

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Truckee Elementary
Address	11911 Donner Pass Rd Truckee, CA 96161
County-District-School (CDS) Code	6031322
Principal	Sara Colborn
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	March and April 2022
Schoolsite Council (SSC) Approval Date	April 5, 2022
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

Within our caring, diverse, and inclusive preschool through the fifth-grade learning environment, Truckee Elementary School's mission is to empower and inspire students to reach their full potential through engaging and challenging instruction and learning that emphasizes literacy across all content areas, embraces the diversity of our neighborhood, and values what makes each child unique. In collaboration with our Truckee community, our students will become safe, responsible, and respectful citizens.

School Profile

At Truckee Elementary, all students will experience a balanced education addressing the needs of the whole child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic program. A challenging academic focus will provide the foundation for the acquisition and mastery of the basic skills, in areas of reading, writing, speaking and listening, mathematics, science, and humanities. With this foundation, children will acquire the tools to be successful in all subject areas. We expect all students to be responsible learners, to self-evaluate, to accept challenges, and to be solution seekers. In preparing for the future, students will have the skills to access information and utilize available resources for further learning. Learning will take place in a positive, safe, and cooperative environment that values individual differences and fosters a feeling of community. We are committed to providing quality education to all students, and we are proud to be a community hub.

Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs, we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language. We take pride in being a community hub and neighborhood school, and we accept the challenge of meeting the needs of many of the most struggling elementary age students who are part of loving working families that also struggle with having the resources to provide support at home. We simultaneously work to meet the needs of the many students who are school ready and often quite accelerated as part of a safe, responsible, and respectful campus. Our enrollment declined 11% between 2017 and 2020; however, our number of students has maintained at about 465 the last two years. In the 2020-2021 and 2021-2022 school years, we have many new families who have moved into our school zone with children who enrolled at our school; however, we also had many students move away from our school zone, so our actual student body has had many transitions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Truckee Elementary School Site Council (SSC) has met to review and become familiar with our new DTS format for our SPSA in general, and the following dates and descriptions outline our collaborative consultation with our SPSA:

December 7, 2021: SSC reviewed the 2020-2021 SPSA to answer clarifying questions and provide context for this year's SPSA.

February 1, 2022: Principal presented working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document to SSC. This presentation included a review of baseline assessment results from 2019, actual assessment results from 2021, goals for 2021-2022 and 2022-2023 based on our data, an overview of key actions planned for each school year, and an overall description of our plan for implementation of the 21-22 Transitional Document and the 22-23 SPSA. Feedback was gathered from the members of SSC and applied to the documents. Feedback included support for prioritizing professional development in reading and reading assessments as well as the emphasis on social-emotional professional development to impact students. Site Council also asked questions and offered suggestions about how to retain teachers in Goal 3 in transition plan. Site Council reviewed all proposed spending of Title 1 money and how each proposal aligns with a specific respective SPSA goals. Site Council approved proposals for Title 1 spending.

February 8, 2022: Principal presented working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document to the Truckee Elementary Instructional Leadership team, which consists of grade level classroom teacher

representatives Kinder through fifth grade, special education teacher representative, enrichment teacher representative, instructional coach, principal, and assistant principal. The shift to the new format was highlighted, and all parts of the 22-23 SPSA and 21-22 Transitional document were reviewed. Feedback was received with an emphasis on key actions planned and how they pertain to staff on individual, Professional Learning Community (PLC), and staff-wide levels. Feedback included significant support for the professional development and application of the science of reading, support for social-emotional learning, questions on how to ensure social-emotional support for teachers and staff, and input on prioritizing recruiting and retaining teachers and staff with the high cost of living in our area.

February 15, 2022: Principal presented working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document to the Truckee Elementary English Language Advisory Committee (ELAC), which includes parents of English Language Learners, our ELD Coordinator, assistant principal, and community liaison. This presentation emphasized our work with English Learners; however, this presentation also included a review of baseline assessment results from 2019, actual assessment results from 2021, goals for 2021-2022 and 2022-2023 based on our data, an overview of key actions planned for each school year, and an overall description of our plan for implementation of the 21-22 Transitional Document and the 22-23 SPSA. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included: Concern for quality of penmanship, appreciation that teachers collaborate regularly and that should continue, appreciate that math is prioritized and that students learn math in different ways; concern over not having basic math facts fluently (particularly multiplication and division), suggestion to send home examples of how to solve math problems and access to resources to help students with math because how we teach is much different than in Mexico. Parents shared concern for students being “behind” due to COVID.

March 1, 2022: SSC met to review the working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document. Principal shared the feedback offered by ELAC and the school Instructional Leadership Team and highlighted revisions made. Feedback was gathered from the members of SSC and applied to the documents. Discussion continued on the value of ELAC's suggestions and planning for math support for parents as well as reiteration of how to recruit and retain teachers and staff with the high cost of living in our area. SSC approved Transition Plan.

April 5, 2022: Principal presented final draft of 2022-2023 SPSA to SSC for final approval.

Involvement Process and Review: June 7, 2022 The principal will share end-of-year local assessment data as available to review progress toward goals. SSC will also review the planned key actions of the 21-22 Transitional Document and identify which were implemented over the 21-22 school year. Actual achievement of the 21-22 Transitional Document goals will be reviewed by SSC at the first and second meetings of the 22-23 school year. These meetings will also include a review of the 22-23 SPSA to provide context for the school year and revisions, if any, will be made based on our student progress evidence from 21-22.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.41%	0.87%	0.2%	2	4	1
African American	0.41%	0.65%	0.7%	2	3	3
Asian	0.41%	0.22%	%	2	1	
Filipino	%	0%	%		0	
Hispanic/Latino	59.15%	58.66%	57.3%	291	271	260
Pacific Islander	%	0%	%		0	
White	36.38%	35.5%	37.7%	179	164	171
Two or More Responses	2.03%	3.03%	3.7%	10	14	17
Not Reported	1.22%	1.08%	0.4%	6	5	2
Total Enrollment				492	462	454

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	91	82	87
Grade 1	67	69	66
Grade 2	75	74	76
Grade3	75	72	72
Grade 4	84	75	72
Grade 5	100	90	81
Total Enrollment	492	462	454

Conclusions based on this data:

1. Our enrollment declined 8% between 2018 and 2020; however, our number of students decreased by only 8 students from last year. In the 2020-2021 and 2021-2022 school years, we have many new families who have moved into our school zone with children who enrolled at our school; however, we also had many students move away from our school zone, so our actual student body has had much turn over even though it appears to be a stable number.
2. Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs,

we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language.

