professional Learning Community collaboration meetings on Wednesday early release days	2022-2023	District Leadership Principal Grade Level Teams Intervention/Specialist Team Special Education Team Guiding Coalition	District Funded			
Collaborate with Content Area Specialists	2022-2023	District Leadership Content Area Specialists Principal Teachers	District Funded			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement site driven professional development plan	2022-2023	Principal Guiding Coalition Teachers	Travel and conference/ virtual trainings	5000-5999: Services And Other Operating Expenditures	Title I	2,160.00
			Professional Development consultant	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	650.00
			Travel and conference	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,292.00
Provide grade level and vertical collaboration time	2022-2023	District Leadership Principal Site Teams Teachers	Teacher extra duty to attend collaboration meetings Title I funds TBD	5000-5999: Services And Other Operating Expenditures	District Funded Title I	
Provide time for teachers to compile and analyze data and design educational programs for individual student needs.	2022-23	Principal Teachers	Teacher extra duty to attend data meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	500
			Teacher extra duty to attend data meetings Title I Funds TBD	1000-1999: Certificated Personnel Salaries	Title I	

**School Goal #3**

**SUBJECT: Student and family support and engagement**

**LEA GOAL:**

Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture

- Through language, cultural, and socio-economic support
- By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being
- By connecting with, educating, and empowering families to participate in their student’s learning and well-being and as partners in the school community

**SCHOOL GOAL #3:**

Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture

- Through language, cultural, and socio-economic support
- By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being
- By connecting with, educating, and empowering families to participate in their student’s learning and well-being and as partners in the school community

**Data Used to Form this Goal:**

School climate surveys for students, staff, and families, California School Dashboard, California Healthy Kids Survey, parent participation in school meetings and activities, attendance rates, LCAP survey results, student suspension data

**Findings from the Analysis of this Data:**

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

- Increase connection to school through participation in enrichment 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 (students with disabilities)
- Increase feelings of connectedness, communication, support
- 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
- Formalize ELAC (English Learner Advisory Committee) Plan and Parent leadership opportunities
- Have an established Parent outreach protocols and program in order to access available school and community services
- Robust translation and interpretation services
- Poverty and trauma informed practices
- Have common TK-12 vocabulary for academic/behavior expectations and independence
- Address and Adapt Master Schedules to ensure ELD and SEL (social-emotional learning) needs are met

**How the School will Evaluate the Progress of this Goal:**

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with Student Advocate to provide SEL/Behavioral & Mental Health Services, Supports, Resources	2022-2023	District Leadership Principal Elementary Counselor PIP program			District Funded	
Maintain School Nursing Services	2022-2023	District Leadership			District Funded	
McKinney Vento Assistant (Classified) to assist McKinney Vento/Foster Youth Student Advocate in support of improved student outcomes for those students identified for McKinney Vento Services and Supports (Duplicative Action)	2022-2023	District Leadership Principal McKinney Vento Assistant			District Funded	
Provide parents the opportunities, resources, and support to develop skills in assisting their children through the educational experience	2022-2023	District Leadership Principal staff	Family Nights to engage families in learning with their children		District Funded	
Continue Cafecitos and ELAC in order to encourage parents of EL students to participate and stay involved in school activities and parent education	2022-2023	Principal			District Funded	
Continue growing our PTA and parental involvement in our SSC as well as volunteer opportunities in our school for all parents to engage with our site	2022-2023	Principal Teachers				
Continue to increase parent participation through Parent Conferences K-5	2022-2023	Principal	Week of parent teacher conferences in November and 3 days of conferences in March.		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Bilingual Instructional Assistant to continue to build community relationships with EL families	2022-2023	Bilingual Instructional Assistant	Classified staff salary	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	41,117.00