3. Our Latino population remains to be the majority of our demographic. While not all of our Latinos are English Learners, the majority are ELs. This need to support English Learners impacts our site in that the need to support designated ELD exceeds the ELD teacher allocation. As such, our site has been creative to provide designated ELD through our Blended ELD program and prioritize professional development to support speaking and listening including academic conversations to maximize resources.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	174	166	139	35.4%	35.9%	30.6%
Fluent English Proficient (FEP)	67	66	49	13.6%	14.3%	10.8%
Reclassified Fluent English Proficient (RFEP)	34	36	2	17.3%	20.7%	1.2%

Conclusions based on this data:

1. Truckee EI was not able to reclassify students to the same extent as years prior as a result of not having ELPAC scores. However, two students were reclassified using alternative criteria per the students' IEPs.
2. While we had celebrated a continued decrease of students at-risk of becoming Long Term English Learners (LTEL) for three years in a row, there is now a significant increase of students at risk of becoming LTEL over the last year due to the low number of RFEP students in 20-21.
3. While not all of our Latinos are English Learners, the majority are ELs. This need to support English Learners impacts our site in that the need to support designated ELD exceeds the ELD teacher allocation. As such, our site has been creative to provide designated ELD through our Blended ELD program and prioritize professional development to support speaking and listening including academic conversations to maximize resources.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	75		68	74		68	74		68	98.7		100.0
Grade 4	88		69	87		67	87		67	98.9		97.1
Grade 5	102		72	100		66	100		66	98		91.7
All	265		209	261		201	261		201	98.5		96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2417.		2409.	14.86		14.71	32.43		27.94	31.08		27.94	21.62		29.41
Grade 4	2458.		2459.	16.09		22.39	26.44		28.36	25.29		10.45	32.18		38.81
Grade 5	2506.		2478.	21.00		12.12	36.00		31.82	21.00		18.18	22.00		37.88
All Grades	N/A	N/A	N/A	17.62		16.42	31.80		29.35	25.29		18.91	25.29		35.32

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	18.92		11.76	51.35		66.18	29.73		22.06	
Grade 4	18.39		16.42	45.98		61.19	35.63		22.39	
Grade 5	26.00		10.61	51.00		65.15	23.00		24.24	
All Grades	21.46		12.94	49.43		64.18	29.12		22.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	21.62		7.35	51.35		61.76	27.03		30.88
Grade 4	16.09		8.96	55.17		62.69	28.74		28.36
Grade 5	30.00		13.64	44.00		54.55	26.00		31.82
All Grades	22.99		9.95	49.81		59.70	27.20		30.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	9.46		10.29	72.97		70.59	17.57		19.12
Grade 4	18.39		10.45	70.11		76.12	11.49		13.43
Grade 5	11.00		10.61	69.00		69.70	20.00		19.70
All Grades	13.03		10.45	70.50		72.14	16.48		17.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	13.51		19.12	56.76		66.18	29.73		14.71
Grade 4	16.09		17.91	51.72		70.15	32.18		11.94
Grade 5	30.00		10.61	48.00		68.18	22.00		21.21
All Grades	20.69		15.92	51.72		68.16	27.59		15.92

Conclusions based on this data:

1. Truckee Elementary increased the percentage of students in the % At or Near Standard in grades 3, 4, and 5 in reading, writing, and research/ inquiry domains.
2. Truckee Elementary decreased the percentage of students in the % Below Standard in reading in grades 3 and 4 and research/ inquiry in all grades.
3. Less than 50% of our students met or exceeded ELA standards in th 2020-2021 school year according to CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	75		68	74		68	74		68	98.7		100.0
Grade 4	88		69	87		67	87		67	98.9		97.1
Grade 5	102		72	101		67	101		67	99		93.1
All	265		209	262		202	262		202	98.9		96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2417.		2411.	4.05		13.24	40.54		23.53	32.43		29.41	22.97		33.82
Grade 4	2461.		2467.	12.64		16.42	27.59		23.88	37.93		34.33	21.84		25.37
Grade 5	2501.		2469.	17.82		8.96	21.78		16.42	33.66		31.34	26.73		43.28
All Grades	N/A	N/A	N/A	12.21		12.87	29.01		21.29	34.73		31.68	24.05		34.16

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21									
Grade 3			13.51			8.82			52.70			52.94			33.78			38.24
Grade 4			25.29			20.90			29.89			47.76			44.83			31.34
Grade 5			23.76			7.46			41.58			47.76			34.65			44.78
All Grades			21.37			12.38			40.84			49.50			37.79			38.12

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21									
Grade 3			14.86			19.12			60.81			50.00			24.32			30.88
Grade 4			18.39			20.90			44.83			49.25			36.78			29.85
Grade 5			15.84			4.48			55.45			61.19			28.71			34.33
All Grades			16.41			14.85			53.44			53.47			30.15			31.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	18.92		16.18	58.11		64.71	22.97		19.12
Grade 4	19.54		23.88	50.57		56.72	29.89		19.40
Grade 5	19.80		7.46	50.50		71.64	29.70		20.90
All Grades	19.47		15.84	52.67		64.36	27.86		19.80

Conclusions based on this data:

1. In overall achievement, the percentage of students meeting or exceeding standards decreased by 7.06% from 18-19 to 20-21.
2. When comparing Claims from 18-19 to 2021, in the area of Concepts and Procedures, the percentage of students who were Above, At, or Near Standard decreased by less than 1%; in the area of Problem Solving and Modeling/ Data Analysis, the percentage of students who were Above, At, or Near Standard decreased by 1.53%; and in the area of Communicating Reasoning, percentage of students who were Above, At, or Near Standard increased 8.06%.
3. Communicating Reasoning appears to be a relative strength over the two years. When looking at the cohort of students we can compare, students Above Standard decreased from 18.92% in third grade to 7.46% in fifth grade (13.53%).

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1416.3	1389.7	1429.3	1434.1	1400.9	1451.5	1374.3	1363.2	1377.6	41	35	27
1	1469.4	1445.3	1451.4	1466.5	1453.1	1469.0	1472.0	1436.9	1433.2	29	36	25
2	1464.7	1468.1	1506.5	1467.8	1482.4	1529.3	1461.3	1453.2	1483.2	30	21	22
3	1463.7	1478.9	1486.4	1463.2	1466.9	1494.0	1463.7	1490.5	1478.3	25	21	34
4	1485.2	1500.4	1489.6	1483.8	1488.3	1490.8	1486.2	1512.0	1488.2	20	27	17
5	*	1482.6	1487.0	*	1463.1	1490.1	*	1501.7	1483.5	*	14	20
All Grades										151	154	145

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.86	11.11	26.83	22.86	44.44	36.59	42.86	33.33	*	31.43	11.11	41	35	27
1	51.72	5.56	12.00	*	58.33	28.00	*	22.22	44.00	*	13.89	16.00	29	36	25
2	*	9.52	22.73	*	66.67	63.64	*	14.29	13.64	*	9.52	0.00	30	21	22
3		0.00	15.63	*	28.57	40.63	44.00	61.90	34.38	*	9.52	9.38	25	21	32
4	*	18.52	0.00	*	48.15	52.94	*	25.93	41.18	*	7.41	5.88	20	27	17
5		7.14	10.00	*	28.57	30.00	*	35.71	50.00	*	28.57	10.00	*	14	20
All Grades	23.18	7.14	12.59	30.46	42.86	42.66	31.13	33.12	35.66	15.23	16.88	9.09	151	154	143

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.57	14.81	46.34	22.86	59.26	*	42.86	18.52	*	25.71	7.41	41	35	27
1	68.97	19.44	28.00	*	50.00	36.00	*	19.44	24.00		11.11	12.00	29	36	25
2	43.33	38.10	50.00	*	52.38	45.45	*	0.00	4.55	*	9.52	0.00	30	21	22
3	*	14.29	34.38	*	33.33	46.88	*	33.33	12.50	*	19.05	6.25	25	21	32
4	*	22.22	11.76	*	48.15	76.47	*	18.52	5.88	*	11.11	5.88	20	27	17
5	*	7.14	25.00	*	57.14	60.00	*	0.00	5.00		35.71	10.00	*	14	20
All Grades	39.07	18.18	27.97	37.09	42.21	52.45	14.57	22.08	12.59	9.27	17.53	6.99	151	154	143

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.57	0.00	*	11.43	22.22	58.54	51.43	55.56	*	28.57	22.22	41	35	27
1	37.93	5.56	0.00	*	33.33	28.00	*	44.44	36.00	*	16.67	36.00	29	36	25
2	*	0.00	4.55	46.67	42.86	40.91	*	47.62	50.00	*	9.52	4.55	30	21	22
3		0.00	0.00		28.57	25.00	*	52.38	53.13	72.00	19.05	21.88	25	21	32
4		14.81	0.00	*	33.33	17.65	*	44.44	52.94	*	7.41	29.41	20	27	17
5		0.00	5.00		7.14	20.00	*	57.14	45.00	*	35.71	30.00	*	14	20
All Grades	11.92	5.84	1.40	19.21	26.62	25.87	37.75	48.70	48.95	31.13	18.83	23.78	151	154	143

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	58.54	11.43	40.91	36.59	62.86	54.55	*	25.71	4.55	41	35	22
1	72.41	72.22	36.36	*	19.44	45.45		8.33	18.18	29	36	22
2	63.33	38.10	57.14	*	52.38	42.86	*	9.52	0.00	30	21	21
3	*	4.76	21.88	76.00	80.95	68.75	*	14.29	9.38	25	21	32
4	*	22.22	5.88	70.00	66.67	82.35	*	11.11	11.76	20	27	17
5	*	0.00	15.00	*	64.29	70.00	*	35.71	15.00	*	14	20
All Grades	47.02	29.22	29.85	45.70	54.55	60.45	7.28	16.23	9.70	151	154	134

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.86	3.85	60.98	74.29	84.62	*	22.86	11.54	41	35	26
1	51.72	0.00	28.00	48.28	80.56	64.00		19.44	8.00	29	36	25
2	46.67	47.62	59.09	46.67	42.86	40.91	*	9.52	0.00	30	21	22
3	48.00	23.81	67.74	*	66.67	22.58	*	9.52	9.68	25	21	31
4	60.00	37.04	58.82	*	44.44	35.29	*	18.52	5.88	20	27	17
5	*	42.86	70.00	*	21.43	20.00		35.71	10.00	*	14	20
All Grades	43.71	20.78	46.81	45.70	60.39	45.39	10.60	18.83	7.80	151	154	141

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.86	0.00	78.05	71.43	81.48	*	25.71	18.52	41	35	27
1	48.28	16.67	4.17	*	61.11	50.00	*	22.22	45.83	29	36	24
2	*	0.00	13.64	60.00	85.71	81.82	*	14.29	4.55	30	21	22
3		0.00	3.13	*	52.38	65.63	76.00	47.62	31.25	25	21	32
4		11.11	0.00	*	66.67	64.71	*	22.22	35.29	20	27	17
5		7.14	5.00	*	64.29	60.00	*	28.57	35.00	*	14	20
All Grades	14.57	7.14	4.23	51.66	66.88	67.61	33.77	25.97	28.17	151	154	142

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	20.00	25.00	48.78	28.57	37.50	31.71	51.43	37.50	41	35	24
1	*	2.78	4.00	65.52	86.11	88.00	*	11.11	8.00	29	36	25
2	*	4.76	23.81	76.67	85.71	61.90	*	9.52	14.29	30	21	21
3		4.76	9.38	52.00	90.48	65.63	48.00	4.76	25.00	25	21	32
4	*	18.52	0.00	70.00	74.07	76.47	*	7.41	23.53	20	27	17
5		0.00	5.00	*	64.29	70.00		35.71	25.00	*	14	20
All Grades	15.89	9.74	11.51	62.91	69.48	66.19	21.19	20.78	22.30	151	154	139