**School Goal #4**

<b>SUBJECT: Sierra House Site Single Focus</b>
<b>LEA GOAL:</b>
Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum <ul style="list-style-type: none"> <li>• To which they have equitable access</li> <li>• Aligned to standards that is guaranteed, viable, and rigorous</li> <li>• That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice</li> <li>• That is vertically articulated and scaffolded</li> <li>• Consistently aligned across grade levels for the primary benefit of students</li> </ul>
<b>SCHOOL GOAL #4:</b>
To improve academic outcomes for all students thorough the use of clear learning objectives in every classroom continuing with math this year and expanding to math and writing by the second trimester.
<b>Data Used to Form this Goal:</b>
MAP assessment data, CAASPP data, unit tests and summative and formative assessments, research showing the benefits of teaching to a specific learning objective.
<b>Findings from the Analysis of this Data:</b>
Overall the 2021-2022 CAASPP data shows that 42.05% of our students met or exceeded the math standard. Only 10.82% of our Students with disabilities, 14.28% of our EL students and 26.39% of our LI students met or exceeded the math standards on last year's CAASPP assessment. We must continue to develop strategies and instructional practices in order to help all students reach their full potential in math.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will use our MAP, i-Ready and CAASPP data to look at growth among all student groups. We will also use student performance on unit summative exams and in class formative assessments to continually monitor academic growth and identify areas of concern.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Posting specific learning objectives for every lesson in math	2022-2023	principal teachers	Making sure all students see and understand the learning objective for the math lesson	None Specified	None Specified	
Family Nights to engage families and students in working on fundamental skills in a relaxed and engaging setting	2022-2023	principal teachers support staff	Planing and presenting/participating at family nights	1000-1999: Certificated Personnel Salaries	Single Focus	3,000
			Supervising and assisting at Family Nights	2000-2999: Classified Personnel Salaries	Single Focus	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attending National Council for Teachers of Mathematics conference in September	2022-2023	principal teachers Intervention	conference to focus on high leverage math instructional practices	5000-5999: Services And Other Operating Expenditures	Single Focus	13,000
Participation in CA Ed partners P3CC program	2022-2023	principal teachers	travel to convenings three times per year		District Funded	
Monthly collaborations on student performance on word problems developed to elicit responses that identify student thinking	2022-2023	principal teachers intervention content area specialists	Planning time for preparing and presenting collaborations.	1000-1999: Certificated Personnel Salaries	Single Focus	2,000
Grade level band book studies on Counting Collections and other hands on math practices	2022-2023	principal teachers intervention content area specialists	Book studies on mathematical practices and research	1000-1999: Certificated Personnel Salaries	Single Focus	2,000
Professional Development presentations	2022-2023	Content area specialists Principal Teachers	Training with CAS or EDCOE	1000-1999: Certificated Personnel Salaries	Single Focus	10,000
Resources for math instruction	2022-2023	principal teachers	supplies for classrooms	4000-4999: Books And Supplies	Single Focus	3,000
Resources for continued growth in math instruction and curriculum implementation	2022-2023	principal teachers	Books for continuing study and as resources as we implement best practices in math instruction.	4000-4999: Books And Supplies	Single Focus	2,000

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	230,656.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	41,117.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,942.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	25,146.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	4,885.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000.00
5000-5999: Services And Other Operating	Lottery: Instructional Materials	1,636.00
1000-1999: Certificated Personnel Salaries	Single Focus	17,000.00
2000-2999: Classified Personnel Salaries	Single Focus	1,000.00
4000-4999: Books And Supplies	Single Focus	5,000.00
5000-5999: Services And Other Operating	Single Focus	13,000.00
2000-2999: Classified Personnel Salaries	Title I	15,065.00
4000-4999: Books And Supplies	Title I	10,203.00
5000-5999: Services And Other Operating	Title I	2,160.00



## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Supplemental	275,715.00
LCFF - Supplemental/EIA	30,531.00
Lottery: Instructional Materials	2,636.00
Single Focus	36,000.00
Title I	27,428.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	248,156.00
2000-2999: Classified Personnel Salaries	82,328.00
4000-4999: Books And Supplies	21,088.00
5000-5999: Services And Other Operating Expenditures	20,738.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	288,591.00
<b>Goal 2</b>	6,602.00
<b>Goal 3</b>	41,117.00
<b>Goal 4</b>	36,000.00

# Centralized Service Expenditures

## 2022-2023 Centralized Expenditures

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

Goal	Action	Item	Budget Source	TOTAL	Description
1	1	SPSA implementation: all sites Flexible site funding, personnel, supplies and materials, travel/conference, professional services	Supplemental, Supplemental EIA, Concentration, ESSER II	2,344,267	
1	2	ELD Coordinator 1.0 FTE	Title I, II, III, IV; Supplemental	154,474	
1	3	Elevation implementation by ELD Coordinator	Title III	26,800	Elevation 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
		<b>TOTAL</b>		<b>6,626,622</b>	

**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.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

Student's First Name

(PLEASE PRINT)

Student's Last Name

# Distrito Escolar Unificado de Lake Tahoe

## Contrato entre la escuela-familia

Es importante que las familias y las escuelas trabajen juntos para ayudar los alumnos a lograr las exigentes normas académicas. Mediante un proceso que incluye los maestros, las familias, y los 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**





**Sierra House Elementary School**  
**Lake Tahoe Unified School District**  
**2022/23 School Year**  
**SCHOOLWIDE PARENT INVOLVEMENT POLICY**

Sierra House 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 will be held to share with parents the school's programs to meet the needs of all students.

The school will provide a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during the meetings or through newsletter and surveys may include:

- Improving reciprocal communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in school activities.
- Conferencing with teachers. Formal parent teacher conferences take place in the fall and spring.
- Providing family nights and parent resource nights to help parents support and work with their children at home and at school.
- Advocating for teachers and parents.
- Valuing cultural diversity.

Parental input from the parent meetings, training sessions, and surveys will be shared with the School Site Council (SSC) to provide an organized, ongoing, and timely way to involve parents in the planning, review, and improvement of programs.