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. When comparing Overall results, English Learners increased 6% in Levels 4 and 3 combined in the last two administrations (50% in 18-19 to 56% in 20-21).
2. When comparing Oral results (which includes Speaking and Listening), English Learners increased 21% in Levels 4 and 3 combined in the last two administrations (60% in 18-19 to 81% in 20-21). The majority of English Learners were in the Well Developed (90%) and Somewhat/ Moderately Developed (93%) areas in 20-21. Oral skills are a relative strength for our English Learners according to the 20-21 ELPAC.
3. When comparing Written results (which includes Reading and Writing), English Learners decreased 6% in Levels 4 and 3 combined in the last two administrations (33% in 18-19 to 27% in 20-21). Only 4% of our English Learners were in the Well Developed category for the Reading domain in 20-21, and 12% in the Well Developed category for the Writing domain in 20-21.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

Goal #1-ELA: By spring of 2023, Truckee Elementary students will:

- Increase 5 percentage points in overall ELA proficiency and ELA claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five

Goal #1a- ELD: by spring of 2023, Truckee Elementary English Learners will:

- Increase 5 percentage points the students scoring at the well developed/moderately developed levels as measured by the ELPAC with a specific focus on facilitating speaking and listening in instruction and learning in designated and integrated ELD including academic conversations; increase the number of students as reclassified fluent English proficient (RFEP) to at least 15%

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

The basis for these goals is 2020-2021 CAASPP ELA results, DIBELS screening growth measures, and ELPAC scores from 2020-2021

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	2021 CAASPP All: 46% Hispanic: 35% White: 61% EL: 17% RFEP: 74% SED: 35% SWD: 24%	2023 CAASPP ALL: 51% Hispanic: 40% White: 65% EL: 22% RFEP: 79% SED: 40% SWD: 29%
ELPAC	EL (ELPAC and RFEP rates) 13% Well-developed on ELPAC 43% Moderately-developed on ELPAC 1% RFEP rate	EL (ELPAC and RFEP rates) 18% Well-developed on ELPAC 48% Moderately-developed on ELPAC 15% RFEP rate
SED: DIBELS	2021	2023

Metric/Indicator	Baseline	Expected Outcome
	SED: Baseline will be established in 2021-2022 school year	SED: 85% of students in our socio-economic disadvantaged subgroup will make above average or well-above average growth according to these screeners from BOY to EOY

Planned Strategies/Activities

Strategy/Activity 1

Continue professional development and science of reading instruction (LETRS), monitor DIBELS assessments to expect at least average growth rate according to DIBELS composite reading scores from beginning of year screener to middle of year screener to end of year screener; additionally, 85% of students in our socio-economic disadvantaged subgroup will make above average or well-above average growth according to these screeners from BOY to EOY.

Students to be Served by this Strategy/Activity

All Students, SED

Timeline

By the end of 2022-2023 school year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Amount	7,425
Source	Title I
Budget Reference	None Specified
Description	Continue PD and professional support for DIBELS and LETRS (beyond staff meetings with pilot group and literacy committee) to support SED students
Amount	7,450
Source	Title I
Budget Reference	None Specified
Description	Purchase DIBELS (Amplify mClass)

Strategy/Activity 2

Complete at least three Plan Do Study Act (PDSA) cycles of inquiry in Professional Learning Communities (PLCs) to refine our PLC collaboration practices and continue to refine common Tier 1 “spotlight strategies” for English Language Arts in speaking, listening, reading, and writing instruction

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022-2023 school year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Further refine our designated Blended ELD model and our integrated ELD instruction to increase quantity and quality of academic/ collaborative conversations that target specific ELD levels through highly engaging content

Students to be Served by this Strategy/Activity

EL, RFEP

Timeline

By the end of 2022-2023 school year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Amount	5,400
Source	Title I
Budget Reference	None Specified
Description	Continue to support focus group and PD beyond our regular staff collaborations; compensation for teachers working with ELD Coordinator and academic conversations specialist

Strategy/Activity 4

Continue using universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022-2023 school year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Further refine system of differentiation and implementation of systematic instruction in reading in Tier 1 (instruction and materials align with science of reading), Tier 2 (SIPPS), and Tier 3 (Sunday).

Students to be Served by this Strategy/Activity

All students, SWD, SED, EL, RFEP

Timeline

By the end of 2022-2023 school year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Amount	12,500
Source	Title I
Budget Reference	None Specified
Description	Purchase Lexia to support differentiation and support

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By spring of 2023, Truckee Elementary students will:

- Increase 5 percentage points in overall math proficiency and math claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

The basis for this goal is the CAASPP math results from 2021-2022 and STAR Math and STAR Early Literacy scores from 2021-2022.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	2021 All: 34% Hispanic: 22% White: 53% EL: 13% RFEP: 44% SED: 25% SWD: 7%	School enters Expected Outcome by June 2023 ALL: 39% Hispanic: 27% White: 58% EL: 18% RFEP: 49% SED: 29% SWD: 12%
See Addendum Expected Annual Measurable Outcomes section		

Planned Strategies/Activities

Strategy/Activity 1

Continue universal screening and progress monitoring using STAR Math and STAR Early Literacy as outlined by the district assessment calendar

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Recommit to implementation of Everyday Math "spotlight strategies" to ensure fidelity of instruction of materials (i.e. Math Message, Focus Lessons, Math Boxes, Math Warm Up, Open Response/ Re-engagement lessons, and Math Games)

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand use of differentiated skill building applications to scaffold math instruction and accelerate learning

Students to be Served by this Strategy/Activity

All students, SWD, SED, EL

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Amount	7,736
Source	Title I
Budget Reference	None Specified
Description	IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Everyday Math materials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative Culture

Goal Statement

By the end of the 2022-2023 school year, Truckee Elementary will:

- Maintain low suspension rate across all sub-groups and not to exceed 2% suspension overall
- Decrease chronic absenteeism rate across all sub-groups by 3% points

LCAP Goal

By 2023 - 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

Basis for this Goal

The basis for this goal is attendance and suspension data gathered from DataQuest and compared to Aeries records.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	2021 Suspension Rate: ALL: .4% White: .5% Hispanic: .5% SED: 0% EverEL: 0% SWD: 0%	2023 Suspension Rate ALL: <2% Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)
Chronic Absenteeism	2021 Chronic Absenteeism ALL: 9% White: 6% Hispanic: 10% SED: 11% EverEL: 11% SWD: 9%	2023 Chronic Absenteeism ALL: 6% White: 3% Hispanic: 7% SED: 8% EverEL: 8% SWD: 6%

Planned Strategies/Activities

Strategy/Activity 1

Increase the social-emotional well-being of students through continued professional development and implementation of trauma-informed care

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Amount	7,450
Source	Title I
Budget Reference	None Specified
Description	Classroom 180 Bootcamp online training and teacher edition texts to support trauma informed practices

Strategy/Activity 2

Complete DESSA assessment for every child at Truckee Elementary at least three times to drive social-emotional learning (SEL) and instruction

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Complete Caring Connections protocol at least twice as a staff; students complete Caring Connections survey to identify trusted adults

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Reinstate and expand positive attendance celebrations monthly, intermittently, and end of year

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Social-Emotional Support and Learning

Goal Statement

Truckee Elementary will administer the DESSA at least three times and the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

Goal 3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

The basis for this goal is the DESSA-mini and DESSA screener results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by 2022 beginning of year results	2023 Decrease number of students who "needs instruction" (to be determined after baseline is set BOY)

Planned Strategies/Activities

Strategy/Activity 1

Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture resources and Second Step

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue and refine professional development on trauma-informed practices for systematic implementation

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Amount	7,450
Source	Title I
Budget Reference	None Specified
Description	Classroom 180 Bootcamp online training and teacher edition texts to support trauma informed practices

Strategy/Activity 3

Continue to refine and implement community circles and restorative practices

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Administer parent, student, and staff surveys to monitor the safe, supportive, and collaborative culture of our school and respond to continue to improve.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

By June 2021, all student groups will increase the percentage of students meeting/exceeding standards as measured by the CAASPP SBAC: ELA

By June 2021, the EL student group will increase the percent of students scoring at the well developed/moderately developed levels as measured by the ELPAC

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP SBAC: ELA	<p>CAASPP SBAC: ELA 2019 Baseline</p> <p>All: 49% Hispanic: 37% White: 71% EL: 15% RFEP: 57% SED: 37% SWD: 10%</p> <p>Expected Outcome: All student groups will increase the percentage of students meeting/exceeding standards</p>	<p>CAASPP SBAC: ELA 2021 Actual</p> <p>All: 46% Hispanic: 35% White: 61% EL: 17% RFEP: 74% SED: 35% SWD: 24%</p>
ELPAC	<p>ELPAC 2019 Baseline</p> <p>% of EL Students at well developed (proficient) level: 16%</p> <p>Expected Outcome: Increase the percent of students scoring at the well-developed level</p>	<p>ELPAC 2021</p> <p>% of EL Students at well developed (proficient) level: 14%</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic conversations professional development and collaboration to increase student engagement	Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills across all classrooms		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fountas and Pinnell Reading Records scoring calibration and professional development on how to use diagnostic assessment (e.g. Fountas and Pinnell Reading Records, Fountas and Pinnell benchmark assessments, Basic Phonics Skills Test) to drive instruction and identify students for reading intervention with support of reading intervention teachers and instructional coaching	Language Essentials for Teachers of Reading and Spelling (LETRS) pilot group and whole staff professional development		
Phonics and phonemic awareness instruction at lower grades and students reading below grade level in upper grades (implement Tier 2 type intervention strategies in Tier 1 general education classroom)	LETRS pilot group functioning as literacy steering committee to align local assessments and phonemic awareness instructional strategies with the science of reading		
Targeted writing instruction professional development and implementation (e.g. Step Up to Writing to augment Wonders) with district and site professional development and instructional coaching	Continued collaboration and refinement regarding common Tier 1 “spotlight strategies” for English Language Arts in speaking, listening, reading, and writing instruction		
Continue to serve large numbers of students with reading intervention with two intervention teachers and one enhancement professional	Implemented Tier 2 RTI instruction piloting SIPPS materials		
Small class sizes at primary grades Kindergarten through second-grade to ensure intensive foundational skills instruction	Completed training for Tier 3 Soliday materials with RSP staff and implemented Soliday instruction for RSP students with IEP reading goals		
Special Education: Ensure site-based special	Focusing on our socio-economically		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>education collaboration time at least monthly to align best strategies and support for SWDs, special education teachers collaborating with general education teachers at least monthly to align support for SWDs and build capacity of general education teachers, implementing Sunday materials to parallel Wonders, and evaluating efficacy and efficiency of current Resource Program model</p>	<p>disadvantaged lists of students with each of these professional development initiatives</p>		
	<p>Developed and implemented extended day reading acceleration program for identified students in spring that included Tier 1 pilot materials and strategies, Tier 2 SIPPS, and Tier 3 Sunday</p>		
<p>Academic conversations professional development and collaboration to increase student engagement supported by California Language and Learning Innovation (CALLI), district ELD Coordinator, site ELD coordinator, and instructional coaching Draft a vertically articulated standards-based scope and sequence for our Blended ELD program Provide at least one release day for each grade level to plan for Blended ELD highly engaging instructional strategies and materials (e.g. Mystery Science, STEMscopes, Peace Jam) EL Coordinator and special education teams</p>	<p>Academic conversations professional development and collaboration to increase student engagement supported by California Language and Learning Innovation (CALLI), district ELD Coordinator, site ELD coordinator, and instructional coaching (6.5 hours of professional development) Draft a vertically articulated standards-based scope and sequence for our Blended ELD program EL Coordinator and special education teams working to reclassify dually qualifying students (students who are English Learners as well as have disability) using alternative criteria</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>working to reclassify dually qualifying students (students who are English Learners as well as have disability) using alternative criteria</p> <p>Ensure implementation of the following based on feedback from our English Learner Advisory Committee (ELAC)</p> <p>Before school tutor program for reading (morning reading intervention) and after school tutor program (Work with Boys and Girls Club community partner)</p> <p>ELAC meeting dedicated to reading supports at home</p> <p>Provide more resources for EL students to do at home with parents (access to reading programs etc.) working with parents on vocabulary etc.</p> <p>Parent education opportunities focused on reading, math, vape awareness, and cyber-safety</p>	<p>Gathered feedback from our English Learner Advisory Committee (ELAC)</p> <p>Ensure social-emotional support for our students</p> <p>Provide bilingual paraprofessional support for newcomer students who speak Spanish</p> <p>Ensure academic support, particularly in reading, for our English Learners</p> <p>Provide strategies to parents on how to support children at home in distance learning and beyond</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