Families are informed of upcoming events and meetings through online parent newsletters, the electronic front sign, phone calls and texts. For special meetings, targeted language groups receive notices in their language. Every attempt will be made to contact parents in their primary language.

During parent meetings, all parent suggestions are valued. Parents are expected to maintain respectful behavior when interacting with staff and students. 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 are notified regularly of individual student assessment results and are provided with guidance on interpreting the results. Translation and communication in the home language at any of these forums will be provided as much as possible.

Accessibility and opportunities for parents with disabilities and special circumstances will be provided.

Approved by SSC June 7, 2022



**Sierra House Elementary School**  
**Lake Tahoe Unified School District**  
**2022/2023 School Year**

## **PARTICIPACIÓN DE LOS PADRES EN TODA LA ESCUELA**

La Escuela Primaria Sierra House cree que los padres, las familias y los tutores son parte esencial en la educación y el desarrollo de CADA niño. Valoramos el aporte y el apoyo que brindan a los estudiantes y sabemos que al trabajar juntos, podemos crear una sólida de apoyo continuo, intervención y orientación para ayudar a cada niño a alcanzar su máximo potencial en el desarrollo académico y socioemocional.

En el otoño de cada año escolar, se llevará a cabo la Noche de Regreso a la Escuela para compartir con los padres los programas de la escuela para satisfacer las necesidades de todos los estudiantes.

La escuela proporcionará un número flexible de reuniones durante todo el año para pedir la participación de los padres. Los temas cubiertos durante las reuniones mediante un boletín informativo o encuestas pueden incluir:

- Mejorar la comunicación mutua entre la escuela y el hogar y la escuela.
- Discutir los datos actuales de evaluación y el progreso del alumno.
- Proporcionar información sobre recursos escolares y del distrito para el mejoramiento académico de los estudiantes.
- Evaluar la efectividad del reglamento de la participación de los padres en la escuela para aumentar la participación de los mismos en las actividades escolares.
- Conferencias con maestros. Las conferencias formales de padres y maestros se llevan a cabo en el otoño y la primavera.
- Proporcionar noches familiares y noches de recursos para padres para ayudar a los padres a apoyar y trabajar con sus hijos en el hogar y la escuela.
- Abogar por maestros y padres.
- Valorar la diversidad cultural.

El aporte de los padres a las reuniones, las sesiones de capacitación, y encuestas de padres se compartirán con el Consejo Escolar (SSC) para proporcionar una manera organizada, continua y oportuna de involucrar a los padres en la planificación, revisión y mejoramiento de los programas.

Las familias son informadas de nuevos eventos y reuniones por un boletín informativo que se envían por correo electrónico, llamadas y textos. La escuela también envía avisos a casa a través de volantes escritos, la señal electrónica del frente y llamadas telefónicas usando la Comunicación Aeries. Para reuniones especiales, los padres reciben notificaciones en su idioma seleccionados. Se hará todo lo posible para contactar a los padres en su propio idioma.

Durante las reuniones de padres, se valorarán todas las sugerencias de los mismos. Se espera que los padres mantengan un comportamiento respetuoso al interactuar con el personal y los estudiantes. Las respuestas a las sugerencias serán revisadas de manera oportuna y si es posible se tratarán en la próxima reunión. Los temas apropiados para la revisión/acción del SSC se incluirán en la agenda de la próxima reunión.

Los padres son notificados regularmente de los resultados de las evaluaciones individuales de los estudiantes y se les brinda orientación para interpretar los resultados. Una explicación de la información está disponible en Español. La traducción y la comunicación en el idioma del hogar en cualquiera de estos foros se proporcionarán tanto como sea posible.

Se proporcionará accesibilidad y oportunidades para padres con estudiantes con discapacidad y estudiantes con circunstancias especiales.

Aprobado por SSC el 7 de Junio del 2022

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karin Holmes	X				
Geoff Henderson		X			
Creighton Scott		X			
Kristi Jouett		X			
Edna Swartz			X		
Ian Cooley				X	
Kaylie Ortiz				X	
Jessica Melton				X	
Stacey Holmes				X	
Krystal Korves				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

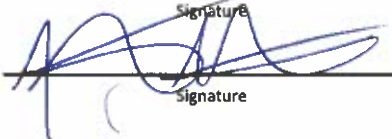
District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

School Safety Committee

Signature  
  
 Signature

Signature

Signature

Signature

Signature

Signature  
  
 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 18, 2022.

Attested:

Karin Holmes  
 \_\_\_\_\_  
 Typed Name of School Principal

  
 \_\_\_\_\_  
 Signature of School Principal

10/18/22  
 \_\_\_\_\_  
 Date

Krystal Korves  
 \_\_\_\_\_  
 Typed Name of SSC Chairperson

  
 \_\_\_\_\_  
 Signature of SSC Chairperson

10/18/22  
 \_\_\_\_\_  
 Date