<p>Successes</p> <p>Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills across all classrooms despite COVID obstacles</p> <p>Continued collaboration and refinement regarding common Tier 1 “spotlight strategies” for English Language Arts in speaking, listening, reading, and writing instruction</p> <p>Learning and implementation of Tier 2 instructional materials (SIPPS) and Tier 3 instructional materials (Sunday) to support most struggling students even in distance learning</p> <p>Developed and implemented extended day reading acceleration program for identified students in spring that included Tier 1 pilot materials and strategies, Tier 2 SIPPS, and Tier 3 Sunday</p> <p>Challenges</p> <p>Difficulty with implementation of science of reading in distance learning (e.g. time limitations and online learning made implementing entire general phonics lesson plan in the pilot grades)</p> <p>Difficult to employ our "spotlight strategies" in writing and academic conversations with integrity due to distance learning as well as COVID social distancing/ safety mitigations</p> <p>Development of scope and sequence for designated and integrated ELD not completed</p>

Language and cultural differences made at-home English language support extremely difficult

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Successes

RFEP students subgroup increased in overall proficiency as measured by the CAASPP by 17%

Students with disabilities subgroup increased in overall proficiency as measured by the CAASPP by 14%

35 English Learners reclassified despite COVID and, at least in part, due to collaboration between SPED and ELD to reclassify students with disabilities

Challenges

Overall, students at Truckee Elementary decreased in overall proficiency as measured by the CAASPP by 3%

Latino students subgroup decreased in overall proficiency as measured by the CAASPP by 2%

White students subgroup decreased in overall proficiency as measured by the CAASPP by 10%

English Learner students subgroup decreased in overall proficiency as measured by the CAASPP by 2%

Socio-economic disadvantaged students subgroup decreased in overall proficiency as measured by the CAASPP by 2%

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

By June 2021, all student groups will increase the percentage of students meeting/exceeding standards on the CAASPP SBAC: Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP SBAC: Math	<p>2019 Baseline</p> <p>All: 41% Hispanic: 26% White: 66% EL: 5% RFEP: 43% SED: 30% SWD: 13%</p> <p>Expected Outcome: All student groups will increase the percentage of students meeting/exceeding standards</p>	<p>2021 Actual</p> <p>All: 34% Hispanic: 22% White: 53% EL: 13% RFEP: 44% SED: 25% SWD: 7%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic conversations professional development and collaboration to increase student engagement	Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills across all classrooms		
Apply Everyday Math professional development to ensure consistent prioritized activities across all classrooms within and across grade levels (e.g. math boxes, math message and focus lessons, open-response questions, math games) and monitor the use of these through informal walk-throughs	This was partially accomplished, and we will continue this work.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop and implement unit pre-assessments to differentiate instruction in “walk-to-learn” model across grade level classrooms in grades four and five			
Provide professional development and collaborative learning opportunities with Daily 3 math structure to provide small group instruction for re-teaching, intervention type strategies	instructional coach worked with teams to support on a limited basis.		
Provide professional development and collaborative learning with staff for math intervention type strategies in Tier 1 general education classrooms (e.g. Touch Math, additional math fact fluency, IXL in at least third-grade)	Individual teachers employed IXL (third grade), Formative Loop (fourth grade), and Freckle (fifth grade). PD was provided by the district for Freckle though the participation was limited at our site. SPED staff received training on Touch Math and then shared that learning with one team and paraprofessionals.		
Small class sizes at primary grades Kindergarten through second-grade to ensure intensive foundational skills instruction			
Adjusted schedule to increase chunks of time for math instruction	Adjusted schedule to increase chunks of time for math instruction		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Successes

Despite COVID and distance learning, many teachers continued professional development and collaboration regarding student engagement with academic conversations

Challenges

Implementation of Everyday Math instruction and materials to fidelity in an online format was extremely challenging With so much at-home learning, families reported hardship in supporting students with math instruction (even more so for Spanish speaking families)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Successes

RFEP student subgroup increased in overall proficiency as measured by CAASPP by 1%

Challenges

Overall, student proficiency decreased as measured by CAASPP by 7%

Latino students subgroup proficiency decreased as measured by CAASPP by 4%

White students subgroup proficiency decreased as measured by CAASPP by 13%

Socio-economically disadvantaged students subgroup proficiency decreased as measured by CAASPP by 6%

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

By spring of 2021, Truckee Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 5%, and decreasing suspension rates to less than 2%, focusing on students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	<p>Chronic Absenteeism Rate 2020</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p>	<p>Chronic Absenteeism Rate 2021</p> <p>ALL 9% Hispanic 10% White 6% EL 11% SED 11% SWD 10%</p>
Suspension Rate	<p>Suspension Rate 2020</p> <p>ALL .4% Hispanic 0% White 1.1% EL 0% SED 0% SWD 0%</p>	<p>Suspension Rate 2021</p> <p>ALL .4% Hispanic .4% White .5% EL 0% SED 0% SWD 0%</p>
Positive Attendance Rate	Not available	Not available

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue with full-time Assistant Principal	Continue with full-time Assistant Principal		
Increase parent education on independent study contracts and targeted focus on parent outreach through Cub News	SchIncrease parent education on independent study contracts and targeted focus on parent outreach through Cub		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Weekly “attendance tips” as well as an increase in SART (Student Attendance Review Team) meetings with Assistant Principal	News Weekly “attendance tips” as well as an increase in SART (Student Attendance Review Team) meetings with Assistant Principal ool Completes		
Increase on outreach for parents and students on importance of attendance through Monday Message	Increase on outreach for parents and students on importance of attendance through Monday Message Continue increase of SARB referrals and inclusion of SARB board panels to help engage and support students in healthy attendance habits		
Continue increase of SARB referrals and inclusion of SARB board panels to help engage and support students in healthy attendance habits	Targeted outreach to Spanish speaking parents regarding attendance with attendance secretary, community liaison, and Assistant Principal Increase outreach to all parents through Cub News Weekly tips regarding attendance, contracts, discipline, and health based practices		
Targeted outreach to Spanish speaking parents regarding attendance with attendance secretary, community liaison, and Assistant Principal	Increase restorative practices for discipline infractions and alternative to suspension that were developmentally appropriate for elementary students.		
Increase outreach to all parents through Cub News Weekly tips regarding attendance, contracts, discipline, and health based practices	Re-establish and increase training in all classrooms on restorative and alternative discipline practices, trauma informed care, and social-emotional practices through a staff wide training March 3rd with Assistant Principal, School Counselor, School Psychologist, and special educators.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase restorative practices for discipline infractions and alternative to suspension that were developmentally appropriate for elementary students.	Continue and increase implementation of school wide mindfulness practices including daily Take Five, which continued throughout the school closure, as well as Mindful March.		
Re-establish and increase training in all classrooms on restorative and alternative discipline practices, trauma informed care, and social-emotional practices through a staff wide training March 3rd with Assistant Principal, School Counselor, School Psychologist, and special educators.	Develop and continue ways of pulling entire school assemblies together weekly online		
Continue and increase implementation of school wide mindfulness practices including daily Take Five, which continued throughout the school closure, as well as Mindful March.	Continue and expand the use of DESSA (including using it as a conversation piece with parents) Deepen and reestablish implementation of Student Leadership		
Develop and continue ways of pulling entire school assemblies together weekly	Re-establish and continue implementation of Caring Connections Activity with both staff and students		
Continue and expand the use of DESSA (including using it as a conversation piece with parents)	Continued calibration and collaboration of restorative practices, discipline, attendance, and school safety practices through continuous feedback with teams such as Coordinated Care Team (CCT), and BEST, including weekly meetings with CCT and bi-weekly meetings with BEST and TES Safety Committee.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Deepen and reestablish implementation of Student Leadership	Continued to uphold social/emotional and Tier 1 strategies for Staff Level 1 meetings each month.		
Re-establish and continue implementation of Caring Connections Activity with both staff and students			
Continued calibration and collaboration of restorative practices, discipline, attendance, and school safety practices through continuous feedback with teams such as Coordinated Care Team (CCT), and BEST, including weekly meetings with CCT and bi-weekly meetings with BEST and TES Safety Committee. Continued to uphold social/emotional and Tier 1 strategies for Staff Level 1 meetings each month.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Successes

Staff was extremely creative to engage students through social-emotional and spirit-building activities. Even with limitations of hybrid, maximized positive behavior supports and social-emotional well-being with small classes, building community in classrooms, eating lunch in the classrooms, and emphasis on community circles.

Challenges

Implementing professional development and best practices to integrity during distance learning. Parent education and other initiatives such as DESSA were only partially implemented due to distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Successes

Suspension rates remained very low. Anecdotal evidence showed significant participation with our SWD subgroup.

Challenges

Difficult to ascertain the social-emotional well-being of many students who were not participating fully in distance learning.

Anecdotal evidence still showed significant difference in online participation and levels of learning between subgroups (i.e. English Learners and SED groups much lower)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #3

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

High-Reliability School Level 2 (2.3 Predominant instructional practices throughout the school are known and monitored) By spring of 2021, the Truckee Elementary community will increase effective teaching in every classroom with a continued emphasis on highly engaging academic conversations virtually and in-person and an emphasis on identifying our “spotlight strategies” for effective reading instruction based on the science of reading.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Documentation (PD calendar and Spotlight Strategy doc), observation (Walk-Thrus observation checklist and informal/ formal observations)	<p>2019 Baseline</p> <p>Academic conversations used multiple times daily across content areas in break out groups in Google Meets and/ or in in-person classroom; increasing the quantity on an individual basis and quality based on professional development.</p> <p>Identify and agree upon the spotlight strategies for instruction of foundational reading skills for students TK-2 and any other students who have not mastered foundational reading skills (</p>	<p>2021 Actual</p> <p>Online learning and in-person safety mitigations (e.g. desk shields, masks, physical distancing) proved to be more challenging than expected for quantity and quality of academic conversations. Minimal use of academic conversations as a school community and no Walk-Thrus occurred.</p> <p>Staff identified and agreed upon Spotlight Strategies for the hybrid model of instruction. https://docs.google.com/document/d/10dEyLQKVVlg_fRzWsAIYEIEERjHc0fss_keWnHosFD4/edit?usp=sharing</p> <p>Staff identified and agreed upon Daily implementation of General Phonics Lesson Plan for any student who has not mastered all foundational skills, so this would be a must in K-2 and for struggling readers at any level. https://docs.google.com/document/d/14yBipCqr89TwZYtWfKeBEMf_wDurmYxuiqklt9ciPZ4/edit</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School wide professional development around academic conversations to ensure and monitor high levels of student engagement across	Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills across all		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
content areas and classrooms	classrooms: December 16, January 20, and May 10		
Monthly collaborative teams will engage in Plan Do Study Act cycles of inquiry focused on academic conversations school wide (TK-5 and including special education and enrichment teachers)	Language Essentials for Teachers of Reading and Spelling (LETRS) pilot group and all certificated staff professional development monthly		
Maximize support of instructional coaches, TTUSD English Learner Programs Coordinator, and site ELD Coordinator for professional development and ongoing support for teams and individual teachers	LETRS pilot group functioning as literacy steering committee to align local assessments and phonemic awareness instructional strategies with the science of reading		
Participation in California Language and Learning Innovation (CALLI) professional development at state and district levels	Professional development included application and analysis of phonics, phonemic awareness, and word surveys (identified by LETRS pilot group) with an emphasis on practicing with students from our socio-economically disadvantaged list		
	Identified General Phonics Lesson Plan as “spotlight strategy” for primary grades and students in upper grades who still require phonics and phonemic awareness instruction		
	Created a scope and sequence of adopted Wonders materials and supplemental materials to identify where, when, and how to use these materials in General Phonics Lesson Plans		
	Extended the LETRS pilot and applied LETRS		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	assessments and instruction in Extended Day Reading Acceleration program in spring 2021		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Successes

Despite distance learning and COVID safety mitigations, persevered with professional development in the science of reading as a staff

LETRS pilot group identified assessments at the beginning of the year to drive instruction aligned with the science of reading; by the end of the school year, pilot group identified a specific assessment tool (Amplify mClass, DIBELS) that provides more information in less time

Maximized the school schedule in place due to COVID by creating and implementing the Extended Day Reading Acceleration Program (EDRAP) that allowed pilot group and staff to apply our professional development in LETRS and serve 83 students in the spring

Challenges

Distance learning and shortened schedule in hybrid made it very difficult to implement the entire General Phonics Lesson Plan on a daily basis, even for the pilot group that had the skills and motivation

Academic conversations professional development and implementation decreased in quality and quantity due to distance learning and then safety mitigations in in-person learning

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Successes

Every unit of LETRS completed by staff for Volume 1 though in a modified format

83 students served in EDRAP program using instruction that aligns with the science of reading

Students in EDRAP program grouped appropriately by skill with assessments and practice that align with the science of reading

Challenges

Was not able to collect quantified nor qualified data on the implementation of academic conversations

Assessment tools for assessing foundational reading skills we used were time consuming (e.g. PAST could take up to 30 minutes per student)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #4

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	See attachment 2022/2023 Site Matrix - Truckee Elementary
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	55,411.00

Allocations by Funding Source

Funding Source	Amount	Balance
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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:

- 1 School Principal
- 4 Classroom Teachers
- 6 Parent or Community Members

Name of Members	Role
Kim Kregel	Classroom Teacher
Leslie Fansler	Classroom Teacher
Sue Mock	Classroom Teacher
Jill Hawks	Parent or Community Member
Lindsay Holland	Parent or Community Member
Duggan Kerney	Parent or Community Member
Cheryl Olsen	Parent or Community Member
Brooke Osborne	Parent or Community Member
James Collins	Parent or Community Member
Stephanie Blume	Classroom Teacher
Sara Colborn	Principal

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Sara Colborn on

Truckee Elementary School: Title I Schoolwide Plan 2021-2022
The Comprehensive Needs Assessment

Truckee Elementary School completed a school-wide comprehensive needs assessment by reviewing parent survey results and student achievement data. The analysis was overseen by the site administrator and was completed by the following groups: SSC and the Site Leadership Team. Outcomes of the analysis were shared with the following groups: School staff and ELAC. The results of this analysis became the driving focus for the school-wide reform strategies and the foundation of the Single Plan for Student Achievement

School Wide Reform Strategies & Corrective Actions

1. Continue to refine our reading intervention system in the area of reading
2. Offer an Extended Day Reading Acceleration Program (EDRAP) to augment the K-5 within school day program
3. Maintain a .8 FTE Reading Teacher/TOSA to teach reading intervention intervention groups, assess and monitor student progress and collaborate with teachers about student progress and groupings. TTUSD added a 1.0 FTE certificated teacher to support the intervention program in 2018.
4. Utilize the services of the Accelerated Learner Teacher to provide instruction to GATE students (4-5), Accelerated Learners (K-5) and to collaborate with teachers (TK-5) to determine and provide resources, strategies and supports to enhance the learning for those students significantly above grade level.
5. Continue professional development and refine application of science of reading (Language Essentials for Teachers of Reading and Spelling, LETRS)
6. Continue professional development and expand use of DIBELS screeners and progress monitoring assessment tool schoolwide to drive reading instruction (Amplify mClass)
7. Continue to use common Universal Screenings for Reading-STAR Early Literacy (K-2) and STAR Reading (2-5)
8. Ensure large blocks of instructional time for English Language Arts and math to apply our agreed upon “spotlight strategies” that align with research-based instructional strategies
9. Utilize research based intervention strategies within the classroom (i.e. Tier 1 and typically Tier 2 intervention strategies to reteach and supplement instruction)
10. Continue to use California Standards, district adopted materials and identify supplemental instructional materials to support individual student needs
11. Provide opportunities for academic conversations and writing in all content areas; participate in California Language Learning Innovation (CALLI) and Literacy Innovation Team (LIT) at state and district levels respectively to support students who are socio-economically disadvantaged
12. Using Step Up to Writing materials, review and explicitly teach the steps of the writing process on a regular basis
13. Support EL parents by providing translated materials and access to an interpreter/ community liaison, as needed
14. Utilize the community liaison to enhance outreach to all families, with an emphasis on our Latino families
15. Provide parents with education in topics that are of interest

16. Provide collaboration time and on site staff training during staff meetings on minimum day/ release time for teachers to analyze assessments and identify student needs; create a professional learning calendar that creates time for whole staff collaboration, grade level collaborative time, and differentiated professional development
17. Via a monthly goal setting and monitoring process, teachers will analyze student data and use collaboration time to discuss and plan for instructional adjustment to improve student learning; we will focus on small iterations of inquiry (Plan Do Study Act) cycles in reading as well as math
18. Implement differentiated curriculum to provide for the needs of students identified as needing intervention or enrichment in all content areas
19. Ensure Multi Tiered Systems of Support including expanding counseling services to meet at-risk students' emotional needs while ensuring solid Tier 1 support for all

Total Funds Used	\$0	\$0	\$0	\$0	\$9,308	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$52,152	\$128,326	\$104,686	\$0
Remaining Funds	\$2,000	\$0	\$25,355	\$9,220	\$94,103	\$10,925	\$2,185	\$34,960	\$1,311	\$8,740	\$10,925	\$8,129	\$7,050	\$0	\$0	\$0	\$0

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\$10,496		

\$10,496		

\$10,496	\$0	\$0
\$0	\$0	\$0